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An Aspect of Tagore's Contribution to Indian Education

By PROF. A. N. BASU,

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IN this short paper I propose to describe briefly an aspect of Tagore's contribution to Indian education which perhaps has not attracted as much attention as it deserves. This may be due to the fact that quantitatively speaking this contribution would appear to be not very important, but qualitatively it is indeed a significant contribution to our educational philosophy. I am referring to Tagore's Loke Siksha Samsad, and the ideas which inspired him to found that institution. It is a small unit in today's Visva-Bharati, but all the same it is a significant unit.

The term 'Loke Siksha' as Tagore meant it, is perhaps best translated as the education of the people. It is neither primary education nor adult education. Both these terms generally refer to particular stages of education, primary education being the education of boys and girls upto a certain age and adult education the education of people beyond a certain age after childhood. Adulthood legally defined begins at eighteen when, technically speaking, people are regarded as being fully responsible for their actions. But in a country like India where primary education is still to be compulsory on a nation wide scale, there will be, for many years to come, a large population of young people who will remain without any education and this will be in addition to the larger adult population which needs what may be strictly called adult education. It is because of this peculiarity of the Indian educational situation that in the well-known central Advisory Board of Education's plan of 1944 for the reconstruction of Indian education even young people of 10 were included in its scheme of adult education.

After the attainment of freedom our Government has taken up an elaborate plan for adult education which is now being called social education perhaps to emphasise the object of such education. We have now social education officers and workers who are organising lectures, cinema and magic lantern shows, libraries and reading rooms, holding literacy classes, using the radios and are taking various other means of popularising education among our people. Literacy education naturally occupies a large place in this scheme of social education.

Tagore does not seem to have put much store by such literacy education. His scheme of adult education (if we may use that term in this connection) which was first outlined in his famous essay, '*Swadeshi Samaj*', i. e. the Indian Social Order, was written nearly seventy years ago. In this essay, he suggested the reorganisation of the country fairs and the revitalization of the folk dramas, music, discourses, etc. the *Yatras*, *Kathakatas*, *Panchalis* and other time-honoured indigenous institutions, for the education of the people. He invited the educated young men to go to the villages, to get to know the people there and to spread light, life and culture among them by adopting the means he had suggested. In a

fine passage Tagore says, "if you cannot do anything else at least give up all your fascination for the newspapers and go to a village and there bring knowledge to some one who had never been previously addressed in a familiar manner, bring joy and hope to him, and serve him; let him feel that as a human being he has a dignity of his own, and that he is not to be trifled with. His ignorance has kept him afraid of even his own shadow. Remove all these bondages of fear, save him from poverty, from all that is unjust and from his own blind prejudices" (the translation is mine).

Tagore's ideas about 'Loke Siksha' may be traced to another aspect of his educational philosophy. He has been one of our earliest advocates of the use of the mother tongue as the natural medium for the education of the people. His article, *Sikshaar Herpher* i. e., changes in education, which emphasised this point was written seventy years ago and this theme recurrs over and over again in his later educational writings. In 1916 in his article *Sikshar Vahan* i. e., the medium of education, Tagore said that if the existing condition of things educational in this country with its emphasis on the English medium were to continue in our universities, could we have, outside their pale, a parallel course through the medium of the language of the people? He was of opinion that such parallel streams of education, one in the English medium and the other through the medium of Bengali would bring us many advantages. It would be of great help in making higher education really a part of the people's culture. In his address entitled *Sikshar Vikiran* i. e. the dissemination of education, delivered before the University of Calcutta in the year 1933, Tagore appealed to the University to organise a net-work of examination centres all over the country for the benefit of those of our men and women who for some reason or other could not take advantage of the normal educational system existing in the country, but who could, given opportunity and incentive, study at home in their leisure time and thus enjoy the blessings of education and get themselves rid of the ignominy of lack of education. In 1935 he addressed the then Minister for Education for Bengal on the same subject. His words were later incorporated in the prospectus of the Loke Siksha Samsad. Tagore said, 'Many of those men and women who for some reason or other fail to get opportunities of systematic school instruction would be very eager indeed to participate in a scheme of self-teaching at home at their own leisure, if only examination centres could be opened in the many cities and small towns in the country. Their studies at home could be made more systematic by prescribing for them proper syllabuses of studies from the lowest stage to the highest and recommending suitable books for each of the stages. Success in the examinations will bring social prestige as well as efficiency in one's vocation. And this again would be an occasion for extending the field of text-book writing and a greater accumulation of materials for dissemination of knowledge among the masses."

But as neither the Government nor the University of Calcutta seem to be interested in the proposition, the Loke Siksha Samsad took up this work. The Samsad started opening and running such examination centres and holding examinations and awarding certificates and diplomas. In 1938 one examination was held in two centres; it was called the *Adya*

or the first examination. It would roughly correspond to an examination at the end of nine years of schooling. Gradually the scope of the examinations was widened and today the Samsad conducts six different examinations at different stages all properly graduated and with appropriate nomenclature. The first examination is now called the *Aksharika*, it is taken at the end of the literacy stage; the second examination is called the *Prathamiki* or the primary and the third *Praveshika* or the entrance. All these may be regarded as examinations at the school level corresponding to examinations taken at the end of the third, fifth and the ninth year of schooling. There is no restriction about the age at which the examinations may be taken. The next, *Adya* is now the first examination at the collegiate level generally taken about two years after the Praveshika i. e. at the end of what would correspond to the ass year collegiate class. There is however no bar to someone taking it earlier. The Adya is followed by the *Madhya* (the Middle) examination taken usually after another two years. It is followed by the *Antya* or the final examination which would broadly correspond to the fifth year collegiate class. As is usual one examination generally leads to the next and so to the final examination. But the first three examinations are optional, one may or may not take them. The other examinations are generally compulsory and taken in succession, though under certain conditions graduates of universities and some others are permitted to sit for the last two examinations of the Samsad without having previously passed its own qualifying examination. Candidates successful at these examinations are awarded appropriate certificates and diplomas.

The courses for the different examinations, the subjects to be taken and the syllabi in the different subjects have been clearly defined and laid down and text-books prescribed. Anyone who desires to take an examination and registers for it is supplied with these details free of cost by the Samsad. The examination fees are nominal ranging from Re.·1 to Rs.10/- Wherever at least three applicants offer to prepare for any of the higher examinations or ten students are ready to prepare for the lower examinations and some responsible person is available on an honorary basis to run a centre, the Samsad readily starts one and offers facilities for self-study and necessary guidance. In fact though mainly an examining body, with the help of honorary workers, the Samsad has set up study circles in many of its examination centres.

A few details of some of the examinations conducted by the Samsad may give a general idea about the standard of these examinations. The medium of all the examinations is of course Bengali. The subjects for the Aksharika, are Bengali-one paper, History and geography one paper, Arithmetic and Hygiene one paper. For the Praveshika the subjects are the Bengali language and literature, general and special, History, general and special, Geography, Arithmetic and General Knowledge or Hindi, Science and Hygiene. This alternative half paper in Hindi was introduced in 1957 in view of the present importance of Hindi. For the Adya examination in addition to these subjects Indian Administration and Mother Craft are added, Mother Craft being alternative to Science. For the Madhya examination there are four papers in the Bengali language and literature, two papers in History, and two papers in Indian Sociology,

Politics and Economics. The Antya examination can be offered at present either in the Bengali language and literature or in History there being eight papers in each subject. The Samsad claims that the standard of the examinations is easily comparable to the corresponding examinations in our general system of education.

Since the inception of the Samsad so far a little over six thousand persons have come out successful at its various examinations. Starting with only two centres the number of examination centres of the Samsad gradually rose to over four hundred in 1952 which was the peak year for the activites of the Samsad. In that year the number of persons enrolled for the different examinations rose to a little over 1500 though the actual number of persons who appeared was about a thousand. Of these 572 persons came out successful. Since 1952 there has, however, been a gradual decline in the number of centres as well as of candidates for the examinations. I shall presently come to the reasons for this decline in the activities of the Samsad.

Admittedly when compared to the universities the number of persons served by the Samsad is indeed very small. But it is not so much the quantitative but the qualitative aspect of the activities of the Samsad which has great significance. Firstly, the Samsad serves the educational needs of a section of our people which is not served by the normal educational system of the country. Theoretically the programme of social education now undertaken by the state would perhaps touch this section; but that programme at best covers only the stage of literacy and normally does not go beyond it. The programme of social education as we generally have it today makes no provision for follow-up work, for what may be called continuation education. The Loke Siksha Samsad is doing this and that on quite an elaborate scale. It is now existing realised that no scheme of adult given social education is likely to be study even a part of the results achieved unless it is fully supported by a well-organised programme of follow-up work. By providing such programme the Samsad is indeed doing pioneering work. The Samsad's programme of continuation education goes right upto what may be regarded as the university level. And this education is conducted throughout in the language of the people. Secondly, and this is the most important aspect of the work of the Samsad, its education is all self-education. The Samsad is providing incentives and opportunities for such self-education and is more over giving proper recognition to it. In its ultimate analysis all adult education depends on self-education. In fact all education aims at self-education. By encouraging this self-education the Samsad is exercising a big moral force which is bringing about the intellectual as well as spiritual regeneration of all those who take advantage of its programme of work. This is undoubtedly the most important feature of the activities of the Loke Siksha Samsad.

There is one other minor aspect which though not important may yet receive a casual mention. I am referring to the finances of the scheme. All the fine work I have here described is being carried on at a nominal cost. The total annual expenditure of the Samsad has been less than ten thousand rupees; and a large portion of this expenditure has been recovered every year from the fees paid by the examinees. Th

net cost of the scheme to the Visva-Bharati in the past had indeed been round about two thousand rupees per annum. Of late, however, due to the number of centres and of examinees the net annual cost has risen to today five thousand rupees.

The difference partition of Bengal in 1947 has reduced in the closing down of 150 centres in East and West Pakistan, and a consequent decrease in the number of examinees. What has however further aggravated the situation is the recognition of the Visva-Bharati as a statutory university. This may sound a little strange, but all the same it is true. A University stands for the advancement of learning and knowledge and its charter is normally a charter of freedom to encourage them. In the case of the Visva-Bharati however the grant of a charter has had opposite effects as far as the Loke Siksha Samsad is concerned. Before 1950 the candidates who were successful at the final examination of the Samsad were presented at the annual convocation of the Visva-Bharati where they received their diplomas. From 1951 as a result of the Visva-Bharati having been converted into a statutory university, the students of the Samsad have been denied this privilege. They are now being awarded their diplomas at the annual function of Sriniketan. The Samsad is located there. Presence at the convocation of a university is a kind of a seal which naturally enjoys a social prestige of its own. Denial of it has naturally created misgivings among the students of the Samsad and the honorary workers in the examination centres of the Samsad thereby consequently undermining the prestige of the examinations of the Samsad. And yet what can be more glorious for a university than to honour a set of persons who against odds and without any assistance from the University, have given adequate proof of their intellectual competance and attainments? If the present act of this University or for that matter any other University in the land stands in the way of giving this recognition to such self-educated students then the acts should certainly be suitably amended to enable a university to give this recognition. That this is in keeping with the ideas of Tagore is clear from the fact that the Visva-Bharati itself, before it became a statutory university, gave this recognition to the students of the Samsad thereby admitting them to the community of the educated elite in the country. Will these students be debarred from this privilege because they are educated only in their mother tongue?

The Loke Siksha Samsad certainly deserves a better status in the Visva-Bharati. The whole scheme should be revised, with a view to widening its scope and activities, and adequate funds should be placed at its disposal to make it more effective and worthwhile.

The Samsad naturally confines its activities to Bengal and to all those whose mother tongue is Bengali. It should widen its activities, and take other language groups within its fold. Or perhaps it would be better to organise similar Samsads in other language areas in the country to work in co-operation with the local universities as is being visualised in this paper.

We have assembled here in this conference *to honour the memory of our great leader. Perhaps this may be a way of showing that honour to the memory of one of India's great educationists.

* A paper read at the Educational Conference held on 9th and 10th May at Santiniketan as a part of Centenary Celebrations.

A PLEA FOR BETTER SCHOOLS

By Shri ROMESH C. WADHERA, M. A., M. Ed.

(Mwanza – Tanganyika)

SCHOOLS are the symbyol of progress and the centre of past and present values where human beings are equipped with technical skills, academic competence and emotional integration. About their social importance and humanising significance, there cannot possibly be two opinions; but about their functional efficiency, organisational set-up and administrative routine, there are deeply conflicting arguments. I propose to vindicate the stand-point of 'Quality' Schools as opposed to the popularly known schools run on meagre arrangements—physical and human.

Better schools represent vital links in the continuity of social heritage; they are the guide-posts on the way to economic development, social improvement and political stability. In such dignified works of art, discipline is perfect and pleasing - freedom is judiciously controlled by educationally uplifting regulations; instruction is sound and standard - and is periodically supervised and continuously streamlined; teachers are devoted and competent - and they try to integrate effectively guidance-techniques with their classroom teaching and extra-school behaviour; school rules are correctly drafted and comprehensively executed—the pupils, the parents, the teachers and the resource people of the locality cooperate organically to devise and direct new experiments both social and scholastic; the courses of study are well-selected and properly graded —the scheme of study in all subjects and at all levels is smoothly co-ordinated and correlated for avoiding the risk of duplication, repetition or confusion. Such prize institutions are bound to be daringly different from the mere economic propositions otherwise called mis-managed 'teaching-shops' where the maximum number of pupils is crowded at the minimum cost without any suspicion of personal interest or attempt at real improvement. Such apologies of schools are glamorous points of human tragedy where the zest for living and learning is starved at the source, where mechnical averages are mass-produced—uninspired and unskilled.

They neither represent the social needs and ambitions of the society nor do they prepare in any honest manner the interests and aspirations of a particular individual.

Better schools provide the right type of education in which self-discipline is at the top, right instruction is at the bottom and the perfection of human personality is in the middle. Such respectable centres of learning retain and reflect a real purpose and a message like the Classic Public Schools in England or like the House of Lords in the British Parliament. They check social irregularity; they halt educational tyranny and they correct social imbalance. They symbolise superior culture and extend the forces of healthy and harmonious living. Naturally they cannot afford to have social cowards, intellectual mediocrites and moral hypocrites on the staff and on the management board. They will stoutly refuse to expose any type of pupil—of low or high intelligence, of mean or noble birth,

of rich or poor background, under-aged or over-aged, interested or indifferent, healthy or unwell, physically or mentally—to the influences of little, improper or defective knowledge. Such thoughtless procedure would amount to the extension of mischief and the reinforcement of malignant growth.

Many will argue that such better schools are a burden on the finances of a nation as they are like a white elephant — hugely expensive but correspondingly unproductive. They encourage the establishment of 'ivory towers' that can save only the sinking ships. Moreover such costly schools create false sense of superiority and snobbery. They do not feed the roots of the common man whose welfare is an ultimate justification for the functioning of any decent government. They run counter to the spirit of democracy and revel in their vain claim of training for leadership. But may I point out that such quality schools are the only proper agencies where skilled technicians and skillful human beings are fashioned and developed so that they may possibly grow in stature and thereby leaven up the society. A blind man can hardly lead a blind; and democracy does not mean identical opportunities for people of unequal intelligence and industry. 'Aristocracy of ability' has got te be respected and accepted as 'the survival of the fittest' is a principle which is operative both in the animal and the human world. We cannot escape the thrill of competition and therein lies the subtle romance of living. Human intelligence, efforts and ambitions cannot be levelled up on a common denominator, and to attempt such an experiment is a short-sighted, fool-hardy adventure. Better schools, undoubtedly, are a fundamental remedy, a sensible social solution and a sound human investment. Mere extension of schools is a disguise for the diseased form of democracy and is a cheap slogan of abused commonsense. The claims of quality should have over-riding priority—then alone the mental, moral and social outlook ahead of us can be pleasing and progressive. Such schools are directly responsible for the strength and soundness of a given society, and they should not be supposed to stay divorced from the social reality and civic challenges of a particular age. They conserve the very best in the past, assimilate truly the inspiration of the present and peep into the future with confidence and courage. They are the crying need of the under-developed, emergent nations because 'sweetness and light', direction and conviction have to flow from such sensible seats of learning. They are the guardians of the quality of art, and in developed societies their establishment and growth are an acknowledged social imperative.

School Discipline

"The much and commonly lamented separation in schools between intellectual and moral training, between the acquiring of information and growth of character, is simply one expression of the failure to conceive and construct the school as a social institution, having social life and value within itself."

—*John Dewey*

Experiment in Child-Education: Discipline

By SHRI K. SAGAR (Delhi).

3. The Bourgeois School :

The problem of discipline faced us in its acute form in this school. Most of the boys came from middle class families where the women were uneducated and backward. Standard of living was usually low. Most of the homes lay in narrow streets. They were not slums in the recognised sense of the term, but lack of amenities, like public parks, had brought the locality very near to a slum.

Most of the students were fairly intelligent; some could be called brilliant, but generally they were weak in their studies. Mischief was a common trait. They seemed to have no scruples about telling lies or even stealing.

The teachers received reasonable salaries, but most of them were of low calibre. Their intellect appeared to move in a groove and it was futile to expect them to digest new ideas or to hope to broaden their vision. They had grown in the belief that the severity of punishment ensured sound education and softness on the part of the teacher meant slackness in his duties. They were following a certain routine to which not only they but also the students were conditioned.

The parents, in most cases, both father and mother were hard worked and could find little time to attend to the emotional needs, either of their own or of those dependent upon them. Repeated efforts were made to invite them to visit school but the timings of their business precluded the possibility of our success. They would not permit us to visit their homes, perhaps because of purdah or because their homes were not presentable.

This is the second part of the article published in last April number, p. 300.

I made an attempt to draw up a list of boys who were usually subjected to punishment, but one of the teachers threatened to resign. Others of his colleagues appeared to be in the same mood and discretion counselled me to desist.

There was no remedy. I could not change the mentality of the teachers who had taught successfully for over a decade. I could not make the parents less busy than they were and induce them to live a little of aesthetic life. They needed more open spaces for their residence. They needed a touch of mother nature. How could I bring about all that ?

But I could study the problems of a section of the great mass of people living in the towns and it was a very instructive study, though it was limited.

It was a Municipal School where teachers enjoyed great freedom. They had to have no fear except for that arising out of their own indiscretion, if they laid their hand upon a fiery student. In this case, they had to face the wrath of a sturdy butcher or workman, the parent of the student. It was not of the slightest consideration to the parents that their wards were developing criminal tendencies, for some of the boys systematically practised stealing and pickpocketing. Smoking and gambling were considered harmless pastimes even by the parents.

I had come to this school with the belief that children could be mended and taught without the use of the rod. It might be possible but human limitations stood in the way. Other teachers did not, but I did inflict very severe punishment on some of the boys and it was painful to see the victims improve in their behaviour. A fair standard of discipline was also achieved. It belied my assumption that corporal punishment had always a negative effect.

4. The Slum School :

The first victim was Md. He was a student of the first form, though according to age and growth he should have been reading in one of the middle classes. Insolence was almost his second nature and even senior teachers were afraid of him and his formidable parent.

We were standing for prayers one morning when I found that Md. was eating something. I motioned to take it out and attend to prayers, but he spoke out in the midst of them and behaved as if he were in a market place and talking to a chum. Argument would have been of no avail and immediate action was called for. While in school I carried a baton, without any intention of using it on the students, but here it was sent into action and as I raised it towards him, Md. held out his hand with a mocking smile on his lips. The first cut fell full on the palm of his hand. The smile vanished but he was still not perturbed. The second cut was harder still, and now, when he again stretched his hand to receive the hardest blow, he hesitated and, after it was given, a little tear appeared in one of his eyes. The rocky core had melted.

After the prayers Md. left the school and went away. The teachers were in panic fearing something serious would happen, but the day passed off peacefully. I instructed his teacher to contact the boy. The teacher did it and when I saw Md. the next morning, he was the gentlest boy I had ever seen. He was smartly dressed and respectfully wished me when he saw me. Within a few days he was high up in my esteem. He often gave us sweet recitations from Ghalib.

I do not know whether to attribute this transformation to the magic of the rod or to the good offices of the teacher, but later on I employed a combination of the two devices to good purpose on several occasions. It was with older boys of the upper classes. In this school, it proved useful only in the case of the insolent ones. Punishment or no punishment, the pilferers and the liars could not be cured of their waywardness.

I met with some desperate cases of sadism and melancholia but I was not properly equipped to deal with them. They needed psychoanalytical treatment which was not easily available then.

Later experience taught me that punishment is a very poor weapon for correcting waywardness and not at all a wholesome means of teaching young people. If education is to serve its real purpose, punishment, in whatever form, must go. It is impossible to develop sentiments of self-regard in children where flogging or any other form of punishment is used. Its harmful effects come instantaneously to view, if one is a keen observer of human feelings.

Father Flanagon of the U. S. A. describes one of his experiences in punishing young offenders in pathetic words. The punishment was simple and apparently innocent. While

other boys were bathing in the tank, the offender was made to stand on the parapet with his back to-wards them. Father Flangon felt the agony in the heart of the victim and prohibited all kinds of punishments. in his Boy's Town.

Mahatma Gandhi tried self mortification as a corrective, but I feel that this is too much of a cruelty to the offender.

In Russia and Japan students are so trained that no punishment is required except the social disapproval of his companions. The Jammia Millia institutions can be presented as a model in India.

Situated as we are, it is futile to hope that corporal punishment would go without making strenuous efforts for eradicating this evil. In fact, this evil is at present inherent in our social structure and, unless punishment of criminals is regarded an evil by society, punishment in schools will continue be used as a means of bringing about discipline.

But even so long as it stays, punishment should be inflicted with certain considerations. Blanton and Blanton's book 'the Child Guidance' advises us that physical punishment must be aimed at controlling a distinct situation, it must be adequate and it must be immediate and on the occasion of the first offence known to be an offence. Physical punishment should be sharp, short and used for the purpose of giving conditioned response."

The age, at which punishment is effective, varies with the intelligence and the type of the child, but it is fairly safe to say that a child of normal intelligence should not be given physical punishment before the second year nor after the eighth when he can be reasoned with.

Neill, a thorough going radical in education, who in his earlier days 'whacked students again and again', and hit the boy until he had given in holds that the use of the rod should be preferred to a punishment which takes the form of a lecture.

Some educationists advocate that corporal punishment if it is to be inflicted should be inflicted by the parents on the judgment of the teacher. But in most of our schools children are punished when the parent or the teacher is in wrath. Most of the teachers are in this respect, like the school master of Goldsmith in whose morning face:

> "Well had the boding tremblers learned to trace.
>
> The day's disaster ....."

Some teachers come surcharged to school and vent on the little urchins the anger that belongs to something else.

Sound education does not depend upon punishment or rewards as its props. It is true that education is not possible without discipline, but there are innumerable other means of realizing this goal. The easiest of them is to keep the children engaged in some pleasant activity. If democratic methods, which are conspicuous in our schools by their absence, are employed, we would gain something even more valuable than discipline—ideal of true citizenship.

I have not dealt with rewards in detail here, because, in the first instance, they are too rare in schools and then because the harm done by them is mild. Moreover, the idea of selfless effort is considered supreme so universally that no one with sound opinion regards them as a healthy incentive to human endeayour.

TOPSY-TURVY EDUCATION

By Dr. R. S. MANI,
Gandhigram Rural Institute, Madras State

THE true basis of education is the study of the human mind, infant adolescent and adult. Any system, however, founded on theories of academic perfection is not likely to produce a perfect mind if it ignores the instrument of study. What has to be borne in mind by the educationist is the fact, that he has to deal with, not dead material, but an infinitely subtle and sensitive organism, not easily comprenhensible. One cannot shape an educational masterpiece out of a purely dead material; the perfection aimed at has to be worked in the elusive substance of mind by adequately respecting the limits set by the weak human body.

It is true beyond doubt that the current educational system is a great advance on many methods of the past. However, at the same time, it has to be conceded that education at present, is by no means perfect in as much as it was not even in the past. A comprehensive system of education without the evils of strain and cramming, cannot by itself claim perfection. The obvious reason is, it is yet based on insufficient knowledge and understanding of human psychology.

In the past, it has to be admitted there was over-emphasis on the mind. In recent times, however, the evil is mitigated and safeguarded to some extent by an equal emphasis being laid on active habits and vigorous physical exercise. But at the same time, the trend in modern education is towards a pragmatic approach, resulting eventually in an overemphasis on practical aspects. Ultimately the balance is not struck which is wished for as an ideal but only a tilting over which is dangerous.

So long as children are confined exclusively to instructions in the purely necessary as in the pragmatic approach their minds cannot be expected to grow to their full stature. It is not in accordance with man's nature that he should be imprisoned within the narrow bounds of the purely necessary. Rightly has Rabindranath Tagore the great educationist pointed out that if free reading is not intermingled with the indispensable information, the child cannot grow into a fully mature man, perhaps he may be mature in years, but he may yet remain very largely a boy in mind.

Further modern education has no high ideals, even though, the schools and colleges have latterly burdened their syllabus with a greater number of subjects than before. It has developed an unnatural craving for success in the examinations, — success in obtaining the largest number of marks, with the strictest economy of knowledge. What is the result? No doubt we pass examinations, but shrivel up into petty clerks and we die young. Such a kind of education does not produce great minds but only encourages us to make a foolish display of decorations composed of borrowed feathers.

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The problem of discipline itself needs new thinking. Old conceptions about it have to be given up. In the education of the very young, it would be safer to prescribe the recipe to the teachers rather than to the taught.

My Study tour in Great Britain

By SHRI S. KRISHNA RAO,
Co-ordinator, Extension Services Dept., Hyderabad.

AT the invitation of the British council I visited Great Britian on an Educational Study tour for two months, February and March, 1960. The following is a brief report of my observations.

1. *Education in Great Britain* : Throughout Great Britain education is compulsory from 6 plus to 15 plus and lately there has been an active move to raise it to 16 plus. To give every child the full benefit of the whole process of education during the compulsory age period as well as to serve other pedagogical principles, children are moved every year by age groups to next higher groups (classes) without detention for low achievement. The principle holds good in schools for the educationally sub-normal and physically handicapped children also.

2. *The School Pattern* : The present British School pattern is based upon 1944 Act. There are only two formal Public Examinations at the school stage. The first at 11 plus (a matter of raging controversy) is compulsory and intended for selection for a suitable pattern of Secondary Education, but not for detention. The second at 16 plus is optional (as the age is beyond the compulsory age limit) and for admission to the University.

Both these examinations test only general standards without reference to any prescribed text books, because the British schools enjoy perfect freedom with regard to all academic matters like syllabuses and text books. The authorities "delegate very large responsibilities to the Head teacher, to whom they normally entrust the utmost freedom to plan and regulate the organisation, curriculum, discipline and extra curricular activities of the school. They

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The first principle of true teaching is that nothing can be taught. The teacher is not instructor or taskmaster but is a helper and a guide. Sri Aurobindo says that a teacher does not actually train the pupil's mind; he only shows him how to perfect his instruments of knowledge and helps and encourages him in the process.

Similarly the main object of teaching is not to explain meanings but to knock at the door of the mind. In this connection, it may be relevant to consider what Rabindranath Tagore observes in his Reminiscences, "If any boy is asked to give an account of what is awakened in him at such knocking he will probably say something very silly. For what happens within is much bigger than what he can express in words." The same educationist further adds," "Those who pin their faith on 'varsity examinations as a test of all educational results take no account of this fact."

Does not then a careful study of the present system of education point out the truth that it is not in order as it should be but topsy-turvy ? It is left to the true educationists of our country to see that the educational system is set in order, without being over-hasty in their craze for reforms.

expect initiative from him and provided he retains their confidence, are well pleased to allow him to manage things in his own way. Similarly, the Head teacher allows to - and expects from - the members of the assistant staff a large measure of personal initiative, both in the class room and in the conduct of the school's extra curricular activities."

The head teacher who is invariably appointed by selection, is truly the leader of the school community, deliberately training the young community in his charge for the "humanistic democracy", which the British Democracy has been shaping itself into. All local authorities have well organised Departments of Education and Inspectorate. Their technical advice is greatly valued by the Education Committees.

3. *The Infant School :* The two year infant stage often with a separate institution (unless the numbers are too small), is a radical break from the old tradition. Pleasant informality and emphasis on general development rather than formal academic achievement, are its notable features.

The Heads of the British Infant Schools are a dynamic tribe, often bearing themselves with the dignity of University Deans. They are proud of their flourishing foundational stage. They constantly strive to encourage and guide their staff along progressive lines of pedagogy.

Classes at the Infant Stage are invariably organised in groups and teachers follow the motto of teaching every child at its own pace and by its own way.

4. *The Junior School* : This three year stage after the infant stage, links it up with the Secondary. Some consider it a weak link because, according to them, its pedagogical purposes are not so clear as those of the other two stages. Its main difficulty seems to be in bridging the gap between the informal Infant stage and the formal Secondary stage. There is certainly much room here for research for the educationist.

5. *The Secondary School :* The major handicap of this stage is that its term is beyond the compulsory age limit of 15 plus. For the average child who does not come up in the 11 plus Examination it is a course of four years in the Modern Secondary School. The bright child who clears the Examination hurdle, takes up a five year course in the Grammar School leading to the General Ed., Certificate Examination at 16 plus. It is a favourite scheme of the Labour Party to raise the age limit to this logical limit as well as to establish an education without social distinctions, by combining the three streams (Modern Secondary, Grammar and Technical) in the comprehensive school.

Technically speaking, facilities exist for the average child to move to the academic stream of the Grammar School from the General Education Stream of the Modern Secondary School.

6. *Pre -- Service Training :* Training Colleges are being organised in Britain on a very large scale through Area Training Organisations. Though it is technically possible even without a training qualification to enter the profession in England and Wales such examples are becoming rare and will cease very shortly. Though large numbers like 800 to 1200 are admitted into Training Colleges, care is taken to maintain the lecturer-pupil-teacher ratio at 1 to 13 (to 15). While in England

a variety of teacher education patterns of varied durations, still exists, (a three year course is in the offing) in Scotland it is more or less standardised. The Scottish course is a year longer than the English. This difference between the Scottish and English teacher usually obtains in General Qualifications also: While most of the English primary school teachers are matriculates, in Scotland they are graduates.

The training colleges pay great attention to practice rather than theory. This practice is done in schools mostly under the guidance of an experienced teacher and under the supervision of the Head teacher. The concerned lecturer supervises only some lessons. The training college student is attached to a practising teacher who gives the former opportunities to handle the class in the real class-room set up. In this manner the skill and art of teaching are gradually acquired.

Elaborate and formal notes of lessons are not insisted upon. What ever notes the training student maintains are more for her guidance than for record. Practices however are not uniform.

There are Training Colleges specially for teachers of Physical Education. Except for the optional of Physical Education their courses are the same as those of the other teachers. This is because the Physical Education teachers in principle should be able to teach the other subjects also in the school (though in practice they do not) for two reasons; firstly, then alone the children could fully respect them and secondly, then alone they could fit into the modern school staff pattern-which is responsible not only for particular subjects but also for the running of the school community.

In Aberdeen I saw a Training College with special arrangements for rural teachers, which consist of training to manage single teacher schools with rural bias. Training is imparted to handle all the age groups simultaneously.

7. In-service Training: The movement is both strong and popular in England and Wales. I visited the Teachers' Centre, Institute of Education, London University, and its counterpart in the Department of Education, University of South Wales, Cardiff. Several bodies like the Ministry of Education, Town and County Councils, and Teachers' Associations, actively co-operate in and partially finance the programmes of In-Service Training Departments. I was told that the University Grants Commission gives liberal grants for in-service training programmes to Departments of Education in Universities. The participating teachers enjoy the necessary facilities. They pay only a nominal registration fee on their own.

The In-Service Training Programmes, which are often formal refresher or orientation courses in substance, cover a wide pedagogical range, from methods to research.

The follow-up responsibility is mostly left to the initiative and interest of the participating teacher.

The Inspectorate however take active interest in the programmes, some of which are planned at their suggestion. They also follow their impact in the class-room and give the necessary facilities to the teacher

In Scotland the movement is young but its importance is keenly appreciated both by the authorities and the teacher.

8. *Education of subnormal and handicapped Children :* Intellectually sub-normal children are specially attended to, in what are called E. S. N. Schools of which there are about a dozen in London. Similarly there are separate schools for the physically handicapped children.

Separation of children for the special schools could be done only after a thorough medical and psychological examination by qualified people appointed by authorities.

Substantial amounts of money are spent on equipment by the local authorities both in the ordinary schools and in the E. S. N. Schools. In schools for the handicapped, this expenditure is naturally very heavy when compared to the small number of children benefited.

The staff in these schools often do not have any other training except the usual teacher training. But once they enter these schools they assiduously build up by study and observation.

Above all they work with devotion and missionary zeal. Their constant effort is to equip these unfortunate children with a minimum of educational and social background and fit them into useful jobs when they come of proper age. To this end all educational programmes in the E. S. N. Schools are very carefully planned.

Every child's peculiar defects and difficulties are minutely studied and attended to. At every step the children are encouraged and even a trace of talent discovered in them, is developed and displayed, The satisfaction they derive from this is tactfully built up into motive for further development.

The authorities have realised both the human and social importance of attending to these children. Casually referring to the problem, a venerable Professor in a Welsh Technical College, remarked that the "Sort of People" who drifted to crime in his younger days had been turning out to be useful self reliant citizens, thanks to these types of schools.

9. Mother Tongue Methodology:— While there is much to observe in this regard at the infant and junior school levels there is no great difference; theoretically speaking, between our good secondary schools and the average British schools. In point of method as in that of curriculum and syllabus the British teacher is not prone to accept untried fads but greatly relies upon a developing tradition along a few sound pedagogical principles, with an open and alert mind constantly watching for improvements. That is perhaps partly due to his national character and partly because the average teacher pursues method more as an art originally acquired during the period of her training from the practising teacher who had guided her in the class-room, and later supplemented with her own experience, rather than as a theoretical subject.

There is of course absolutely no interference by the authorities in academic matters, though large funds come from them.

The average teacher is not hidebound regarding methods. He often mixes up in a most unorthodox fashion and irons out a workable method which she is sure of. The Infant School methods are typical of such a mix up.

"One of our successes in the twentieth century has been the improvement in teaching method in our

(Continued on page 25)



Education for National Integration

IT is universally recognised that education should not only aim at the development of the talents and faculties latent in the individual but also fulfil certain social objectives. It is because of this that society is interested in the education of the individual. What these objectives are cannot be laid down once for all. They vary from age to age according to the changing needs of society. The point, however, is clear that the individual should be so educated that his talents might be utilised by him to fulfil the social needs of the age in which he lives. Education should help him in developing the capacity required for this purpose and the will to fulfil it.

SOCIETY in India to-day is faced with a variety of problems. Among them two have to be given a place of priority. One is an economic problem—the problem of poverty—for which the Five-year plans are regarded as a solution. The other is a political problem and this is perhaps even a more important and urgent one than the economic problem. The political problem is how to achieve national integration. India is not yet a nation in the sense that the British, the French, the Italians and the Germans are. Even the little national unity that exists and that has been responsible for the wresting of power from the British in 1947 is being threatened by the persistent continuance of the disruptive forces bequeathed by the past and by the rise of new ones not known in the earlier ages. There is no chance of the economic problem being solved unless the hard won political unity of the country is preserved. If the attention of the central and state governments has to be constantly diverted to take measures against the disruptive forces at work they will have no time or energy left to solve the economic problem.

THERE is a conflict at present in the country between communalism and nationalism, between loyalty to smaller groups to which an individual belongs —the religious group, the caste group and the linguistic group—and the loyalty to the nation as a whole. The former are stronger than the latter. People think more and are attached more to the religious community or the caste community of which they are members than to their country. National integration consists not so much in the destruction of these lesser loyalties

which is an impossible task but in the subordination of these loyalties to the bigger loyalty to the country. Every citizen should come to feel that his duty to the nation is of a far higher order than that to the smaller groups to which he belongs and that it should occupy a primary place in the order of his loyalties.

THIS means that the attitude of the Muslim towards the Hindu, of the higher castes among the Hindus towards the Harijans, of the linguistic majority within a State towards the linguistic minorities should undergo a change. All should be regarded as equal and free citizens of the country. The sense of brotherhood should grow. The kind of riots between Hindus and Muslims in Jabalapur or the Bengalees and the Assamese in Assam should become things of the past. All should learn to work together for the common objective of preserving of the freedom of the country and developing its material and human resources to the fullest extent possible. It is this attitude and outlook that lies at the foundation of national integration. The problem therefore is how to create and develop it.

RECOGNISING the seriousness and the urgency of the problem the President of the Indian National Congress appointed a committee under the Chairmanship of Srimathi Indira Gandhi to examine the whole problem of integration and suggest measures to bring it about. It is a matter for regret that the committee did not go into all the details of the subject and work out the full implications of the suggestions which it has offered. All the same the report is of importance as it indicates, however briefly it may be, the broad lines on which the public have to take action if there is to be real national unity in the country.

THE Committee has given—and given rightly— a top place to education as a means for promoting national integration. If men's attitudes and outlooks are to be changed, the best time for changing them is when they are young and in an impressionable age and the school is the ideal agency for bringing it about. If boys and girls are trained while at school to think of themselves as members of the national community and also conduct themselves in their dealings with each other as members of such a community half the problem of national integration is solved. And that is a great step.

TWO or three observations have been made by the Committee, on the role of education in the process of national integration. One is that education should be reoriented and made more broadbased and that it should aim at (a) equipping students with an intimate knowledge of the different aspects of the

country, including the events which led to freedom; (b) encouraging all studies and activities which lead to greater understanding between communities and states, thus fostering a feeling of national unity and (c) creating a feeling that the country and its resources belong to the citizen who thereby acquires certain rights and privileges along with corresponding duties and obligations." It is for the educationists to consider whether these are the only objectives to be aimed at or whether they require further elaboration. The committee put forward a few suggestions as to how these aims may be achieved. One suggestion is the provision of reading materials to boys and girls appropriate for the purpose. "Text-book committees should receive definite guidance in this particular matter. If possible model books should be prepared by the Centre. There are some Dont's which can be kept in mind when preparing text books. The Centre should appoint a Committee for this purpose." Another suggestion is the preparation of popular books on regional heroes known for their national outlook.

IT is true that text books can do something in the matter but there is not much use in relying on them alone. The whole atmosphere of the school should undergo a change. Activities which promote mutual understanding between members belonging to different communities should be given priority. Uniformity in dress should be insisted upon. The Boy Scouts and Girl Guide Movements should become a part and parcel of school life.

IN all countries of the West a great deal of attention is devoted to citizenship training through schools. It is necessary that our educationists should become familiar with the courses in such training and adopt them with necessary modifications. The schools in our country, are being reorganised to-day and all schemes of reorganisation should give a central place to training in citizenship.

The Teaching of English as a Second Language *

IN January 1961 a conference was held at Makerere College, Kampala, Uganda for the exchange of ideas and experience on the Teaching of English as a Second Language and for making recommendations on the subject. It was attended by representatives from almost all Common-Wealth Countries and by observers from the UNESCO, the United States and Sudan. The discussions were thorough and exhaustive. In the Report of the Conference subsequently published, an account is given of the topics discussed and the

* Report of the Commonwealth Conference on the teaching of English as a Second Language, Published by the Government Printer, Entebbe, Uganda.

conclusions arrived at. It is a highly valuable document and deserves careful study by all those in India who have to frame courses and syllabuses in the Teaching of English, by the staff of Training Colleges and by the teachers of English in Schools and Colleges. It deals in a systematic manner with all the problems connected with the teaching of English as a Second language and the broad lines on which they have to be solved.

THE position of English in Indian educational institutions to-day is different from what it was in the days of British rule. After the attainment of independence it ceased to be the first language and has come to be taught as only a Second language. Various questions have arisen as for instance the age at which its teaching should begin, the objectives to be aimed at in teaching it in the first three or four years, the kind of text books and other materials that have to be used for the purpose, the relative importance that has to be attached to literature and language in the elementary, secondary and university levels, the special provision that may have to be made when it is used as a medium of instruction in addition to being a second language and the nature of the tests and examinations that have to be held for evaluating the results of teaching and learning. Different states in our country have answered these questions in different ways, moved more by sentimental than by objective and scientific considerations. Much confusion has resulted from this way of approaching the problem. The Report of the Commonwealth conference indicates what the correct line of approach is and has also supplied answers to almost all the questions referred to above.

THE Report lays special stress on a substantial increase in the number of adequately trained teachers at all stages. It is pointed out that those who are trained to teach English as a second language are not necessarily competent to teach the other subjects through the English medium. This requires a special kind of training and training colleges should provide for both kinds of teachers.

THE earlier the age at which the teaching is begun the better. From this point of view the reversion to an earlier age decided upon by the governments of Bombay, Madras and other states is welcome. This is all the more necessary when English continues to be the medium of instruction at the University stage and for all professional courses.

TEACHERS should be aware at all stages what relative importance is to be attached to oral proficiency and to proficiency in reading and writing. The tendency in our country to-

day is to neglect the former. It should be recognised that the development of skill in speaking the language should precede the development of skill in reading and writing it and that in this matter pronunciation acquires great importance. English is pronounced in different ways in different parts of the country with the result that in several cases English spoken in one part becomes unintelligible to those in other parts. Effort should be made to remove this defect.

ONE other point often neglected is coordination between the vocabulary and structure used in text books in teaching English as a language and those used in text books where it is a medium of instruction. In the majority of cases no attention whatever is paid to vocabulary in the second category of text books. Words and structures used in them are highly difficult for the pupils to follow. It is therefore necessary that the language in a text book on history, geography or science should approximate to that used in the language textbook of the corresponding grade.

ONE of the findings of the conference is in regard to the value of teaching English literature at all stages. It should be one of the aims of teaching English as a second language to develop in the pupil the ability to enjoy the best books in that language. The emphasis should not be merely on the development of linguistic ability. There is therefore need for supplying considerable reading material of all kinds. And importance has also to be attached to poetry. "Verse can play a valuable part in the teaching of English because it is enjoyed by children, vitalises the language and serves as an introduction to certain of the fictional and emotional aspects of literature." But in this connection the framers of courses in India have to consider whether in the text books prescribed passages from English books written in the 17th and 18th centuries have to be included and if so in what proportion.

IT is neither possible nor desirable to dispense with examinations and tests. But a great deal of reform is needed in the system of examinations. At present examiners in English do not have clear and definite ideas as to the particular kind of skills which they have to test or when objective tests have to be used and when non-objective. The question has been studied by various committees in our country in recent years but effective action has not yet been taken in their recommendations. It is high time that adequate attention is paid to this aspect.

THERE are other aspects of the teaching of English to which attention is drawn in the report. They are all aspects which lead to an increase in the efficiency of that teaching. We will all do well to give due con-

sideration to them and get the maximum benefit out of them.

Education in the Third Plan

THOUGH it is true that the third plan makes a provision of 500 crores of rupees for the development of education in contrast to about 170 crores in the first and 307 crores in the Second it is felt by all except by the members of the planning commission to be inadequate. Now that considerable aid for education is being promised by UNESCO the commission will do well to reconsider its decisions and increase the allotment for the purpose.

IN a symposium * on Education and the Third Plan published by the Ministry of Education of the Government of India, details are given of the Schemes on which the amount is going to be spent and the problems which have to be kept in mind if those schemes are to yield the best results. The paper contributed by S. N. Saraf, Assistant Chief (Education), Planning Commission, deals with important targets of expansion and development under various sectors and gives a general picture of the allocations as a whole. P. K. Roy, Reader, Central Institute of Education deals with educational reorganisation at the Secondary level. Samuel Mathai, Secretary, University Grants Commission, deals with problems connected with University education, while Edward A. Pires, Principal, Central Institute of Education, explains in his paper the kinds of facilities for teacher-training that the Third Plan seeks to provide and offers a number of valuable and original suggestions for the expansion and improvement of teacher education at all levels. The symposium is of considerable use not only in understanding the nature of the educational schemes provided for in the third plan but also in getting an insight into some of the more important problems which have to be solved if educational progress is to proceed on right lines.

THE symposium reveals that those responsible for spending the amounts provided for have not taken proper care to spend the moneys for which provision was made. This is a matter which has to be carefully looked into. Much purpose is not served by finding fault with the Planning Commission in regard to the inadequacy of the funds allotted if educational administrators are not in a position to make full use of them. In the first plan period the expenditure was about 153 crores even though the provision was for 169 crores; while the corresponding figures for the second plan period were 275 crores and 307 crores.

FROM the papers contributed, it is clear that provision is made for quantitative expansion

* Education and the Third Plan—a symposium Published by Ministry of Education, 1961.

as well as for improving the quality of education imparted. The introduction of free and compulsory education for the age group 6—11 makes such expansion inevitable in the primary stage. The demand for secondary education from all sections of the people has been on the increase for a number of years and it is bound to go on increasing in the years to come. This is a phenomenon characteristic of all countries and it is a tendency which has to be encouraged. What is necessary is to provide secondary education of a sort which will be of use to pupils with different aptitudes and talents. The starting of a larger number of multipurpose schools serves this purpose to some extent. It is not clear from Mr. Mathai's paper whether it is proposed to start more universities during the third plan period. Perhaps more universities will have to be started as the demand for higher education is on the increase. There is also provision for an all-round expansion of institutions of all grades imparting technical education.

IT is also recognised that the trained teacher is at the basis of all educational progress and the number of teacher training institutions will increase considerabley during the third plan period.

WITH a view to improve the quality and standards of elementary education it is proposed to convert all elementary schools into basic schools. In the sphere of secondary education this purpose is achieved by increasing the number of higher secondary and multipurpose schools and by making better and more adequate provision for teaching general science and specialised science. The idea of starting science clubs in different areas of the country is a novel one. The purpose of such clubs is to encourage students to take greater interest in science, to discover science talent in the student population and to generally promote the scientific bent of mind. In the field of university education greater importance will be attached to merit instead of to communal and other non-academic considerations in the selection of students. The suggestions of Samuel Mathai that education at the University stage should be related to the realities of life in the contemporary world, that it should aim definitely at producing a class of leaders competent to guide and direct the various branches of national life and that massive aid should be given to specially selected institutions which maintain the highest standards of teaching are worthy of serious consideration.

TEACHER education has also to be improved considerably. It is here that there have been no changes all these years. The system to-day is the same as it was half a century ago. Mr. Pires is definite on the point that the duration of all regular courses of teacher education should be

uniformly extended to two years; that the states should draw up a definite, systematic and phased programme of in-service education; that special steps should be taken to meet the shortage of science teachers and that like the teachers in elementary and secondary schools, those in universities also should undergo training. "If a fresh untrained M. A. or M. Sc. is regarded as unqualified to teach the final class of the higher secondary school, I cannot understand how he can be regarded as qualified to teach the first year class at college ... With the increasing emphasis on newer techniques of teaching such as tutorials, seminars, assignments and discussions, it has become necessary for college teachers to master these techniques if their teaching is to be successful." Many of the present-day university teachers may resent this but it is a change in the right direction and authorities should in future insist on such training.

THE symposium makes clear that more attention should be paid to improve the quality of education. Mere quantitative expansion will not serve any purpose.

Education Quarterly: Winter, '60

We wish to bring to the notice of our Readers that in respect of the publication of the above number, our reviewer in April number regretted its late issue. But it is revealed that though the number was on time by 25th Jan., its distribution caused some delay. We are assured that in future such delay would be avoided We are indeed grateful to its Editor.

— Editor, E. P.

MY STUDY TOUR (Contd.)

infant schools, and for this a good deal of the credit must go to those training colleges which have taken a special interest in the problems of early childhood". The department of child development in the Institute of Education, L. U. is a fine example. Nevertheless method in the British school spreads by example rather than initiated by precept.

The literature on the subject (especially covering the secondary stage) is not so extensive as one might expect. In the University Departments, serious scholars in the field, are lately turning with respect to Russian literature on the subject.

10. *Teaching Backward Readers:* With the elimination of detentions the problem of the backward child has come to great prominence in the British school, and reading skill is considered its core. Consequently reading seems to have received more attention in research than any other primary school problem.

(To be continued)

ACKNOWLEDGMENT

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APERCU

ATARAXIA

Admission to Educational Institutions

The schools and colleges have re-opened after the summer vacation. Boys and girls are busy getting admitted into higher classes and with them the parent is busy going up and down the portals of every institution within reach, anxious of securing a seat for his child.

In these days of competition even education has become a business both for the government and the private bodies; so that admission into educational institutions has become a gamble. When a student wants to join a particular class, be it in the high-school or the college, he is not assured of a seat to the last. So, to over come the trouble, he has to apply to as many schools or colleges as possible, remit his first term tuition fee also and take his chance finally. Especially, in the case of a PUC student, who after passing the examination has to secure a seat in the professional college, this handicap is obvious. Even though he applies to a professional college he is obliged to remit his term fee in an Arts College in order to make sure of a seat for him there, so that, in the event of his failure to get selected to a professional college, he may join the Arts College and thus keep himself engaged for a year and try his chance the next year, or reconcile himself to his lot. In case the student secures a seat in the professional college, he will have to forego his tution fee remitted in the Arts College. This is gross injustice and terrible taxation upon the parent. The Institutions are interested in their own planning and progress and have no respect for the pupil's convenience, even in the least. To maintain an Institution, funds are really essential and the authorities are right in finding ways and means of tapping such sources. But this does not mean that they can exploit their own students under some pretext or other. If they think the transaction, namely refunding the fee to the student involves labour, they are obliged to take some portion of the fees to meet the incidental expenditure. But to say that under any circumstances the fee once remitted will not be refunded is to say in other words, that they want to take advantage of the situation. When it is evident that by applying to one Institution, for one course of study the student is not assured of his seat, is not the student to apply for several courses open to him in several other Institutions and finally make his choice? And for doing so, is it proper for the Institutions to tax the student with bankruptsy? Will it not be helping the student in these days of hardship, if the tuition fee thus remitted is refunded with a cut of a nominal amount from it to meet the expenditure involved in that particular transaction?

There are other forms of exploitation too. Several Institutions charge a nominal fee for Admission Form which ranges from half-a-rupee in the lower classes to Rs 1- in higher classes. Does this mean that the Application Form and its printing and paper cost that amount? In some Institutions registration fee is charged. This ranges from Rs 2/- to Rs 15/- according to the nature of the course. These fees are all sources of income for the Institution. Yet the organizers of the Institution are not satisfied with this small-scale exploitation. They want to substantiate themselves by knocking away larger amounts from pupils who are victims of their circumstances. Now where is the end to this?

In this manner, careful study shows that even in the days of democracy the common man is unlawfully taxed for a right cause, like education. If education is not unlawful business, it is high time authorities grow considerate and take only what is due to them and not crave for every pie from the poor payer's pocket.



DELHI

EVENING COLLEGES : COMMITTEE SET UP

A five member committee of educationists has been set up by the Union Education Ministry to work out details of the scheme to promote evening colleges and correspondence courses.

Dr. D. S. Kothari, Chairman of the University Grants Commission, will head the committee. It is learnt that besides Mr. P. N. Kirpal, Secretary to the Union Education Ministry, the Vice-Chancellors of the Karnataka University and the Delhi University are among the members.

It may be recalled that in order to reduce the pressure on universities and colleges it has been proposed to institute evening colleges and correspondence courses on a large scale during the Third Plan period.

EVOLUTION OF TERMINOLOGY

A consolidated dictionary containing the entire terminology in Indian languages evolved so far for various subjects is expected to be brought out by the Union Education Ministry in September this year.

The Ministry has been coining terms in Indian languages for various subjects during the last ten years or more. Already 2.9 lakh terms have been coined and terminology relating to many subjects up to the B. A. and B. Sc. standards have already been completed. The work, is in progress in subjects such as engineering, philosophy, anthropology and sociology.

The Government have further decided to set up a commission for scientific and technical terminology consisting of scientists and technologists and one or two linguists.

The Union Government are, it is learnt, seeking the co-operation and support of State Governments in helping the Commission to bring about the necessary co-ordination between the various agencies working in this field.

NEW SCHOLARSHIP SCHEMES

The Union Education Ministry has worked out two new scholarship schemes to be implemented during the Third Plan to help meritorious students.

They are the National Scholarship Scheme and the Scheme of Merit Scholarships for children of primary and secondary school teachers.

Though both schemes are stated to fall short of the Ministry's aim to help all needy students of merit, they are still expected to be a major step in the direction of providing equal opportunities to students who have the ability but lack the financial means to come up in education.

The scheme of merit scholarships that has been now evolved is stated to be one of modest dimensions for helping the education of outstanding students at only the post-Matriculation stage.

VIJNAN MANDIRS

Mr. Humayun Kabir, Union Minister for Scientific Research and Cultural Affairs, said in the Rajya Sabha on April 20 that the Government intended to implement more rapidly the programme of setting up Vijnan Mandirs in rural areas, the goal being to establish one such mandir in every district of the country.

The schemes for establishing Vijnan Mandirs was started by the Union Ministry for Scientific Research and Cultural Affairs in 1953 for disseminating scientific knowledge in the villages.

Mr. Kabir said that with a view to decentralising the management of Vijnan Mandirs, the Union Government intended to hand over the charge of these mandirs to State Governments. This, he said, had been more or less agreed to by the Chief Ministers of the various States at the last Chief Ministers' Conference.

MODEL LEGISLATION FOR UNIVERSITIES

Dr. K. L. Shrimali, Union Minister for Education, informed the Informal Consultative Committee of Members of Parliament attached to the Ministry of Education that the Government were considering the preparation of model legislation for the guidance of universities in India in regard to the implications of autonomy of the universities.

ANDHRA PRADESH

PAY SCALES OF TEACHERS REVISED

The Andhra Pradesh Government have with effect from April 1, 1961, revised the pay scales of the higher elementary grade teachers, Secondary grade teachers and assistant teachers to Rs. 35-1-40-2-60, Rs. 50-3-92-4-120 and Rs. 150-7½-210-10-300.

Their present scales respectively are Rs. 30-60, Rs. 45-120 and Rs. 150-280. The scale of Rs. 30-1-45 for lower elementary grade teachers remains unchanged.

The revised scale of Rs. 150-300 will apply to the trained graduate headmasters, school assistants in the selection grade of Rs. 150-280, both in the Education and Technical Education Deparments and to the assistant lecturers as well.

Teachers already in service in the higher elementary grade or the secondary grade shall also be brought on to the minimum of these new scales as from April 1, 1961, if they were drawing less.

CENTRAL INSTITUTE FOR INDUSTRIAL TRAINING

A Central Industrial Extension Training Institute will be shortly set up in Hyderabad by the Government of India with the assistance of the Ford Foundation, it is learnt.

The Institute, which is the first of its kind in the country, will help improve the extension services including the training activities of the Central Small Industries' organisation and of the State Government for the development of modern small-scale factory industry. Provision will be made for under-taking studies on small industries, teaching methods and maintaining contact with the organisations conducting similar studies elsewhere.

TWO POLYTECHNICS FOR WOMEN

Two polytechnics exclusively for women—one sponsored by the Government and the other by the Industrial Exhibition Society, Hyderabad — will be established in the State from this academic year.

The Government sponsored polytechnic will be located in Kakinada and that sponsored by the Industrial Exhibition Society, will be at Hyderabad.

There are at present 16 polytechnics in the State, 13 run by the Government and two by private agencies. The Government will start another polytechnic at Srikakulam from this academic year. Thus there will be 19 polytechnics in the State. Besides these 19 institutions there are two mining institutes in the state one at the colliery town of Kothagudem and the other in the mica mining area of Gudur in Nellore Distict.

SELECTION TO PROFESSIONAL COLLEGES

The Andhra Pradesh Government have abolished the selection committees for the various professional colleges with effect from this academic year.

The effect of this order is that no marks will be allotted for interview.

The principals have been asked to make the selection on the basis of the performance in the Pre-University course or their equivalent examinations only. The usual reservations for Scheduled Castes and Tribes and for women in medical colleges will be continued but within that quota, merit will be the only deciding factor.

The Andhra Pradesh Government through this order have extended the system in Telengana to Andhra.

MADRAS

HIGHER ELE. SCHOOLS

It is learnt that orders have been passed by Government for opening more higher elementary schools in the coming academic year so that there will be one higher elementary school within two miles of any place. The number of high schools, too, is to be increased proportionately. Under the Second Five-Year plan, almost all villages with a population of 300 each were provided with elementary schools.

ENGLISH MEDIUM IN MORE SCHOOLS

It is learnt that teaching through the English medium in high schools, which is at present confined to two high schools in Madras City, besides Anglo-Indian high schools in the State, would be extended to more high schools in the coming academic year.

APPOINTMENT OF HEADMASTERS GOVT.'S. NEW SCHEME

The Government of Madras, on the recommendations of the Director of Public Instruction, with a view to improving the efficiency in higher elementary schools, have sanctioned a scheme, permitting the local bodies to appoint graduate trained Assistants as Headmasters of higher elementary schools wherever the strength of such schools is more than 400. The scheme will also be extended to 100 selected higher elementary schools under private managements in the State.

UTTAR PRADESH

SAFEGUARDS FOR URDU IN U. P.

The U. P. Government have constituted a committee under the chairmanship of Acharya Kripalani "to examine the position in respect of the safeguards for Urdu as a linguistic minority language", says a Press Note issued on June 8.

The committee, called the U. P. Language Committee, under its terms of reference, is among other things to review the working of the existing schemes of the State Government for the development of Urdu, to review the working of the orders issued by the State Government from time to time regarding the use of Urdu in administrative matters and to consider questions relating to constitutional and agreed safeguards for linguistic minorities in the educational spheres.

PUNJAB

COMPULSORY EDUCATION ALL OVER THE STATE

Free and compulsory education for children in the age group 6–7 has been launched in the State with the commencement of the academic year in the third week of April. According to the statistics collected by the Education Department, some six lakh children in the above age group will be admitted into the net work of primary schools in the State. Free education week is now being celebrated all over Punjab from May 1 as part of a drive to persuade parents to send their children to schools. Door-to-door canvassing for the enrolment of eligible children—particularly girls—is being made.

WEST - BENGAL

PRIMARY TEACHERS

About 70,000 primary school teachers in West Bengal would receive an *ad hoc* increase of Rs. 8 each in their salaries with retrospective effect from April 1, last.

A decision to this effect was taken by the West Bengal Government at a meeting of the Cabinet. A sum of Rs. 63 lakhs will be the expenditure involved towards the increased salary.

With the *ad hoc* increase the minimum salary of a non-Matriculate and non-trained primary school teachers would come to Rs. 52.50 a month and that of a trained Matriculate teacher to Rs. 75.50 a month.

MYSORE

PRE-PRIMARY EDUCATION

The Mallaradhya Committee on pre-primary (nursery) education, in its report to the Mysore Government, has outlined for adoption a Rs. 124-lakh five-year scheme of pre-primary education in the State.

The five-year plan, outlined by the Committee, 'provides for the starting of 1,680 pre-primary schools in the first instance.

POLYTECHNIC FOR WOMEN

A polytechnic exclusively for women, with provision for 100 admissions and four courses leading to a three-year diploma, would start functioning in Bangalore, in July next.

KERALA

GRANT FOR NURSERY SCHOOLS

The Kerala Child Welfare Council has set apart an amount Rs. 10,000 as grant for nursery schools for the year 1961-62.

The Council also earmarked an amount of Rs. 5,000 for Nursery Training Schools run by the Council and Rs. 3,600 for expanding Children's Playground in Trivandrum public gardens.

Shri Shamsuddin



... has been a Lecturer in the Govt. Training College, Raipur and distinguished himself as an educational Journalist.

He is leaving by 15 of July for U.S.A. on a cultural mission and study tour. His name has been recommended by the USEFI for a grant under Secondary Education. Our hearty congratulations to him. We wish him bon voyage and happy return. — *Editor.*

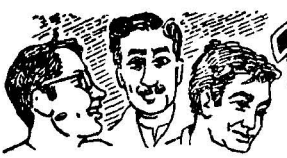
PERSONAL

Dr. A. L. NARAYANA, M. A., Ph. D., M. L. C. has been appointed as Vice-Chancellor, Andhra University.

Vidwan KASI KRISHNAMACHARYULU has been appointed Poet Laureate by the Andhra Pradesh Government for a year in succession to the late Mr. Sripada Krishnamurthy Sastri.

Sir C. V. RAMAN, has been elected President of the Faculty of Science of the Andhra University and he will hold office for three years from May 10, 1961.

Dr. R. K. SHARMA, an official of the Union Ministry of Education, has been appointed Special Officer of the Central Institute of Sanskrit proposed to be started by the Union Government to function at Tirupati from July.



Public Opinion

Dr. RAJENDRA PRASAD ON PUBLIC SCHOOLS

Dr. Rajendra Prasad, called upon public schools in the country to relax the bonds of exclusiveness as far as possible by throwing open admission to all classes and groups of people, and also bringing down the cost of education.

The President was inaugurating the Punjab Public School set up at Nabha on April 11.

Touching upon the "social and economic questions" associated with the public schools Dr. Prasad remarked that till such time as minimum reasonable educational facilities were provided for the people as a whole, the Government could not be expected to burden itself with the responsibility of running public schools.

He said: "In the very nature of things good education is bound to be expensive. Nevertheless, it has to be encouraged. The only thing is that for the present at least it will have to depend largely on non-official resources.

"As things stand, the Government does not have enough resources to cope with the demand for general and technical education. It will, therefore, be too much to expect from it any appreciable outlay on the provision of public school education at a time when it is grappling with the gigantic task of providing ordinary facilities of learning to millions of people who have so far never had any schooling within reach.

"I do not suggest that equality should necessarily be sacrificed for the sake of quantity, or that it can be desirable to do so. I have merely stated our limitations," Dr. Prasad said.

Dr. C. P. ON THE IMPORTANCE OF ENGLISH

Inaugurating the Public Schools Masters' Conference at Lawrence School, Lovedale, Dr. C. P. Ramaswamy Aiyar on May 12, referred to the importance of English and said that if India wanted to play its part it should assimilate the English Language.

Referring to the national language, he said the only national language of India was Sanskrit. It had been said that Hindi was important and should be taught. Education should be taught and learnt with the help of a language which should be used both from the emotional and intellectual points of view. To-day, rightly or wrongly, justly or unjustly, English was a language which was known to most people in the world and that, according to statistics excepting the U. S. and the U. K., India had the largest number of English-speaking people in the world. English was a language in which 60 percent of all scientific, technical and other journals were published. In this connection he stressed the need for giving importance to the regional language and said that it had its first place but the English language played a prominent part as it was through the mastery of this lauguage that Gandhiji, Pandit Nehru and other leaders were able to express their views.

Prof. HUMAYUN KABIR ON HIGHER RESEARCH FOR ALL

Mr. Humayun Kabir, Minister for Scientific Research and Cultural Affairs, Government of India, said at Madras on April 24 that institutions of technology, engineering and science in the country had introduced the "scientific point of view" in our national programme.

The Minister who was delivering ninth convocation address of the Madras Institute of Technology at Chromepet, observed that scientific spirit was essentially a spirit of humanism. Pure science was one of the

greatest humanistic disciplines that any student could have. Search for truth, desire for exactitude, passion for precision and desire for "law-abidingness had become some of the essential features of scientific and technical education and these are the features we want in our national and social life," he said.

In the past, there was a tendency to identify technical education with "education in techniques." But the tendency today was to educate in fundamental principles and then consider their application in particular fields of study. From that point of view, Mr. Kabir said, the stipulation of a Bachelor of Science degree for admission into institutes of engineering and technology was a healthy development.

Mr. Kabir said that doors of higher research and education should not be 'barred' to any one simply because he was a diploma holder.

"We should insist on standards being as high as possible. But we should not debar anyone from attaining higher education on account of regulations which may tend to be more restrictive than in other countries."

Dr. K. S. KRISHNAN ON IMP. OF TECHNICAL STUDIES

Speaking at the Madras Institute of Technology, on April 28, Dr. K. S. Krishnan, (who passed away on June 14) said that technical education, had the best claim towards being a means of acquiring the right type of liberal education. They were all aware of the Platonic ideal of knowledge for its own sake. They had no reason to think less of that great ideal just because of many other competing factors to-day. Technical education managed to combine the virtues of the Platonic ideal of knowledge for its own sake on one side and the Benedictine ideal of being something useful on the other side.

It was the major aim of every university, Dr. Krishnan said, to send out of their portals not only people who knew something worth knowing, but, who could also do something worthwhile. That was, in a sense, the integration of thought on one side as represented by the Platonic ideal and of action on the other as represented by the Benedictine ideal. That was regarded as the ideal of any truly liberal education, namely, the development of an integrated personality. And that was what technical education, if it was rightly imparted, could achieve.

DR. A. N. KHOSLA ON PRODUCTION OF TEXT-BOOKS

The Planning Commission is thinking of allocating extra funds towards the Education Ministry's programme for the production of text-books.

Dr. A. N. Khosla, member of the Planning Commission, addressing the conference of State Education Secretaries and Directors of Public Instruction said that the quality of text-books both in regard to content and presentation now available in India "stands out in marked unfavourable contrast with the quality of text books in other countries."

The rising cost of text books, particularly at the college level had not only made education expensive, but also deprived many students of the opportunity for thorough study, he said.

Dr. Khosla spoke of the inadequacy and poor quality of text-books in other levels of education and pointed out that they had to reach the goal of supplying text-books free for primary school children.

"I am very happy to learn that the West German Government has promised to give us machinery for printing (text-books)," he said and added "in that connection I might add that if this proposal goes through, it will be possible to procure some funds from the Planning Commission to supplement what you get from the German Government.

It was learnt that the funds which would come out of saving in other sectors of the Plan, would be for such purposes as procurement of paper and securing copyrights.



TELEVISION IN THE CLASSROOM

By JAMES J. HORISSEAN,

Assistant Education Editor, The New York Herald Tribune.

One morning in September, 1958, a television set was rolled into a public school classroom in New York City. The set was switched on and 30 six-year-old children, eyes glued to the video tube, were introduced to the wonders of science. Educational television had come to the largest school system in the United States.

American educators were not slow to recognise the educational potentialities of television. The first large-scale effort to put it to use came in 1950, when Iowa State College obtained a commercial television license and began broadcasting over station WOI-TV.

WOI-TV was a broadcast or "open-circuit" operation, in which the television signal is broadcast over an assigned frequency to be picked up by the antennas of television receivers in the classroom or home.

This type of operation—as opposed to "closed-circuit" television, in which the signal is transmitted over coaxial cables directly to classroom receivers—has so far been the pattern for most educational television installations in the United States.

There are several reasons for the predominance of open circuit installations. Among them, particularly at the public school level, is the cost factor. But the real impetus to open-circuit development came in 1952, when the Federal Communications Commission set aside 242 television channels or frequencies for exclusive use in non-commerical educational broadcasting.

The effect of this government action was to give every large city and every college and university centre in the nation either a very-high-frequency or ultra-high-frequency television channel that was reserved for educational purposes and could not be pre-empted by commercial broadcasters.

And closed-circuit systems, which have been installed in a few public schools but more often in the colleges and universities, must be taken into account. According to the most recent figures, there are approximately 200 such systems used in most states.

At the last accurate count, taken a year ago, more than 550 of the nearly 50,000 school systems in the United States were making regular use of televised lessons in the classroom. Well over 500,000 school children were receiving part of their instruction by television. Today, the number probably is in excess of 1,000,000.

It is estimated, for example, that the New York programme alone reaches more than 490,000 youngsters a week in New York City and in surrounding communities.

The same survey showed that 117 of the Amercian colleges and universities were offering television courses for credit a year ago. The number has increased substantially since then.

In short, television has become in the few brief years since 1953 one of boldest and fastest-spreading experiments in the history of American edu-

cation. It might, in fact, be fair to say that it no longer is an experiment, but part of the educational way of life.

It is important to note, however, that television is not going to solve all of the nation's educational problems. No American educator expects it to replace the teacher in the classroom and thus solve his teacher shortage.

Television, they insist, must not be permitted to take up more than a small part of the school day. The rest belongs to the classroom teacher. What, then, is being accomplished by educational television? What does it promise for the future?

At the public school level, television has served primarily as a teaching resource, bringing ideas and events into the classroom that the teacher cannot provide.

The television camera, for example can go places that the school-child may never see—into the factory, the coal mine or the research laboratory. In science courses, it can be used to bring into the classroom experiments either impossible or too dangerous to attempt in the classroom.

If closed-circuit equipment is being used, television can be used entirely within the classroom. A detailed scientific experiment under way in a classroom is normally seen only by five or six pupils at the front of the room who have an unobstructed view of the equipment. But if a television camera is focused on the experiment and the image transmitted to receivers scattered through the room, every student in a class of 100 can see every step in full detail.

Television also has been widely used to bring the talents of a few exceptional teachers into a large number of classrooms.

With older and more advanced students in the colleges and, in some cases, the secondary schools, television has made it possible for one teacher to handle hundreds of students.

At the University of Maryland, George W. Wharton, head of the Zoology department teaches beginning Zoology four periods a week without ever seeing most of the 960 students in his 20 classes. A few of them make appointments with him to discuss special problems. The students watch the programme on two 21-inch sets in each of the 10 specially-equipped rooms. Then a graduate assistant assigned to each group of 48 students answers questions for 10 minutes. The assistants also supervise the laboratory work of their groups.

The largest, most comprehensive educational television project for schools was started in 1956, in Hagerstown, Maryland. A closed-circuit network links all 48 schools in the country school system and provides televised lessons for more than 18,000 students.

The colleges and universities have found that classroom television is also valuable in the training of teachers and of physicians and dentists.

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REVIEWS

INDIAN JOURNAL OF EDUCATIONAL ADMINISTRATION AND RESEARCH; Autumn 1960. Ministry of Education, Govt. of India, pp 62.

CULTURAL FORUM: March 1961 Ministry of Scientific Research And Cultural Affairs, Govt. of India, pp 80.

Compared with the countries of the West there is very little of educational research in India at the present day. Training Colleges are not properly and adequately equipped for the purpose. It is because of this that the Indian Journal of Educational Administration and Research has to be specially welcomed. The Autumn issue of the Journal contains several articles based on original research—especially those on "Wastage and stagnation in Primary schools" and on "The scores of J.C.Os (Junior Commissioned Officers) on Intelligence Tests." J. P. Naik's article on Village Panchayats deals fully with what these bodies can do to promote primary education and the article by Pedro Rosello on "Comparative Education as an Instruments of planning" surveys the recent trends in education in all the countries of the world and points out the value of comparative education to planners. Other articles are equally informative and useful.

Cultural Forum is a quarterly published by the Ministry of Scientific Research and Cultural Affairs. It contains a symposium on "The two cultures"—the culture based on Science and that based on Humanities. Over-specialisation is the characteristic of the present age and this brings about a divorce between the two cultures. How to bridge the gulf between them is a problem which all of us have to face. The Symposium contains thoughtful views on it., Another interesting article is on "Minorities in Yugoslavia." In our country to-day the problem of linguistic minorities has become acute. A similar problem exists in Yugoslavia but it has been effectively solved. We can learn much from this article as to how it has been solved. There are equally interesting and informative articles on "An outline History of Indian Painting", on our "Museums to-day" and on other subjects.

In both the journals the standards maintained are at a high level.

— *M. V. R.*

APPLIED ECONOMIC PAPERS: Department of Commerce, Osmania University, Hyderabad-7. Annual Subscription Rs 8/- Single Issue Rs 4/- Pages 83.

This is the first issue of the half-yearly journal published by the Department of Commerce of the Osmania University, Hyderbad. It invites books on Economics for review, and articles for publication. As it is a departmental journal it is proper, it is a half-yearly. Standard articles from outstanding men like Dr. V. K. R. V. Rao promise the future of the journal. We wish the journal every success and recommend it to students of Economics. We also suggest that every department in every University should follow the example of the Department of Commerce of the Osmania University and run their own journals for self-expression.

THE BOY JUDGE: By P. R. RAMA IYENGAR. Published by Oxford University Press. 1960. Price Rs. 0.75. pages 72.

This book is a collection of stories of Mariada Raman for students of Standards VIII and IX according to the Syllabus (1958) prescribed for the Madras Secondary and Higher Secondary Schools. We recommend the book to the concerned classes as it is carefully got up.

— *V. V. Tonpe.*

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EDUCATION OF TEACHERS

By Dr. (Miss) SUNITEE DUTT,
Central Institute of Education, Delhi.

WHAT of teaching ? "Ah, there you have the worst paid and the best rewarded of all vocations. Dare not to enter it unless you love it. For the vast majority of men and women it has no promise of wealth or fame but they to whom it is dear for its own sake, are among the nobility of mankind. It is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he quickens the indolent, encourages the eager, steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. This is his reward." Thus sang, Henry Van Dyke, the praise of the unknown teacher.

From time immemorial teaching has been considered a noble and highly respectable calling. The teacher in ancient India was the 'spiritual guide' of his pupils. The kings, the nobles and the poor alike came to him to seek for advice and to gain knowledge and wisdom. He was held in great esteem by them all. The parents did not interfere once they had delivered their children for education in the hands of the teacher. In the society, the rich and the poor, the old and the young and the high and the low equally had a great reverence for the teacher as he employed himself solely in the cause of the welfare of his people. Not only the gentry helped him in kind and with money, but the kings and the nobles gave away vast pieces of land and huge sums of money to enable him to run his residential school as well as to maintain his own family. The teacher though lived on the charity of others came from the highest social order and was revered by all in the society. He rightly deserved this honour for his selfless duty, great teaching and wisdom and above all for his moral and spiritual conduct.

At the present day, persons who take up teaching as a career do so for a variety of reasons. Some regard it as a highly honourable job and like to join it to enjoy the old social prestige, others find in it an opportunity for service to mankind, while the rest consider it as an occupation with favourable working conditions and long vacations. This heterogeneity of purposes among the prospective teachers has brought in a change in the image of the teacher. To-day we find both positive and negative images of teachers. "When teachers are feared they are also respected, when ridiculed, also revered, when belittled, also beloved."

It is our educational experience that there are a very few good teachers, a vast number of average teachers and a few poor teachers. The ordinary teachers' are usually forgotten, but the best and the poorest are remembered by their pupils for their positive and negative contributions. A young but successful Russian school teacher beautifully expressed her gratification in the profession she has chosen in the follow-

ing words: "A gardener's gift to the future is the garden he has cultivated; a writer leaves to posterity his books; a painter, his pictures. A teacher lives on in the pupils, in their thoughts and actions. This is his life's work, his small share of immortality." I wonder how many of us live on in the minds of our pupils! How can a teacher be at his best and what are the ways of success in teaching? The strength and success of any school depends primarily on the professional competence and selfless devotion of its practitioners: teachers who know and love their subjects; teachers who know and love their pupils.

The teacher's intellectual pursuits call for thirst for knowledge, incessant study, close examination of social changes and their effect on the educational endeavours of the country. That is why Rabindranath Tagore once rightly said: "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of subject, who has no living traffic with his knowledge but merely repeats his lessons to his students, can only load their minds; he cannot quicken them. Truth not only must inform but also must inspire. If the inspiration dies out, and the information only accumulates, then truth loses its infinity. The greater part of our learning in the schools has been a waste because to most of our teachers, their subjects are like dead specimens of once living things with which they have a learned acquaintance, but no communication of life and love."

There was a time when teaching was not considered a profession. It was assumed that if a person knew well a subject he could teach others the subject without any additional professional education in teaching. Such an assumption still holds good for a university teacher but the situations in primary and secondary schools are quite different. There has been a steady growth and development in the standard of professional preparation of teachers in schools, because of the changing roles of the teachers in the present society. It is difficult to describe the role of a teacher in terms of personal and social characteristics. A teacher has to fulfil different roles: in the classroom, within the school and in the community at large. Now teaching has become a highly skilled profession. Thus, the programme of teacher education, today, includes: cultural and general education, subject specialization and professional training. The improvement in the process of developing personality traits and professional efficiency of teachers cannot be achieved by teacher-education institutions unless the colleges and the universities maintain high standard of scholarship and teaching; and further more unless there is an extensive programme of continuing in-service education of already trained teachers. It is gratifying to note that in both these directions our country has made a headway by establishing University Grants Commission and the Directorate of Extension Programme.

A teacher needs to have a philosophy of life to start his work with certain convictions. A few of these may be: to take pride in his work, to believe in the dignity of his profession, to practice the democratic way of living, to propagate that education is basic to such a living and to share with others that for such an educational programme

moral and spiritual values are not only essential but fundamental. A teacher does not take up teaching as a career only to earn his livelihood. He also takes it as a vocation, which in other words, means that he identifies himself with his work and tries to fulfil his purposes of life through his work.

Any profession has a code of ethics. A teacher should also act in accordance with the ideals of his profession, an ethical code of a profession rests upon two foundations. The first is the security and the integrity of the profession, which serves as a basis for professional obligations, rights, privileges, etiquettes and above all competence. The second is the ideal of service. Teacher's masterful teaching must be conjoined with the spirit of service to mankind. A teacher should find satisfaction in serving the children and the adults alike. Through his knowledge, understanding and unbiased consideration, he should be able to bring about significant changes in the lives of his pupils by guiding their eyes to the things of beauty and perfection, directing their ears to the chords of harmony, training their voices to sing the praise of the good, educating their hearts to love and happiness and leading their minds to the rich cultural heritage of mankind. In the community at large he should replace illiteracy by literacy, remove ignorance by knowledge and understanding and substitute jealousy and sefishness by concern and sympathy for others. These are but idealised statements, and the teachers are human beings, susceptible to the frailities of life. Nevertheless, these ethical ideals must inspire all of us, who are already in the profession and those who are about to enter in it.

The competent teacher is one who has achieved mastery of his subject, has improved skills in providing adequate and appropriate learning experiences; has gained power in communicating ideas; has developed ability in making pupils think and has acquired an understanding of the relevant principles of education upon which the educational practices and procedures are based and evaluated. In other words, a dynamic teacher is he who can understand the processes of education, can relate education to other aspects of life, can eradicate contradictions in educational problems and suggest improvement and reforms in education. Such a teacher should not be considered as a "skilled mechanic" without any theoretical insight, but he has reasons for what he says and does.

More than ever before, the importance of continuing professional growth and the extension of professional relationships are now being emphasised. It is agreed by all that preservice teacher-education cannot entirely accomplish the task of making competent teachers. Completion of this can only be achieved through a programme of inservice education of teachers. For continued professional growth on the job, teachers in service must engage themselves in programmes which will keep them uptodate with the new trends in teaching, development of educational experimentation and research. Professional growth may be furthered in several other ways through self development programmes, advanced study, membership in professional organisations, participation in inservice programmes and self-evaluation.

Through the provision of school and public libraries, teachers may be helped to expand their reading

which should be general as well as professional. They may widen their outlook by attending concerts, theatres, cultural programmes, by participating in useful leisure time activities, contributing articles in publications, planning and preparing curriculum guides, launching educational field trips, excursions, and tours, investigating school problems and conducting research to improve teaching.

The most significant method of improving one's professional efficiency is the advanced study either in the subject specialization or in professional training.

Professional growth can be increased also by membership and active participation in professional organisations such as: local teachers' association, state or regional association of teachers, national teachers' association and study groups of subject specialization or of any common area of interest. A true professional organisation increases the professional competency of its members, by clarifying the objectives of education and making study and experiments in connection with the educational practices. Collective action through an organisation is also a powerful means of enhancing the social status of its members.

Teachers should always take advantage to participate in the inservice programmes of teachers such as workshops, seminars, conferences, study circles, short and long term courses, organised by the local authorities.

The income of a person greatly influences his place in the social structure of the community. A teacher's financial reward is meagre and teachers as a group hold a less social status than other professional groups in the country. In the socio-economic role, a teacher may not maintain a good standard of living, but in the role of a citizen and a professional he can surely get a recognition, from the society as a whole. This is what every teacher should work for.

Last but not the least, a teacher needs to evaluate his work and critically assess his achievement to measure his professional sight, understanding and stature.

U. N. urges expansion of mass media in three continents

A series of measures to help the less developed countries of Africa, Asia and Latin America build up their press, radio, film and television facilities has been recommended by the Economic and Social Council of the United Nations, which met in New York, The recommended measures emerge from a report prepared by Unesco on the problems of assisting development of the mass media in those countries.

The report is based on a survey which Unesco is conducting at the Council's request through a series of regional meetings. The survey has shown that nearly 70 percent of the world's peoples, living in over 100 countries, lack the barest means of proper public information.

...National committees would be set up to help in preparing and carrying out these programmes.

In addition, countries would establish national training programmes for mass media personnel, study the present and future needs of the media in planning their communication and transport services and consider the adoption of fiscal, customs tariff and other measures to aid development of the media. — *The Unesco COURIER.*

WHAT CAUSES MALADJUSTMENT?

Prof. S. K. DASGUPTA, M. Sc., M. Ed.,
Head of the Department of Education, N. R. E. C. College, Khurja (U. P.)

THE mental ill-health or sickness may be regarded a product of multiple causation. Mental sickness arises from the inter-action of many casual factors and is manifested in many different ways. In other words the causes of maladjustment are always more than one. A simple symptom may have different roots and similar maladjustments may give rise to widely divergent symptoms, as it is just possible that there may be one major cause, but other causes, circumstances invariably complicate the issue. Various categories of thinkers have expressed their views regarding the different causes of thwarting or frustration which results in maladjustments. The following may be considered as some of the most important categories• (a) the psychiatrists,' (b) the mental clinics, (c) the guidance workers, (d) the psychologists, and (e) the educational experts.

Prof. Gates classifies the causes of frustration into two broad classes, viz. (a) external factors which include the physical factors in the environment, social and societal factors, and (b) the internal factors which include personal defects or limitations, incompatible needs or the goals, and the moral standards of the individual. Under the first category i. e. the physical factors of the environment fall a variety of situations, e. g. bareness of soil, floods, draught, volcanic eruptions and other such calamities. The natural obstacles or events of the said type may possibly obstruct necessary needs which in turn may give rise to a number of maladjustments. The second one which refers to the social and societal factors acting upon the child are more common than any other types. Such causes become very potent in bringing about maladjustment, as they arise from forces over which the individual has hardly any control on the one hand and on the other hand over which the society exercises jurisdiction. The restrictions and prohibitions placed on children often by the adults are perhaps the most frequent sources of obstruction in children's lives. For instance, a child may be free from physical defects and deformities; further he may also be having no basic emotional disturbances, but at the same time he may have become the victim of a restrictive or overprotective atmosphere of home or he may even have become the tool of a gang of outlaws. A social thwarting constitutes of any rule, custom, prejudice, ordinance or law which an individual is not in sympathy.

Taking into consideration the third factor i. e., the Economic factor, we find that a number of direct and indirect obstructions are caused by insufficient income. There is no gainsay in repeating here the fact that in the present day materialistic nature of the world, the measure of all things is the money. Most of the organic and psychological needs also remain inadequately fulfilled and a number of serious maladjustment problems are often the result.

In the fourth place, personal or bodily defects or deficiencies such as complete or partial deafness, defective speech or vision, under or over size, facial features, nervous disturbances

etc., etc., constitute the other set of potent causes. These organic conditions may block the goals and consequently cause maladjustments. The general pattern is that such factors cause inferiority feelings and affect social prestige or personal achievement or create other adjustment problems. Failure to meet these problems in an adequate manner leads to maladjustments of all types. The effect of physical, sensory, and nervous factors or conditions on behaviour is the result of a comparatively simple mechanism, and in respect of this reference may be made to the remarks of Baker and Traphazen.

Now let us take into consideration the incompatible goals. Desires of contradictory nature may frustrate an individual's needs and result in maladjustments of serious type. Suppose, a student wishes to achieve distinction at a certain athletic meet, but at the same time feels unready and unprepared to practice hard due to his ill health, may be frustrated seriously on account of these two desires of contradictory type and at last become maladjusted.

One other source of hindrance to an individual's urge may be his or her code of ethics. The problem which confronts many children is the conflict between stealing or not stealing an object. Gates avers that stealing may bring the thrill of danger, the admiration of the gang, the satisfaction associated with the possession and the use of the object, but, on the other hand, the fear of being caught and punished may act as a strong barrier. A similar dilemma for a child may be telling or not telling a lie, before the teachers or guardians. The loss of prestige, the social disgrace, and the possible punishment may present themselves as barriers on such occasions.

The school also contributes to poor adjustment in several ways. Several conditions of the school make children happy and satisfied while others make the youngsters unhappy and dissatisfied. Amongst the latter, certain factors and conditions may become the cause of a number of maladjustments in them. Herbert Sorenson has classified such factors into six categories, which in his opinion make the children frustrated and defeated.

In the first place, excessive hard work makes children unable to do it and they in turn feel frustrated. This causes loss of prestige and brings feelings of inferiority. The child reacts to the situation in various ways designed to learn the tensions and maladjustments are created or exaggerated if already present, as the child who frequently fails in his work, may become angry at first, then discouraged, and finally may develop dread for the situation that so consistently defeats him.

In the second place, in a school there may be many bright students. If the school work is too easy and fits pupils easily into a common mould, the bright students can easily become maladjusted. Maladjustment may result for the bright students, when they learn their lessons with little preparation and exertion. Sorenson tells us that the game of life is not worthwhile if it is too easy and it is avoided when it is too hard.

In the third place, we may now consider the old saying that the failures are the pillars of our success. Some people hold that a child should never be a failure and should always succeed in his undertakings. But one may maintain the best emotional

balance towards his work and play if at occasions he is defeated by a problem for which he could not find any solution. Now it may be said that every success dulls the effort, every failure leads a true man to more efforts.

In the fourth place, there may be many children who feel shy when they are in a group of children. They start feeling uneasy and do not participate actively in the group activities whithout being self-conscious. Such youngsters may develop a feeling of inferiority and may not be happy when playing games. They need a tactful induction into group activities.

In the fifth place, the impact of the opposite sex is a factor. Many children may not be at ease with members of the opposite sex. They also experience emotions that are not conducive to a happy adjustment. Usually, during adolescence boys and girls become more conscious of each other and that consciousness may often be accompanied by emotional tensions causing maladjustments in them.

Home is the most potent of all causes in bringing about maladjustments of all kinds. This is more so because in most cases the origin of poor adjustment lies in early childhood. All the factors going to be discussed below cause anxieties and feelings of insecurity or inadequate physical and social development.

Firstly, poverty or wealth discrimination influences adjustment of pupils. Poverty may bring deprivation of all kinds, may bring insecurity and inferiority and hardens the child. Many other things like poor homes, poor health, poor sanitation, disease, overcrowding, etc., generally go with poverty and become a major factor in producing abnormalities of conduct. In respect of this, reference may be made to the classification of Plant.

Secondly, rejection by parents for various reasons leads to serious maladjustments. When an individual's needs for affection and belongingness are not met in such a situation, he or she tries to win affection or attention of others towards him. He either wishes to retaliate people for the hostility shown to him by the parents, or he is victimized by the feelings of worthlessness and anxiety.

Thirdly, overprotection leads to prevention of the development of the feelings of independence. Parents of overprotected children, prevent them from undertaking even small tasks. Such children, are often overclothed also. This type of treatment resulting in excessive love or care for the child, makes the child lacking in self-reliance, too submissive, too obedient, and withdrawing, and these are all symptoms of maladjustment.

Fourthly, favouritism shown to one child, and ignorance to the other or others, develop a number of maladjustments due to their parents' preferences. The child who is shown strong preference by his parents may reflect the characteristics of over-indulged child—and jealousy, negativism, restlessness, fighting, and attention demanding activities may be shown by the unfavoured children.

Fifthly, moral discipline of the home, if too strict, leads to improper social development. Rigidity in certain homes in respect of moral standards results into such teaching that children start to think of normal activities as sinful, e. g. sex, smoking, card playing, seeing movies or theatres, dancing, reading fiction etc; etc. Children of such type fail to live a

proper life, and normal social relations are almost impossible for them.

The community, its cultural level and the amenities available likewise influence child behaviour one or other. In other words the discrimination on the basis of caste or denomination and the opportunities provided by the community for cultural development influence adjustment of pupils. Prof. Gates has classified the most important community conditions which largely influence. The child's personality adjustments as (a) the extent to which recreational facilities, social centre, and social agencies exist; (b) the degree of freedom allowed to the children by the community folk-ways; (c) the disparity in economic levels; (d) the extent of race prejudice; (e) the extent of tolerance or intolerance of religious sects. Maslow and Mittleman have listed elaborately the factors which damage security feelings, self esteem, and socialization of the child, and have tried to show some other community conditions which effect the child's adjustment to his environment.

Traumatic experiences, which may leave a scar, often causes fears, anxieties, and may even create other complexities in mental life of the children. Accidents, injuries and other events of this type which shock the child emotionally are usually not easily forgotten and continue to be associated with normal situations, thus giving them special emotional significance.

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My Study Tour in Great Britain

By SHRI S. KRISHNA RAO,

Co-ordinator, Extension Services Dept., Hyderabad.

Children are often classified in the class according to reading ability. In the opinion of the superintendent of the Child Guidance Centre, Aberdeen, reading difficulties are often at the bottom of several psychological and sociological problems of the school going child. In such cases along with psychological guidance, she gives an intensive reading programme, of course taking every care that it is based upon the child's needs. Once the child builds up its reading skill, it regains its normal balance and seeks to go back to the school, eager to establish its normal status in the child community.

In this context the superintendent believes that the sentence method has not only pedagogical efficacy but also pshychological and theraeutic value.

Plenty of easy attractive reading material with integrated apparatus is commonly available for the purpose. All this material rigidly follows the principle of graded, controlled vocabulary, suited to different reading levels. I noticed an instance (in an E. S. N. School) where the teacher had maintained a separate vocabulary record for every child in his class ! There is a constant attempt to create a sense of achievement in the child by building up its confidence.

The British teacher tactfully links up the academic self-confidence of the child to its life aspect with a democratic background.

11. *Secondary Language Teaching :* While the British Universities have been paying a good deal of attention to the teaching of

This is the second instalment of the article, first Published in the last July Number p. 25.

English abroad as a Secondary language, I am afraid there is not so much attention paid to the teaching of Secondary language in their own schools especially the Modern Secondary Schools. Nor is the average child very much interested in the Secondary language which is often French and sometimes German, unless it (its home) is interested in higher education. Consequently some of the elementary modern language teaching principles like controlled vocabulary and structures are rarely studied seriously by the average teacher of modern languages.

Some University departments of education, however, have developed fine institutions of a very comprehensive nature with regard to foreign languages and cultures. The School of Oriental and African Studies, London University, is a notable example. There are chairs for several languages and cultures there. But here foreign languages teaching is for Adult Scholars and people interested in going abroad.

The Department of Phonetics, Edinburgh University, is young but of high promise, with its brilliant original staff.

12. *English as a Secondary Language :* The relevant aspects of descriptive linguistics (which subject is studied by some serious British Scholars in America) are efficiently applied to the theory of teaching English as a Second Language.

The structure approach as we know it in India, has originated in the Institute of Education, L. U. with Dr. Noonan. But he emphasises that the I. E gave no authoritative list. Any list of structures should be taken only as an example. He expects the practising teacher to be aware of the important principles involved in it and modify it to the flexible needs of his class.

13. *Vocabulary Studies :* This appears to have started the commonsense way in Britain with individual teacher's word and spelling lists. The theoretical interest in the matter developed and scholars like Burt, Schonell, Vernon, Inglis and Burroughs began to produce authoritative material on the various aspects of the subject.

Studies in Reading (two volumes, 1948 and 1950-Scottish Council of Educational Research) and a Study of the Vocabulary of the Young Children by Burroughs 1957, (Educational meographs No. 1, University of Birmingham, Institute of Education) are important publications, both for method and content, to the foreigner.

However, as in children's literature so also in this field, the British liberally draw for theoretical interest, upon the numerous American studies in the field.

These studies beginning with Thorndike's Word Book, pertain to the mother tongue aspect of English. Touching its Secondary language aspect also there are various studies in the field, the best of which is Dr. West's General Service list with a brief but valuable Foreword by Dr. Jeffreys, (lately Director, Institute of Education, London University).

I met Dr. Nisbet and an Indian student of his, in the Aberdeen University, whom he had been guiding on Hindi Vocabulary studies.

14. *Speech Correction :* The oral aspects of language are dealt with in a much wider context than we do. Oral work is not only regarded as the basis of language development which again in its turn is the foundation of Scholastic subjects, but is also considered as a very important aspect of the child's emotional and personality development.

Rich curricular and extra curricular programmes are developed for free oral expression. Every Modern School has an auditorium-cum-Theatre. There are good speech correction clinics where teachers may refer cases. Parents take their children to these clinics. They are also given the necessary guidance where psychological factors are involved.

In Scotland there is a movement to put an end to speech correction in children by the formal Medico-Psychiatric Treatment and integrate it with the informal procedure through children's theatre. Miss C. Hollingworth, the Superintendent of the speech training centre and children's Theatre, Aberdeen, claimed that hers was the only institution of its kind in Britain. She emphasised that any aspect of child guidance whether speech, educational or otherwise, should be studied not as an isolated problem but in the broad social context.

She incidentally added with pride that the Municipal authorities of Aberdeen were very liberal in Educational grants. I noticed that the town council of Aberdeen led by an enlightened Lord Provost, Mr. George Stephen, strikes even a casual visitor, as an excellent Municipal Corporation. The Lord Provost was justly

proud of four things in his towns: cleanliness, artificial granite house, Primary Schools and a very bold educational budget.

15. *Children's Literature*: Britain has an advantage in the field, in the opportunity of importing from the several English speaking countries of the world, chiefly America. There are of course two objections to this import policy, Educational and Economic. Firstly, a growing anxiety among teachers is visible about the British teen-ager being exposed to the seductive "Americans." Secondly, the British Book trade with a turnover of £ 24 million annually, feels that the area belongs to it by right. It is also suspicious that the expanding overseas market for English literature especially the school text books, children's literature and technical books, may be captured by the U. S. A. in the long run. At the same time, realising that America has established children's literature on a highly developed scientific, technical and remunerative basis, British Book Trade has been trying to rectify the position at home.

Much of the literature on the subject currently accepted as authority is still of American origin. Out of about half a dozen standard books I have read on the subject, (supplied to me by a London Librarian) only one was of British Origin, "Twentieth century children's Books", A. B. C Publication.

A Canadian research scholar working for her Ph. D., in the subject at the Institute of Education, L. U., remarked that the average British Educational Research Scholar was not attracted by the subject. Since about 1937 she was the only candidate to take it up in the Institute.

Nevertheless about 1500 original children's books are produced every year in Britain and they are attractively displayed in children's Book Shops. The average British publisher feels socially responsible and excludes unwholesome content from the child's reach. On this account also, therefore, an unrestricted American import is resented by him.

Committees of informed and experienced Heads of Schools are appointed from time to time for making extensive and up-to-date lists of desirable books for schools out of which individual head teachers make their selections.

Besides school libraries almost all good libraries have attractive children's corners with specialist staff. The average British librarian is informed and solicitous to be of help to the Reader. Often she is a better guide for the selection of literature in a subject, than an average University lecturer.

Of late there has been some active interest among the University departments of education in children's literature, both produced for them and by them.

16. *Museum and B. B. C. Services to Schools:* The School child has a carefully planned service programme from the British Museums. In some museums there are Special Officers to assist school children. Museum exhibits are loaned to schools by a planned arrangement. I saw hundreds of school children spending whole holidays in the museum, studying various things and taking notes like serious Research Scholars.

Relaying special programmes (sent to schools in advance) in fields from drama and music to language teaching, the B. B. C. has become an effective agent of education. With the advent of the T. V. the scope of its Educational Service is widened.

I witnessed excellent demonstrations on the T. V, of "lessons" in Biology, Geology, and Geography, scientifically edited life-pictures.

17. *Overseas Visual Aid Centre: (O. V. A. C.)* "The OVAC was established in London in 1958, sponsored by the British Government and the Nuffield Foundation. "The Primary object is to give advice and help on all aspects of audio-visual aids to teachers, community development workers and others from overseas countries both inside and outside the Commonwealth."

Its services include a Library, Publications, Research, Training and Advice.

Developments in the field in the various countries of the World chiefly from the under developed areas of the Commonwealth are on display along with the latest A. V. equipment.

18. *Extra-mural Depts. in the Universities:* These departments cater to the adult public through varied programmes of education and culture. They not only include cultural and intellectual diversion, but also serious courses leading to a diploma or degree. The value of these departments is fast growing. Even a casual visitor cannot miss the rapidly developing interests of the industrial labourer whose growing leisure and income have become difficult social problems.

When once the hurdle of fundamental education is crossed, this adult class of citizen shows varied interests ranging from archaeology, painting, music, drama and politics to the usual academic subjects. The extra mural departments are thus gradually making available to the above type of citizen, the necessary enlightenment and intellectual freedom to actively participate in a humanistic democracy.

19. *Research in Education*: There is a growing realization of the importance of this field. In England and Wales the Departments of Education in Universities undertake both teaching, and guiding research. In Scotland they are purely devoted to research while training colleges do the teaching.

Among Teachers' Associations, the Educational Institute of Scotland has a long tradition of organized research with its Research Committee teams of voluntary workers from among the profession and several publications to its credit. On the other hand, the National Union of Teachers has only lately begun to take active interest in the field.

The establishment of the National Foundation for Educational Research (after the 1944 Act) with the Minister of Education as its President, marks a significant step. All the important National Associations of Teachers are represented on it, partly finance it, and take active interest in its programmes.

The real work of the Foundation is carried on by its paid staff, but the general policy is laid down by the Committee.

Its journal, 'Educational Research', though only in its 3rd year, has a circulation of about 4,000 and is authoritative.

20. *Teacher Status*: The modern British community is quite aware of the need to keep the National-builder tolerably satisfied and the two main political parties have no great differences on the issue. Consequently the nation deliberately allowed a strong professional union to flourish and the British Teacher has achieved

much through loyal devotion to duty, public enlightenment and systematic organization.

The National Union of Teachers whose membership is open to all levels of the profession, from the Infant School to the University (for England and Wales), is over 230,000 strong i. e. about 75% of the profession. "It is neither an incorporated professional institute nor a trade union but a teachers' professional organization which combines the best features of both, with functions peculiarly its own". Its chief aims are to unite the profession, to improve the condition of education in the country, to secure adequate financial aid for education, and assist and protect its members in several ways. It keeps clear of party politics, but secures effective representation in parliament.

It has succeeded in securing, among other things, the following :

1. Bonafide Recognition of its representative character.
2. Effective right to prior consulation in all matters concerning the profession and education.
3. A national salary scale.
4. Equal pay for men and women.
5. A decent pension scheme.

It possesses a splendid headquarters Office in London with efficient paid staff, running several departments like Publicity, legal advice, salaries and superannuation, library and Education. It runs a journal 'The Schoolmaster'

Scotland has a separate Teachers' Association which is called "The Educational Institute of Scotland." It seems, the proud Scottish Teacher dislikes the name "Union" because it smacks the trade union spirit. True to this exalted conception of the profession the Institute maintains a Research committee which became the nucleus for The Scottish Council for Research in Education.

In other matters its aims and objectives are similar to those of the N. W. T. and the two bodies function in union in all Educational matters that are British, as apart from Scottish or English cum Welsh.

Those two are the most important Teacher Organizations in Great Britain. There are others too among which 'The Joint Four' deserve mention.

They are : 1. The Incorporated Association of Headmasters.
2. do Headmistresses.
3. do Assistant Masters.
4. do Assistant Mistresses.

These four represent the Public and Grammar School staff, an economically satisfied section of the profession, and therefore from the beginning they are directing their activities almost entirely to educational matters. Long since, their "Memoranda in the methods of teaching subjects normally included in the Secondary School curriculum" are well known both at home and abroad.

Consultative machinery, popularly known as Whitly Councils, exists for negotiations over the interests of the profession, between the Teachers' associations and the Authorities.

RABINDRANATH TAGORE

(A TRIBUTE)

By Shri C. S. S. THATHACHARI, M. A.

THERE is no poet of modern times who attained such immortal fame as Rabindranath Tagore. There are few languages in the world in which some of his works have not been translated. There is no important country which he did not visit and which did not acclaim and honour him. He passed through from country to country like a vision of light, both East and West rendering him homage as a world-teacher. Universities and Learned Societies vied with one another in welcoming and heaping honours on him. Every where people were fascinated by his magnetic personality and thrilled by his lofty message of humanism and humanity. His handsome features and patriarchal mien left an indelible impression on everyone who ever saw him. In him a giant intellect was combined with a commanding presence. In all lands, he was greeted and reverenced as the sublime poet and prophet of the East. The message of universal brotherhood and fraternal love of this modern Light of Asia is treasured as his greatest gift to the present-day world.

Poetry, drama and fiction have been enriched and elevated by his genius and many are the original contributions made by him to several departments of human thought. Although his nature and temperament were out of tune with the din and clamour of party politics, he responded to the call of his country in many ways. The Bengal partition disturbed him profoundly and the songs he composed then were sung by people everywhere in Bengal, in the houses, in the streets, in public meetings and even in prisons by the prisoners. When the Punjab lay bleeding and prostrate under martial law, Rabindranath made a vehement protest and renounced with disgust the knighthood which had been conferred on him. His indignant but dignified letter to Lord Chelmsford in this connection is one of the great human documents of this age. But he gradually withdrew from the thick of the nationalist movement. In latter life he came out with pronouncements only when he was impelled by his conscience to proclaim his views on any important question.

As a man, quite apart from his divine gift of song and poetry, apart from his wisdom acquired through the years, apart from his achievements in the fields of education and the fine arts, particularly his paintings and new form of music, Rabindra Sangeet, he is still great, great in his faith in the goodness of man and sublime in his deep religiousness. In his dignity, his earnestness, his passion for the mother tongue, his honesty of purpose, his moral courage, his love of truth and his love for his fellowmen, he is an exemplar to all his countrymen.

Rich and varied as is his output in all fields of literary activity, it is as a poet that he is pre-eminent. He wrote all kinds of poetry, reflective, religious, elegiac, dramatic and lyric. His range of form and mood was astonishing. He cut new paths and introduced fresh forms in rhythm, metre and measure. His creative faculty soared ever higher and wider and in his poetry we find the unique combination of depth of thought and

delicacy of feeling. Light tripping verses of nimble grace, stately stanzas of regal dignity, stirring songs of brave deeds, lofty lines from ancient lore, dreamy music and lilting melody all flowed from him as from an eternal spring. One marvels at his wealth of metaphor and simile, his powers of perception and suggestion and his intense awareness of the beauty in Nature and the goodness in man. His devotional hymns and songs are a living expression of his faith in God and His Love for all His creatures. They are at once beautiful in their structure and sublime in their appeal. But his lyrical poems are perhaps the best creations of his versatile genius. His poem 'Urvasi' scintillates like a rich jewel set with flawless gems of many colours and of the finest water. Rabindranath has recreated the mythological Urvasi and revealed her in a new light. He has sublimated the traditional conceptions of the role of Urvasi with a wealth of imagery and exquisite artistry in his choice of words. Rabindranath's close communion with Nature is brought out by the freshness and abundance of imagery with which he treats natural phenomena like the Seasons. His descriptions of the fragrant spring, the summer heat, of the monsoon rains, of autumn which he personifies as the Goddess Lakshmi, are all realistic pictures full of imaginative touches. He had the power of identifying himself with Nature in all her moods.

As a story-teller he covered the entire gamut of human emotions. Some of his stories are poignant tragedies, some bitter and ironical, a few are studies in human psychology. Many of them dealt with social questions, especially the position and treatment of women, with deep wisdom and understanding. His novels are admirable pictures of Bengal in his generation. They are fuller versions of his short stories, covering a wider compass but with same satisfying richness of thought, feeling and expression. His dramas, dramatic dialogues, symbolical plays are many and varied in theme and treatment. His SADHANA dramas have been acknowledged the best Indian dramas of modern times.

His school in Shantiniketan was started in 1901 as a home for the spirit of India. Rabindranath believed in education by contact with Nature, the dawn and the twilight, trees and groves, the moonlight, the wind and rain and sunshine. Hence he made the place full of trees, flowering shrubs and beautiful groves and gardens. Here boys and girls are educated on the lines of the ancient forest schools of India. Special emphasis is laid on the learning appreciation of the fine arts like music, dancing and the drama. His main aim was to produce men and women of true humanity and culture, full-fledged in body, mind and spirit. His school in Shantiniketan has today grown into the Visvabharathi University and bids fair to become a home for the spirit of the whole world. What greater tribute can there be to the illustrious Gurudev than this living monument of his ideas and ideals!

EDUCATIONAL PRIORITIES

By Principal RAGHUVIR SAHAY NIGAM,

S. S. Jain Degree College, Seoni (M. P.)

THERE is an old practical adage, 'Wisdom lies in knowing to omit.'

The planners are faced with demands for funds on all sides. Even within the limited amount available for education, there are many different needs to be attended to.

The plan to have universal compulsory education for all children between the ages of 6 and 11 is an oblation, to the past resolutions of the Congress. The same was to the idea of the linguistic provinces. Sriramulu's death hustled the nation into this premature division with its present-day results. It was completely forgotten that linguistic provinces (compartments of a Unitary government) and not states in a sort of Federalistic constitution were meant nearly half a century back when the idea was mooted. It is a known fact that five years' Primary education does not produce literacy. Look to any quinquennial report of the Department. Now when the standards are prone to deterioration, it will perhaps mean absolutely nothing. And further Primary Education enthusiasts want mid-day meals and even apparel for girls.

It is strange to find Shri Subramaniam, the Education Minister of Madras, maintained at Kanpur that secondary education is important. The politicians only talk about what appeals to the populace.

Even in Oxford, the home of classical learning, the number of science students has increased many times more than in humanities. In U. S. S. R. the position of science and technology is all pervading. Shri Subramaniam was at pains to show that the position of Science and Mathematics was becoming worse every day. He should know that his policy of thrusting the regional language is also partly responsible for this in higher echelons and the lower ones are thus indirectly affected. Many State Boards and Universities have solved this problem by having softer and ludicrously easier courses in these subjects. Of course there are certain difficulties in having a higher course in science as the 'core' subject. It costs money and at least five thousand more science graduates are needed to teach this subject even as a compulsory and lower level subject.

But do the 'expansionists' feel this that they are creating fissures? They are to win laurels, and everybody bestows eulogies. The same fraud is being perpetrated in the conversion of High Schools into Higher Secondary Schools. There is a change in the name of nomenclature. The staff is nominally strenthened, and no increase in equipment etc.

This is further undermining the University education. Secondary Education is the pelvic girdle of the whole structure. And then the universities are bent on paralysing themselves by abolishing the 'Pre-University tests conducted by themselves. Rather than having a rigorous test for admission to the universities they are prepared to take in all belched out by the State Boards which are the playthings of the politicians.

Politicians and liguistic fanatics are working havoc with education.



Expansion of Technical Education

AT the fourteenth annual meeting of the All-India Council for Technical Education the question of further expansion of technical education during the third-plan period was considered and it was resolved to approve the proposal for the establishment of nineteen additional engineering colleges and sixty seven additional polytechnics. Their establishment will result in a six-fold increase of engineering graduates and a ten-fold increase of diploma holders as compared to the position in 1947 when the country became free. The council also recommended the opening of a Central Institute of Printing technology and of three centres for training in business and industrial management in addition to the four already in existence. If all these proposals are carried out the country would be making considerable progress in the expansion of technical education.

BUT the discussions at the meeting pointed to certain serious misgivings and they deserve careful consideration. They all relate directly or indirectly to the standard and quality of technical education. There was an apprehension entertained that adequate attention is not being paid to the maintenance of a required standard. The country will be put to loss if the engineers who are employed in the construction of big projects and other works of public utility are not first rate experts in their respective fields. Some of the works completed and some others in the stage of construction have been damaged because of want of technical skill and knowledge on the part of the engineers who were put in charge of them.

AS the discussions at the council meeting showed, there are several points to which sufficient attention is not being paid today in starting new colleges and

Continued from preceding page

Their aim is not to have education, but to see the fulfilment of their fads and pet theories and power for themselves.

Primary education for Five years will not make a dent. Of course the conscience of ancestor worshippers will be satisfied. If they mean to do anything, let them have eight years' schooling for those whom they can approach within the limited means available. Dissipation of resources will mean nothing in the end.

Every sin is being committed in the name of 'democratisation' of education. Expansion to filmsy nothingness will mean starvation of the vitally necessary.

polytechnics. There is in the first place no proper selection of students. Communal and other non-academic considerations exercise a dominating influence in their selection. Merit is given a secondary place. As Dr. V. K. R. V. pointed out: "It was no use starting more and more technical institutions without maintaining the standards. Standards were going down very much". The council therefore expressed serious concern over the present unsatisfactory position in respect of the calibre of students admitted to polytechnics, and recommended that a detailed investigation into the question of admission should be carried out as a research project. It will take several years before the results of such a research are known. What is needed is an immediate revision of the conditions of admission on the basis of the material available.

IN the second place most of the existing institutions are understaffed. Some of them as Shri K. Santanam pointed out had fifty percent or even less of the staff required. This reveals a sorry state of affairs. The situation will become worse if all the new institutions are started. Apart from this the quality of the staff recruited has also to be considered. Foreign experts who had opportunities of observing the working of our technical colleges pointed out on several occasions that sufficient attention is not being paid in them to workshop practice and that there is an over emphasis on teaching theory. This defect can be remedied to some extent if, as Dr. A. L. Mudaliar suggested, professors are recruited from the Public Works Department. It is also desirable to have on the teaching staff certain experts from foreign countries for some years to come.

IN the third place colleges and polytechnics are being started before the necessary buildings are ready. Two or even three years are spent by students in improvised buildings for the purposes or in Arts and Science colleges which have not been designed for imparting technical education. It may be that in interests of economy we should discontinue the practice of constructing buildings in the traditional style and "on a grandiose scale replete with architectural embellishments," but this does not mean that colleges should be started as they are being done to-day without any adequate provision for housing them.

THERE is also a shortage of equipment. Much of it has to be obtained from abroad and foreign exchange required for the purposes is not made easily available by the concerned authorities. A whole batch of students consequently undergo their courses and pass out of these institutions without satisfactory instruction. Why work should start when equipment is not available passes beyond

understanding. It is this hurry that is responsible to some extent for the fall in the standards. Mere increase in the number of students undergoing training will be of no use if the training is owing to the poor supply of equipment below the mark.

IT is rather unfortunate that several of the states in the country have not as yet implemented the improved and revised salary scales of teachers sanctioned in 1959. Only four of the fifteen states have implemented the scales. As Professor Humayun Kabir pointed out: "This is a very important question and must be settled immediately. Unless we can assure that the existing institutions are adequately staffed it would be futile and perhaps harmful to expand facilities for technical education at the present accelerated rate." Inspite of this observation of his and inspite of the criticism of several other members that new institutions were being started without consolidation of past achievements the council decided on further expansion. It is to be hoped that the council would bring sufficient pressure to bear on the authorities concerned that defects pointed out during its discussions are removed before any new institution is started. There is no excuse for the sacrifice of quality in a matter like technical education.

The Work of the Teacher

IT is customary on ceremonial occasions to bestow a great deal of praise on the work of the teacher on the ground that he is engaged in training the future citizens of the country. But from the kind of work that is actually done by very many teachers in Secondary Schools and in some cases in Colleges also it is clear that very few among them have such a high conception of their duties and responsibilities. Most of them are content with converting their classes into dictation classes. They are perhaps worse than dictation classes as they do not care to correct the mistakes committed by students in writing down the passages dictated.

IN all schools there is the habit of spending nearly the whole hour of class work in dictating so-called notes to the students. Taking down notes in their "rough" note books is the main work done by the students in the class room; and when they came back to their houses from school they spend most of their time in copying the notes in their "fair" note books. This is the training in citizenship that is imparted to them.

THERE may be some excuse for the dictation of notes if text books on any particular subject are not available or if there is need to supplement the information contained in the text book from that found in other books. But this, is not

generally the case. Even when standard text books are available teachers spend their time mostly in dictating notes.

WHAT is the nature of the notes thus dictated? In most cases they only consist of sentences taken out of the text-book to be studied. This creates an impression among the students that there is no need to study the text-book. Even if they feel the need for it they have no time to do it as most of their time is taken up in copying the notes dictated and in memorising the notes so copied. In several cases teachers do not take the trouble of selecting the passages to be dictated from the standard text-book prescribed. They take them from second and third rate "compilations" and "made-easy" books with which the market is crowded. They consider this to be more useful from the point of view of examination.

WHEN most of the time in the class-room is spent on dictating notes very little time is left for explanation. Pupils rarely understand what they take down. Memorising the notes becomes their main work.

THIS is the training in citizenship that we now have in schools and colleges. Every one knows that this is an old disease which has been with the passing of years becoming more virulent and more wide spread. But very few are prepared to remedy it.

MINISTERS of education have no time or inclination to look into matters of detail like this. They feel that they have a higher duty to discharge—the duty of making grand speeches on educational ideals and policies. It is no concern of theirs if very little or nothing is done to put those ideals into practice. That is a matter for the gods of educational department to look into.

BUT departmental officials are satisfied with issuing circulars. Even when the inspecting officers visit schools they do not care to go into matters like these. They have their routine methods of inspection. Perhaps they themselves have no higher conception of the task of the teacher. With none to condemn or to criticise, the teachers go on with their noble work of dictating notes.

IS this really education? Is it the education of which the country is in need? These are the questions which have to be answered. The tragedy of the present situation is that there is no one in responsible positions who is seriously interested in answering them.

Americans also have Problems

NO country, however advanced or progressive it may be, is without educational problems of its own to face. This is amply illustrated by the

discussion that is now going on in the United States regarding some educational issues.

ONE such issue is the subjects to be taught in schools on which special emphasis should be placed in the present nuclear age. There is greater need to teach more physics and more mathematics. In addition to this is the problem of the kind of physics and mathematics to be taught. It is recognised that there is a difference between traditional physics and modern physics—the physics which lays emphasis on nuclear structure. And it is this aspect that is being examined. So also in the case of mathematics where there has been considerable progress in the course of the last forty or fifty years.

ANOTHER problem regarding the teaching of science that has arisen in that country is the relative position that is to be accorded to applied as distinguished from pure science. The feeling now is that more emphasis should be placed on the teaching of applied science.

THE question is often asked whether the overemphasis on science will not result in one-sided development of the individual at a time when the education of the whole man is becoming more and more necessary. Science has enabled man to acquire more power. He has not acquired the wisdom needed to make use of the power for social and humanitarian purposes. The problem therefore is how to reconcile the need for the teaching of more science with the equally pressing need for the teaching of more of humanities and serious attempts are being made to solve it.

ONE way of doing it is to keep the youth in school for a longer period. This will mean the postponing of the age at which a man begins to do productive work and earn an income. The problem therefore is whether it is possible and desirable to keep boys and girls in school for an additional year or two—opinion is gaining ground that such a course is both possible and desirable. America is the richest country in the world. The progress of invention has been continuous. Labour saving devices are on the increase. Even with a five-hour day it is possible to keep up the rate of progress. Under these circumstances nothing will be lost—and much will be gained especially from the educational standpoint —if the duration of school life is extended by one or two years. A poor country like India cannot afford this. A rich country like America can. This is the new line of thinking in that country.

ANOTHER problem which is being currently discussed is the financing of education at a time when population is increasing and when provision has to be made for educating a larger number of people. More

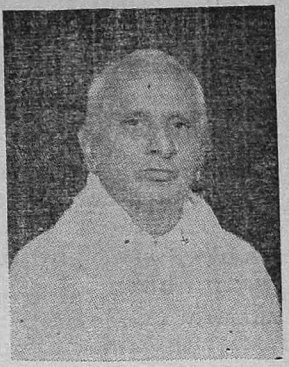
buildings, more equipment and more teachers are required. Local authorities and state governments have been finding funds all along for educational purposes. Today they are not with their limited resources in a position to do this. There is thus a financial problem and this is being solved by the federal government paying larger amounts of subsidy for educational purposes. While this has solved the financial problem it has created a political difficulty. States and local authorities are afraid that that when once they begin to receive financial help from the federal government they may have to shape their educational policies in accordance with the dictates of that government. It would mean the loss of their freedom. This has therefore created a new problem.

ALL this goes to show that there is nothing like a finality to the solution of educational problems. Even progress brings new problems. And this is the case in the United States to-day.

Andhra Sales Tax on Books

We have time and again urged that the Andhra Government should remove Sales-Tax on Books. Already 12 out of 15 States have made headway and exempted. We need not say that tax on books is a tax on knowledge. While some institutions are trying to encourage the reading habits among people in the remotest villages, this Sales Tax becomes a burden too much to bear and especially with regard to Central Sales Tax which is 7%. Will better counsels prevail?

The late Shri C. Balakrishna Sastri



We are pained to record the sad and sudden demise of *Sri C. Balakrishna Sastri* in the early hours of the 27th July, after a brief illness. After serving the Hindu College and High School for over 43 years, he retired as Professor and Head of the Department of History and Politics. His was a life devoted to Education and the teaching profession. He had been with us on the Editorial Board of 'EDUCATIONAL INDIA' since its inception in 1934. Perhaps in the Andhra Pradesh Teacher's Union—formerly Andhra Teachers' Federation–his term as President for 2 periods was unique and indeed memorable. He was a nationalist to the core and a staunch Congressman, though never participated in active politics. His charitable disposition, balanced judgement, versatality, eloquence and above all integrity–all have endeared him to one and all. There was never a public meeting in which he did not participate nor a welfare association which did not receive his help.

Educational India, Andhra Pradesh and Masulipatam in particular—deeply mourn his loss. A great soul has departed. 'May his soul rest in Peace!'.

APERCU

ATARAXIA

The lot of Telugu M. A.'s

M. A.'s in Telugu are produced by the Andhra University, the Sri Venkateswara University and the Madras Universities. On the average about ten candidates take their final examinations in these Universities every year out of which one or two get a class, two or four get a second class, the rest are left to their fate. Though the number of classes appears to be negligible as far as the Universities are concerned, it becomes sufficiently unwieldy when the total number of classes from all the three Universities are put together, and when they are considered in terms of the vacancies available.

The openings for a Telugu M. A. are very few and limited. One will have to stick to the teaching profession only, like a drowning man that gets hold of a floating twig. One cannot dream of becoming even a U. D. C. or an L. D. C. In the interviews employers prefer a graduate to a Telugu M. A. If at all one is a little talented one gets absorbed in the A. I. R. But again the vacancies in the A. I. R. are few and far between. So much so, many Telugu M. A.'s with first class qualification are forced to rot as temporary Tutors in various affiliated Colleges.

Some of them, who are fortunate and who have wires to pull, manage to get into the Universities as Tutors whenever a vacancy arises; again this is a remote possibility. Some who are pets of their Professors manage to get into the Universities as Research Scholars. Some others who have influence at Government level manage to get into the A. I. R. But what about the blessed children of Merit who have no wires to pull? They have to reconcile themselves to their lot as Tutors for years on end or even go without a job.

Careful consideration will reveal the truth that the only sin that these enthusiastic young men committed was to choose their mothertongue as their subject! For, their counterparts, the English M. A.'s are better off than these 'native M. A.'s.' If a candidate gets a third class in English M. A. he can hope to become a Lecturer if fortune favours him; if not a Tutor on a permanent scale or at least a temporary clerk in the L. I. C. He has chances of becoming a U. D. C. or a L. D. C, though not immediately, at least when a vacancy arises. Meanwhile he casts his net and catches his fish. But for the Telugu M. A. there is practically no footing anywhere. He has to stand on a slippery shore and by the time he balances himself the fishes are gone, and he is left all the while a Micawber. Added to this unhappy position, several colleges advertise for Telugu M. A.'s along with other Lecturers for other departments thereby giving our unfortunate young man hopes enough to make him spend more in the unhappy position, for all candidats for interview should go at their own cost, and finally tell him that they have already their candidate with experience. Now, what is to happen with a First Class Telugu M. A. fresh from the University? Day by day the number of such unhappy young men is increasing. *This must be the sober truth with every M. A. in Indian languages.*

In a democracy is it not the duty of a *good* Government to hear the cry in the wilderness and do the needful for those who are helpless? Did not the Shepherd in the Bible go after the lost sheep until he found it, leaving the ninty and nine in the wilderness?



DELHI

ALL-INDIA EDUCATIONAL EDITORS' CONFERENCE

Along with the world Educational Editors' Conference, the 2nd All-India Educational Editors' Conference took place on 30th July in Vignan Bhavan, New Delhi. It was inaugurated by Sri S. Natarajan, Vice-chairman of the World Organisation and presided over by Shri Mohtish Rai Choudhary, Chairman of the Association. It may be recalled that the First Conference was convened by the Union Ministry of Education in 1957 when the Association of Educational Editors came into being.

19 MORE ENGINEERING COLLEGES APPROVED

The All-India Council for Technical Education has approved the proposal for the establishment of 19 additional engineering colleges and 67 additional polytechnics, besides expansion of the capacity of the existing technical institutions in order to reach the targets of the Third Plan.

10 CRORES ANNUALLY FOR COLLEGES

Mr. Samuel Mathai, Secretary University Grants Commission, said that grants totalling Rs 10 crores would be paid to the various colleges of India annually during the Third Plan period.

Even this, the Commission felt, was not enough to meet the requirements of the 1,200 colleges affiliated to the 44 universities in the country, he added.

SCHOLARSHIPS FOR SCHEDULED CASTES

The Government of India have issued a directive to all States in India that in the grant of scholarships to the Scheduled Castes, some criterion of income should be kept in view.

The Union Government have stated that Children belonging to Scheduled Castes and Scheduled Tribes whose parents have a monthly income is above Rs. 300 are not eligible for educational concessions.

DEVELOPMEMT OF SANSKRIT

The principles to be adopted for the distribution among the different regions of India of the Third Five-Year Plan allocation for the promotion and development of Sanskrit taken up for consideration at the seventh meeting of the Central Sanskrit Board held on July 22 and 23. Mr. M. Patanjali Sastri, Chairman, presided.

A sum of Rs. 75 lakhs is likely to be made available in the Third Plan period under the Education Ministry's schemes.

BASIC EDUCATION AND RURAL DEVELOPMENT

Steps to ensure better co-ordination of basic education with rural development are being considered by a study group recently set up by the Government of India, it is learnt.

The group includes representatives of the Ministries of Education, Community Development and Co-operation. Food and Agriculture, and Commerce and Industry as well as the Planning Commission.

The idea behind the setting up of the group, it is stated is to see that the basic schools which are aided by various agencies, such as the Khadi Commission which supplies free charkhas are attuned to the needs of rural development.

PROGRAMME OF SCIENCE EDUCATION

A central organisation to cordinate, guide and direct the entire programme

of science education in the country, as well as the training of personnel, is proposed to be set up during the Third Plan period.

This was disclosed at Nagpur by Mr. Shriman Narayan, a member of the Planning Commission, in the course of his address to the planning forum of the Sakseria Commerce College.

Mr. Narayan said that the Third Five-Year Plan would lay emphasis on the provision for science education at different levels. In addition to providing science courses in all the secondary schools as a compulsory core subject, he said more than 9,500 out of the 21,800 secondary schools would also have facilities for teaching science of a higher standard as an elective subject.

A programme of preparation of teachers' hand-books, students' manuals and science text-books would also be undertaken. Steps would be taken to standardise designs of science equipment and to get it manufactured in the country.

24 POLYTECHNICS FOR GIRLS TO BE OPENED

The All-India Council for Technical Education has approved the starting of 24 polytechnics for girls during the Third Plan period.

Dr. A. Lakshmanaswamy Mudaliar, Vice-Chancellor of the Madras University, said that the polytechnics for girls would train women for professions suited to their tastes.

Out of 67 new polytechnics to be started during the Third Plan period at least two would be located in each State, he said. The Council is understood to have agreed in principle that for every engineering college, there should be four polytechnics.

ANDHRA PRADESH

NEW COURSES IN OSMANIA

M. A. Courses in Public Administration and Tamil have been started from July this year in the University College of Arts and Commerce, Osmania University.

TEACHERS' APPEAL TO GOVERNMENT

The State Council of the State Teachers' Union adopted a resolution viewing with concern the continued low percentage of passes in the Higher Secondary Certificate and the Higher Secondary Multi-purpose examinations year after year. It authorised the State executive to convene a State Convention of Teachers to recommend to the Government suitable measures to improve the results.

The State Council recorded its regret that the Government had not yet "conceded the just demands of the teachers of the Telengana, and removed the injustice done to them by the introduction of the revised scales of pay". The members were asked to be prepared for any action that might be decided by the executive if all the anomalies were not set right by August 15.

CHILD WELFARE

Mrs. B. Tara Bai, Chairman of the Committee on Child Care, said in a Press interview that a sum of Rs. 180 lakhs has been provided in the Third Five-Year-Plan for intensive child welfare projects in the country. It was proposed to implement one project in each State.

Mrs. Tara Bai also said that the Indian Council of Social Work had decided to set up six centres for training Bala Sevikas.

MADRAS

MADRAS GOVT. PERMIT PAY REVISION

Orders have been issued permitting non-Government Arts and Training Colleges to implement the revised scales of pay, recommended by the Madras Pay Commission for their teaching staff, states a Press release of the Madras Government.

RURAL INSTITUTES IN STATE

The Madras University Syndicate has recognised the diploma-holders of two rural institutes in the State—the Ramakrishna Vidyalaya, Coimbatore, and the Gandhigram, Madurai, for all post-graduate courses in relevant subjects according to Mr. T. S. Avinashilingam, founder Director, Ramakrishna Vidyalaya. The Union Government have sponsored 10 rural institutes in the country and all State Governments have recognised their diplomas as equivalent to the first degree of a university.

AGRICULTURAL SCHOOLS

Schools to train educated young men in villages in agriculture will be started in Madras State this year, it is learnt.

The State Government had decided to open these schools in addition to the existing agricultural college in the State. These schools, would be started in places where there were well established agricultural farms. The first of this batch of six schools, would be started at Katpadi and Paramakudi where an agricultural farm and a research station respectively were now functioning. These schools would in the first instance be opened at the rate of one for two districts.

WEST BENGAL

LANGUAGE STUDY IN WEST BENGAL

Dr. Roy said in West Bengal, they were issuing a notification for making English, Hindi, Bengali and Sanskrit compulsory in schools.

ADMISSION TO COLLEGES AN ACUTE PROBLEM

The problem of securing admissions in the city colleges has become acute. On the one hand, the students demand that there should be no restrictions whatsoever on admissions, whereas the college authorities find it difficult for various reasons to admit an unlimited number. In one instance, the principal of a college decided to close down the institution for an indefinite period since he found that the demonstration the students made in connection with admissions made it impossible for him to keep the college open.

CALCUTTA 'VARSITY EXPANSION SCHEMES

The Calcutta University is embarking on several ambitious expansion schemes. The new departments of biochemistry, musicology, archaeology and applied psychology will come into full function this year. Besides, five Centenary Professorships would come into being in the course of the year and plans are already completed for expanding the Economics and the Geology departments. The post-graduate college of medicine is gradully taking shape and additional expenditure will have to be incurred. The different colleges of arts, commerce, science, technology and medicine with their variety of departments are responsible for an increase of Rs. seven lakhs over last year's estimated expenditure. It is, therefore, obvious that the commitments of the University are heavy while, at the same time, the income is dwindling.

Increased State aid seems to be the only solution. But how this should be done without in any way jeopardising the autonomy of the University is a problem which will have to be handled carefully. There is need for proper planning and the Finance Committee of the University, as the Treasurer told the Senate must be given the discretion for determining priorities so that wasteful expenditure might be avoided.

ASSAM

NAMING OF SCHOOLS
Assam D. P. I.'s Advice

The Assam Government have advised all educational institutions in the State to "discourage anything that directly or indirectly induces students to think in narrow grooves or identify themselves with narrow social interests.

They were also advised to discontinue the "Unhealthy practice" of naming schools after a particular community or language.

The Director requested heads of institutions to take up this matter with their respective managing committees.

It was also stated, "If a school is named after a community or a language it may indirectly encourage the students to think in terms of that community or language only."

UTTAR PRADESH

STATUS OF URDU

"Not a Minority Language"

Dr. Sampurnanand, former Chief Minister of Uttar Pradesh, said that Urdu was not a linguistic minority language as had been described by the State Government in its resolution constituting the Language Committee.

MADHYA PRADESH

TRAINING FOR MULTIPURPOSE SCHOOL TEACHERS

The Government of India have decided to set up four regional training colleges in the country at an estimated cost of Rs. 3 crores to train teachers for the multipurpose schools which are being established in all the States in pursuance of the recommendations of the Education Commission appointed in 1953. A college each is proposed to be established in the Eastern, Central, Northern and Southern regions.

A two-man Committee consisting of Dr. P. D. Shukal, Deputy Educational Adviser to the Government of India, and Dr. W. C. Jolly of the Central Health Education Bureau have been appointed to tour the States and suggest possible sites for the location of the proposed training colleges.

ORISSA

ENG. COLLEGE AT ROURKELA

An engineering college and a science college with laboratory facilities from Hindusthan Steel authorities are to be set up immediately at Rourkela, according to a decision taken at an official conference at the Orissa Secretariat.

MYSORE

MEDICAL SCHOOLS IN MYSORE

The State Government have, after full consideration, finally decided to start from this academic year two medical schools for training pupils for diploma courses in medicine.

One of these schools will be located in Malnad area, preferably Shimoga town and the other in the Bombay-Karnatak area, preferably in Bijapur town.

KERALA

CALICUT ENGINEERING COLLEGE

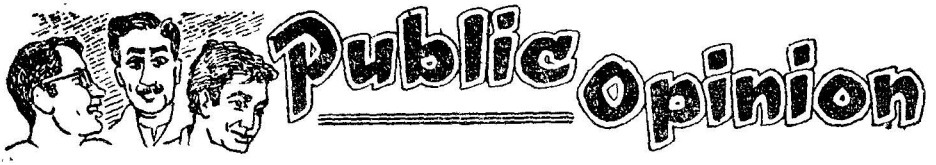
Madras, Mysore, and Andhra are to be allotted 30 per cent of the total number of seats in the Regional Engineering College, Calicut in Kerala State.

Admissions have begun for the first year of the five-year integrated course of engineering. There are 125 seats. Fifty per cent of the seats are reserved for applicants from the Kerala State, 30 per cent for the other three States in the Southern Zone, and the remaining 20 per cent for students from the other parts of India. Twenty-five per cent of the total number of seats are reserved for the Scheduled Castes, the Scheduled Tribes and other backward classes.

GUJARAT

RESEARCH IN SANSKRIT

Dr K. L. Shrimali, Union Education Minister, inaugurated at Dwaraka, the ancient piligrim centre at the north-western tip of Saurashtra peninsula, a project for research and publication of ancient Sanskrit works undertaken by the Shree Sharadapeeth Vidya Sabha.



Dr. G. L. DATTA

Wants

Reappraisal of 3 year Degree Course

Dr. G. L. Datta, Vice-Chancellor of Vikram University, has said that the introduction of three-year degree course in Indian universities had not given expected results.

Dr. Datta said in a Press interview at Ujjain on July 14 that the pass percentage was gradually going down causing collosal waste of human energy in the form of valuabe years of youths. There was dearth of examiners for the increased work and the existing ones had been overburdened. This caused much delay in the declaration of results.

The Vice-Chancellor said that formerly, when the two-year degree course was in vogue, students had only to bother about the Intermediate Examination and the final fourth year examination. During the first and the third year they had enough time to supplement their reading with general books. Now with the three-year course, students were haunted by the fear of examinations for all the three years in the degree course, besides the Pre-University examination. It had become practically impossible for students to go in for books on general subjects.

Dr. Datta said he proposed to raise the matter with the Chairman of the University Grants Commission shortly and stress the need for the reappraisal of the system.

Dr. S. GOVINDARAJULU

Pleads for

Autonomy for Universities

Speaking in the debate on the Governor's address in the Andhra Pradesh Legislative Council, Mr. S. Govindarajulu (Vice-Chancellor of Sri Venkateswara University) said that while the regional languages might become the media of instruction in universities, there should not be a political approach to this question. What was important was the education of students and their future. He made a powerful plea for the autonomy of universities and objected to the view that the universities should do what the Legislature wanted them to do because the State Government gave them grants.

Referring to the decision to select candidates only on merit for the professional colleges, Mr. Govindarajulu hoped that no attempt would be made to inflate the marks of candidates. The Director of Public Instruction should have a special unit to see to it that marks were not inflated for the class records of higher secondary school candidates.

President RAJEN BABU

Stresses

The Unifying role of Sanskrit

The unifying role of Sanskrit was stressed by President Rajendra Prasad, when he inaugurated the 26th session of the All-India Sankrit Sahitya Sammelan at Calcutta on July 2.

Dr. Prasad said that Sanskrit was not merely a language, nor its literature a mere collection of works of Sanskrit scholars and writers. Its real importance lay in the fact that it was through Sanskrit that they could see the soul of India.

"If one wanted to understand the mode of Indian life, the original source of our religious rites and the way of Indian thinking, one had to turn to Sanskrit literature. In other words the history of Sanskrit language was nothing but the history of the mental development of "our nation and our

social activities." Most of the Indian languages had their roots in Sanskrit.

"For centuries, the study of Sankrit was being undertaken as an international language. In this respect, Sanskrit was related to the history of Asia. The President expressed his gratification at the fact that at the present time there were arrangements for the study and teaching of this language in most of the universities in South Asia, Central Asia, Nepal and Afghanistan.

Prof. HUMAYUN KABIR

On

Standards in Technical Education

Addressing the 14th annual meeting of the All-India Council for Technical education on July 7, Prof. Humayun Kabir stressed the need for ensuring quality while expanding facilities for technical education.

Prof. Kabir said, that the crux of the problem of standards in technical education was three-fold—teachers, equipment and buildings.

The minister said that owing to the difficulty of foreign exchange the technical institutions in the country were unable to obtain all the equipment needed by them. He said there was no indication that the foreign exchange position would improve during the Third Plan period and added: "Therefore, our institutions should make every effort to produce as many items as possible within their own workshops and reduce their dependence upon imports. The indigenous scientific instruments industry should also develop as continued dependence on imports from abroad will only lead to a more difficult situation in the future.".

The Minister said: "The practice of constructing buildings in the traditional style and on a grandiose scale replete with architectural embellishments will have to be given up and only functional and economically-designed buildings should be constructed,". he said.

Prof. Kabir referred to the shortage of teachers in technical institutions and said that the measures suggested by the Central Government and the Council had not yet been fully implemented by the States and as a result the situation was becoming more difficult.

Although the scheme for improvement of salary scales of teachers was sanctioned in 1959, only four States had accepted and implemented it and the rest had taken no final decision in the matter. "I feel," he said, "that this is a very important question and must be settled immediately. Unless we can assure that the existing institutions are adequately staffed, it would be futile and perhaps harmful to expand facilities for technical education at the present accelerated rate."

Another important aspect of technical education, the Minister said, was the calibre of students admitted to the country's technical institutions. "While the position in respect of engineering colleges is generally satisfactory and students are being admitted on a competitive basis, the same cannot be said of our polytechnics."

Prime Minister NEHRU

Says

'Forge links with Farmers'

Prime Minister Nehru inaugurating the College of Agriculture, Jabalpur on July 12, said that every college of agriculture in India should forge links with the peasants in the villages to enable the peasantry to learn modern techniques in agriculture.

Mr. Nehru said that it would not be enough if in these colleges with expensive buildings and equipment only 200 students or so studied and got their degrees. There should be live links with the peasants in surrounding areas who should be encouraged to come to the college and benefit from the research and other work being done there. The peasants should be given refresher courses in new techniques of agriculture.



FOREIGN *Currents*



The "Synoptic Scientist"

By RITCHIE CALDER

[The Kalinga Prize for the popularization of science has been awarded to Ritchie Calder, well-known British science-writer. He is the ninth winner of the Prize, whose purpose, as stated by its donor, the Indian industrialist Mr. B. Patnaik, is to offer recognition to leading interpreters of science and also to strengthen links between India and scientists of all nations.

We are publishing below part of the Address delivered by Ritchie Calder after receiving the Kalinga Prize from Mr. Rene Maheu, Acting Director General of Unesco, at the ceremony in Unesco House on 20 June.]

The tools of my trade as a science-writer have been—apart from a typewriter-three questions: "What are you doing?" "How are you doing it?" and "Why are you doing it?" With patience on the part of the scientist and patience on the part of the inquisitor, there are few things in science, however apparently abstruse or novel or difficult, which cannot be explained in comprehensible terms.

One of the major difficulties is the terminology - the jargon of science. The scientists in the various branches and disciplines of science have invented their own language of convenience. Where once the terms were descriptive they are now cryptic - sometimes one feels that like the code-names for military operations, they have been deliberately invented to mislead and, like the sign-language of the mediaeval crafts, designed to preserve the inner mysteries for the few ... What the scientist, who in the restricted company of his colleagues uses them as commonplace terms, does not always realize is that such words are like index cards; to him they convey a whole filing-cabinet full of meaning, but he forgets that others do not have access to that filing-cabinet. This is, alas, inevitable. With the proliferation of science, the scientist is entitled to his "language of convenience" but he must, when necessary, define those terms. A century ago, any man of science was intelligible to any educated man; terms had a common-root, etymological meaning and in that sense were descriptive. Today, I repeat, they are cryptic.

I have sometimes described myself as a "babelologist", a student of that babel of tongues which is science. I also boast that I am an expert on experts - one who knows to whom to turn for the information one has not got. In that I personify the science-reporter, who is the trustee for the common man for whom he seeks enlightenment in the common tongue; who never relies on what he knows but turns to the expert sources for current guidance; and who does not make the mistake which many academics do of confusing ignorance with lack of intelligence. I have, after thirty years of trying to explain science, a reinforced confidence in the capacity of ordinary people to grasp what is made intelligible, provided that their interest has been enlisted and their imaginations illumined. But that after all is surely the essence of all good teaching.

The crisis of our times is the breakdown of communications - not just in the sense of political barriers, but in

this all-important area of science. Our lives, our hopes, and our survival depend upon the uses which are made of science. To progress, we have to use scientific knowledge and discovery to its utmost advantage. Science, in the advanced countries, is developing so fast that it is almost impossible to keep pace with the knowledge - and the gadgets - which are aggregating. I believe that some 3,000,000 original scientific papers a year are published. No one can compass so much information.. One set of scientists does not know what another set is doing, and yet there may be an important affinity which may be of material value to mankind.

There are too few communicators *within* science and the bridges are broken between the humanities and science. Those who have to make the social judgements about science have usually no scientific training - worse, their own education makes them feel that anything which involves such intensive training is beyond their comprehension and that they must "rely on the expert." But there is little in the training of the scientist, preoccupied with all that has to be learned in his own subject, which gives him the capacity for social judgements. We are in danger of being subjected to the tyranny of the experts - faceless men at the elbows of the uninstructed. They are not tyrants by disposition but by our default.

How are we to teach people enough about science to allow them to make judgements, to decide priorities, and to see that science, with all its potential for good or evil, is directed to the advantage of mankind? How much more resources and attention should we be giving to the problems of this planet on which 4,000,000,000 people will have to contrive to live 20 years from now? Is Space adventure more important than the food and population problem, for instance? And how, with all the spectacular advances of today, can we close the widening gap between the prosperity of the scientifically-advanced countries and the impoverished ones?

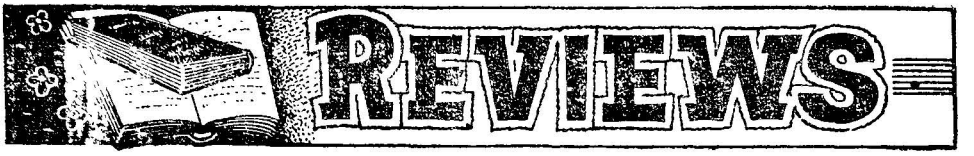
Without arrogating to the science-writer all the wisdom of the the world, it is true that he has the opportunity for better understanding. He is a "synoptic scientist"; he travels across the advancing fronts of all branches of science and can see, at first hand and in survey, what preoccupied scientists cannot see for themselves and what men-of-affairs can never see panoramically. His job is to pass that knowledge on - either along the line of science or to the public. He is, by the accident of his trade as a collector and disseminator, the prototype of what should exist in academic and public life, the communicator of information on which judgements can be made. In his own working life, his function is to convey to the mass of people the facts about science, but also to convey an interpretation of the social implications of new developments.

I know that many of my colleagues think that they should confine themselves to description and explanations and leave the value of judgements to others. I disagree profoundly. Our access to information, our point of vantage on the scientific scene, gives us responsibilities which, in the present situation, we must not shirk.

—UNESCO

⁂ NURSERY SCHOOL LANGUAGE CLASSES: At what age should children start learning a foreign language? According to a group of educators from the A. I. Herzen Pedagogical Institute in Leningrad, children aged 5 and 6 have no difficuly in assimilating phonetics and syntax and can learn a second language more quickly and retain their knowledge longer than children aged 11 and 12. These conclusions are based on several years of language teaching experiments in Leningrad's kindergartens.

—The Unesco COURIER



THE EDUCATION QUARTERLY : Spring 1961. Published by the Ministry of Education, Government of India, New Delhi. Price: Rs 2/- per copy; Subscription : Rs 8/- per annum. Pages 116.

This issue concentrates on the teaching of special subjects and it is correctly felt by the Editor that the information provided should be useful to practising teachers in relating their knowledge to their day-to-day task of educating the young. K. N. Srivastava stresses the importance of teaching, research and extension, in the imparting of instruction in the Social Sciences. He ends his study with a note of warning and advice: "The educational programme must change with the times so as to identify itself with the national aspirations." Q. H. Farooquee draws the attention of the readers to the fact that the education we impart in the schools, colleges and the universities has nothing to do with the walk of life we ultimately choose. Taking up Commerce Education, the writer gives some useful tips on teaching Commerce to students in such a way as to make them good business and industrial magnets. R. D. Bramwell recommends a method of teaching Geography which helps one to study a socio-economic unit in its broader geographical setting. S. Doraiswamy lays stress on the importance of science clubs to popularise science at the secondary stage. R. N. Mehrotra draws the importance of Mathematics in secondary schools, in a convincing manner.

The symposium on "Teaching English to Indian Students" is a study of the existing situation in the teaching of English and Professor V. K. Gokak, Director, Central Institute of English, Hyderadad, Kamala Bhatia, Principal, M. B. Girls Higher Secondary School, New Delhi, and Margaret Benjamin, Principal, Alexandra Girl's English Institution, Bombay, have suggested ways and means of improving the standards of English teaching today. As the subject is of the utmost topical interest, the Editor invites constructive criticism from the readers on this symposium.

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CULTURAL FORUM : June 1961. Ministry of Scientific Research & Cultural Affairs - New Delhi. Price : Single Copy : Rs 1-50. Annual Subscription : Rs 6/- Pages 85.

This issue has a very good collection of articles on "The Art of Translation" by eminent writers like C. Rajagopalachari, Sachchidananda Vatsyayan, 'Dinkar', 'Kumudini', Manjeri S. Isvaran and many others. The next article is the second instalment of Charles Fabri on "An Outline History of Indian Painting " It is an interesting article that sustains the continuity of Historic narration. We feel that serials have no place in Quarterlies and Half-yearlies. It is very difficult for a reader to catch the atmosphere of sustained continuity of the articles unless he is a very keen student of that particular subject. But we should not be blind to the fact that such students or readers are few and far between in modern days. The article on "The Art of Australian Aborigines" by A. P. Elkin is novel and informative.

A new feature has been introduced which reviews some of the outstanding activities in the fields of Fine Arts and Theatre during the quarter. The Editor hopes to widen the scope of this

feature by introducing comments on Music, Films, and the Graphic and Plastic Arts. We welcome this feature.

The get-up of the present issue is simple and attractive. It very properly becomes an issue on Art.

RURAL INSTITUTES: Published by Ministry of Education, Government of India, New Delhi. Pages 16.

This booklet gives an idea of rural education in our country. It tells us something about the number of rural institutes, their location and courses open there, the scope and development of the courses, three-year diploma course in rural and civil engineering and the scheme of study. Two-year certificate course in agricultural science, recognition of the diplomas offered by the rural institutes, the scheme of stipends open under this scheme, and grants to the rural institutes are also mentioned.

THE HINDU THEOLOGICAL HIGH SCHOOL MAGAZINE, MADRAS : 1960-61. Price : Not mentioned. Pages 49.

We are glad to say that the ideal headmaster Mr. S. Balakrishna Joshi, who is the Editor of the Magazine, has impressed his students with his idealism so much that in all their writings in the Magazine we see Mr. Joshi's personality revealed. The Magazine is simple, yet impressive. It is a good example of a well-organized school Magazine. We wish it all success.

V. O. C. JOURNAL OF EDUCATION : Tuticorin (India.) Vol. 1 No. 1, April 1961. Annual Subscription Rs. 5/- Pages 62.

'V.O.C.' represent very well known initials of a great Tamil Scholar and Patriot, V. O. Chidambaram Pillai, in whose name the Educational Society at Tuticorin was started in 1947. The aims of the society are to found a memorial to the great Tamil Scholar and Patriot, and to serve the cause of higher education and research. The Arts College and the Teachers' College are the two outstanding memorials of the Scholar. The V. O. C. Journal of Education is the organ of these Institutions and the Society. The Editorial tells us that the special inaugural number is devoted to "Teaching English," because it is believed that English is not "a vestige of imperialism, but an instrument of progress and civilization."

We welcome this addition to Educational Journalism and we wish the Journal God speed !

PERSONALIA

Dr. S. BHAGAVANTAM, Director of the Indian Institute of Science, Bangalore, has been appointed Honorary Scientific Adviser to the Defence Minister in succession to Dr. D. S. Kothari, who has become Chairman of the University Grants Commission, says a New Delhi message.

Mr D. C. PAVATE, Vice-Chancellor of the Karnatak University, has been appointed member of the University Grants Commission by the Government of India.

Dr. A. L. NARAYANA, has been appointed as Vice-Chancellor, Andhra University in succession to the late Dr. V. S. Krishna.

Mrs. RAKSHA SARAN, a prominent social worker of Delhi, has been appointed by the Govt. of India, as the Chairman of the National Council for Women's Education in place of Mrs. Durgabai Deshmukh who has since resigned.

Dr. E. V. KRISHNAMURTHY, Department of Physis, University of Madras, has been awarded the Raman Research Prize, 1960.

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Scientific Terminology and Scientific Progress

By PROF. D. S. KOTHARI

'Science fixes the meaning of a term, language fixes the word. The meaning is universal, the word is local or regional. ..... It is in this sense that there is a common or universal " Language of Science " in a multi-lingual world.'

THE shape of the modern World is being determined to an ever-increasing extent by science and its impact on man and things. Science has powerful, unifying and cultural influence because of the universality of the principles it seeks and discovers, and because its cultivation cuts across sectarian, national and ideological frontiers. It gives first place to *co-operation* and not competition, and its roots lie deep in man's highest capabilities and aspirations.

The basis of scientific progress has always been free discussion, exchange of knowledge and active communication between scientists. This is now largely carried through the medium of professional journals supplemented by national and international conferences. Currently, something like a million original scientific and technical papers and some fifty thousand (scientific and technical) books and about the same number of reports are published every year; and the two most widely used languages for communication of the results of research and exchange of scientific knowledge are English and Russian. German and French come next, but their importance is now less than what it was, say, twenty years ago. More than 50 per cent of the scientific literature is published in English. The eminent position which these languages occupy is but a reflection of the contribution to knowledge made by people speaking these languages.

SCIENCE AND LANGUAGE

The essential ingredient of scientific thinking and communication is the use of a precisely defined terminology, more or less special to each branch of science, and though the word describing it varies generally from one language to another, the content is precisely identical, by definition. (For example, velocity is "geschwindigkeit" in German, "vitesse" in French, "skorost" in Russian, and "sokudo" in Japanese). For a scientific term the meaning is completely conserved in passing from one language to another, no matter how different the two languages are, but the word standing for it varies in general. Outside science, the meaning of a word is not sharply defined, but carries a "penumbra or cloud" around it which does not remain the same on translation.

INTERNATIONAL TERMINOLOGY

An important but rather small part of scientific terminology consists of words that are the same in all or most of the important (European) languages. Briefly termed "international terminology," it includes the symbols of elements and their compounds, physical units, and constants, symbols and signs for mathematical operations, and the binomial Latin names for plants and animals.

Technical words which describe physical concepts and properties of things (e. g. mass, force, power,

thermodynamic assembly and group) can be classified into two broad categories:-

(a) words taken from "ordinary speech" and given a precise scientific meaning;

(b) words which seldom occur in "ordinary speech" but are specially imported or evolved for scientific purposes.

Examples of the first category are words like *work, cell, class* and *charge*, and examples of the second category are *isotope, isobar, gas, radio-activity* and *quantisation.*

GROWTH IN INDIA

In India the problem of scientific terminology in the regional languages is of outstanding current interest and importance. In dealing with this problem, it is necessary to consider separately the requirements of advanced study and research and those of school education and popularization of science.

In the first case the scientific terminology and the language of which it is a part, must provide access to the fast accumulating new knowledge and serve as a channel for exchange of knowledge. For this English is the obvious choice. An adequate knowledge of this language and facility in its use must be an essential requirement for the successful completion of the post-graduate course in science and for the degree course in professional subjects such as engineering and medicine. In fact, for some years to come this might with profit apply to the under-graduate course as well.

Also, it is most important in relation to our progress in science and technology that there should be a provision for the study of the Russian language in the Universities and the Professional Colleges.

The medium for school education, for the training of craftsmen and skilled workmen and for popularization of science on a large-scale has to be the language of the region concerned.

It would be obviously unpractical to contemplate one scientific terminology for all the different regional languages in the country. A common terminology, scientific or otherwise, can be based on a common language only. For example, there is no common scientific terminology in the European languages.

At the under-graduate stage use should be made of the terminology in the regional language and also the scientific terminology in English. In fact this "double terminology" would be necessary for the next few years as at the college stage of education, text books in the regional languages as well as in English would have to be used. The use of the two terminologies in parallel, as it were, would help enrich indirectly the local languages.

NEED FOR REGIONAL LANGUAGE TERMINOLOGIES

The immense practical advantage of acquiring knowledge particularly at the school stage in one's own language is one of the main reasons for evolving separate scientific terminologies in the main regional languages. It is, in general, not practical to implant words describing "concepts" from one language into an essentially different language. One word leads to several associated words and to import the whole lot would almost amount to replacing one language by another. For example the word "to conduct" gives the

frequently used technical terms, such as "conduction," "conductor," "super-conductor," "conductivity" and "conductance."

Other compelling reasons for evolving separate scientific terminologies in the regional languages include the fact that basic concepts of science often have their roots in primitive experience. The training of skilled workmen and craftsmen could most easily be carried out in the language of the region concerned. Further, the large-scale "popularization" of science can be achieved only if done in the regional language. In an age of science a language would lose much of its *value* and vigour, even its viability, if it lacks an adequate vocabulary to express the facts and ideas of science.

PIONEERING WORK IN INDIA

In India a considerable amount of pioneering work has already been done by a number of organisations in different parts of the country, and in particular by the Central Hindi Directorate of the Union Ministry of Education.

Glossaries of scientific terms required up to the higher-secondary level have been prepared in practically all the science subjects. However, much still remains to be done. Apart from the preparation of terminology for use at the under-graduate level (and above) and to meet the demand for "popularization of science" the work already done needs to be given a "final shape" and the new terminology brought into effective use. Related to this is the problem of text books. Earnest consideration should be given to the preparation of standard text-books of science for use at the school level. Suitable authors (a team of active scientists and school / college teachers) may be invited on a national basis to produce standard text books which could be translated in different languages. This will not only serve to co-ordinate scientific terminologies in the regional languages but would also lay the foundation of a sound science education.

The Government of India have set up a Central Commission for Scientific Terminology to deal with the general principles to guide the preparation of scientific terminologies in Indian languages, undertake preparation of a standard terminology in Hindi, co-ordinate the terminologies in the regional languages, and take steps to reduce the gap between the preparation and actual utilisation of the new terminology.

In selecting or evolving Hindi equivalents for technical words, as far as practicable, we should choose words (subject to the requirements of easy intelligibility and accuracy of meaning) which are common between as many of the regional languages as possible, apart from transliteration to suit the different grammars. (In seeking to make scientific words or roots of words common between different languages, care must be taken not to make the terminology unduly terse, purist or remote for the 'users' of the terminology who, in general, will possess little knowledge of classical languages and etymology). In inventing new Hindi words the possibility of using the current English words should be always kept in view. Incorporation of suitable English words would enrich the language. New words should not be coined merely for the sake of it.

The development of scientific terminology in newly developing countries must be viewed as a dyna-

GENERAL EDUCATION—Some Aspects of Organisation and Administration

By PROF. S. M. ZIAUDDIN ALAVI,

Muslim University, Aligarh.

IT has been aptly remarked that the purpose of educational administration is to bring all the components of the educational programme into harmonious relationship and to facilitate the achievement of educational goals or purposes. This is true in case of General Education as well. This study is therefore devoted to a consideration of ways and means for bringing all the components of the General Education programme viz. the objectives, methodology and curricula into harmonious relationship so as to facilitate the achievement of the objectives of General Education.

There is general consensus that the teacher in General Education is more directly concerned with certain general skills, attitudes and beliefs such as capacity for critical thinking, scientific approach to the solution of problems, inculcation of democratic ideals and aesthetic interests etc. than is the case with the teacher in other subjects. To be sure, he can never be unconcerned with such objectives but the primary emphasis in various subjects is generally on the material of the field, while these objectives are only desirable by-products thought to be more or less inevitable consequence of the instruction in the field. In General Education on the other hand the primary emphasis is on these outcomes.

Now the problem before us is how best to achieve these objectives through gearing the administrative and organisational set up for the achievement of the purpose in hand. Some of the aspects considered here are related to the re-organisation of the curricula and methodology of General Education.

The various curricula that have been drawn up for General Education are mostly knowledge oriented and framed by experts. The best curriculum is that which is student oriented and developed through the cooperation of both the students and the teachers. This cannot be done without any provision for research on student's needs and interests. Hence it is upto the administration to see that facilities for such research works are provided. The knowledge so gained may be usefully employed for the reconstruction of the curriculum through the active co-operation of the participants i.e. the student and the teacher and not by the specialist or the expert. Another problem before

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Continued from preceding page

mic process which has an impact on, and which in its turn is influenced by the growth and progress of science and language in the country. One is dealing with a creative and dynamic situation and as such one should not attempt to solve the problem for all time. We should seek a solution which would make the process of learning of science easy in the context of the present and the near future. It should also facilitate dissemination of science in the community, and help to create in the country more and better science all-round.

the framers of the curriculum is the vast scope of General Education encompassing the Social Sciences, Natural Sciences and the Humanities. The purpose is not simply to impart knowledge of all the sciences and arts but to give a coherent view of the totality of experience. Hence the tendency of isolating completely the various broadfields from each other and to treat them in water tight compartments is to negate the very purpose of General Education. This imposes upon the administrative machinery the task of adapting inter-disciplinary material (integrated courses) in General Education and to relate these courses with the broader under-graduate curriculum so as to establish harmony between the General Education Programme and the fields of specialisation.

As for the methodology the task imposed by the very nature of General Education is stupendous. The skills and understandings which we want to develop in the students are such as can hardly be achieved through the age old lecture method. Hence it is imperative that steps be taken to adopt such methods of instruction as may be found more effective for the achievement of the purposes of General Education. The discussion method is one such device on which increasing emphasis is being laid by the educationists because it provides opportunity for effective thinking, organisation of ideas, drawing of conclusions based on evidence and also reconsideration of opinion in the light of new evidence. Further, in order to cater for the achievement of the varied objectives of General Education the discussions and lectures are to be supplemented by other techniques at our disposal, such as social surveys and service projects aiming specifically at the development of social competence and laboratory experience for the development of scientific attitude and studio experience for the development of aesthetic appreciation.

Closely related to the use of improved methods and techniques of teaching is to keep a vigilant eye on the success with which the curricular objectives have been achieved i. e. evaluation. As the objective of General Education is neither training of memory nor training for a profession or vocation the methods of evaluation must differ of necessity from the methods in vogue for the subjects of specialisation. It is therefore the duty of administration to pay full attention to the assessment of the tangible qualities desired from a generally educated person and to be in possession of facts about the progress made by the students from time to time.

Another important aspect worth consideration is the organisational set up of the teaching unit. Some people think that the instructional work in General Education should be entrusted to experienced teachers of the institution. The committee appointed by the University Grants Commission (1960) on General Education is of the view that 'full use of the services of experienced teachers be made available for general education.' But there are many practical difficulties involved in this, particularly because the Readers and Professors have already got a very heavy load of responsibility in their respective departments of specialisation that it will be too much to expect from them teaching work in General Education. Inspite of all these difficulties a few periods a week may be assigned to some of the senior teachers and that will be welcome but the problem can not be solved in this way. The nature

of the work in General Education demands the services of teachers who could devote the major portion of their time in conducting the General Education programme. The best thing is thus to appoint teachers specifically for General Education and to entrust them with complete responsibility for conducting the programme. The committee on General Education referred to above have found out a via media which is as follows:

"Therefore it is essential that universities and colleges which introduce General Education establish a General Education "Centre" (or whatever it is named) with a limited number of members who give their major attention to this work and who undertake the coordination of the total programme in consultation with the representatives of the different departments of study, who in turn, should be willing to form a reservoir of participants for it."

Another problem directly related to this is whether the teaching in General Education should be done by specialists delivering lectures on selected topics from their fields of specialisation or whether the teachers be assigned some portion of the programme cutting across various disciplines (a beginning may be made by assigning instructional work in one of the broadfields related to their field of specialisation). The proponents of both the views have got valid arguments in support of their respective stands. The later course, however, seems to be more suitable because it will, in addition to other advantages, provide scope for planning interdisciplinary courses and will provide an opportunity to the teachers in General Education to get interdisciplinary training themselves.

Last but not the least important task is to get the services of the best teachers and to get the best out of them. It is the teacher on whom depends the success of the programme. The Nature of the work in General Education is such that we should expect from him not only a sound knowledge of his field of specialisation but an integrated knowledge of a wide range of allied subjects and working familiarity with the areas in which the students work. He should be competent to make clear to the student the relation between segments of knowledge and train them for intelligent interest in nature and society. It is not easy to get teachers gifted with the qualities enumerated above. It is therefore suggested that facilities for training teachers for General Education be provided at the university level and inservice training in the form of participation in seminars, workshops, inter-staff meetings be provided and participation in these be considered as part of the academic load. This might create in the minds of some people the apprehension that General Education will thus tend to become a speciality but these fears are not true. All these steps are necessary to get the maximum results which can hardly be achieved without taking such measures. Further, steps should be taken to ensure the participation of experienced teachers of institutions as far as possible which will be an additional contributory factor for the success of the General Educational programme.

To sum up, the main function of administration and organisation in General Education is to frame courses, to plan instruction and to evolve an organisational pattern which may facilitate the achievement of the purposes of the programme to the maximum extent.

Whither Educators, Educands and Parents!

By SHRI JAGDISH SINGH AHLUWALIA, M. A., B. SC., B. T. (Chandigarh.)

EDUCATION that teaches us only to earn is no education; it is bereft of high values of life. Education teaches us how to live. It makes use of the dormant faculties innate in a child that Nature has bountifully given him, physical, mental, moral, and spiritual. Truly it is the harmonious development of the body, mind and spirit. It is the driving of the animal from the nature of man and installing the angel on the throne of reason and intuition in the human heart.

Education, as I understand, is not mere collection of statistical or informational knowledge, or its communication or even the acquisition of useful skills. Education is a finer process. It is the formation of character through the education of life. It destroys the crudity of instinct and increases through knowledge the wealth and variety of the individual's contacts with the outside world making him no longer an isolated fighting unit but a citizen of the Universe embracing distant countries, climes and regions. He must be in the cultural streams drinking deep at its fountain.

With these mental workings at the back of my mind, I feel the modern educator or teacher—and I am one of them—has first himself to pass through the furnace of alchemy in order to cleanse much of the dirt and dross that sticks to him, thereby emanating a finer, purer and a brighter soul, capable of diffusing a radiance that can dispel the ghosts of darkness, ignorance and illiteracy. A dip in the fresh current of knowledge shall further anoint him with a hallow of sanctity and holiness that really are his treasures.

Let us with reverence listen to, and then act upon, what that intellectual seer of the East and monument of culture, R. N. Tagore spoke of teachers—and perhaps for teachers—when he says and how truly, 'A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame.'

And in the words of Ruskin, the entire object of true education is to make people not merely *do* the right things-but *enjoy* the right things—not merely industrious but to love industry, not merely learned, but to love knowledge, not merely pure but to love purity—not merely just but to hunger and thirst after justice. The spirit of Gandhian non-voilence and of Buddha should kindle in our hearts the noble values of peace and unity, truth and justice in the very fibre and texture of our beings.

Now turning to the 'Educands', I must say—and I am conscious of passing a hard stricture — that the modern youth, with all the facilities and amenities of receiving education in the portals of temples of learning, hitherto not so abundantly open, is rebelliously wanton, rather wantonly rebellious.

The problem of indiscipline is only a recent word in the history of pedagogics. Only a peep into the hoary past will amply bear testimony to the veracity of my statement. The modern youngman has undergone moral degradation and with it I feel an intellectual stagnation too—speak-

ing, of course, of the generality barring a few exceptions, He has positively become disrespectful to his parents, teachers and elders. The finer attributes of decorum and decency, good manners and behaviour are being slowly but surely sapped from his very life. It is high time this malady, evermounting and accelerating in intensity and pace, was checked lest it should infect the vital cores of society. And unless there is redirection and proper channelization of the energy of the modern educand, we shall be inviting on us untold miseries in the unforseeable future of our generations.

And the cure is not far to seek and difficult to attain only if we, educators, and parents play our respective roles.

The family is the first school of every child. It is in the family that a child learns the principles of corporate life. The permanent impressions that lay hold on the mind of the child are in the family. It is in the family, a child learns to sink his differences and adjust himself. He learns to obey.

He takes his food with the other members of the family and so learns to behave. He plays with other children and learns to adjust. That period is the most impressionistic and the child is much more sensitive to environmental impressions. Human mind is most plastic in childhood. This plasticity of mind is the basis of educability. So, it is during this period that parents must be fully alive to the mental leanings of their child and take every necessary step with care and caution, for nurturing and rearing the child in a healthy and wholesome environment. It is a duty—a duty that illumines us and our progeny. It is a joy to see a child blossoming like a flower full of fragrance, only if parents care. How beautifully has Gray shown the unfathomed hidden treasure, which need be harnessed—

"Full many a gem of the purest ray serene
The dark, unfathomed caves of ocean bear,
Fully many a flower is born to blush unseen,
And waste its sweetness on the desert air."

History is replete with instances where the baneful influences of the family have been instrumental in the emergence of great men. Rabindra Nath had no formal schooling. It was in the sweet bower of Nature, in his family surroundings that she showered on him her bountiful treasures. Shivaji was immeasurably indebted to his mother, and so was Yudishtira, to his family Guru Dronacharya. Pitt the Younger became the Prime Minister of England at the young age of twenty five. Why? The answer is family training. One has only to read the biographies of great men of the world to realize how immence was the debt which the majority of them owed to the precept example and training of the parents in the family circle.

Last but not the least, P. T. A. (Parents-Teachers-Association) can go a long way in fraternizing relations and help consequently in mutual cooperation between school and home. Thus new bonds are forged and the heavy task of the educator lightened, with the cooperative endeavour of the parents, thus resulting in the good of the educands.

Experiment in Child Education :

GENERAL KNOWLEDGE

By SHRI K. SAGAR, New Delhi.

" The end of all knowledge must be the building up of character."

— *Mahatma Gandhi.*

THE inquisitiveness of the child is proverbial, but his obstinate questionings are so little appreciated at home or at school that this inquisitiveness dies out long before the child himself is in a position to satisfy his curiosity through books. So it is not surprising that most of our boys and girls in the universities are so bereft of General Knowledge.

Apart from this, there are difficulties in preparing proper text-books for children and then in equipping teachers with proper attitudes and material for teaching the subject, but they are bound to be solved by and by. However, a proper approach to the teaching of the subject is immediately needed.

We have to keep in mind that all education in primary classes is habit formation. It is particularly so as regards General Knowledge. In General Knowledge, the information imparted is not so important as the process through which it reaches the child. The process is observation and experience. The child should get into the habit of observing things and experiencing facts of life, in the sense that the process is conscious.

Curiosity is a predominating instinct in childhood. It needs whetting, and it needs feeding. The environment of the child should be enlarged gradually and systematically so that he has ever increasing chances of displaying his curiosity.

The interest of the child is fleeting i. e. once his curiosity is satisfied, the child does not bother himself about the thing. The facts revealed to him may leave an impression on his mind, but the impression is vague and blurred. It is seldom possible to evince from him satisfactory answers to direct questions relating to these facts.

There is also a disparity between what the child wants to know and what we want to teach him. If we take it for granted that the mind of the child works as the primitive mind worked, we shall have to deal with many fanciful things beyond the pail of our cold philosophy. Every child who is of school going age wishes to be enlightened about the facts of death. He has been told fanciful tales about it, of the dead going to a fairy land or heaven or to some other place beyond the reach of the child and he believes that whatever he has been told is correct, yet he is not satisfied. He can be satisfied only by a scientific explanation, because at about this age he is leaving the world of make-believe behind.

There are many questions like that which crowd his mind and tend to induce day-dreaming. The child will learn to see things in the proper perspective when his mind is cleared of the cobwebs of myths and fairy tales, otherwise he would confuse between facts and fancies.

We talk of the child being the centre of education. Let his questions help us in framing a syllabus and let us decide to answer these questions simply and systematically

in the language of the child. There is a chapter in this book on books for children, but this fact would stand repetition that text books in General Knowledge can never be satisfying. Small booklets, each covering a topic, are the the things needed. After the curiosity of the child is roused and after information on fundamentals is imparted, the child should be referred to the relevant book. But in the first instance, we must ascertain what the children wish to know, and in some of the progressive schools syllabus is framed in the light of these questions.

The syllabus in General Knowledge must be framed in accordance with the requirements of children and it must be a flexible syllabus. In Basic Education, the dictum is teach whatever is relevant to the craft or activity and leave the rest, for the rest is of no value. I think this is a sound policy. Teach the child whatever he wishes to learn and leave the rest, for the rest will never get into his tiny head.

Noting down details of the questions children ask will pay dividends, but even a little of attention to-wards them provided me with a pointer. For teaching items of General Science, the procedure was simple. If I wished to teach them about plant life, I took them to a field or a flower bed or somewhere where plants grew. There were sallies of why's and how's and much more was asked for than I had intended to teach. The same applied to animals and birds and various phenomena of nature. Much could be told about stars when children were actually looking at them and most of the things in General Science could be brought within their purview.

Here something very strange came to my notice. Children were enthusiastic about putting questions, but many of them did not wait for the answers. If some appeared to give their attention, it was casual. The conclusion forced itself on me that the children were anxious to discover things for themselves and cared very little for the knowledge they themselves could not construct.

I tried group discussion. I was assigned in the discussion the role of a judge by tacit consent. The arguments were hot for or against a truth divined by an individual while observing things. Most of the arguments were always very near the truth and a little clarification on my part sufficed. In some cases the observation was repeated and the truth was brought home to them. The discussion left a lasting impression.

I had to give them memory training of some sort. This training helped them greatly in whetting their sense of observation.

Children are very fond of talking to others of the new things they learn, and their parents and grand parents are their favourites for such talks. When I made contacts with parents, I was heartened to find that the knowledge gained by the little ones had penetrated their homes, but in some cases this habit of young children caused me some embarrassment too.

It was in the field of what we may call Social Studies. The present course of Social Studies includes History, Geography and Civics. To my mind, Social Studies could not stand any limitations. All those studies which interest society or which enable the child to understand society and to adapt himself to it, should be brought within the range of the subject. In fact, many of the questions belonging to this subject

are involved in those items classed as General Science. While dealing with young children, the teacher has to keep by himself the information, at least elementary, on all the subjects under the sun, perhaps even on those above and beyond it.

Religion and Theology, for example, cannot be excluded. God comes over and over again into all discussions with children. They even discuss whether a particular religious practice is good or bad. Of course, morals are the fundamentals of Social Studies.

It was with this point of view that I tackled the subject, or rather was forced into this view and into the teaching of the subject because children often discussed among themselves intricate questions and demanded judgement from me. In a land of many religions, many currents of history and social customs, it is hazardous not to use tact. It was much more so before independence.

But there is a greater hazard and it is as great to-day as it was yesterday and it lies in the tendency of the students to lead you away from the focal point. The teacher has to employ great tact and has to be very alert to be able to circumvent the dilatory questions. For instance in a discussion about plants, the question came up whether plants had souls. This gave rise to questions like: do the plants feel? do they talk? are they also living things? If one confines oneself only to plants, one would hardly be able to deal with these questions to the satisfaction of children. He has got to tell something convincingly on life as such and that soul is an abstract conception which cannot be demonstrated. Difference between human life, animal life and plant life has to be brought out. It has to be made clear that man is possessed of the power of imagination and that he can, through intuition, feel and understand many things about which his senses tell but little. However, certain questions can be left out for discussion for the time when a topic relating to them is normally coming up.

Coming to homes or houses, a subject classed under Social Studies, I was tempted to refer to the love and affection and sense of security which a home provides. Strictly speaking, I was dilatory in my discussion, in that we should have talked only about the material aspect of the problem. But I felt that the house is not a mere structure. It is home also. It implies many of those things which go to make life happy. The devotion of parents, the affection of brothers and sisters, the co-operation which a peaceful home-life brings among the members of the family, the sense of security and love and tenderness are some of the qualities which must be brought to the mind of the child in the process, as also his duty. Telling the boy about the warmth of the home was more important than imparting dull and dry information that was technically required.

This discussion revealed certain very startling facts about the home life of different children. Pedagogically speaking, I was transgressing my duties as a teacher and was prying into the private life of the individuals who happened to be before me and I was half afraid lest, when the parents know of the fact, they should come down upon me, but, on the contrary, my knowledge of the family affairs of many of them, was appreciated and made use of, ofcourse not always.

Health Project in the New Era School

By DR. K. C. VYAS,

Principal, The New Era School, Bombay.

IN India Educational Insitutions have not paid enough attention to the development of healthy physique of our children. We have been paying our attention mainly to the development of intellectual and mental faculties. It is, therefore, very necessary that modern Independent India should pay increasingly more attention towards building the health of the youth of our country.

Physical fitness is one of the very desirable necessities of our youth. This physical health includes mental and social aspects of healthy and happy generation. The school should provide the necessary conditions, facilities and activities for maintaining and improving healthy conditions in the school. Realising the importance of health both for improving of physical and academic achievements we have decided to launch a project on health for the year 1961-62. We also believe that healthy children do not in anyway infringe the discipline and, therefore, automatically the healthy project we believe is bound to help the promotion of better discipline in academic standard as well as happy social relationship. Our programme of the project is as follows.

We believe that the health of the children is a joint responsibility of both the school and the parents. The sharing of this responsibility is very essential. For this purpose it is our endeavour to educate the parents with regard to the health problems, healthy living habits as well as many other aspects of health which lead to not only preservation and maintenance of good health but also to the protection of health.

(Continued from preceding page)

From the professional point of view, it is better to have an objective attitude. Projects, pictures and stories make the task of the teacher easy. For instance, we can give a group of children the project of building a house. Much of the historical background would come up for discussion. The teacher will also find occasion to inform his pupils about the houses of people in different climes.

Complaints are often heard against the primary school teachers, that they are ill informed and they are so lethargic that they do not make any attempt to learn things. The result is that they cannot do justice to the teaching of General Knowledge. This is a fairly correct estimate of most of the teachers in primary schools, but the reasons are not far to seek. Therefore, if the teaching of the subject is to be made efficient, the teacher must be spoonfed. A central bureau should supply him with relevant material on subjects to be dealt with. But a far better thing is to rely upon children and to make available to them small booklets each dealing with a subject comprehensively.

For this purpose the school has arranged the following programme for the parents.

I. Parents meetings where in experts will discuss the following problems.

a. Physical health through exercise.

b. Preservation of health through medical care and good habits.

c. Balanced diet.

d. Discussing the problem of mental health of different age groups.

e. The social health of the student will be discussed in the Parent-Teacher meeting with regard to the child's sociabilities in the class, participation in the activities as well as his social adjustment, with his fellow students.

II. The school will try to devote its attention towards building up healthy physique of the child through various activities.

a. Forming of healthy habits regarding regular exercises both at home and during the physical education period in the school.

b. Attention to correct postures in sitting, walking, sleeping, running, writing, reading etc.

c. Games for recreation which will lead to strength and endurance and mental and physical alertness for developing good sportsmanship.

d. Indoor and out-door games and small area and field games. We provide (a) Organic power (b) Body and sensory co-ordination (c) Mental and physical alertness (d) desirable social qualities.

e. Physical Training and Drill. We teach activities to provide opportunity for creative self expression, developing rhythm in daily work and activities. Enjoying of accomplishment and personal satisfaction. Group and cooperative endeavour and activities for recreation - dancing - classical and folk, fancy drill, rasgarba.

f. Athletic items like running, swimming, riding, high jump, long jump, throw ball etc.

g. Hiking and Camping around Bombay on Saturdays and Sundays.

h. A. C. C., Scouting and Guiding.

i. Medical inspection and follow up work. Daily observations by the teacher - Visit of school doctors - cooperation with home and health guidance and continuous teaching of health principles.

j. School Canteen will serve wholesome food under hygienic conditions thus preventing the children from buying eatables from hawkers.

k. The school cooking club will be encouraged to know the science of food and diet.

l. The School has provided and will encourage the students to take advantage of the Aarey Milk supply during the milk recess.

m. The school has organised a compulsory course in First Aid for Std. IX.

III. The school would like to create happy congenial atmosphere to facilitate good mental health of the children. The good mental health of the children could be easily encouraged or developed by healthy creative competitions wherein there are no petty jealousies or individual antagonism. For this purpose we encourage class competition and group games.

Further the mental health of the children will be preserved through the following.

a. Better Teacher-pupil relationship.

b. Educational Guidance.

c. Through creating a healthy classroom climate wherein the students will participate actively in framing the various programmes regarding their class.

d. Creative self expression through Handicrafts, cultural programme, through dramatics, music, art, and other aesthetic activities including class room decoration, model making etc.

e. The school has an elected body of students viz. the Student Council to plan and carry out most of these activities. The parents will also be introduced to the importance of maintaining and developing the mental health of the children through family life.

IV. Apart from these activities the classes will organise debates, talks and issue manuscript magazines on problems of health.

a. Films will be shown to illustrate different topics for preservation and maintenance of health.

b. Health Exhibitions will be held. Precautionary vaccination will be organised by the school.

e. In science-classes scientific apparatus will be used for showing the children microbes, bacteria, germs and other organisms.

d. Intensive programme of 'Keeping Clean' will be followed by inspection of clothes, nails, stockings etc.

ACTIVITIES ORGANISED FOR HEALTH PROJECT 1961—62

23 June.	Leaders Election
24th ,,	Leaders Training Camp
25th ,,	P. T. & Games Leaders Training Camp
30th ,,	Flavoured Milk Scheme during milk recess
1st July	Inauguration of the Week by Health Minister-Sixers Patrol Leaders Training Camp
2nd ,,	Parents Meeting - Talk by Dr. Yodh.
3rd ,,	Film show and talk on fly as a carrier of diseases—by the Municipal Health Officer.
4th ,,	Talk on contagious diseases prevailing in school children.
5th ,,	Health Exhibition.
8th ,,	First Aid Class Std. IX
9th ,,	Std. XI's Visit to Vaitarna Dam.
10th ,,	Ping Pong Tournaments begin.
3rd Aug.	Std. XI Magazine
7th ,,	Medical Inspection
12th ,,	Diatetics. What to eat and what not to eat.
29th ,,	Radio Magazine Std. X - Parents Meeting.
16th Sept.	A. C. C. Camp - Dr. Mrs. Nanavati's talk on Personal Hygiene
17th ,,	,,
21st ,,	Class Magazine-Std. IX Social study camp. Std. VII International Cricket matches.
5th Oct.	Class Magazine Std. VII
27th-31st	Ravishanker Dada's Camp
20th Nov.	Inter Class Games Tournaments.
25th ,,	Swimming Gala
26th ,,	Cycle Ramble
27th-1st	Interschool sports - competition in Indian Games.
26th-30th	Scout and Cub camp
29th Jan.	Annual Sports
Feb. 1st Week.	Science Camp
2nd Week,	Health Week - Science Exhibition.

Guidance: A New Experiment in Education

By SRI V. BHASKARACHARYULU, M. A.,

State Bureau of Educational and Vocational Guidance, Andhra Pradesh.

DURING this century there has been a great growth in men's consciousness of the importance of education and its relation to life as a whole. Education to-day is not mere assimilation of facts: it embraces the whole tenor of man's development—physical, mental, emotional, social and spiritual, so that he may realise all his innate powers and possibilities that may be of value to himself and to the community at large. The modern concept of an educated man is not just a learned man, but a man of a poised and balanced personality, useful to the society. This idea has completely altered the attitude of modern educators towards the child, whatever his age.

Prof. James S. Ross remarks that an education that fails to produce a man capable of earning his own living and pulling his weight as an active member of the society can hardly be called liberal. A man who is dependent on the efforts of others without making an equivalent contribution of his own is not free; he begins to be free only when he is economically independent.

The secret of good education consists in enabling the individual to realise his talents and aptitudes and the manner in which and the extent to which he can best develop them so as to achieve proper social adjustment and seek right types of employment. Thus the brilliant pupil who fails to develop his interests, the problem-child who becomes a source of grave concern to the teachers, the intelligent child who legs behind in studies inspite of his talents—all need guidance in adjusting themselves to the school and their life.

Modern educators believe that natural inclinations and interests must always be an important factor in the choice of a vocation. Their ideal is to avoid the attempt to fit square pegs into round holes. A well-chosen vocation spells not only efficiency but also happiness. No one doubts that medical men and teachers, for example, should have the talents, inclinations and interests that are the basis of success in their work. It is equally true that life for a mechanic will be more congenial if his job is one for which he is naturally fit. This, however, presupposes a knowledge of one's interests, inclinations, degree of intelligence, and special abilities. Psychologists like Professor Spearman have convincingly demonstrated the existence of special abilities such as manual and motor dexterity, ability to calculate, power of memorising, power of retention, linguistic ability, musical ability and mathematical ability, and devised suitable tests to determine the extent to which an individual possesses them.

The frequent changes witnessed to-day in the system of education would entail corresponding changes in other directions. Particularly, with the introduction of diversified courses at the Secondary stage, the need for assisting the pupils in the choice of their courses has become imminent. It would be further advantageous to guide the pupils in adjusting to the curricular and extra-

curricular requirements of his educational programme. Thus there is the case for educational guidance in schools.

To-day there is a lot of unemployment in the country; but there is also a great dearth of certain types of workers. Through our five year plans we are aming at developing our country and bring about all-round progress in industry, business and social life. These efforts to progress bring in their wake a variety of occupations. The need for the proper choice of a career has become important in the changing economic and social set-up of the country in view of the highly multi-directional character of the world of work. It is sometimes thought that college education is the right royal road to success. Trade and commerce, fine arts etc., attracted only those who drifted from the high way into the by-ways that generally proved blind alleys for want of opportunities. We very often come across vocational misfits who are not satisfied either with their job or with the society and lead a miserable life cursing themselves and the society. Their personal unhappiness resulting from a haphazard and over ambitious choice of a vocation can be avoided through an effective vocational guidance programme both in and out of the school.

Personal guidance of one kind or the other is necessary for the individual's social and emotional adjustment. Many of the adjustment problems arise from disturbing factors in personal life. An effective counselling service at the school will be of great benefit to solve behaviour problems, particularly the hydra-headed problem of student indiscipline in educational institutions.

Guidance is the difficult art of helping boys and girls to plan their future wisely in the light of a full knowledge of their personal assets and liabilities, and also the world of work. It is not the work of a few pseudo-professional psychologists who can grade and sort pupils, but a social service rendered by all those who are interested in the welfare of the pupils with the wise counsel of a specialist in Guidance work. It covers the pupil's educational, vocational as well as personal problems and should be provided at all stages of education.

In all progressive countries like America, the subject of guidance has gained great importance in recent years. Government as well as private agencies have been established with a view to enable every individual to make the best use of his intellectual and physical resources—to find employment opportunities suited to his inclinations, abilities and skill and to solve personal problems.

In London, the National Institute of Industrial Psychology undertakes to provide educational and vocational guidance on the basis of scientific tests of intelligence as well as counselling interviews. Its technique has inspired various institutions in England to take up the noble work of guidance. In India too, Guidance Bureaux have come into being both at the centre as well as in the states, as a result of the recommendations of the Secondary Education Commission. These Bureaux have to train guidance personnel for the schools, prepare the necessary test material for use in the school programme of guidance, and function as the main source of inspiration for the guidance personnel trained by them.

The introduction of guidance services in schools assures our children vocational guidance on the basis of tests, supplemented by interviews



The Chief Ministers in Conference

AN important conference of Chief Ministers of States and of Central ministers presided over by the Prime Minister sat for three days in New Delhi in the second week of August to discuss various aspects of the problem of national integration which has gained in urgency owing to the happenings in Assam, the agitation for the Punjabi Suba, border disputes like those between Mysore and Maharashtra and the tone of the speeches delivered at the Muslim Convention held some months ago. These events have shown that we are not as yet a nation in the sense that the Japanese, the Americans, the British and French are a nation. Strong disruptive forces are still at work in our midst. There is therefore an immediate need to arrest the growth of these forces before they gain greater momentum.

THE discussions at the conference had necessarily to examine the contention of the linguistic minorities who felt that they were being persecuted or treated unfairly by the majorities. It is their complaint that State Governments are not keen in providing their children with adequate facilities for education

(Continued from preceding page)

and reports from parents. This solves to a large extent the problem of what to do with our boys and girls and guards them against the unhappiness and ineffectiveness consequent on their following ill-chosen vocations. Perhaps it would be ideal to have expert psychological advice available in all cases. The state Bureaux of guidance cater to this need. In the field of guidance, personal qualities count more than high academic degrees.

It is not necessary that a good guidance worker should have a specialised knowledge of counselling or Psychological Testing, even though that would be of advantage to him. A good guidance worker must have an understanding of young people and their problems, based on a scientific knowledge but inspired with sympathy and the ability to look at life through the eyes of boys and girls.

Guidance is no mechanical process. Its success largely depends on the hearty co-operation of parents, teachers and all those interested in the well-being of our future citizens. If tried with tact and sympathy, Guidance may, in course of time, develop into a valuable method of talent and contribute to national economy and efficiency in the process of building up a Socialistic pattern of society.

either in their mother tongue or through the medium of their mother tongue and that they are being forced to learn the language of the majority community in each state. To the extent that this is a legitimate course of dissatisfaction it is serving as one of the disruptive forces in the country.

THE question therefore that the conference had to decide was what steps should be taken to allay this discontent among the minorities keeping in mind the practical difficulties to be overcome in giving them complete satisfaction. It is now generally agreed that it is best to make use of the mother tongue as the medium of instruction at all stages of education and especially at the primary stage. This is the practice in most of the countries of the world. The conference therefore arrived at the conclusion that this practice should be adopted in our country also and that the children of the linguistic minorities should be educated in and through their mother tongue at the primary stage.

THIS principle has not however been found universally practicable at the secondary stage. The communique issued at the conclusion of the conference does not make clear why it has been so found. It is therefore problematic as to whether linguistic minorities will be satisfied with a decision like this. It is true that practical difficulties are bound to arise in accepting this principle. Where the linguistic minority is a compact one, living in a particular part of the state there may not be much difficulty in opening schools with their mother tongue as the medium of instruction. The cost also may not be prohibitive. Each school in such an area will have a sufficiently large number of children on its rolls and the school can be run economically. But this is certainly not possible when the minority is scattered over the whole state and is so thinly distributed every where that it may not be possible to open a sufficient number of schools situated conveniently within the reach of all taking into consideration the financial cost involved. So far the minorities have not put forward any workable solution to a difficulty like this.

AT the University stage the conference has come to the conclusion that English should continue to be the medium of instruction until the stage is reached when it can be replaced by Hindi as the national language of higher learning. This is a solution which affects not only the linguistic minorities in each state but also the majority. This solution has been put forward on the ground that to bring about national integration there should be a common language of higher learning. It is from the educated classes that leaders should emerge and it is absolutely necessary that all

leaders and others prominent in public life should be able to speak to each other through a common language. It may take a long time before the masses get control over such a language. The leaders atleast must have such a medium of mutual communication. It is on this practical ground that the conference arrived at the decision that the English language should continue to be the medium of instruction at the university and post-graduate stage.

THIS is perhaps the best solution under the circumstances. There are many sections of the people—especially in the non-Hindi areas-who are opposed to making Hindi the sole official language or the language of instruction at higher levels. It may take time for them to realise that every free nation should have a common language of its own and that no self-respecting nation should depend on a foreign language like English for serving this purpose. Until such a time arrives English should continue to be the medium of instruction.

THE conference also concerned itself with the question as to what should be done now in order to prepare for the time when English should be replaced by Hindi. It decided that it should be taught as a compulsory language of study at the secondary and even earlier if possible. It accepted what is generally known as the three-language formula, the formula that every person at school should compulsorily study his mother tongue or the regional language, English and Hindi. This may be too heavy a burden but it is the cost that has to be paid to bring about national integration in a country where people speak as many as fourteen major languages.

IT now rests on chief ministers to take all the steps necessary to implement the decisions of the conference without landing themselves in further controversies on the subject. We are a nation given to too much talking and too little of action. Already the education minister of the Madras State has expressed the view that the decisions arrived at the conference — especially the decision to adopt Devnagiri as the Common Script—as only expressions of opinion and not as binding on all states. If this is the light-hearted way in which these decisions are disposed off we will continue to waste our time in fruitless debate. After all there should be a limit to debates on matters in regard to which action has to be taken. Let us therefore hope that controversy regarding the medium of instruction will now come to an end and that steps will be taken to give practical effect to the decisions of the conference of chief ministers.

Text-Books

LIVING as we do in an age of nationalisation it is no wonder that state govern-

ments in India as well as the Central Government are keen on taking over the publication of text books. But the experiments so far made in this direction have not produced satisfactory results. Addressing recently the Educational Editors' workshop in New Delhi Sri G. C. Chatterji, Chairman, National Book Trust and the ex-Vice-Chancellor of a number of universities observed: "So far as the Pre-Secondary Stages of University education is concerned several states have been experimenting with what is described as Nationalisation of Text-Books. The motives behind this scheme are to rule out profiteering at the expense of the school children, and remove abuses which we may classify under the general heading of nepotism. To my mind neither of these aims has been achieved. In their anxiety to lower prices the quality of subject matter, paper, printing and general get up, has gone down even lower, and newer sources of nepotism have crept in ..... Most Boards of Secondary education have already prepared or are preparing their own text-book. But the quality of these is very poor. In my opinion the Central Ministry of Education should undertake the preparation of books which would ensure both, a high standard of quality and also some uniformity of content in these subjects in different parts of the country." He is of the view that though State Governments have so far failed to produce a better type of text-books, the Central Government will succeed. This is however a debateable view.

THE question came before the conference of Chief Ministers held in New Delhi. From the point of view of national integration they emphasized the importance of text books suitable for the purpose. There is nothing surprising in their view that those text books should be produced by state governments and not left to priviate enterprise. They did not care to consider why so far these governments have not succeeded in producing better text-books.

THE fact of the matter is that state governments do not have before them any principles according to which school text-books are to be prepared. No research of a worth while character has so far been carried on in our country on this subject. Very few know exactly what an ideal text-book is to be either in respect of content or form. State Governments should have first directed their attention to research of this sort and formulated certain principles to serve as a guide to the expert writers employed by them to produce books. As this preliminary work has not been done and as to owing considerations of patronage the authors selected by governments are those who are able to get the favour of educational ministers. The text-books so far produced are in no way better than those produced by

private publishers. In several cases they have been worse. There has been no proper scrutiny of nationalised text-books. It has become the practice to assume that because they are produced under governmental auspices no scrutiny is needed.

IF government had taken to formulate the principles accoring to which text books should be written and prepared one or two model text-books on each subject and left the field open to private enterprise, better books and a larger variety of them would have been produced. Even now it is not too late for the governments to revise their views on nationalisation.

Access to Education

ALL countries to-day are passing through an educational revolution. Only the pace differs from country to country. And much of this difference arises out of the extent of financial resources available although in some of them questions of race, caste, class and community continue to exercise influence.

SO far as elementary education is concerned it is now agreed that every child must have access to it. There is no need to make any selection of children to be sent to primary schools. The idea is that elementary education in this age of science and technology is as much a necessity as food, clothing and shelter. Universal, free and compulsory education has thus become the rule. There is no controversy about it.

IN regard to secondary education this principle of universality is accepted only in certain countries. In those which are very rich as in the United States it is practically universal. Plenty of money is available in them to provide every one with secondary education. But this is not possible in countries less developed. There access to secondary education is based on some principle of selection. In societies ridden by caste and class the selection depended in the past on one's birth or wealth. But with the growth of democracy the principle came to be the fitness of the boy or girl to receive secondary education. It was recognized that every one had not the ability, the intelligence and the temperament required for the purpose. And tests of an academic character were devised for discovering the qualities which alone would enable a person to be benefited by secondary education.

WHAT was true of secondary education became equally true of university education. The need for a principle of selection was accepted.

DEMOCRACY is no doubt based on the principle of equality. But equality is interpreted to mean only equality of opportunity. It is understood in the sense that all those who are fit to receive secondary and university education should be given opportunity to receive it

irrespective of the class or caste or community to which they belong or the wealth of their parents. In a country like England to-day it is on this principle that access to higher education is determined. The government practically bears the whole cost of the education of every boy or girl in a secondary school or in a university when the parents are not able to bear it. There is an extensive system of scholarships and free ships.

THE selection is based on an open competitive examination. Success in the examination determines who should go to secondary schools or to the university. One result of this process of selection is that though the numbers in secondary schools and universities have increased enormously there has been no fall in standards and no wastage.

IN our country the growth in the numbers attending schools and universities has been accompanied by a fall in standards. There are various factors responsible for this but one very important factor is our failure to adhere to strictly academic standards in selecting the students who proceed to unversities and to higher centres of professional learning. Caste and community determine the process of selection. It is time we revise our ideas regarding as to who should have access to higher education.

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TEACHERS' PAGE

Clerical Work of Teachers and Heads of Schools

The Maharashtra Educational Journal for June 1961, writes editorially — A seminar of selected teachers and headmasters from Poona City and District was held at Lonavla on the 2nd and 3rd of May 1961 under the joint auspices of the Inspectorate, Poona, the Headmasters' Association, Poona City and District and the Secondary Teachers' Association, Poona. **Shri S. L. Ogale,** President of the Teachers' Association was appointed the Director of the Seminar.

The main work of teachers including heads of schools is teaching and giving guidance and individual attention. It is often alleged that owing to excessive amount of unnecessary clerical work they are not able to do full justice to their educational work.

The Seminar was organized with a view to finding out ways and means to reduce this clerical work without detriment to the efficiency of the School as a whole.

Clerical or written work which teachers are expected to do besides assessing composition, written home-work and class-work and answer-books is of various kinds. e. g. (1) Keeping a daily diary of work done or proposed to be done. (2) Marking attendance and issuing fee-receipts. (3) Entering marks out of 20 every week or fortnight or month as the case may be. (4) Completing monthly catalogues and preparing new ones every month with register numbers, caste, age, birth-date (newly introduced), free or half-free or paying or B. C. F. or O. B. C., arrears due, fees due, names of pupils etc., etc. (5) Preparing Statements or reports of extra and co-curricular activities like excursions, festivals, anniversaries, celebration of weeks and fortnights etc, (6) Making entries of marks of periodical examinations or tests. (7) Making monthly entries in progress reports. (8) Sending post-cards to guardians regarding absence of pupils in schools, non-payment of fees, neglect of studies etc. (9) Preparing classification of students for the purpose of annual returns. (10) Preparing statement of studies at the time of the annual inspection. (11) Filling in medical examination forms every year. (12) Filling in details in the cumulative record cards every year. (13) Recording names and addresses of pupils' guardians. (14) Filling in result cards. (15) Writing out speeches for elocution competitions, so far as set speeches are concerned and (16) Writing out addresses of guardians on invitation cards at the time of the annual social gatherings.

We concede that some of these items are quite essential and have to be done by teachers. But there are many which can be simplified or even eliminated. It is quite unnecessary, for instance, to record the caste, age, birth-date and nature of fee concession every month. (1) If a separate note-book is maintained for this purpose in the beginning of the year, it should be quite enough. (2) It should not be necessary to maintian a daily diary of work. It is enough if a monthly record is maintained. (3) The work of collecting fees and passing receipts should, however, must be done by the class teacher. (4) The work of preparing annual returns should be entrusted entirely to the Office. (5) A pupil's diary should be introduced and communications to guardians should be recorded therein. (6) Medical examination details should be filled in by the doctor's assistants. (7) Statement of studies need not be prepared for the annual inspection.

Both the lists given above are illustrative and not exhaustive. An account of the seminar is published elsewhere in this issue. The discussion at the seminar indicates that this work is not excessive except in a few schools where it has been made unnecessarily complicated and cumbrous.

APERCU

ATARAXIA

Prayer in Educational Institutions

Of late there are very few Educational Institutions in the country that attach any importance to prayer or the morning assembly. There was a time when almost every educational institution invariably conducted prayer before the day's work commenced. The Christian schools read out passages from the Bible, the Muslim schools from the Koran and the Hindu schools from the Vedas and the Upanishads and the Gita. Soon after Independence it was thought that this practice had to be suspended because India is a secular state. But it was not realized then that by giving such an interpretation to secularism, a grave mistake was being committed, as a result of which we have in our midst today not only irreligious men but atheists and immoral men. Today many schools and colleges especially colleges, are becoming, not the temples of learning, as they should have been in the fitness of things but factories of second-hand knowledge, public resorts where the boy meets the girl under the licence of liberal learning and play-ground for party politicians in the form of elections, associations and student-activities. The fear of an All-pervading Force, which worked as the unifying factor of man's actions, is today discarded as fanaticism of outmoded religions and as such prayer has no place in the programme of an educational institution !

Of course, when so-called cultural functions are conducted in our educational institutions, prayer is inevitable; but again the purpose of this prayer is altogether different from what it used to be. It is the moment when our young men and women whisper to their neighbours, certainly not of God, but of some demi-god that sits on their neck or in their hearts or dominates their animal passion. It is the moment when the organizers parade across the platform to give final touches to their eleventh-hour preparations. Except the singer, no one in the congregation is all-attention in body, let alone in soul! Even he or she, is so not out of devotion to the Almighty, but out of fear of going wrong in singing the tune or raising the voice. So too, the prayer at the end of a function, generally, the national anthem never gets into the minds of our people. The fundamental factor that it is the song of a nation raised to the Heavens is an appeal for the prosperity of themselves and of all mankind. It serves only as concluding remarks of a president of a long-drawn out meeting, on hearing which every one in the congregation begins moving. These might appear to be such small things that they sound out of place if referred to on the spot. But these small things count and they really make or mar a man. That is why it was correctly pointed out that no good action of a man shall commence or end without the praise of God.

It is high time we realize the importance of prayer. Even a Secular state can have such prayer which is universal in its appeal, without any stigma of religion or creed in it. Let that be made the common prayer of all. Let prayer mean to us, in the words of Phillip Brooks, a wish turned God-ward.

Approved by all the D. P. I.'s

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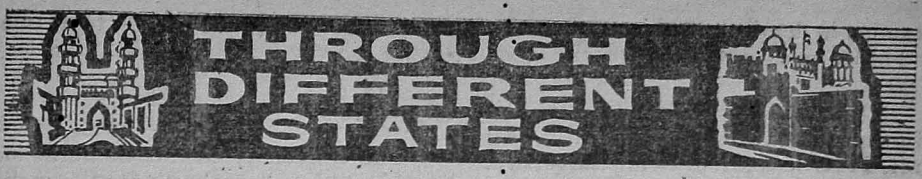

DELHI

ENGINEERING STUDIES: REORGANISATION PROPOSALS

Re-organisation of existing post-graduate engineering courses into a post-graduate diploma course of one year's duration and a Master's Degree course of two years' duration is one of the main recommendations of the Committee on Post-Graduate Engineering Education and Research which submitted its report on Aug. 12.

The committee has also suggested reclassification in the subjects now offered for post-graduate study.

For the award of Ph. D. Degree in engineering, the committee has recommended that a minimum of two years' research in a post-graduate institution should be prescribed as an essential requirement and that as a general rule candidates who have obtained the Master's Degree should be permitted to enrol for the course. The Committee is of the view that in exceptional cases, however, a candidate of high ability may be permitted to enrol directly for doctorate after the first degree in engineering but in those cases a minimum of three years' work should be prescribed.

For the formulation of a detailed plan for the development of post-graduate courses and research and for its implementation the Committee has suggested the setting up of a central body under the aegis of the All-India Council of Technical Education. For this purpose it has recommended that the existing Standing Committee for Post-Graduate Studies of the All-India Council of Technical Education should be reconstituted as a Board with about 20 members representing all interests concerned.

Another important recommendation of the Committee is that in view of the fact that post-graduate engineering education is being expanded within the country, the present practice of sending abroad large numbers of scholars for Masters Degree or equivalent courses, under the various foreign aid programmes, should stop, excepting in those fields in which the country's facilities have yet to be developed.

Stressing the importance of co-operation between technical institutions and industry for a vigorous growth of technology, the Committee has suggested that industry and other organisations should sponsor their serving personnel to undergo post-graduate courses and improve their knowledge and competence in their respective fields of work.

The Committee is of the view that better employment opportunities should be developed for those candidates who have completed post-graduate studies. To this end, it says industry, technical departments of Government and other organisations should give their full support to post-graduate courses. It adds: "In the recruitment of technical personnel especially for positions of higher responsibility relating to research design and developmental work, post-graduate qualifications should be prescribed as an essential requirement."

20-UNIVERSITY CENTRES FOR ADVANCED STUDY

The University Grants Commission has decided to set up at least a score of centres of advanced study in selected subjects in various universities in the couutry.

The Commission, it is understood, has appointed an expert committee of seven members with Professor A. R. Wadia, member of the U. G. C. and Director of the Tata Institute of Social Sciences, Bombay, as Chairman to

examine in detail the subjects of study and other aspects relating to the centres.

The committee includes Prof. S. K. Maitra of Calcutta University and Prof. T. R. Seshadri of Delhi University.

MEDICAL EDUCATION COMMITTEE SET UP

The Government of India have appointed a medical education committee for post-graduate studies. The committee which is composed of members of the Medical Council of India will prescribe standards of post-graduate medical education for the guidance of the Universities and will advise them in the matter of securing uniform standards.

The committee consists of Dr. B. C. Roy, West Bengal Chief Minister, Dr. C. S. Patel, President, Medical Council of India, Dr. P. N. Wahi, Principal, S. N. Medical College, Agra, Dr. Jivaraj Mehta, Gujerat Chief Minister, Dr. Santok Singh Anand, Principal, Medical College, Amritsar, Dr. R. V. Sathe, Bombay, Dr. K. V. Rao, Director of Medical Services, Andhra Pradesh, Col. B. L. Taneja, Principal, Maulana Azad Medical College, New Delhi, and Dr. A. V. Baliga, Chairman, Society for the Rehabilitation of Crippled Children.

MORAL EDUCATION: STRESS IN 3RD PLAN

Mr. Shriman Narayan, Member, Planning Commission said that the Third Five-Year Plan laid great emphasis on the need for sustaining and strengthening the moral, ethical and spiritual values in individual as well as public life.

The Plan also provided for programmes of moral education at various levels in the educational institutions as recommended by the Sri Prakasa Committee.

He further said that the Ministry of Education had appointed a Special Committee under the chairmanship of Dr. Sampurnanand, to draw up a programme for promoting national consciousness and emotional integration among the younger generation.

U. G. C.'s SCHEME FOR RETIRED TEACHERS

The University Grants Commission have formulated a scheme for the utilisation of the services of retired teachers in universities and colleges, possessing exceptional qualifications, even after the age of superannuation.

An honorarium of Rs. 4,000 per annum will be given to each person selected under the scheme. In addition Rs. 1,000 may be awarded annually to meet any contingent expenditure connected with the individual's work.

Selections under the scheme will be made twice a year by a highpowered committee to be appointed by the University Grants Commission for the purpose.

The scheme has been formulated to obviate the abrupt cessation of research or teaching activities.

The assistance to any person under the scheme will be limited to a period of two years in the first instance and will be continued thereafter for periods of two years at a time till the age of 65 provided he remains active in his research or teaching work.

MADRAS

LATE PUBLICATION OF S. S. L. C. TEXT-BOOKS

The delay in the publication of some of the language text-books like Tamil for the S. S. L. C. class was discussed at the annual meeting of the Headmasters' Conference (Madras City) on Aug. 13. It was resolved to request the Secondary Education Board, in view of the delay, to reduce the portions by about one-fifth, so far as Part I language text-books were concerned.

Regarding Part II language textbooks, like Hindi and so on, it was resolved to request the Government to set easy questions and also fix a lower minimum of marks. It was mentioned

that there were too many lessons, and some of the pieces were also very difficult.

The President of the Conference. Mr. K. Kuruvilla Jacob, mentioned that the Malayalam and Kannada text-books were yet to be published.

SCHOOL FOR THE BLIND IN TIRUCHI

It is learnt that the School for the Blind in Tiruchi which was established in 1956 with only 4 boys, has now got 44 pupils. It is all due to the pioneering work of Dr. Joseph Gnanadhikam who has been serving the school as honarary Manager.

It is stated that there are only 70 institutions in India, of which 3 big institutions are in Madras State.

ANDHRA PRADESH

ANDHRA SECONDARY EDUCATION BOARD

The Andhra Government have passed orders reconstituting the Common Board for Secondary Education for the State. The term of the previous Committee expired on May 31, 1961. The present Committee will hold office for three years from June 1, 1961.

The Committee consists of 27 members with the Director of Public Instruction, Andhra Pradesh, as Chairman and the Secretary to the Commissioner for Government Examinations, as Member-Secretary.

INSTITUTE OF CHILD WELFARE WORKERS

There is a proposal to start an All-India Institute of Child Welfare Workers at Visakhapatnam in the Lakshmi Mahal Palace, donated by the Rani of Chemudu, Mr. P. V. G. Raju, Minister for Health, told the Andhra Pradesh State Council for Child Welfare on August 5.

Mr. Raju said that there was also a possibility of starting a child welfare project at Visakhapatnam, besides the pilot child welfare project at Patanchru. Mr. Raju was re-elected President of the Council.

ANDHRA BOOK PUBLICA CORPORATION

The question of starting a *book publication corporation* on the lines of the Road Transport Corporation, is under the consideration of the State Government.

This information was given by Mr. S. B. P. Pattabhirama Rao, Minister for Education, on August 13 th in the Legislative Council during question-time in reply to Mr. P. Sreeramamurty.

GANDHIAN THOUGHT
'Varsity Course Suggested

The Syndicate of Sri Venkateswara University met recently under the presidentship of Mr. S. Govindarajulu Naidu, Vice-Chancellor, and considered a letter received from the Secretary, University Grants Commission regarding the "University Course on Gandhiji and Non-violence" for such action by the University as might be found feasible. It stated that the students of the Harvard University (strength 5,000) had taken a forward step in starting a University Course on Gandhian Thought and Technique.

The Syndicate, after consideration of the subject, resolved to record for the present.

AGRICULTURAL UNIVERSITY

The Andhra Pradesh Government have published a Bill to provide for the establishment and incorporation of an agricultural university in the State at Hyderabad on August 4.

The agricultural university proposed to be set up under the Bill is estimated to cost about Rs. 4.37 lakhs. Rs. 2.79 lakhs by way of non-recurring expenditure towards the cost of land, buildings, equipment; etc , and Rs. 1.58 lakhs by way of recurring expenditure on the administrative and teaching staff. It is expected that financial assistance would be forthcoming from the Government of India in the establishment of the university.

WEST BENGAL

P. C. RAY'S CHAIR IN INDUSTRIAL RESEARCH

The birth centenary of Acharya P. C. Ray was observed on August 2 in the 'Varsity premises, when Prof. Humayun Kabir on behalf of the Union Govt., announced a donation of 1 lakh for founding a chair in Industrial Research in the Calcutta University to mark the occasion. The Vice-Chancellor said that Acharya Ray had always held the view that our youth should study science and apply their knowledge to the progress of industry and economy.

BIHAR

HINDI VERSION OF RANGANATHA RAMAYANA

The Bihar Government's Rashtra Bhasha Parishad, as part of its massive programme for popularising the great library works from the non-Hindi speaking areas in the South, has just published a Hindi version of the Telugu *Ranganatha. Ramayana.* Another important work, the Tamil *Kamba Ramayana* has already been translated under the auspices of the Parishad and is under print.

MADHYA PRADESH

KALIDASA FESTIVAL AT UJJAIN

All important drama and dance troupes of the country and academies of the States have been invited to participate in the Kalidasa festival scheduled to be celebrated at Ujjain in the third week of November this year.

A "Kalidasa painting and sculpture exhibition" will be organised on the occasion. The Madya Pradesh Kala Parishad has announced a prize of Rs. 1,000 and eight other prizes of Rs. 500 each for the best paintings.

The subject for painting and sculpture is the first six chapters (sargas) of "Raghuvamsa." The last date for sending entries is September 25, 1961.—

MYSORE

VATICAN HONOUR FOR DR. C. V. RAMAN

Dr. C. V. Raman who won the Noble prize for his scientific discovery, which is called 'Raman effect' has received a communication from the Vatican City in Rome that he has been nominated for election to the Pontifical Academy of Sciences.

This is a body composed of the most eminent specialists in the whole world in the field of the mathematical and experimental sciences, chosen irrespective of their nationality or religion. The nominations to the Academy are made by His Holiness the Pope on the basis of recommendation of the appropriate academic authorities.

Dr. C. V. Raman has accepted the nomination.

KERALA

A SAMPLE SURVEY AMONG 'VARSITY STUDENTS

A sample survey among university students in Kerala conducted in 1959 by the Statistics Department of the University to collect data on the physical, economic and social conditions of the students, has elicited that 51 per cent of the students covered by the survey is of the view that students should not take part in active politics.

Thirty-five per cent answered "yes" to the question whether students should take part in active politics and the remaining 14 per cent had no opinion.

The survey was conducted on behalf of the Union Ministry of Education. Bombay, Lucknow and Kerala Universities were selected for the survey.

On the present system of examination, 93 per cent of the students wanted the discontinuance of the present system. Of this 44 per cent gave the reason that the examinations were not a sure test of measuring one's ability.



Public Opinion

Prime Minister NEHRU

Appeals to Educators

To influence the minds of men

Inaugurating the General Assembly of WCOTP at Delhi on 1st August, Mr. Nehru deprecates the narrow outlook among the people which led to conflicts in the world and which could be got rid of only through education.

"Our philosophers and great men have told us that the basis of education is to know yourself. Sometimes in our quest for knowledge we accumulate a mountain of learning without much wisdom. We know neither ourselves nor others. How to infuse a touch of wisdom in our educational apparatus is a problem which is worthy of your study", he said.

The Prime Minister said that it was necessary to direct the minds of the people towards thinking in terms of peace, co-operation and understanding and not in terms of the type of international life they led now which was coloured by the approach of cold war. Any kind of approach to problems which was coloured by an outlook of fear and hatred was a bad approach and the approach of cold war was essentially an approach of fear and hatred. Education should necessarily show the way to solve this problem. But it baffled him that educated nations and people exhibited greater hostility towards each other.

"One has to come to the conclusion that there are many ways of living, many ways of thinking : that there are many facts of the truth we see, not only the one which we, in our limited minds, have only very partially grasped. The Prime Minister quoted the preamble to the UNESCO constitution which said, "Wars begin in the minds of men" and added that obviously education should try to influence the minds of men.

Dr. S. RADHAKRISHNAN

Appeals for

Reorientation of Education

Presiding over the Golden Jubilee celebrations of the A. J. Kalasala, Masulipatam on August 3, Dr. S. Radhakrishnan emphasised the need for a re-orientation of our national education so as to bring about an integration of nationalism and our ancient culture in the scheme of national education.

"When education comes under national control, it transcends all regional or linguistic or even geographical barriers," said Dr. Radhakrishnan and added that "science is universal and there is no distinguishing feature between one institution and the other in any part of the world". He wanted every one to realise about the insufficiencies of the world and said that the ultimate reality of mankind was freedom from worldly passions and achievement of happiness. To reach this ultimate happiness, it was essential for man, he added, to pass through a crucification of the ego.

Dr. Radhakrishnan defined national education to mean that it should integrate the aspects peculiar to our nation, namely our culture and national outlook. This aspect had been there from time immemorial, from the times of Mohenjadaro and Harappa. Unfortunately, to-day, our young students left their educational institutions in a state of inward emptiness or rather inward nudity. They suffered from a sort of neurosis. This was due to the lack of national and cultural approach in the education.

Dr. HAGGERTY

Emphasises

Education for Productive lives

Dr. Haggerty, President of the International Council on Education for

Teaching, in his address to the conference said that what was most important was not the teachers or the teacher-educators but education itself, because the education "is what goes on inside the learner, be he a child or an adult."

Some might say that the most urgent education was that which would produce the most able engineers and scientists who in turn would produce the most effective means of destruction. Then they would have a nice balance of terror and everyone would be afraid to take the first step towards war. Probably, as the balance developed, everyone would be afraid to take the first step towards peace or the first step towards anything.

It was, therefore, surprising that it was relatively easy to get all manner of financial support for the kind of education which was essential to perfect the means of destruction, when it was difficult indeed to get adequate funds for the kind of education that would enable teachers to provide opportunities for youth so that they might grow up and lead healthy, happy and productive lives in a peaceful world.

Prof. HUMAYUN KABIR

says

Prevent over-specialisation

Inaugurating a Seminar on technical and vocational education organised by a committee of WCOTP at New Delhi on July 31 Prof. Kabir said that over-speciali- sation should be prevented in the field of scientific and technica education.

In a world where knowledge was developing "at an almost fantastic rate" there was this danger of specialisation, he said. While specialised knowledge in various fields was essential, "we must not break up the unity of knowledge."

Prof. Kabir told delegates from several countries attending the seminar that humanities and general science were being given increased importance in technical education in this country. There had been a great expansion in all fields of education in India after independence. In elementary education, enrolment had gone up from fifteen million in 1947-48 to about 35 million now and it was planned to increase this to 50 million by 1966.

In the university level from less than a quarter million in 1947-48, the admissions now touched almost one million. "In the field of technical and scientific education perhaps our achievement is even greater." From less than three thousands who got places at the degree level in 1947-48 it was almost 14,000 last year. At the diploma level the figure had increased from less than 4,000 to over 25,000 last year.

Mr. K. M. MUNSHI

on

The unifying Force of Sanskrit

Mr. K. M. Munshi blamed the Government for being "indiffernt" towards the study of Sanskrit, which was the great unifying factor in the life of the country. He was distributing certificates and prizes on 29th July, to the successful candidates in the Saral Sanskrit Examinations held in March last, under the auspices of the Madras Centre of the Bharatiya Vidya Bhavan at the Vivekananda College, Madras.

In this country, Mr. Munshi said, we were talking of national disintegration and growth of fissiparous tendencies, but we had not taken the one step which was so obvious, namely, the strengthening of Sanskrit, which kept the Indian languages together and promoted the unity of the people. It was expected that after the attainment of freedom, Sanskrit would come to its own, but not only had it not come to its own, but whatever there was in it and whatever belonged to it were being snatched away. Therefore, unless the popular opinion asserted itself, he said, there was no hope of the Government doing anything in the nature of help to us to retain the unifying force we had in Sanskrit. He said that the very fact that a private agency like the Vidya Bhavan was able to make rapid strides showed that there was "hunger" for the study of the language.



INVESTMENT IN EDUCATION
Criteria for Determining Priorities

By PETER LENGYEL,
Department of Social Sciences

That education is a vital and basic component of any programme of social and economic development in the modern world is readily conceded by all. Yet the tribute paid to the necessity for education is but an empty gesture if it is not followed up by adequate investment and by the practical encouragement, in every way possible, of a communal service which is as delicate and complex a matter as it is indispensable. Economists have unfortunately tended to neglect the real costs of education to society as a whole as against the benefits derived from the skills produced, which in part explains why, until quite recently, little guidance was available to permit of comparison between the cost of and returns on a given investment in education and the corresponding costs and returns on investment in other productive factors.

The establishment of priority criteria for planners is therefore a matter of great importance, and the present note sketches some of the considerations which must be taken into account, and some of the perplexities which must be resolved if education is to be awarded its rightful place in the overall scheme of investment for economic and social development.

Four peculiarities of Education

To begin with, four peculiarities of education may be listed which distinguish it from many other forms of productive investment.

In the first place, education is both an item of consumption and a factor of production. It is an item of consumption because it is valued for its own sake; not infrequently it is even, as it were, a luxury.

But education is also clearly a factor of production, for only as a result of education can the skills, attitudes personalities and milieux be evolved upon which sophisticated modern technology and organization reposes.

A second characteristic distinguishing education from other forms of investment is that education yields a high margin of indirect returns. Whereas most other forms of investment are directed at modifying things, and only through them people, education acts directly on people who, in the final analysis, are a country's best asset or its worst liability. Quite apart from creating the productive skills and attitudes already referred to, education also acts to promote discipline, to set up norms, to widen horizons, to open up new opportunities, to create markets—in short, it lends range, flexibility and scope to a society which are simply beyond reach without it, and this helps to lift a community bodily into a higher economic and social plane.

A third distinguishing characteristic of education is its highly differential cost and yield according to a country's general level of economic and social evolution.

The fourth and last characteristic of education is that, of all forms of productive investment, it is the one most hedged about with non-objective and non-rational considerations. The educational system of every country is an integral part of its total culture

and thus historical, religious, political and traditional considerations apply to it which do not apply, at least in equal measure, to other forms of investment.

Three problem-clusters

Having summarized a few of the peculiarities of education looked at from without itself and in cold juxtaposition with areas of human endeavour which are not conventionally related to it directly, one may go on to identify three broad groups of problems which still need to be resolved before objective criteria to determine investment priorities can be evolved.

The first problem-cluster relates to the avilability of accurate knowledge without which the planner's function is closer to that of an astrologist than to that of a surgeon. Statistics must be collected concerning the population, its age-structure, its dispersion, its migratory tendencies and so on. Furthermore, school performance records, inspection reports, information about effective pupil-teacher ratios and about pupil drop-out rates should be at hand. Equally, it is highly desirable to construct manpower projections to show which way an economy can be expected to develop, what skills may be in increasing and what other skills in decreasing demand, so that education can be geared to the world wherein present pupils will ultimately have to live and work. Such knowledge is neither easy nor cheap and rapid to come by, but the effort and expense of acquiring it pays heavy dividends.

A second problem-cluster relates to the phasing of educational investment and its dovetailing with other efforts to promote social and economic development. Clearly, it is desirable for education to be integrated as fully as possible with any overall development plans which may exist.

The questions of *what* to do must always be supplemented by the question of *when* to do it; only the combination of the right thing at the right time spells optimum success.

The third problem-cluster concerns policy problems within the educational sector itself. Even if data are available, and general trends and needs have been taken into consideration, it remains to be determined by what means the desired results can most economically be obtained. Education is by no means a homogeneous service which can only be administered in a single manner. On the contrary, there are many possible permutations and it is always worth examining different alternatives to see which one suits a given situation best. Thus decisions must be made on whether to concentrate on quality rather than quantity, on vocational rather than general instruction, on centralized rather than diffused educational facilities, on private rather than public initiative, on uniform rather than flexible curricula, on the promotion of social mobility through the subsidization of talent rather than on reliance upon access to education via family means, and a host of other questions. Each of these choices may have measurable repercussions, and each of them, when carefully weighed may suggest improved ways of allocating scarce resources.

In conclusion, it may be pointed out that the deliberate use of education as an instrument in social and economic development involves a special kind of responsibility. Traditionally, education was regarded as a process designed to fit the young to take their place as adult citizens and breadwinners in the community. But the shape of that community was not brought seriously into question, and education therefore tended to be directed at fixed goals. If, now, society as a whole is to be set in motion partly as a result of education, if, in other words, education is to prepare the young for a world which does not as yet exist and which in many ways they must forge, then clearly great caution and forethought is called for. Hence educational development must be integrated with other measures to promote economic and social progress.

—Excerpts from *Unesco Chronicle*.

REVIEWS

ASSAM LANGUAGE QUESTION — Edited by Dr. Maheswar Neog, published by Assam Sahitya Sabha, Forhat, Assam, 1961, PP. 62, Price Rs. 2-50nP.

The Assam Language Issue has attracted a large amout of attention in the country. So far adequate publicity has not been given to the point of view of the Assamesse-speaking people who constitute the majority of the population. The Bengali-speaking people in the State who form 19% of the population had a good press in Calcutta and the impression has gained ground that they have been bitterly persecuted by the majority. In this book which consists of a number of articles contributed by learned scholars and persons prominent in public life it is made clear that for a century and more the Bengali immigrants into the State have been trying to undermine the importance of the Assamese language and established the supremacy of their own language. It is against this plot that the Assamese rebelled. The book explains in a convincing manner the merits of the Assam Official Language Act, the short-comings of the so-called Shastri Formula, the forces that created the Cachar trouble and the mischief played by the recent immigrants from East Pakistan. The article concluded by Dr. V. Venkata Rao, the Head of the Department of Politics, Gauhati University, deserves special study, coming as it does from an outsider who is in a position to take an objective view of the whole question. The book deserves to be widely read for the insight which it gives to the language issue. The minorities should know that they have duties and obligations towards the majority and that the most important of these duties is to identify themselves completely with the State in which they have settled. They should have no extra territorial loyalties. This point is brought out clearly in the book.

—*M. Venkatarangaiya.*

ITALIC WRITING: Book One. By David Horsburgh. Published by the Oxford University Press, Madras 2. Pages 40. Price : Rs. 1/-

This is the first of a series of copy-books being brought out on new lines of copy-writing. This Book claims to maintain three chief requirements of any handwriting, legibility, speed and beauty. The exercises given in the book are based on a style of writing called Italic, which, the writer says, is becoming increasingly popular in schools in many parts of the world due to its possession of the three qualities mentioned above. The writer holds the view that if children are able, after a year's work in English, to produce a simple and clear unjoined script, then much will have been accomplished, and cursive scripts can be taught in the following year.

For this purpose the alphabets in English are classified as two types of letters as One-stroke Letters and Two-stroke Letters. In the case of b, d, q, and p, all of them being one and the same letter, but for the positions in which they are written, the writer classifies b, and q as One-stroke Letters and d, and p as Two-stroke Letters. But we feel that all these Letters come under the first or the second division and as such there need not be this difference in classification.

In theory we agree with the Writer and the Publishers that this method may be beneficial to the beginners, but we have to wait and see how the system would work in practice. We wish the experimenters well.

HOLIDAY IN KASHMIR; By G. L. Kaul. Published by Chronicle Publishing House, Srinagar, Kashmir. Pages 40, Price : Rs 2. 50.

This booklet is described by the publishers as a handy guide and is indeed handy. In the preface itself, the Author, G. L. Kaul expresses his conviction that travellers or visitors have no time, and perhaps even patience, for small details. Therefore he tries to be and is in fact simple and brief. There is

Correspondence

Sir, The World Confederation of Organisations of the Teaching Profession, which concluded its 10th session at Delhi on 7th August recommended a five-point programme to world educators on "education for responsibility" among their students.

The assembly of delegates to the WCOTP, which discussed "Education for Responsibility" as its main theme at this year's conference declared in its main resolution that "Education for responsibility grows out of the convictions held by society with regard to fundamental, moral, spiritual and rational values. These values include the growth and dignity of every person and the necessity of helping every child to become the best person he is capable of becoming."

"The complexity of the forces affecting students in all parts of the world," the resolution said, "points the urgency for teachers to demonstrate by example as well as by direct teaching their respect for these fundamental values, their concern for service to others and their willingness to participate in civic affairs.

To this end, the WCOTP recommended that the teacher should recognise the importance of the fundamental moral and spiritual values on which just law, family and society are based; the inclulcation of a right attitude to and a respect for law; the development of a critical attitude so that the individual retains the right to object to or amend the law; the encouragement of an enquiring mind to help the individual make sound judgement and action in accordance with the principle underlying the Deelaration of Human Rights.

A school atmosphere, the resolution said, should include a maximum of support, encouragement and acceptance and a minimum of fear, criticism and rejection. It should likewise be based on respect for learning and on good human relations among administrators, teachers and students. Such an atmosphere would develop and foster a sense of responsibility. The resolution also suggested the designing and planning of school progrmmes to this objective.

STATUS OF TEACHERS

By another resolution, the assembly declared that if the teaching profession was to be in a position to meet its responsibilities, it was also essential that the economic and social status of teachers was raised to a level commensurate with the importance of the profession. The workload of the teacher should also be regulated to ensure both the physical and mental health of the teacher and the efficient discharge of his duties.

The WCOTP by another resolution while stressing the importonce of mass media for the educational and cultural advancement of society, "strongly condemned its misuse at present by emphasising upon sensationalism in sex, crime and misbehaviour." It must be the aim of the teacher to teach a correct appreciation and use of these media, it added.

The WCOTP expressed its "deep concern" at the situation in which the British teachers are finding themselves in regard to their salary negotiation, and hoped that a satisfactory settlement could be achieved through the good offices of the salary negotiations machinery, namely the Burnham Committee.

Sir Ronald Gould was re-elected President of World Confederation of Organisations of Teaching Profession for the year 1961-62.

The Confederation decided to hold its next session in Stockholm. *M. V. S.*

Continued from preceding page

a tourist map of Kashmir attached to this booklet. The booklet has eleven photographic illustrations of historic places and sights of Kashmir. It is bound to be of great use to tourists, as a good guide. —*V. V. Tonpe.*

Education for Inter-Cultural and Inter-National Understanding

By PROF. S. K. DASGUPTA., M. SC., M. ED., DIP. I. F.,

Head of the Department of Education, N. R. E. C. College, Khurja. (U.P.)

THE world of today is passing through the most serious crises in human history. The unprecedented advance in Science and Technology has enabled man to acquire amazing control of the nature, but he has not at the same time been able to acquire control of himself. Scientific inventions and discoveries e. g. atomic energy have called for fundamental changes in man's ways of thinking, in his ideals and his patterns of the economic, social and political life. These latter changes have been very slow in coming. The unequal rate of development has given rise to lags and cultural dissociations which have created tensions and strains. These in turn have been responsible for group conflicts of all kinds and recurrent world wars. In these days of nuclear power bombs every war would tend to become a global war, and a total war, wiping off whole populations. If human civilization and humanity are to be saved, war must be made impossible.

The second fact that stands out is the economic, cultural, and political interdependence of all nations of the world. Incredibly swift means of transport of men and materials (for instance the jet airliners) and of the communication of ideas have annihilated space and made the world a very small village of interdependent nations. The interdependence of nations have made international understanding and co-operation a grim necessity, but we have a contradication and negation of it in the national sovereign state, a legacy from the nineteenth century. We have an irreconciable paradox between the fact of interdependence and the theory of economic and political isolation as embodied in the national sovereign state.

The human family has become disintegrated into warring groups, suspicious of each other, and hostile to one another. How is the threat of the national exclusiveness and old cultural isolation to be met?... Internationalism is the only answer. Then how can international understanding and co-operation be achieved? Through international political organizations — or — through education?

One may be frankly sceptic of the results which can be achieved by international organizations of a political character. The league of nations failed. The United Nations Organization is on trial. It may be noted that such organizations tend to become the tools of diplomats. The representative of each nation tries to secure all possible advantages for his nation. International pacts calling for arbitration in disputes have simply proved so many scraps of paper. Disarmament is dangerous without provision for the security of individual nations. The economic sanctions have almost proved useless as they are imposed after agression has taken place and are ineffective against relatively self-sufficient nations like the United States of America or the U. S. S. R. A world police alone, manned by denationalized persons from all nations located

at startegic points, and directed by denationalized personnel, could prevent wars, but the reality is that such conditions do not exist yet for all these international political arrangements and they remain merely a wish. What is needed is the removal of the basic motivation of war. The present impasse is the result of wrong education. Right education can create attitudes that may lead to better international under-standing and co-operation.

It would, however, be unrealistic to expect education to remake the world overnight. Nevertheless if education is properly organized, it will surely, but slowly, change men's minds and hearts, refashion his ideas and attitudes. Another limitation of education which we should not overlook is that the educators reflect the social, and political philosophies of their age and nation. If the right persons are attracted to the profession of teaching and if in the course of their pfofessional education given a correct idea of the international situation, of the causes and dangers of isolationism, the first step will have been taken towards the promotion of internationalism.

Education for internationalism should emphasize the following things: Children should get a clear idea of the interdependence of nations. They should be enabled to realize that the good of one nation is bound up with good of other nations: An economic, political or cultural event, occuring in any part of the world has world wide repurcissions. Examples should be given to show how they are effected by such happenings.

There should be frank and free discussion of controversial questions and contemporary problems to the fullest extent. Children should be treated as citizens of today. It would not be worthwhile if they are kept in a suspended civic animation until they enter life. Facts and figures about other nations, should be presented. International cultural agencies like the UNESCO should have more factual information about different nations compiled by persons of undoubted scholarship and integrity, and this should be made available to schools of all nations. Some work has been done by the said organization in this direction.

Children should be helped to study, from the point of view of human geography and social anthropology, the reasons for differences of cultural, social, economic, and political patterns in various parts of the world including their own. This will enable them to realize that differences of culture are natural and healthy. The analysis of patterns of culture and living should bring home to them that no national culture is pure. Every culture is indebted for its present form to so many other national cultures. Examples should be given to illustrate that national languages, literatures, architecture, fine-arts, modes of living and customs have been enriched in the course of history by other cultures, and our own culture of India stands as a good example of it. This will help to destroy the false faith of the students in the perfection of their national culture and will develop respect for other national cultures.

Through completely planned work in social studies, students should be made aware of the relatively late appearance in human history of the national soveriegn state. Students should realize that it has not existed since eternity, and also that it has become an anachronism in the modern

international world. Pupils should be taught how national and sectional loyalities and prejudices against all out groups arise, and that a nation is a convenient administrative unit. Loyality to one's own nation should not imply distrust and hatred for other nations. Each nation has its special genius and individuality determined by historical and geographical causes. It develops a unique culture possesing certain valuable features. But other cultures have their valuable features too and also their uniqueness. What the world needs is cultural pluralism and diversity. A culture has a right to exist but it should not deny the same right to other cultures.

Text-book revision will be necessary and especially that of the books on history. All passages which distort facts, or despise other cultures should be excised. The UNESCO has done this work since a resolution to this effect was moved, especially about history text-books, by Professor K. G. Sayidain at a meeting of the Unesco. Children should also be warned against the fallacy and dangers of Revivalism, i. e. revival of the ancient culture of their own country in all its forms. Revivalism is only a refusal to face the existing reality and to escape from its complexities and challenges into an imaginery golden age. Such a type of revivalism strengthens isolationist tendencies, and makes our young persons unfitted to meet the challenges of the modern life.

The traditional school with its classes, marks and prizes is built up on the principle of competition. The new school for internationalism should be built up on the principle of co-operation. It will make clear to the pupils the essentially co operative nature of all social institutions. This can be brought home to the students by explaining how the effective functioning of the family, the school, the community, and the nation depends upon co-operation, upon give and take, and mutual sharing of both rights and responsibilities. They will find it easy to understand the necessity of extending the principle of co-operation to the world, as a community of nations, and thus become conscious of a hierarchy of loyalties, each narrow loyalty subordinated to a wider loyalty and all loyalties subordinated to the entire humanity inhabiting the globe. But mere awareness of the importance of co-operation is not enough. Ideas must be translated into actions. Social situations must be provided that call for active co-operation in the home, the school, and other social institutions. The new education emphsizes co-operative activity in and outside the school. Pupils should also be given a correct picture of the ghastly realities of a modern world war, its world-wide repurcussions, the mass destruction of human life and property and its futility 'to end war'. The mass media of communication are being meanly exploited by nations for their propaganda. Children should be trained in seeing through propaganda of all kinds, carried on by means of the radio, the press, the film and other propaganda devices.

Much of the education in internationalism can be imparted through informal agencies, e. g. Exchange of trades, and students among different countries, study travel, correspondence, mixing with foreigners in one's own country. Handbooks and directories compiled from authentic sources, study of foreign languages, radio, film and science museums, societies and clubs, international organizations like

A PLEA FOR BETTER SCHOOLS

By Shri R. C. WADHERA, M. A., M. Ed.,

(Mwanza — Tanganyika).

SCHOOLS are the symbol of progress and the centre of past and present values where human beings are equipped with technical skills, academic competence and emotional integration. About their social importance and humanising significance, there cannot possibly be two opinions; but about their functional efficiency, organisational set-up and administrative routine, there are deeply conflicting arguments. I propose to vindicate the stand point of 'Quality' Schools as opposed to the popularly known schools run on meagre arrangements — physical and human.

Better schools represent vital links in the continuity of social heritage; they are the guide-posts on the way to economic development, social improvement and political stability. In such dignified works of art, discipline is perfect and pleasing; freedom is judiciously controlled by, educationally uplifting regulations; instruction is sound and standard and is periodically supervised and continuously streamlined; teachers are devoted and competent—and they try to integrate effectively guidance-techniques with their classroom teaching and extra-school behaviour; school rules are correctly drafted and comprehensively executed–the pupils, the parents, the teachers and the resource people of the locality co-operate organically to devise and direct new experiments both social and scholastic; the courses of study are well-selected and properly graded —the scheme of study in all subjects and at all levels is smoothly co-ordinated and correlated for avoiding the risk of duplication, repetition or confusion. Such prize institutions are bound to be daringly different from the mere economic propositions, otherwise called mis-managed 'teaching-shops' where the maximum number of pupils is crowded at the minimum cost without any suspicion of personal interest or attempt at real improvement. Such apologies of schools are glamorous points of human tragedy where the zest for living and learning is starved at the source, where mechanical averages are massproduced — uninspired and unskilled.

They neither represent the social needs and ambitions of the society nor do they prepare in any honest manner the interests and aspirations of a particular individual.

Better schools provide the right type of education in which self-disci-

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the Unesco could also make valuable contributions. There should be democratization of all areas of education, e. g. administration, curriculum, methods, etc. Educational planning should not be merely the job of experts. Different sections of the lay public should also be invited to co-operate.

All that has been said above about children also applies to the education of adults. There should be a two pronged attack directed against the removal of political, social and economic illiteracy, one prong directed against children and the other against adults.

pline is at the top, right instruction is at the bottom and the perfection of human personality is in the middle. Such respectable centres of learning retain and reflect a real purpose and a message like the classic Public Schools in England or like the House of Lords in the British Parliament. They check social irregularity; they halt educational tyranny and they correct social imbalance. They symbolise superior culture and extend the forces of healthy and harmonious living. Naturally they cannot afford to have social cowards, intellectual mediocrites and moral hypocrites on the staff and on the management board. They will stoutly refuse to expose any type of pupil—of low or high intelligence, of mean or noble birth, of rich or poor background, under-aged or over-aged, interested or indifferent, healthy or unwell, physically or mentally—to the influences of little, improper or defective knowledge. Such thoughtless procedure would amount to the extension of mischief and the reinforcement of malignant growth.

Many will argue that such better schools are a burden on the finances of a nation as they are like a white elephant — hugely expensive but correspondingly unproductive. They encourage the establishment of — 'ivory towers' that can save only the sinking ships. Moreover such costly schools create false sense of superiority and snobbery. They do not feed the roots of the common man whose welfare is an ultimate justification for the functioning of any decent government. They run counter to the spirit of democracy and revel in their vain claim of training for leadership. But may I point out that such quality schools are the only proper agencies where skilled technicians and skilful human beings are fashioned and developed so that they may possibly grow in stature and thereby leaven up the society. A blind man can hardly lead a blind; and democracy does not mean identical opportunities for people of unequal intelligence and industry. 'Aristocracy of ability' has got to be respected and accepted as 'the survival of the fittest' is a principle which is operative both in the animal and the human world. We cannot escape the thrill of competition and therein lies the subtle romance of living. Human intelligence, efforts and ambitions cannot be levelled up on a common denominator, and to attempt such an experiment is a short-sighted fool-hardy adventure. Better schools, undoubtedly, are a fundamental remedy, a sensible social solution and a sound human investment. Mere extension of schools is a disguise for the diseased form of democracy and is a cheap slogan of abused commonsense. The claims of quality should have over-riding priority—then alone the mental, moral and social outlook ahead of us can be pleasing and progressive. Such schools are directly responsible for the strength and soundness of a given society, and they should not be supposed to stay divorced from the social reality and civic challenges of a particular age. They conserve the very best in the past, assimilate truly the inspiration of the present and peep into the future with confidence and courage. They are the crying need of the under-developed, emergent nations because 'sweetness and light', direction and conviction have to flow from such sensible seats of learning. They are the guardians of the quality of art, and in developed societies their establishment and growth are an acknowledged social imperative.

Restricting University Education

By SRI MOHAN LAL, M.A.,

(Delhi)

THERE is hectic activity going on in colleges and universities all over the country as most of the boys and girls after having passed the school leaving examinations are seeking admission to colleges in the absence of suitable avenues of employment and restriction on University education. A large number of them are likely to be disappointed because the intake capacity of the existing colleges in urban areas is too limited to absorb all the products of schools. The inevitable consequences of this craze for University education are unnecessary overcrowding in colleges and resultant deterioration in the standards of 'varsity education and other allied problems which merit earnest consideration of the academicians and the Government.

In the field of University education there has been a considerable quantitative expansion without corresponding qualitative improvement. The complaints of falling standards have been quite rampant in the recent years and there is a substance of truth in the observation that the intellectual achievements of our average graduates are lower than those of their counterparts in the Western countries. Besides, the number of failures at University examinations has been mounting up in recent years. The main reason for this malise in university education is the indiscriminate entry of students in the portals of the 'varsities as the University degree in this country has always been looked upon as a passport to Government employment. This preoccupation with university degrees as a mark of social distinction and a means of securing jobs has led to certain educationally unsound practices in our colleges. Though education is an essential vehicle of good life and indispensable element of social development yet university education for all irrespective of suitability is neither a desirable nor a feasible ideal as the fulfilment of the same would put immense strain on the national finances and would give rise to more problems than it seeks to solve.

In a country like India provision of employment rather than development of personality has been the chief aim of university education. In their early days Indian Universities stood for the attainment of both the objectives as they did open up the vistas of profitable employment to their alumni and did produce a number of outstanding individuals in every field of life. The natural corollary to this was that the people in India began to associate university education with employment. One unfortunate result of this attitude has been that our educated youth still continue to adhere to false values and unrealistic standards which are manifest in their desire to seek white-collar jobs which are fewer in number than the persons aspiring after them. Thus in the present context of enlarging scope of university education all the products of universities cannot be readily absorbed in Government offices or industrial undertakings whether in private or public sector. The universities are turning out progressively increasing number of unemployed and sometimes unemplo-

yable youngmen every year. Their inability to get jobs results in frustration and disillusionment besides entailing huge wastage of human and financial resources of the nation. The presence of such disgruntled educated unemployed poses a threat to the social stability.

University education—distinct from professional and technical education—is essentially abstract and theoretical in its content and hardly has any bearing on the practical problems of life. The study of subjects like Logic, Philosophy, Psychology, History and Literature enables a few to earn their living and that too by purely academic pursuits. The chief function of university education is the pursuit of knowledge for its own sake and to widen the mental horizons of the students. Merit alone should be the criterion for admission to colleges in order to enable the 'varsities to play effectively the role of 'studium generale' as Cardinal Newman calls them. No consideration extraneous to ability and aptitude should be allowed to weigh in favour of the students seeking admission to colleges.

One of the glaring defects of University education in this country has been extremely poor contact, or lack of it, between the students and the teachers and this is one of the most important factors, contributing to student indiscipline which assumed alarming dimensions in some universities in the past. This disproportion is further increasing as more and more students are forthcoming for university education. Their number is likely to go up still higher with the introduction of free compulsory and universal primary education and the corresponding increase in the number of secondary schools. The existing facilities for college education are hardly adequate to cope with ever-increasing number of aspirants for university education. In some states like Punjab, U. P. and West Bengal this tendency on the part of students to receive college education has led to mushroom growth of colleges which are in most cases inadequately equipped and insufficiently staffed. Research facilities in such institutions are conspicuous by their absence. The financial resources of some are far from satisfactory. Hence those colleges can be anything but suitable places for serious and sustained pursuit of learning.

Another great harm done by this indiscriminate university education is that a large number of young men are uprooted from their natural environment and they eventually develop an aversion to manual labour. This irony is further heightened when the sons of farmers and artisans, who come from rural areas, after going through this 'educational' process are reluctant to go back to those areas. Incidentally, the loss of village which is invariably deprived of intelligent leadership by the migration of the educated youth to the towns, is seldom a gain of town because such persons only become the embittered and frustrated parts of annonymous population of the urban areas. This is hardly desirable from the view-point of society.

Keeping in view the disadvantages accruing from a large scale exodus of students from schools to colleges, the University Grants Commission recommended the imposition of some direct curbs on admission to universities. This proposal could not be implemented as restricting university education, without providing alternate openings, would engender resentment and

disaffection among the people which no government can afford to incur. The only solution to this problem of unrestricted university education is to divert the bulk of students to technical and vocational courses. The importance of technical education was realised long long ago in order to provide employment to the educated unemployed. In the present context of huge development programmes at national reconstruction, the importance of technical education has become still more, for this would go a long way in meeting a great demand for technicians occasioned by swift process of industrialisation which gathered momentum after the dawn of freedom. It is well that All-India Council for Technical Education is planning to build a net-work of engineering colleges and polytechnics all over the country during the course of third Five Year Plan. But even then it is not certain whether the opening of twenty engineering colleges and 67 polytechnics will relieve the pressure on arts and science colleges to an appreciable extent.

The magnitude of the problems is so great that it requires the cooperation of non-governmental agencies to tackle it successfully. The industrialists as in the European countries, can be persuaded to provide training facilities to the youth in industrial arts in order to train them as skilled factory operatives. In this country there is a great dearth of technicians at intermediate level and that dearth can only be made up if there is a well thoughtout process of collaboration and co-ordination between the polytechnics and industrial undertakings.

Most of the students are attracted to the colleges as the life in colleges is comparatively easy-going and comfortable. This lure can be counteracted by adding an element of 'hardness' to university life., Some kind of manual labour should be made an integral part of educational process. This measure will serve a dual purpose of preparing the youth for the keen struggle for existence that awaits them in the broader field of life and wearing out their irrational aversion to manual labour, which is proverbial in Indian educated youth. Strangely, this will serve as a great deterrent to those who aimlessly flock to the colleges. The implementation of compulsory National Service Scheme could have well-served this purpose.

The other measure proposed to curb this tendency on the part of youth to throng the colleges indiscriminately was to waive off the condition of university degree for government jobs except superior administrative posts and teachning jobs for which higher education qualifications are indispensable Though this recommendation was made by a high-level committee headed by Prof. Humayun Kabir yet its implementation is yet a far cry. It is time that a correct appraisal of the situation vis-a-vis university education was made and a high power commission was appointed to explore the possibilities of diverting the teen-agers from universities to other gainful channels. The problem, though mainly educational in purport has its sociological implications as it affects the youth of the country in the critical period of life.

Hence its early solution is an imperative necessity.

The Bubbling Youth—A Burning Problem

By SHRI GOPAL KRISHNA, M. A., LL. B.,

(The External Services, 'All India Radio,' New Delhi.)

YOUTH are a nation's asset. Blessed with boistorous buoyancy and unlimited energy, abundant manpower and inspiring confidence, they are expected to provide the country with dynamic leadership, capable of anchoring her ship through all trials and tribulations, storms and vicissitudes, to safety and prosperity. In our case, it is unfortunate that these 'builders' of the nation and the 'masters' of our fortune seem to be more indulgent in destructive deeds than contributing their substantial mite to the uplift of the country—and you know when misdirected this great force proves an engine of destruction. All great educationists have acknowledged, though, not without hanging their heads down with shame that values of discipline and enthusiasm for constructive activities have been showing a constant decline in our youth for sometime past. But no country, how-so ever democratic she might be, could afford the luxury of letting her youth drift and deviate to the extent of proving themselves a serious problem for her to solve.



As far back as in 1952, this writer said in one of his articles, published in a leading educational magazine, from Madras, that indiscipline has become a problem today. But in a country like ours, where selfishness has become everybody's birth-right and ideals are as hollow-mockery, conscience a dead element, national welfare a thing of past, black marketing a day light pratice, stabbing in the back a common tendency, misleading and deceiving a prime concern of politicians—it is no wonder that her students have gone unruly and indisciplined.

It would, therefore, not be wrong to say that the wave of indiscipline in sweeping our youth off their feet is but a part of the disease of moral turptitude prevailing in India on a country - wide scale. I further feel that indiscipline is not a disease which could have taken a contagious form over night. It is a growth, evolving gradually from our general moral weakness that has come down to us from generation to generation, of course with an ever-increasing speed and proportions. Nor can it be cured over night. It needs time, energy and sustained efforts by all concerned.

One of the major factors contributing to the students' indiscipline in India today is that they remain unoccupied for most of the time. Barring science students, they are hardly required to be in the campus for 3 or 4 hours. "As hollow mind is a devil's workshop"—with nothing to jostle their heads with - their indulgence in mischief-mongering and notorieties of all sorts is probably more natural than casual or habitual. They have to be kept engaged for

most of the time, may it be in academic or extra-curricular activities. The day should be crowded with group discussions, seminars, symposia, tutorials and other literary activities like debates and essay competitions etc. It is interesting to note here that Osmania and Baroda Universities have decided to earmark 20 and 30 percent respectively to a student on his work of tutorials during the year. In some departments of Lucknow University too, the scheme has been introduced on an experimental basis. The most outstanding example in this regard has been set up by the U. P. Agricultural University, the first of its kind in India, which has started functioning only since July last. There, firstly, the students will be examined more frequently during the year and the marks so obtained will go to make his final grade. The step will make students more serious and devoted to studies throughout the year, instead of just attending to them on the eve of the final examination. Sports are by no means, a fashion or luxury, but for a progressive country today they are a necessity. It should, therefore, be made compulsory for all to take part in sports and games in the afternoon regularly. Dedication and devotion to Sports, to quote from my article on sports published in the Republic day Supplement of the Patrika this year, do yield dividends in diverse ways ... both in national and inter-national spheres. Sportsman has to take a divorce from politics, parochial interests and local patriotism—the demons that are sapping all that is good on earth. In order to encourge students to take part in games more enthusiastically, some percentage of marks may usefully be assigned for one's proficiency in games. It is a welcome news that the All-India Sports Council have decided to celebrate the Sports Week every year every where in India from Jan. 19 to 25. The Deshmukh Committee recommended, with equal emphasis, the implementation of the National Service Scheme, under which every student will have to participate for a year, following Pre-University or Higher Secondary Examination, in manual and practical work as a part of the curriculum.

Evidently enough, there is a laxity in the control of guardians over their wards. Without watching their movements and interests meticulously, guardians are mostly occupied with their own day to day problems and bread-earning endeavours. Left 'unbridled', students go astray and turn into a useless lot. According to a survey recently conducted, there is a stricter control of the head of the family in the South, and as a result there of, there is less of indiscipline in that part of the country in comparision to the North. A Principal of one of the leading Institutions was, under that survey, reported to have complained of guardians, taking undue sides with their wards against the teacher wherer as in the past the verdict of the teacher was always held supreme by the people. This is a bad beginning. Today, suits are filed against teachers and Academic Councils for their actions against students. A teacher not only deserves but needs a reasonable respect from all quarters in order to carry out his onerous duties. Let students be respectful to their teachers-in that they lose nothing. To quote Manu, "He who habitually salutes and constantly pays homage to the aged obtains an increase in four things-length of life, knowledge, fame and strength".

Teachers' declining interest in their students is another contributory factor for the increasing indiscipline. Today most of them do not even

know the names of their pupils, what to say of their needs and problems and aptitudes. I am afraid, only to prepare them for examinations is not the only concern of teachers, but they are responsible for their all-round development of body and mind too. Today we find there is a wide gulf between teachers and students. A close association between the two is bound to be beneficial. True, some students become incorrigible, and in such cases college authorities should not hesitate to turn them out of the institution before they vitiate and pollute the atmosphere with their presence. But, at the same time, speaking from the personal experience as a teacher for some years in a Post-Graduate College, the writer does feel that still the majority of students consists of good, decent and respectful boys, who are amenable to discipline and good manners, provided they are treated with affection, sympathy and understanding. Persons of irreproachable morality, outstanding scholarship and sincere purpose should only be appointed as teachers. Emoluments, conditions of service, general status and recognition in society should be attractive enough for teachers so that they might not think of leaving the profession in the hope of having better avenues elsewhere.

It is a sad commentary of our "builders of the nation" that their conduct and character have been looked upon with suspicion these days. Only last year, a senior teacher of a leading University was publicly condemned for alleged immoral and corrupt deeds, and what a surprise, it was he who subsequently became the Vice-Chancellor of the University. Without commenting upon the merits and demerits of that case, such instances belittle the high traditions of our ancient "Gurus". It is also alleged that sometimes teachers themselves incite students to indulge in subversive activities.

The present politicians also owe some responsibility towards the well-being of the youth. It is unfortunate that various political parties have been misleading young men and women to make them pursue various political dogmas and activities - in their own interest. "Politics is the game of scoundrels" is probably the right lable that should be put on such leaders. We have often heard of proposals from different quarters to the effect that all political parties should conform to a code and spare our students from taking part in the active politics. This could not as yet materialise but if it could be done, things would improve.

Let us bear in mind that in the back ground of subversive activities of students lies the fresh memory of our national struggle for independence which was marked by non-co-operation and satyagraha, hartals and hunger strikes; led and taught by today's front-rank leaders. Taking a leaf from the old book, today's students take recourse to similar activities without realising the difference in the circumstances and conditions, existing in pre and post independence periods. Moreover, thinking in Shakespeare's terms, that "Some rise by sin and some by virtue fall" students some-times feel inclined to divert their energies and attention to such activities. The harmful tendency of attaching great pomp and show, importance and recognition to our political leaders in society is a great temptation for a young man to resist. He also feels like attaining 'prominence' through such courses of action. Professional attainments in other walks of life are hard to

achieve without putting in hard labour to which unfortunately our students are not accustomed.

Our present system of education cannot be passed of without being considered responsible for the growing indiscipline among students. We know that no system of education is, in the real sense a success if it fails to be conducive to the harmonious development of body and spirit, congenial to tastes and temperaments of individuals, stand above all, commensurate with the changing climate and circumstances that the nation might be passing through. What this pattern of education has in it to offer us ? It holds no promise or hope to those who subject to themselves to years' patience and perseverence, trial and toil, while preparing for University degrees. Our educated youth only find thick, dark clouds of utter uncertainty and disappointment hovering all around them without any silver lining. Their life's aspirations and expectations, ideals and aims turn into an all-pervading sense of gloom and insecurity. One may go on piling-up documents one after another from different Universities only to experience a ruder shock of his life as he finds himself still tossing to and fro in the practical life.

In this direction U. P. Agricultural University has taken a bold step in introducing an advisory system, under which each student will be assigned to adviser-teacher who will watch all his interests-academic personal or social, including matter of choosing a particular course of studies or profession. This work will further be supplemented by the 'Placement service', a scheme designed to help the students in providing with suitable jobs.

Equally important factor is the apathy of the society for the well being of our young men and women. Instead of taking interest in their affairs most of us have today nursed prejudices against them. Such an attitude definitely subscribes to their getting worse. Society in itself is also full of evils and ills which can not help affecting the youth who are just a part of the society.

Moral and spiritual values have changed. "Westernism" is taking an upper hand, our inspiring culture is being relegated to the background. We are made to sink into the last but lingering shreds and continuous fresh imports of English civilisation, with the result that Victorian whiggism could be poured down our throats to sap our national consciousness and pride and to vitiate our spiritual outlook and thinking. Today, we find that "The World Is Too Much With Us". Materialism is assimilated in our blood. The glitter of a few tinkling silver coins or the consideration of some personal gains can make us stoop down to any extent. Even the meanest, basest and crudest of our deeds today shake us and we carry them through without a blink of our eye or a murmur of our tounge-and instead we call them only our progressive steps, and those who fall back are branded as 'backward', 'impractical' and even 'insociable' sorts. "Dating", 'Club life" and semi-naked demonstrations by our eves and attempts to personify Omar Khayyam's philosophy, "Eat, Drink and be Merry" by our young men-are only a few of the qualities that our students have endowed themselves with.

Indiscipline actually is a big disease and needs a big operation to

EXPERIMENTS WITH EDUCATION

By SHRI RAGHUVIR SAHAI NIGAM

Principal, Science and Arts College, Seoni.

THE Education Minister of Madras complains that our educationists do not dabble in new experiments. He is fresh from his trip to many countries, communist as well as democratic, and is fired with the new zeal of a reformer.

Experiments here have been so many. Basic Education has come and has conquered. The acolytes have made such a mess of it that Dr. Zakir Hussain had to condemn it as a 'fraud'. It was Dr. Zakir Hussain who had taken up the idea and set it going. What a cry from an agonised heart!

The eleven year school course and the three year degree course propose to prove that 11 plus 3 is something more than 10 plus 4. The country has been steam-rolled into this arrangement excepting U. P.

The scheme of Evening classes and Correspondence courses have been adumbrated and are coming.

Experiments on gigantic scales are being carried on by the rulers. These 'reforms' will embellish the names of these reformers.

When tornadoes sweep the land what can fanned breezes be expected to do. They stop moving. The poor pedagogues need not ransack their poor brains when great giants are accomplishing Titanic tasks.

The educational policy of the states is being shaped by ministries which are constantly swayed by egalitarian pressure of the populace and the members of legislatures who are generally innocent of good education. By the time the educational moves of the Centre come down to the level of administration and execution they are so warped and mangled that only cadaver blood remains.

At one time some people proposed to have an eternal supply of energy without putting anything into the engines. Our leaders want suggestions that might bring about a millineum without their being called upon to do anything to sustain the education.

Even the basic minimum of efficient teachers, an apology for equipment, (much less to say of good thatched roofs over heads and less dusty floor under the feet,) even without chalk and black-boards (I challenge any Education Minister to deny this) pedagogical achrobatics are expected to provide delight like gladiatorial feats.

Basic Education, by itself the most rational scientific if carried on properly, has been laid low by those who mouth slogans and sing the songs of Takli and erect gates to welcome the leaders.

The projected experiments of giving five years' compulsory and free education will result in sheer waste. Five years' instruction under the conditions that exist has never produced literacy. Nor will it in the Third Plan era when efficiency is on

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rid the malady. We have to concentrate our attention on developing character among teachers, parents, students and community at large in the first instance.

National Integration Conference

Steering Committee's Report on Education

A four-day Conference of Leaders of all Political parties and a cross section of leading personalities in the country was convened by the Prime Minister Nehru at Delhi from 28th September to 1st October.

Dr. S. RADHAKRISHNAN inaugurating the Conference made an appeal to the people not to balkanise the country in the name of language but to develop a spirit of toleration and love towards every language and religion in order to build up national integration. He also stressed the need for retaining English Language even after Hindi was developed as the Official or popular language. He called for action in the economic, social, educational and linguistic fields to achieve national unity.

IMPORTANCE OF EDUCATION

The Steering Committee in regard to education has submitted its report for consideration by the conference.

The report says : In a secular democracy, education is the most powerful instrument for bringing about national integration. Since the problems of national integration or of national unity essentially involve the attitudes of groups or large sections of the community, and since education has in its broadest sense been recognized as a powerful instrument for influencing or modifying these attitudes the conference regards the process of education and its reorientation if necessary as of primary importance.

There seems to be a good measure of agreement in regard to some of these aspects, such as that the linguistic minorities are entitled to have instruction in their mother tongue at the primary stage of education. This has been reaffirmed several times, but the conference is of the view that energetic steps should be taken to implement this principle not only in letter, but also in the spirit.

In the case of secondary education, the committee agreed with the Chief Ministers that the mother tongue formula could not be applied except in certain hill districts or certain Adivasi areas and it is expected that instruction will either be in the regional language or, where certain circumstances prevail, in any other language mentioned in the Eighth Schedule of the Constitution of India or in English.

The view generally seemed to have been accepted that text-books should be written on a national rather than State or regional level and even if they were written in any regional language, arrangements could easily be made for their translation or adaptation into other languages. The recommendation made by the University Grants Commission in this regard, *viz.*, that a national advisory board consisting of eminent scholars and University teachers from different States be set up to advise on the writing of inter-provincial text-books or for reviewing text-books prescribed in different States making recommendation for revision and improvement wherever necessary.

In this connection, a view was indeed urged that the work of producing such text-books should be entrusted to some Central agency.

IMPORTANCE OF STUDY OF ENGLISH

The conference fully accepted the proposition that the study of English is important from the point of view of international communication and the growth of modern knowledge generally and more especially in science, industry and technology. While this would be necessary at all stages of higher education, it would be particularly so as the stage of education advances to the post-graduate and advanced research.

As regards the medium for University education, while a plea was made for use of Hindi as medium on an all-

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The Technical Training Week

THE celebration of the Technical Training week throughout the country from the 17th to 23rd September is an event of great importance. It gave the general public an opportunity to understand the significance of technical education at the present day. Even though under the system of Five-Year Plans we have embarked on a policy of industrialisation, the need to change the outlook on education and to further the progress of industrialisation has not yet been completely realised by the parents and the youth of the country. Many of them are still attracted by the literary and academic type of education. It is this that is responsible to a great extent for the problem of educated unemployment. If this problem is to be effectively solved, boys and girls should be prepared to go to technical institutions in considerably larger numbers than is the case at present.

FIGURES collected by the Employment Exchanges show that every where there is a large supply of those who are only fit for clerical jobs. The system of education originally introduced in British days has not undergone much modification, even after the country became free. It provides for training the youth only or in the main for clerical services. Recent attempts to give a vocational bias to instruction imparted in Secondary Schools have not been much of a success. The courses of a practical character introduced into them have a bearing more on secretarial practice, commercial correspondence, short-hand, typewriting etc., than on professions like engineering.

AS has been observed by almost all speakers during the technical training week, the subject of technical education has to be looked at from two points of view. One is that of the youth to be educated and the other that of the society for which they are educated and in which they are to work. From both these points of view educational courses have to undergo a large amount of change and that towards technical training.

TILL about a generation ago the youth who entered schools came mostly from families which had a literary atmosphere about them. They did not experience much difficulty in the acquisition of what may

be called book-learning. Conditions however have been undergoing a change in recent years. There has grown a healthy and welcome desire on the part of boys and girls belonging to all strata of society for education. The majority however of them do not have an aptitude for purely a literary kind of education They have talent for skills involving active work. Much of the wastage which characterises education to-day is the result of the failure of schools to devise a system appropriate to the development of the newer class of boys and girls admitted into them This is not a problem peculiar to India. It has arisen in Western countries also with the growth of mass education. The problem has been solved by the introduction of a larger variety of courses of training involving practical work. This has been done partly in general Secondary Schools and partly in special technical schools established for the purpose. Every one should recognise that the same kind of education does not suit all. We too therefore will have to give a more technical bias to secondary education and start a large number of technical and industrial schools.

THERE is next the point of view of our changing society. All along our society has been a static and a stagnant one. To-day things have become quite different. We are proceeding in the direction of modernisation. Modernisation consists in the application of the growing knowledge of experimental science and technology in all fields of life and especially the economic field. The stress on industrialisation is only one aspect of this process of modernisation. We are starting a large number of heavy and light industries. Even in respect of small-scale and village industries we are trying to modernize them by supplying the artisans and the workers with up-to-date tools and implements. If this is to be a success society requires a large army of technically trained youth and it is this that has given special importance to technical education.

THE Technical Training Week has also made clear that we require different categories of trained people. We require in the first place the men at the top—engineers and technologists who have the capacity to plan and design great projects and conduct research. We require in the second place a large number of technicians to occupy the middle ranks and we also require in the third place a still larger number of craftsmen and skilled workers who have to handle the machines. Experience has shown that for one engineer or technologist two or three men of the middle rank and twenty to twenty five skilled workers are needed. The estimate is that for the third plan period thirteen lakhs of additional craftsmen are required.

TO Supply the different categories of technically trained persons provision has been made in the plan for the required number of colleges, polytechnics and industrial schools. Some of these schools are under the control of departments like railways and defence and they train persons to suit their special requirements. All in all there is now an immense scope for the youth to get themselves technically trained and enter walks of life which were not open to their predecessors It is to be hoped that they will take prompt advantage of the opportunities now created and benefit themselves and the contry by so doing.

Dr. Annie Besant the educationist

ON the first of October the hundred and fourteenth anniversary of the birth of Dr. Annie Besant was celebrated in many parts of the country She rendered invaluable services to India which she regarded as her motherland. And in no field were her services more valuable than in that of education. India owes a debt of gratitude to her for what she did to revolutionise the spirit of education in the country.

IT was in 1893 that she came to India. She was forty six years of age by that time. She was then a prominent figure in the public life of England and fought many battles in the cause of the freedom of the poor and the downtrodden. She was known for the courage of her convictions and for the single-mindedness with which she worked in every cause which she took up. She was at one time a free-thinker and an atheist but gradually she became a convert to theism and after a study of the "Secret Doctrine" written by Madame Blavatsky, she became an ardent believer in Theosophy. It was this that brought her to India—the source of all Divine Wisdom and the Mother of all spiritual truths.

SHE was not satisfied with the kind of education that was imparted to the youth of the country in those days. It suffered from several defects of a serious character. Two of these defects specially attracted the attention of Dr. Besant. One was the utter neglect of a study of the culture of the country and the other was the absence of any provision for instruction in religion and the spiritual development of the individual. 'A large number of educated people became either atheists or agnostics; several became converts to Christianity.' This was all due to their ignorance of the truths of the Indian religions—especially of Hinduism. Dr. Besant made up her mind to introduce a system of education which would be free from defects like these and which would be truly national.

IT was with this object that she started the Central Hindu College in Benares within five years after her arrival in India. It was her idea that the direction of Indian education should be mainly in the hands of Indians, that it should train the youth to become patriotic and public spirited and make them work for the freedom of the country, that it should be spiritual in character and that it should aim at the development of the whole man. The ancient ideal of Brahmacharya was strictly enforced in the college. Religious instruction was imparted. Students were trained for social work through organisations like "Sons and Daughters of India," Scouts, guards of honour, and Cadets of the school and college. A close contact was established between teachers and pupils in conformity with ancient ideals. In course of time it was this college that developed into the Benares Hindu University.

IN a petition which she along with several other distinguished citizens of the country submitted to His Majesty the King-Emperor for the establishment of a "University of India" through a Royal Charter she pointed out that the speciality of such a university would be to give the first rank to Indian philosophy, history and literature and to seek in these, and in the classical languages of India, the chief means of culture. She also pointed out that another speciality of the University would be the paying of particular attention to manual and technical training, to science applied to agriculture and manufactures, and to Indian Arts and Crafts, "so as to revive these new decaying industries," while bringing from the west all that can be usefully assimilated for the increasing of national prosperity." These educational ideals which she then laid down have value for all time and it has been the aim of educational reformers during the last forty or fifty years to give effect to them. They are still the ideals which ought to inspire the educationists of the present day.

AS President of the Indian National Congress in 1917 she gave in her address the plan of a system of national education. She established a society for the promotion of national education in 1918. A National University was established at Adyar with Dr. Rabindranath Tagore as its Chancellor. Though it was a short lived experiment it left behind a scheme which continued to influence the educational thought of the country.

SHE also founded the Indian Boy Scout Association in 1917 for training young people in health, enterprise, good citizenship and service quite independently of Baden-Powell's Boy Scout movement. She did this to give a national character to the Indian Scout Organisation. This was done by her when she

was undertaking in the political field the campaign for Home Rule for India.

A quotation from one of her speeches will give an idea of what she thought of the role of education in the task of nation building. She said on one occasion: "It is in the schools and colleges of India that young India is learning the lessons which it shall practise while it grows into manhood and womanhood. In the young is our hope; and if we can only inspire them with the love of the Motherland, if we can only win them to realise what it is to be the citizens of a mighty and free nation, then out of the schools and colleges of India there shall grow the India of the future; and to us, who believed in her coming, ere yet she has come; she will look back to those who have laid a strong foundation on which Indian men and Indian women who are boys and girls of to-day will raise the great edifice of India's freedom and make India the Motherland glorious among the other federated nations of the World."

IN these days when we are trying to use education for bringing about national integration, this message ought to serve as a beacon light to all of us.

National Integration Conference

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India basis, the general view appeared to be that the regional languages are bound to replace English as the medium of instruction as soon as the necessary preparations for the change-over could be made acceptable to the academic world. But it was agreed that in such an arrangement, there would be the necessity of a link in the shape of a language understood all over. It was felt that this link must ultimately be Hindi, but since Hindi, like any other regional language will take some time for its full development, English will continue to be such a link. This implied that Hindi must continue to be taught as a second language as in the secondary stage of education and it also implied that English will continue either as a transitional link and particulary for at least the post-graduate higher education as a language of international importance. The Chief Ministers thought that phasing of this change-over from English to Hindi or a regional language according to subjects would be necessary, but if as recommended by themselves and the University Grants Commission, all technical and scientific common words including well-known international terms are included in the technical terminology based on international usage and are common to most of the Indian languages, then such a phasing may not be necessary.

There are certain other recommendations made by the University Grants Commission in the educational fields, which were not discussed, but which by implication seemed acceptable.

Views were strongly expressed that in the interest of greater uniformity and cohesion of policy, education should be made a concurrent subject or that at least for administrative purpose, an all-India educational service should be constituted.

It was urged earnestly that the authorities concerned should ensure by a re-orientation of our system of education that it fostered national a feeling.

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ATARAXIA

Dress Regulations

From the day Man began covering his shame to the present day of transparent apparels, the question of dress has been raised often but never answered satisfactorily. Every one agrees that dress is one of the necessities of life. It not only serves to cover shame but it protects the body from exposure. It also adds to the grace of the body. Perhaps aesthetics sets in at this stage of the development of the uniform of an individual. The dress also helps us to identify the wearer. When we look at a man in Khaki uniform with a bicycle painted red, we correctly identify him as a messenger belonging to the department of Posts and Telegraphs. Dress should, to some extent at least, help us in identifying a person. There was a time when a professor wore the long gown which stood for learning. The student of the past had to wear a prescribed uniform when he went to school or college. In the uniformity of dress there was a dignity. But soon after independence it was felt that a student or a teacher was to enjoy his newly-earned independence even in such fundamental matters as dress. So dress restrictions were removed and today a teacher or a student, especially a student, goes to the seat of learning in an Avara bush-shirt, night-pyjamas and with sleeves rolled up a little above the wrist. At times he is found in a suit but wears Hawai sandles on his foot. The worst part of it is when he gets tonsored for religious and other reasons, he is seen in his slacks with or without a foot-wear but invariably donning an evening hat all through the day and at all places. He even sits in the class with the broad-brimmed head-dress that hides the teacher from his neighbours. The teacher, who is supposed to correct the student, not only in matters of studies but in manners, does not correct him because he himself is to be seen in such fantastic dress. This has therefore become the popular dress of the day. But the pity is like all popular tastes, it is not far from being vulgar. It is neither a dress of the morning nor the dress of the evening. It is neither Indian nor foreign. It is neither oriental nor occidental.

The dress of an Indian woman is day by day becoming more offensive and less impressive. It is a pity that girls come to educational institutions in transparent sarees and yet complain of indiscipline among boys. The educational institution is not a place for fashion parade. A woman has to learn to be modest, while she is at school and a man has to be simple. It was only for people like ourselves that Shakespeare made Polonius say,

> Costly thy habit as thy purse can buy,
> But not expressed in fancy; rich, not gaudy;
> For the apparel oft proclaims the man.

(Continued from page 123)

downward path and the Panchayats are to have sway over it. Let any amount of money be poured. It will come to nought.

Pyrotechnics of rocket-shooting are sought to be enjoyed without even building a shooting platform. Let the absolute minimum of sustenance be provided to education before new experiments are sought to be toyed with.

Education is a field where everyone is ready with a panacea without ever having cured any malady and without having even a piece of paper with them to wrap the pinch of the powdered medicine.

In the course of biological evolution the species has to go on trying to attain efficiency before 'sports' with new characteristics which give a leap forward are thrown up.



DELHI

A NATIONAL INSTITUTE OF EDUCATION SET UP

A National Institute of Education has been set up by the Government of India to conduct educational research and train educational personnel at an advanced level as well as to carry on related extension and field services.

The National Institute-one of the few institutes of the kind in the world, will be located in Delhi and affiliated to the University of Delhi.

A number of Central Institutions including the Central Institute of Education, the National Institute of Audio-Visual Education, the National Institute of Basic Education, the National Fundamental Education Centre, the Bureau for Textbook Researeh, the Bureau for Educational and Vocational Guidance, and the Directorate of Extension Programmes for Secondary Education, will be amalgamated with the National institute of Education which will mobilise the resources and facilities of the various institutions and develop an integrated programme.

The National Institute's programme of training will be designed to serve as a model for teacher education programmes and as one of the sources of supply of highly trained professional personnel for the Training Colleges, Research Institutions and Educational Administration.

The Council consists of the Union Minister of Education who is also the ex-officio President of the Council and the Educational Adviser to the Government of India, who is the ex-officio Vice-President. Other members of the Council are the State Education Ministers; and the Vice-Chancellor of the Delhi University(ex-officio); and Chairman of the University Grants Commission (ex officio); Members of the Governing Body of the National Council and other nominees, not exceeding 12 of the Government of India.

The following are the authorities of the Council: The Governing Body; the Board for Educational Studies and such other authorities as may be constituted by the Governing Body.

NATIONAL SCHOLARSHIP SCHEME

The Government of India have approved the National Scholarship Scheme formulated by the Union Ministry of Education for the award of scholarships to students of outstanding merit.

HINDI AS AN OPTIONAL SUBJECT FOR I. A. S. EXAM.

Hindi has been included as an optional subject for the Indian Administrative Service examination from this year.

The action on the recommendation of the Committee of Parliament on Official Language that "Hindi may be admitted as an alternative medium (of examination) after some time" is under consideration. When that takes place, according to the Committee's recommendation "both Hinli and English" will be "available as alternative media at the opion of the candidate for as long as necessary."

MADRAS

EVENING COURSES IN STATISTICS

Evening courses in Statistics for specially picked trainees, organised under the auspices of the Indian Statistical Institute, Calcutta, was inaugurated by Mr. C. Subramaniam, Edu-

cation Minister, on September 13 at the Presidency College.

This is the first time that the Indian Statistical Institute, which is now a statutory body empowered to train candidates for and to award degrees in Statistics at all levels, has taken the initiative to set up a training centre in Madras. The Institute hopes in due course to establish a fullfledged training institution and research centre in Madras with the co-operation of the State Government.

S. S. L. C.—PART II LANGUAGES

Marks obtained in Tamil, English and other subjects in the SSLC Examination alone are taken into consideration for eligibility to University course in Madras State.

It is learnt that with regard to the study of languages under Part II in the SSLC whether it is Hindi, Sanskrit or any other Indian language, pupils are only required to sit for the Examination and the marks are not taken into consideration for the purpose of admission to the University course.

PORTIONS OMITTED IN S. S. L. C. Part I TEXT-BOOKS

In response to the request made by the High School authorities, the Madras Government have notified the portions in Tamil, Kannada and Urdu language text-books under Part I to be omitted from study by students appearing for the S. S. L. C. Examination in 1962.

The Gazette notification states that the text-books prescribed in Telugu and Hindi under Part I should be studied completely and that the portions omitted in Malayalam text-books would be published shortly.

ANDHRA PRADESH

COUNCIL FOR EDUCATION OF GIRLS IN A. P. FORMED

The Andhra Pradesh Government has constituted a council at the State level for the education of girls and women in the State.

Mrs. M. Ammanna Raja, M. L. A., has been appointed first chairman of the committee with Mrs. S. Sitaramamma, D. E. O., Vijayawada as member-Secretary. The term of the committee would be for a period of three years.

The formation of such councils at State level was suggested by the National Council for Women's Education some time ago.

The terms of reference of the committee are: (1) To advise the Government on the issues relating to education of girls at school level and adult women: (2) to suggest policies and programmes, targets and priorities in the expansion and improvement of education of girls and women in the three stages viz, primary, secondary and university; (3) to suggest measures for utilisation of the best voluntary effort in the fields of education of girls and women; (4) to assess the progress achieved from time to time and suggest measures for evaluation of the work done and for watching the progress and implementation; and (5) to take measures for the education of public opinion in favour of education of girls and women and (6) to recommend and collect specific data on problems relating to education of women and to recommend sample surveys, research projects and seminars as deemed necessary from time to time.

EVENING COURSES IN ANDHRA UNIVERSITY

The Andhra University authorities have decided to start correspondence courses, evening and Law courses, adhering to the views and decisions arrived at the conference of Vice-Chancellors of the Andhra, Osmania and Venkateswara universities.

It may be recalled that the Union Government Ministry of Education gave directives for opening correspondence courses and evening courses in humanities.

In case evening courses were to be opened the Union Government would have to foot the bill for the extra pro-

fessors and lecturers and other attending costs.

The University has recommeded starting of evening courses at Mrs. A. V. N. College from the next academic year in B. A. and B. Com.

DEMANDS OF TEACHERS

At the Executive Committee meeting of the State Teachers' Union held at Hyderabad on Sep. 15, it was resolved to request the Government to merge the full dearness allowance with basic pay and grant an additional dearness allowance in consonance with the cost of living index and compensatory allowance.

The Government by a resolution, were requested to establish a Post-Graduate Basic Training College for Telengana region at Medchal, in Hyderabad District The Government were also requested to fix the Matriculate Teachers' pay at a minimum of Rs. 100 as in Madras State.

LOANS TO POOR STUDENTS

About 250 students benefited last year by the Andhra Government's Rs 3 lakhs scheme for the grant of interest-free loans to poor students in the Engineering, Medical, Agricultural and Veterinary Colleges in the State.

The scheme designed to help poor students in the professional institutions, has been working satisfactorily and the Government have enhanced the provision this year to Rs. 4 lakhs.

MERIT SCHOLARSHIPS TO POOR STUDENTS

The Andhra Government have, decided to continue the scheme for the grant of educational concessions to the poor and meritorious students appearing for the final examination in schools, colleges and polytechnics for the academic year 1961-62 also.

The cost of this scheme is Rs. 5 lakhs. It is applicable to those students who are economically backward other than those belonging to the backward classes subject to a certain age-limit.

The Government have asked the Director of Public Instruction to sanction scholarships to eligible students before the end of September 1961, and to see that the sanctioned amount was utilised to the full extent.

WEST BENGAL

TEACHERS CALL OFF STRIKE

The All Bengal Teachers' Association have withdrawn the State-wide Teachers' strike from Sept. 21, following an assurance by the Chief Minister that all junior high schools would be given aid in the same way as the higher secondary schools. It is said that the Chief Minister had also agreed in principle that the new pay scales announced by him should be introduced in all secondary schools including those which were at present unaided.

ASSAM

FALL IN STANDARDS : GOVT'S WARNING

The Government of Assam explained that it was essential that certain directive principles had to be observed by heads of educational institutions in the State in the interest of the maintenance of academic discipline.

The Government, in a Press note, drew the attention of the chiefs of the educational institutions to a circular of the Director of Public Instruction on the question of maintenance of academic discipline which had become one of the issues for the indefinite strike called by the students of the Cotton College, Gauhati.

The Press note said: "The Government of Assam have been viewing with concern the marked fall in the standard of performance of students appearing at the various university examinations from the recognised institutions and this has called for serious attention."

"It has been noticed that on various pretexts, some students often keep away from their main work of academic pursuit and engage themselves in activities not strictly connected with thier studies."

"It is felt the overwhelming majority of their parents and guardians do not feel happy over such a situation and unless the students can be persuaded to desist from such a course of action, the national efforts at raising the standard and quality of education will be completely frustrated.

"In view of this alarming state of affairs, it is essential that some corrective measures be adopted to stop any progressive deterioration in this regard in the national interest. After giving considerable thought to the whole matter, the Government have laid down a five-point policy to enable the heads of educational institutions to cope with the situation created by the students by unnecessarily abstaining from their classes or violating the tenets of school or college discipline" the Press note said.

MADHYA PRADESH

BASIC EDUCATION

Plea for Setting up National Council

The All-India Nai-Taleem (Basic Education) Conference which concluded at Pachmarhi on Sept. 11 has urged the Union Government by a resolution to set up a National Council of Basic Education consisting of officials and non-officials with the Union Education Minister as its chairman.

The resolution said that the selection of the members to the Council should be made in consultation with Acharya Vinoba Bhave.

Earlier, a working group consisting of one representative from each State was set up to take up follow-up work of the Conference and keep contact with the Government, Basic Education workers and Acharya Vinoba Bhave for the speedy implementation of Basic Education throughout the country. The working group will meet twice in a year. One of its meetings will be in the presence of Acharya Vinoba Bhave. Mr. G. Ramachandran has been elected the Chairman of the working group.

UTTAR PRADESH

A BOARD SET UP FOR BASIC EDUCATION

The State Government have set up a Board of Basic Education, consisting of officials and non-officials, with a view to raising the standard of basic education.

The 24-member Board, which will function as a standing-cum-advisory body, is headed by the Education Minister, Acharya Jugal Kishore, Deputy Minister of Education. According to an announcement made by the State Government, the Board will meet at least twice a year in Lucknow or any other place chosen by the Chairman.

The Board will among other things examine whether the teachers of junior basic schools and those of Training institutions for such teachers possess the necessary educational qualification and have received the requisite training in the technique and methods of basic education; examine the present syllabus of junior as well as senior basic schools and also the curriculum of training institutions for basic school teachers and suggest improvements; study the pattern of Government grants for basic education and the financial contributions made by local bodies for the purpose and suggest proper as well as prompt utilisation of such funds.

MYSORE

EXPANSION OF TECHNICAL STUDIES

Mysore is reported to be the first State in India which has achieved the objective of providing atleast one polytechnic in each district.

The expansion of technical education in the State at various levels since 1947 makes interesting reading, having a bearing on the manpower requirements of the State for its development activities.

Thanks to the vision of Dr. Visvesvarayya, the foundation for the systematic expansion of technical education in the State was laid as early as 1943.



Dr. ZAKIR HUSSAIN

Criticises

Present Basic Education as fraud

Dr. Zakir Hussain, Governor of Bihar, has stated that basic education as it is now practised in the country is "by and large a fraud". He has suggested that it should be scrapped in the interests of sound education.

These views of Dr. Hussain contained in a personal letter to Mr. G. Ramachandrah, Secretary of the Gandhi Nidhi and President of the 14th All-India Nai Taleem (Basic Education) Conference, were read out by Mr. Ramachandran at the conference which concluded its two-day session at Pachmarhi on September 11.

In his letter, Dr. Hussain said: "The feeling has been steadily growing on me that hardly anyone – that is amongst those responsible for basic education—is keen on it. Hardly anyone knows all that it implies, hardly anyone cares to find out. They just have it on their hands and don't know how to get rid of it. I personally feel it would be in the interests of sound education if basic education as practised to-day is scrapped. Some day it might reappear again with better chance of success. But if we continue in the quarter-hearted and insincere manner in which we are going on it would be dead for all time and an avenue to a sound reform of our elementary education may be permanently "losed".

Mr. BASHEER AHMED SAYEED

Warns

Against Change In English Medium

Any change in the medium of instruction at the University at this stage would be disastrous, said Mr. Basheer Ahmed Sayeed, retired Judge of the Madras High Court, while delivering inaugural address of the Annamalai University English Association and Club at the Sastri Hall, on Sept. 4. He said that in spite of the advance made by the regional languages in recent years, English continued to be the medium for exchange of views between the people of the different States.

Mr. Basheer Ahmed pointed out that some people wanted the Annamalai University to be a Tamil Univeversity and said, "if this University is only to be a Tamil University, and the medium of instruction is Tamil only, the University would be isolated not only from the other Universities in India but of the world as well. The graduates coming from this University will not have any value."

Stating that it would take generations before Hindi could develop into a national language, Mr. Basheer criticised the linguistic reorganisation and advocated the reorganisation of the States into five or six zones to ensure administrative efficiency and the continuance of English as the medium of instruction not only at the University stage, but even from the secondary school stage. He described the move to have a common script for all Indian languages as "absurd."

Sri S. A. GOVINDARAJAN

Quotes

Tagore's Example in the use of English

"If we are sincere in our Tagore Year Celebrations we must give up the false idea that we should not use English because it came with the English rulers", said Mr. S. A. Govindarajan delivering the T. R. Venkatarama Sastri Endowment Lecture for 1961 on Sept. 25, at Madras.

Adverting to the question of language, Mr. Govindarajan said that

attempts were being made at the all-India level to introduce Hindi as the official language and simultaneously, at the State level, to make the respective regional languages serve similar purposes. "With the consequent neglect of English and the failure of Hindi to take its place, the standards of education have suffered a marked decline", he said. And soon, he added, each State and each University would be cut off from that fruitful interchange of ideas among the various constituents of the Indian Union and among its administrative and educational units, on which alone we could build up a great nation.

It was in our attitude towards English that we should draw lesson from Tagore, he said. While the poet was not behind others in correctly evaluating the place of the mother tongue in the education of the child, he found in English an admirable medium of communication both with non-Bengali India and with the world outside. Tagore was a true liberal and did not hesitate to use English as occasion warranted.

"English is now the international language and in our enlightened self-interest we must continue to use it" he concluded.

Mr. V. K. K. MENON

On

Students' Unions and Strikes

Addressing the staff and students of the Osmania 'varsity at Hyderabad, Mr. V. K. K. Menon, Union Defence Minister on Aug. 28 appealed to the Students to cultivate a scientific temper of mind and stressed the need for maintaining high standards in education.

Mr. Krishna Menon said that education should provide a liaison for the students on their emergence from the colleges, with the society at large. Now there was abrupt change. Ultimately, this problem had to be solved by the students themselves, he added.

Mr. Krishna Menon made a reference to students' strikes, and said that they abstained form classes, because the examination papers were difficult. Having done so, they considered themselves to have emerged as heroes. He did not find any heroism, when students were not able to cross the first obstacle. The Students' Unions were not economic organisations, but their approaches and attitudes must be functional. They must be concerned largely with their own interests in building up their career. He would like to witness changes in the organisation of Students' Unions. They must learn to depend on their own dignity and self-help.

Mr. Krishna Menon said that they had now come to realise in the twentieth century that truth was something which had to be tested as a result of their observation. The modern world was based on the capacity of utilising the experience of people in the past. If education did not produce that attitude of mind among the students, they would not be able to resolve the conflict in this country, "which was a conflict between the astrologer and the nuclear scientist, antediluvianism and modernism." They could not believe in both as they could not go backward and forward at the same time

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COLLEGE COURSES BY TELEVISION

By FAN CHIH-LUNG.

At 7 a. m. on early spring day in Peking, Professor Feng Chungtai, a teacher for over 30 years, commenced his lecture. Just as in an ordinary classroom, before him was a table and behind him a black-board. Looking straight ahead in his customary way, he began, "Today we will have a lesson in dynamics..."

The strange thing was there was not a single student in front of him-only two cameras and several bright lights. This was the studio of the Peking Television College. His students do not number by the dozens or hundreds, but several thousands, scattered in more than 800 organizations throughout the city. Most of them work in factories, mines and research organizations, or are teachers in primary and middle schools.

One of the newest of China's many forms of spare-time education, the Peking Television College was opened in March 1960 under the joint auspices of the city department of education, the Peking Broadcasting System, and three universities in the area. So far, it offers preparatory classes in mathematics, physics and chemistry, and courses of first-year college level in these subjects taught by members of the faculties of Peking University, Peking Teachers' College, and Peking Normal University. Professor Feng heads the teaching research group of the physics department at the latter.

A CLASS

Although the teachers rarely see the students, instruction is still very vivid. In a room at the Ore Dressing Research Institute attached to the Ministry of Metallurgy, a group of young people, notebooks in hand, gather before the television set, for a class in chemistry which is about to begin. Hsu Mei-li, a young woman instructor, appears on the screen to explain the structure of crystals. She begins with the crystallization of salt in sea water and leads on to sodium and chlorine ions, writing on the blackboard their chemical symbols. Then the teacher disappears from the screen and animated drawings show a piece of table salt dissolving in water into wiggling tadpole-like units, representing sodium and chlorine ions, and then, as the water evaporates, re-combining into crystals. The same graphic method is used in the following physics lesson on the abstract concept of the conservation of energy. The screen shows a hunter in a small boat which moves backward with the recoil after he fires his rifle. This helps the students grasp the relation between action and reaction.

Teachers at the television college illustrate their lectures as much as possible with films and other audio-visual material. Last term the classes in chemistry and preparatory sections in physics ran more than a dozen short films to supplement lectures. One of these, made in cooperation with the television station, was titled 'Halogens'. It gave a detailed explanation of fluorine, chlorine, bromine and iodine, showing laboratory experiments and the process of extraction of these in China's salt industry. The graphic explanation of such things, which students formerly had to imagine, greatly aids quick comprehension.

Most of the 120 students at the Ore Dressing Research Institute are assistants in the ore dressing, metallurgical and chemical laboratories who have had senior middle school education. From the television courses in which they participate - two in physics and three in chemistry - they gain additional theoretical background which can help them better understand their specialized work.

"In the past when I conducted experiments to separate minerals by flotation," says a girl trainee in ore dressing research, "I knew only that some were very sensitive and if foreign matter became attached to them, they could not be isolated. But I never knew just why. After lessons on the electronic structure of matter, I now have a better understanding of the characteristics of the different elements and can utilize the method of adding other substances to render the unwanted elements ineffective. This guarantees the accuracy of my experiments."

HELPS EVERYDAY WORK

To enrich the content of the teaching material, suggestions for items to be included are regularly solicited from leading people in the laboratories, factories and mines. Although the TV college offers only fundamental courses, it tries in every way to tie the lessons to practical production. Most of the worker-students have accumulated a fair amount of experience on specific matters concerning their jobs, so if theories are related to practice, they can grasp them more quickly and put their newly acquired knowledge to immediate use.

A young man whose job at the repair shop of the Peking Transit Company was to cut metal sheets to the desired shapes and sizes, learned about the principle of maximum value in an advanced math course for physics students. By applying it, he was able to devise many ways to economize on his raw material.

Before the liberation Chou Yu-shu was a cowherd for a landlord, and had no opportunity for study. After the liberation he was able to get several years' schooling and became a messenger at the Peking radio station. While on this job he completed senior middle school courses, and last year began to take up advanced mathematics through the TV college. He has recently been transferred to the acoustics department, where he uses his new knowledge to calculate the sound absorption qualities of different materials.

Besides attending lectures, students of the TV College prepare regular reading and homework, assignments. They receive help from special advisers usually experienced engineers, teachers or advanced students-at their place of work. In every district in the city the college has also set up an advisory centre where students may go at any time for additional tutoring and where they come together for tests and quizzes. Every two weeks the advisers in the different organizations meet with teachers from the college for special briefing sessions and pointers on difficult or important subjects coming up in the near future. At the same time these advisers pass on the students' requests and suggestions.

The teachers often receive phone calls that run like this; "I 'm one of your students and I work in the refinery of the Tungjentang Chinese Medicine Factory. This morning you spoke about purifying water, using a magnetic field. It sounded like a good idea, and we are thinking of setting up such facilities here. Can you recommend some reference material?"

When workers at the peking Gas Company were thinking of substituting benzene for gasoline as a solvent for the tar with which they coat gas pipes, they came to the school for advice.

Whenever they walk down the street or relax in the park, professor Feng and the other teachers find themselves being greeted by people they

have never met before—their "invisible" students. This gives the teachers as much surprise as joy.

"Our college has just begun," points out professor Feng with great feeling, "but right now I am teaching more students than I did in all my past thirty years."

— *E. P. R. China in India.*

EXHIBITION OF BRITISH BOOKS IN NEW DELHI

An exhibition of British books on India, which will later tour other cities of this country, was inaugurated in New Delhi by the Vice-President, Dr. S. Radhakrishnan, at 5 : 30 p. m. on Friday, September 22, at the All-India Fine Arts & Crafts Society's Theatre. The exhibition has been arranged by the British Council.

This is a collection of some 1,400 books and documents collected by the British Council over a period of several years. The exhibition is designed to give what must be only a small indication of the great wealth of books on all aspects of India published in Britain, most of them between the last decades of the 18th century and 1960 — the majority by Britons, but with a liberal selection by Indian authors.

After it closes in Delhi on September 29, the exhibition will be seen in Aligarh (October 4 to 8), Jaipur (October 12 to 16), Lucknow (October 21 to 24), Kanpur (October 27 to November 1), and Allahabad (November 4 to 9). Thereafter the exhibition will move on to other regions of India.

Following on its tour of the country, the exhibition will form an India Room of the British Council Library in Delhi, to which will be added more works as they are obtained or written and which will be open to scholars and laymen wishing to consult them. —*B.I.S.*

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REVIEWS

THE ESSENTIAL TAGORE : By Rameshwar Gupta. Published by Chetnagar Banasthali, Rajasthan. Price Rs 4/- Pages 159.

Dr. Rameshwar Gupta, Head of the Department of English, Banasthali Vidyapith is a man with of variegated interests. He is a Member of P. E. N. (India), founder member of Indian Sociological Society, Bombay, and Managing Editor of *Samajshastra*. He has some published works in Hindi and English to his credit. His latest work is *The Essential Tagore*. Perhaps he, with his many-sided activities, is qualified to deal with the many-sided personality of Tagore.

Mr. Gupta has described his work as a faithful account of the reaction to Tagore's poetry and the discovery of a basic unity of experience and inspiration running through his life and work. He is aware of being dubbed an impressionist and as he proclaims in the introduction, he has substantiated his statements with the Poet's own works. Stress has been laid on his dramatic and poetic works in English only.

The book is informative and engaging. It deserves a place in a collection of books on Tagore.

TEACHING : Quarterly. September 1961. Published by Oxford University Press, P. B 31, Bombay 1. Price : Single Copy Rs 1.50. Annual Subscripition Rs 4.50.

This Issue under review specializes in the Teaching of Science. The Editorial refers to some changes that are being brought about in England, the United States and France in the educational line to make Science popular. Reference to the international conference at Unesco Hall in Paris in August 1960 and the recommendation of the UGC in India to make Science easier and more popular, is made and a very apt question, 'But what is being done for our Secondary Schools?' ends the editorial.

T.L. Green's article on "Photography in Science Teaching" is tempting while "Enrichment of the General Science Syllabus" by Sybil R. Benjamin is an Experiment, as the title itself suggests The articles of T. R. Lakshminarayan, on "Physical Sciences in Grades X and XI (Madras State)" and T.R. Venkata Subrahmanyam on "Aids in Teaching and Testing Science" are practical in their approach and deserve consideration. V. V. T.

CRAFTS AND CONTEMPORARY CULTURE—by Miss Seonaid Mairi Robertson, sponsored by Unesco, published by Harrap, London Price : 16/6d (Sterling).

This book is a study of the role of crafts in school and adult education and is an offspring of a seminar organised by Unesco a few years ago in Tokyo on Arts and Crafts in General Education and Community Life.

The book covers the following subjects : the definition of craftsmanship; the dilemma of craftsmanship today; craft education with children and adolescents; the training of craft teachers; the small workshop; rural industries; crafts and industry; the industrial consultant and designer. It reveals the important work done by craftsmen today and the problems involved in the preservation of traditional crafts.

In the words of a Unesco review : "Everyone concerned with crafts, whether student or teacher, or even amateurs, will be interested in this book. It deals not only with teaching crafts and teaching craft teachers, but with the whole place of crafts in the technologically advanced Western countries. It has been the authors's object to convey an attitude rather than to give practical information; to explain the place of this form of 'counter revolution' in our machine age." *(Contributed)*

GOD MUST WHISPER

By Principal B. S. MATHUR, Ghaziabad.
M. M. H College, Ghaziabad.

RABINDRANATH Tagore is a penetrating thinker in his poems. They are a perennial inspiration for a man who is working in the field of education. He writes :—

I have come to thee to take thy touch before I begin my day.

Let thy eyes rest upon my eyes for awhile.

Let me take to my work the assurance of thy comradeship, my friend.

Fill my mind with thy music to last through the desert of noise.!

Let thy love's sunshine kiss the peaks of my thoughts and linger in my life's valley where the harvest ripens.

Tagore is definitely aware of the sad valley of darkness we live in. Hence this appeal to his Friend—Friend is God Himself. Tagore is very deep here. He is a continuing philosophy of life which reveals (and points to) the great presence of God in all our life. He wants us to feel this Presence so that darkness might end in sunshine, sorrow in joy, and the man is ultimately to be busy in the great romantic adventure of life, of sweetness and light, to open up for man unlimited opportunities for the manifestation of God in him, in his deeds, thoughts, visions and dreams.

In the world man is face to face with apparently unending complications. He might face frustration. Tagore is not for this frustation. He is for bravery, indeed, heroism, on the part of man. Man is man, and he can do what God does - he can create and he can be happy in his creations. Tagore imagines man having considerable energy, and this energy must be devoted to great and lasting achievements.

Tagore values education as a discipline, as a culture that can make him brave. Man has to work in bravery and he must turn to God, not only in the hour of difficulty but in all hours so that his real liberation is accomplished, so that he can be busy endlessly in creation of beauty and adventure. Tagore is aware of man's inner wealth. He is all-out for that inner revelation. Hence his appeal to his Friend.

One could wish for such a consummation as a result of proper education. This turning to God is not a sign of weakness, of some limitation in man, some softness that might make man unfit to live in the present world of complications. We are with Tagore.

Tagore does not consider man weak. He believes in work and he wants man to concentrate upon work, the great adventure of life, which can never be complete without man's own share, indeed, leading role. He is to begin his day but he is to think of the great comradeship without which it might not be given to him to be happy and satisfied. He is for that assurance just from the very beginning of the day, and this assurance, this presence of God, is to continue till the great end when man's end is accomplished, when he has completed his voyage through the "desert of noise" One cannot say that Tagore is running away from life, indeed, he is running into it and is ever keen on

banishing the noise by converting it into music and harmony. Life's noise one has to face, and facing it, it has to be changed into perennial harmony.

Behind this poem of "assurance of comradeship," in the mind of Tagore, there is the picture of a real man, who has hands to work, who has head to think and who has heart to feel. This man possessing all powers lacks the great power if he forgets his Friend, his God. This Friend, this God, might be man's great ideal of TRUTH, man is after. That touch, that divine interference, must be here to shape our future and also present because Present is Future.

Here is a man who has commenced his work, his eyes are weary as he is tired or he is unable to overcome the difficulties of life. He is all about him covered by noise. He sees a desert and there is no question of a harvest ripening. He is lost in his thoughts and worries. Then he turns to his Friend. Noise yields to music; the desert ripens in a great harvest. His eyes can rest upon His eyes. His thoughts thus far as dark as blackness are surrounded by a sunshine and what is more, he has a great assurance for the entire course of his life. He is thus face to face with a great Presence and he is in the midst of great work which declares him a man.

Tagore combines man and God in the drama of life to be played successfully. This is the record of our "hearts," when hands clings to hands, and eyes linger on eyes. Here is a great companionship, more than the assurance of comradeship, and in this comradeship there is joy coupled with wisdom, intellectual thoughts kissed by faith of divinity. Tagore is for this happy blending, union of man with God.

How beautifully he sings:

Do not keep to yourself the secret of your heart, my friend!
Say it to me, only to me, in secret.
You who smile so gently, softly whisper, my heart will hear it, not my ears.

So Tagore is for "peaks of thoughts" that are kissed by God in "secret," in "softly wisher." Tagore is not like Bernard Shaw, who preaches a certain type of "pure intellectualism." Tagore is for a happy blending of man and God. This must happen in education.

Education is a preparation for life. In a way, it is life itself. In life we need the union of man and God. For this union, our education must be a positive preparation. God might not dominate in education. He may come to us while in the process of education, softly and in whisper. But His secret must be our secret. We are to hear it from the inner ears. The idea is clear. God must be our possession intrinsically and essentially from inside. We are not to make a show of God. Man has a personality, and it is a great thing, a great strength that can go a long way in the world towards innumerable achievements. But in all these achievements, God is not to be forgotten. He is to touch our personality. He might not appear to take us by His Hands *openly*. After all, it is man who has to register and complete the journey. But God must be his inner conscience. That is Tagore's philosophy of life. That can be taken as Tagore's philosophy of education.

Tagore wants an "assurance of comradeship." This education must supply if it is an education to sustain and to maintain humanity ever in touch with God, with great intimations of immortality.

The Role of Education in effecting Educational Integration

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RECENT events in India have shown that there are many fissiparous tendencies at work in our national life which must be checked, diverted to socially useful channels or sublimated in the interest of national integration. These disruptive forces have always worked to the detriment of our national unity in the past and have kept us separate though they were less evident before independence because they had not broken out into explosive acts of violence in the form of language riots, as they are doing now owing to the presence of certain factors in the Indian scene.

Linguism or an aggressive form of language-awareness or what may be called "linguistic nationalism" has raised its ugly head in certain linguistic States, which are about to undertake legislation with a view to declaring the regional language, spoken of by the majority, as the medium of administration, without giving due consideration to minority claims. This aggressive form of language awareness which India has been experiencing to-day, is a by-product of our struggle for freedom during the British rule. The leaders of the freedom movement demanded the reorganisation of provinces, created by the British for administrative convenience only, on the basis of linguistic homogeneity. This was about time President Woodrow Wilson's doctrine of self-determination for reorganisation of States in Europe after the First World War gave birth to new national and linguistic States (such as Finland, Poland, Yugoslavia, Czechoslovakia etc.) out of the ashes of Poly-national States. Just as in Europe the sentiment of nationalism acquired a new meaning as it became co-eval with the desire for self government in independent Nation-States, so in India also the Congress party began to press the British for regrouping of provinces on a linguistic basis. The idea was that, if States could be thus regrouped, people speaking one language could get the opportunity of perfecting its own system of law, civilisation and culture so as to be able to contribute its best to enrich the total stock of Indian cultural heritage. Imbued with this idea of nationalism, the people of Bengal

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(Continued from preceding page)

Wordsworth sings in praise of Nature :—

My heart leaps up when I behold
A Rainbow in the sky :
So was it when my life began,
So be it when I shall grow old,
Or let me die!
The child is father of the man ;
And I could wish my days to be
Bound each to each by natural piety.

What a great philosophy? Nature is our chief support, our real joy, to sustain through life. Nature alone leads to natural piety. So is Tagore for God in education, for the revelation of divinity of man in his life. This is what real education is to be-God-fearing and God-leading.

stoutly resisted the partition of Bengal (a single linguistic area) during Lord Curzon's regime. Its advocates contended that if individual liberty was conceded in a democratic set up for the fullest development of all that was good in the individual, surely there was no reason why the liberty of the nation to self expression, self-determination and self-development, should not be considered as its inherent right.

After independence Andhra was the first State to be reorganised on language basis only after the death of Sriramulu who faced death on this issue to force the hands of the government. The formation of 14 newly formed states and 6 centrally administered ones on Ist November, 1956, on the basis of the recommendations of S. R. Commission was hailed as an event of great national importance, which the President described as the natural outcome of the process of integration and consolidation. But in actual effect this step only "tended to blur, if not obliterate, the feeling of national unity by the *emphasis it placed on local culture*, language and history." It strengthened the barriers between the States. For the first time in the history of India it sought to convert cultural frontiers into political frontiers. The regional Universities also made the regional languages media of higher education in place of English, thereby developing regional exclusiveness and interstate unintelligibility.

It is also meant less social and spatial mobility among all sections of society throughout the States, and tended to exalt the regional idea at the expense of national unity. Thus rank and unabashed separatism, based on regional languages, complicated by the economic issue of domination of the State language group over minor ones and consequental social disparities between them now began to express itself in a violent form of group prejudices and conflicts in Assam riots, resistance to Hindi in Southern States, West Bengal, Assam and Orissa, irrational prejudices against Urdu (a purely Indian language with a highly developed literature) in U. P., Bihar etc., prejudice against Bengali in Bihar, Orissa etc. All these outbursts of irrational prejudices go to prove that we have yet to learn the values of rationality, tolerance, fair play etc., essential to maintain a cohesive society.

It is a fact that India has never been a united nation in the long course of her chequered history inspite of whatever some of the finest minds of her people may maintain that behind the diversities of race, language, classes, castes, religions, different degrees of cultural development, customs, food-habits and institutions in different parts of the country, there has always been a sense of fundamental unity in diversity which has given us a general feeling of Indian-ness transcending all these apparent differences and distinctions. Marshall Stalin has pointed out that, of the five essential requirements that constitute a "nation" viz. territorial integrity, economic life, historical and cultural continuity, language and psychological make up, the absence of any one will prevent the growth of a nation. If this view be accepted, one has to admit our *multinational Status* because of the presence of many languages which have always operated as the most intractable barrier to the fusion of the people into a homogeneous nation.

Yet the fact of the fundamental unity of India is more than apparent in the long cultural background and

the common outlook on life arising out of mixture of popular philosophy, tradition, history, myth and legend etc. Thus, although on the surface there may be a good deal of difference among the different nationalities in India, there is no doubt that they will react similarly to similar problems because they have inherited a common cultural heritage. The essence of Indian culture and civilisation is this principle of *"unity in diversity"* which may be called in modern political phraseology as the "Principle of Federalism," giving the greatest latitude for development as between classes, communities and regions. In ancient and mediaeval India this principle worked well in practice because in those days cultural bonds had far more importance than now. But in the present condition of things the risks of fragmentation are greater in a linguistic state unless determined attempt is made to indoctrinate the Indian people with basic and fundamental unities of the country and strengthen them *on a intellectual level* through the education of young persons passing through the nation's schools, colleges and universities. A sense of fundamental unity on the cultural plane, based on emotion alone cannot any longer stand the test of time in the present age unless our attempt at emotional integration is founded on the solid bedrock of *intellectual apprehension of our cultural heritage by the nation's youth.*

We have already seen how linguistic nationalism as a great cohesive factor, does unite, elevate, develop, seek to preserve and promote all that is best in a nation. We have also seen how under such conditions of perfect freedom of development each State may be in a position to contribute its quota to the common stock of our cultural heritage. *But this is not the whole story,* for while linguism attracts to itself *like* groups, speaking the same language, it *repels groups that are unlike.* It evokes a separatist tendency towards isolation. It sometimes reveals itself in a kind of parochial patriotism. It evinces a tendency to a kind of imperialistic domination over other language groups, whose language is not recognised as the state language. It attaches an exaggerated importance to local culture, language, institution, history and language at the expense of national unity. . Besides, this kind of nationalism on language basis, is no longer an adequate force in the modern world. Again, it has to be considered that if a State be organised on language basis, it may soon develop into a multi-lingual State when another demand will come from minor language groups for further reorganisation according to the language formula, leading to unending balkanisation of India.

In contemporary history, we see many multilingual Nation states like Switzerland, Canada, the Soviet Republic, Yugoslovia, etc., which consist of many communities speaking different languages and professing different religions but in spite of these diversities, they are proud of their national unity because they have effected complete psychological integration, i. e., a feeling of belonging to one nation having a common cultural heritage through their universities, colleges and schools. As against this, our regional universities do not pay any attention to the language or culture of different language-groups in the country. This is in startling contrast to the position modern European languages occupy in different universities in Europe

even though these universities do not belong to one nation-state.

Although in the *political field* the Govt. of India have taken steps to check disruptive tendencies e. g., the framers of the Indian Constitution have sought to create a strong centre in a federal structure by including in it many features that go to make the constitution unitary in character and by introducing Hindi as a common language to be used as the medium of intercommunication, much remains to be done in the *intellectual field* through the educational system. The idea of a single State language for a multi-lingual country, like India, has always smacked of a kind of imperialistic domination. The Moghals tried Urdu for the same purpose, but it never became the language of the people. There should therefore, be no insistence on one language only i.e., Hindi, as the common language for all the States of India especially in this transition stage when Hindi is not sufficiently developed but English should continue as such. Likewise, the linguistic States should not be dominated by a single language within their regional boundaries because it is spoken by the majority, but, as far as conditions permit, languages of important minorities should co-exist with it.

Universities and Colleges under them should play a pivotal role, acting as a kind of "Catalytic agent for the syntheses of cultures on an intellectual basis" so as to evolve in the minds of our potential leaders a common consciousness of oneness—a sense of belonging to the cultural heritage of the race, derived from different elements in our national life. *Universities* can also help by forming Associations which cut across the barriers of language, religion and community through such means as Inter-University Debates, Youth Festivals, Competitive Games, Seminars, comparative study of the languages and culture of other regions, teacher and student exchanges, Inter-University staff appointments, Inter-State travel, etc. Every University must consider itself at its post-graduate and research level as a *national* rather than a *regional* institution, through which the leaders of the nation emerge. It is necessary for different Universities to establish Departments of modern Indian Languages as far as practicable and to provide for research in the same so as to establish common origins and current identities and to embark on translation schemes of the best textbooks in their own regional languages, besides *three common scripts*, one each for (1) Indo-Aryan Group (2) Telugu and Kannada Group and (3) Malayalam and Tamil groups of languages. All these steps will promote entry into each university of selected groups of students from other regions and language groups in the country and also ensure teacher-exchanges. Schools both at primary and secondary level can also play their part in effecting the *emotional unification of India.*

In the *Junior Basic Stage* (6 to 11+) the following items should be stressed in the curriculum.

(a) Folk-tales collected from all regions of India embodying different ways of life and thought in India;

(b) biographies of heroes from each region and also founders of religions, religious leaders with interesting episodes in their life, together with simple accounts of all religions (common fundamental principles);

(c) simple human geography of each region;

(d) simple accounts of the heritage of each region in arts, architecture, sculpture, painting, literature, dance and drama;

(e) simple accounts of the social life of the people of each region and the progress achieved since independence;

(f) a simple account of the cultural heritage of India in each walk of life viz., flora and fauna, shrines, pilgrimages, historical monuments, beauty spots, industries, fine arts, etc.

In the *secondary stage* also more detailed accounts of the above may be given besides the following:

(1) accounts of scientific and industrial developments in India (past and present) in the context of world developments and containing our own contributions in this behalf;

(2) a book on Indian Culture containing a study of regional *differences*, divisions and diversities of Indian life (e. g. of classes, religions, castes, races, habits, way of life, customs, dress, etc.,) and also *similarities* (e. g. in outlook, cultural background, popular philosophy, tradition, myth, legend, history, values of life, etc.,) may be introduced;

(3) A reorientation of the teaching of Indian history with a view to fostering the idea of national unity may be made.

(4) Best books on different languages of India should be translated into the regional languages for rapid reading;

(5) A social history of the Indian people may be introduced. Denominational institutions should have no place in a secular democracy. All college, school and University hostels should be run on an entirely non-community, non-caste and non-communal basis for obvious reasons If students belonging to different groups, regions, communities and castes reside together and are thrown into social relationship with one another, many of the prejudices, now preventing free communication between them, can be overcome. Lastly, during the transition period the medium of higher education at the University stage should be *English* which has played a significant role so long, but those regional languages, which are sufficiently developed and fit to be used as such, may also be used as media when conditions permit side by side with English.

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The System of Teacher Aides in U. S. A.

A new method of better utilisation of instructional staff

By Shri V. P. PAITHANKAR, M. A., B. T.,D. Ed. (U. S. A.),

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IN U S. A. growing enrolments and teacher shortage have led the administrators to seek new methods, to make the maximum use of the professional skills of class-room teachers. Some of these methods such as use of telivision, teaching machines, teacher aids etc. are still in an experimental stage but they definitely hold the promise of raising the class-room efficiency of the teacher.

During my study tour of U.S A., I visited some schools in Washington D. C., California, Illinois and Iowa State where the system of teacher aides has been introduced for a fairly long period though it is still on an experimental basis.

The idea of employing teacher aides was first thought of by Charles B. Park, Superintendent of the Bay City School system in Michigan State. Park was faced with the problems of growing enrolments and shortage of teachers and class-rooms. He observed that during Second world war hospitals appointed aides to help the over-worked nurses. He therefore first undertook a critical and Scientific study of the time spent by teachers on non-professional duties. His findings clearly proved that the teacher's efficiency suffered owing to the extra-teaching duties such as routine chores, monitoring lunch rooms, filling attendance registers, collecting class funds etc. He therefore decided to provide the over-worked teachers with aides who were expected to do all the non-teaching work of the teachers.

In the intial stage Park had to face stiff criticism of his project. Some educators maintained that it was not possible to divide the teacher's duties as professional and non-professional. Others warned that the project may endanger the teaching standards in the class-room. But Park was a daring and energetic Superintendent. In spite of the opposition he introduced the system of teacher aides which in due course was adopted by other school districts in various parts of the country. Today there are more than fifty school districts which have been carrying experiments regarding the utility of teachers aides.

The term teacher aid is used in a loose and broad sense and it includes such titles as school assistants, lay-readers and paraprofessionals. These different terms do not signify different systems. They refer to the same system under which all non-teacaing duties are assigned to the aides in order to relieve the teacher of his load of non-teaching work. All professionals such as physicians, lawyers, engineers etc. utilize the services of others to handle their non-professional work and hence they are able to devote more time and energy to their professional work. Similarly the teacher aides lighten the load of teacher's work and as a result teachers are able to utilize their talents to raise the class-room efficiency. Many teachers feel a sense of frustration as due to the heavy load of non-teaching duties they are unable to perform their professional

tasks properly. Teacher aides to some extent have helped to meet this problem.

The qualifications of these aids depend upon the nature of work for which they are employed. Usually the minimum requirement is high school graduation. Besides typing and knowledge of routine office work is supposed to be essential. For correction of composition work college graduate house wives with major in English are generally appointed as aides.

The duties of the aides are varied and differ from school to school. While visiting some schools in Washington D. C. I observed that the aides who had college degrees and some experience of teaching helped the teachers by relieving them of correction work. The teachers had therefore more time for class-room preparation and instruction. These aides also helped the teachers to manage the large telivision classes.

In California, I noticed, that some of the Principals were very enthusiastic about the system of teacher-aides. They were of the definite opinion that the aides have positively helped to reduce the teacher's work-load and to increase the effectiveness of teaching composition skills. Some schools in this area also utilized their services for such duties as typing, mimeographing, record-keeping etc.

In Illinois State I was told by some administrators that the duties of the aides in their schools were of clerical or routine nature. These aides worked under the guidance of the teachers and they usually carried out such duties as supervision in study-halls, clerical help to librarians, taking attendance, banking, collections, notices for parents etc.

I visited some schools in Iowa State where the teacher aides were employed to help the teachers with the preparation of instructional material, checking work-books and completing reports, setting up a movie-screen and projector and operating it, collecting money and correcting papers. They also helped to supervise the lunch-room activities giving the teachers a free lunch period. At Cedar falls, Iowa, students from Iowa State teachers' college were employed as aides.

There were no formal programmes for these aides. Some schools, however, held a short orientation programme. In most cases the aides got the training on the job.

The aides are paid by the hour and some times they are paid a lump sum for the year's work.

Evaluation is a continuous process in U. S. A. Questioned about the utility of teacher aides, many of the administrators admitted that the aides have definitely proved useful in maintaining instructional standard in over-crowded classes.

To summarise my impressions of this programme, it may be stated that the aides are employed as an emergency measure to preserve the effectiveness of qualified teachers, that they have lightened the burden of over-loaded teachers and that they have made it possible for the teacher of the normal size class to pay individual attention to students.

BOTTLENECKS IN BASIC EDUCATION

By Shri GURNAM SINGH, M. A., (Triple), M. Ed., Faridabad (Pb.)

NOTWITHSTANDING the fact that much has been written and said on Basic Education, there are still a large number of people who have serious misgivings about the efficacy of this system. The 14th All India Nai Taleem Conference held at Pachmarhi recently has made Basic Education a live issue. Commenting editorially in its issue of the 13th Sept. 61, the Hindustan Times (Delhi) remarked : It is characteristic of some of our reformers that they wish to press with their pet schemes regardless of practical difficulties and doubtfulness about their social utility.

The protagonists of Basic Edution are determined to extend the system to all schools without paying any attention to its suitability or its practical value". Alluding to the colossal expenditure that conversion of thousands of traditional schools into basic type will involve, the paper adds : All this would certainly be justifiable if the system had proved to be superior to traditional academic education and had yielded good results. What is however, well known is that the basic schools are indifferently run and do not turn out either good academically trained students or boys and girls well versed in useful crafts. It is therefore doubtful whether the creation of a national council of basic education as proposed by the Pachmarhi Conference with the set purpose of extending the system to all schools will be justified." These views are shared by all those whom the plan, practice and progress of basic education has failed to impress. There is no denying the fact that the system is based on sound psychological and pedagogical principles and the Government of the day is also keen to see its prosperity, yet it is a bitter truth that the system has failed to make much headway. The present article is a brief study of the factors that have contained its progress.

I. *Teachers & Their Training:* The teacher is and will continue to be the pivot of every system of education. The success or failure of any system depends upon the teacher who works it. A bad and incompetent teacher will make a mess of the best system. The more a system seeks to relegate the teacher into the back ground, the greater the demands that it makes upon him. The basic system, advanced and modern as it is, makes very exacting demands upon the time, intellect and resourcefulness of the teacher. Things as they happen to be at present, teaching profession fails to atract men of calibre genuinely interested in teaching. The missionary zeal is conspicuous by its absence in those who are obliged to adopt this profession.

The training imparted to the would-be teachers is quite inadequate. The perfunctory training, that they receive hardly equips them for their job. The pendulum swings in favour of theory and the result is that by the time the trainees leave the portals of their alma maters, they do not acquire thorough grounding in the theory and practice of basic education No wonder when they go to basic schools, they fail to prove equal to their obligations and begin to tread the beaten path.

At the junior stage although some states have spread the training over a period of 2 years, yet theory occupies a predominant place in the curriculum. We cannot be oblivious of the fact that prolonging the period of training may mean financial strain on the lean finances of the would-be teacher. Therefore, the state Govts. should give stipends and loans on a liberal scale to promising young men anxious to work in basic schools.

It goes without saying that till the quality of teachers who are to man basic schools is improved, basic education will remain in doldrums.

II. *Unwise Friends*: Unwise friends of Basic education have done more harm than good to its cause. Many people in one way or the other associated with the author of the system developed the notion that they were its sole well wishers. It would be no exaggeration to say that a good many of them have not taken the trouble of going through the Zakir Hussain Committee report, to speak nothing of understanding its implications. Some of them thought that spinning and weaving was the be all and end all of basic education, others thought that it was co-terminous with sarvodaya and gramdan etc. Thus they created a sort of confusion. Attempts were made to bite more than could be chewed. The results are evident. Little organised attempt has been made to evolve it as a dnamic system of education.

There is another set of friends whose love for basic education is confined to lip sympathy alone. They think this sort of education is good for the children of their neighbours and not their own. The children of the most of the so-called protagonists of the system go to the model or public schools. This has adverse psychological repercussions. Common man begins to feel that the system is inferior and good for nothing.

III. *Academic level in Basic Schools:* It is a sad reflection on the field workers that, by and large, they have failed to impress the public with the academic achievements of their students. Students going out of basic schools have not found ready admission to other schools. A report appearing in the Hindustan Times (Delhi) says: "The Delhi District Board has requested the Union Education Ministry to either reintroduce the previous system of education or start a better one in the rural areas of Delhi as the present system of education, introduced there eight years ago had "failed."

In a memorandum submitted to the Ministry recently the Board has stated that "a better system of education was now essential."

The memorandum states that the children, who pass the fifth and eighth classes from the junior and senior basic schools, are refused admission in urban schools and those who are admitted (after recommendation by the Directorate of Education) cannot pull on well.

The Board also says that the system of correlate teaching through crafts has done harm to the students' academic studies and inculcated in them a complex and inferiority."

Have the teachers in basic schools not belied the hopes of the author who expected that after eight years of schooling under the basic system the students would know more than a matriculate? Why have the students failed to reach that

(Continued on page 161)

On the Need for Examination Reform

By Shri R. V. HANUMA REDDY,

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EXAMINATION is a topic of major importance to education, particularly at the secondary stage.

This problem has been before all the educational experts of our country for quite a long time.

It is only the study of examination system by Radhakrishnan Commisson and Mudaliar Commission in its proper perspective that gave rise to an idea that examinations are an integral part of the educational system. Radhakrishnan Commission strongly pleaded for examination reform. Several fundamental issues arose on account of Bhopal Seminar, Bloom's survey and the keen interest taken by the Government of India. The examinations were not considered as a dominant factor determining syllabus but should have a positive role in the improvement of education. Mudaliar Commission recommended that the Secondary education should be the terminal stage for the most of the pupils. It is to be considered whether the examination should serve as a means to guide pupils to the terminal stage or to select pupils for higher studies or something else. Thus examination is an integral part of education and a reform in the examination system means a reform in the whole of the process of education.

At present teachers lay stress on whole essays by heart for reproduction in the examination. In so far as learning is concerned the only purpose is the acquisition of information. The teaching procedures, the learning methods of pupils and the purpose of the present examination lay stress on the memorization of facts. Though some objectives are given lip service, the acquisition of information during a specific period of time to get through the examination represents the major purpose of present-day edueation in our country.

The knowledge of weaknesses of the present examination system is necessary because it suggests the reforms.

The following defects of examinations should be essentially mentioned :-

1. Some problems like guessing the papers and also some behavioural problems like copying and other malpractices. The tension is maximum.

2. Many abilities, skills, interests and personality traits developed in pupils are not assessed by the present system.

3. There is a gap existing between teaching and testing.

4. Too much of importance attached to one single external examination.

5. Only one technique of examination viz. written examination is used to assess pupil's progress.

6. Rigidity about the concept of pass and fail.

7. Subjectivity in setting, answering and scoring.

8. Arbitrary method of allotting and combining marks.

9. The proficiency of a teacher and the prestige of a school are calculated in terms of the results in the

examinations. Thus examinations dictated the curriculum instead of following it, hampered the adoption of sound methods of teaching and developed lop-sided values in education.

At the same time, we have to remember that examinations have come to stay in any scheme of education. They give pupils and teachers specific goals for setting certain objective standards of evalution. They cannot be eliminated at this time, no matter how much this may be desired by some individuals. What is possible is to minimise the undesirable factors in the examination system, improve its validity and rationalise its significance by giving due importance to the total attainment of the pupil.

The system of examination should become a part of the total educational improvement. The fundamental test of education is its effect on the pupils. An educational programme should be based on an elaborate statement of objectives and involve an enthusiastic and able staff. Unless certain desirable changes occur in pupils, the programme cannot be called successful. Evaluation is neither a means of judging the capacity of individual teachers nor an extension of the usual written examination. But it is the process of determining the extent to which an objective is being attained, the effectiveness of the learning experiences provided in the classroom and how well the goals of education have been accomplished. Attempts to change the examinations must take full cognizance of these relationships. If changes are introduced in such a way as to make full use of these relationships, it is possible for Secondary education to advance at a relatively rapid pace, with the maximum involvement of students, teachers, administrators and the public. The changes in the beginning will appear to be very modest but are intended to bring about major reformation and new attitudes. Once these changes have taken place, the improvement in the assessment methods, the teaching procedures, the subject content and learning experiences should take place quickly and systematically.

With the above aim in the mind the central examination unit has conducted several Seminars and workshops at State and Regional levels. Thus they brought in a large number of Secondary school teachers into the programme and introduced the concept and the technique of the new type of evaluation to them. This programme of evaluation, leads to the improvement of instruction and curriculum changes, helps to clarify objectives and promotes better learning. It also provides the basis for guidance. The teacher is the important person in this reform because the reform of examination is only a tool in our scheme of improvement of instruction and curriculum. To carry this kind of reform to every teacher, immediate steps should be taken during the next five years. This kind of reform involves introduction of the new type of tests in the external examination in gradual stages until they comprise the whole paper, introduction of internal assessment on the same lines and implementation of teaching procedures suited to the new objectives of learning and testing.

In order to improve the system of external examination in our country some action plan should be carried out in all the states. A phased programme should be planned in order to introduce certain changes such as improving coverage etc. and

EDUCATIONAL INDIA

National Integration Conference

THE problem of National Integration has been engagging the attention of the public for a considereble time in the recent past. India is not yet a nation in the sense that the British, the French, the Italians and Germans are. It has never been such a nation in the modern sense at any time in the past. It has always been a land of many races, languages, religions, social traditions and customs, throughout its long past. But it had achieved early in its ancient history, and maintained through centuries, down to modern times, a remarkable unity in diversity, a cultural unity, a common culture and attitude and outlook on life and a distinctive civilisation.

THIS cultural unity has been the result of a policy pursued steadily through all its strange vicissitudes, of tolerance of differences, attempt at understanding, assimilation, co-operation and synthesis and loyalty to fundamental spiritual values. It was the wise pursuit of these traditional principles by our leaders, especially under the guidance of Mahatma Gandhi, the Father of the Modern Indian Nation, that has been responsible for the commendable success of the recent struggle for political freedom, in which the

(Continued from preceding page)

to prepare the test material for schools and boards. An orientation programme also should be planned for teachers to prepare pupils for improved pattern of external examination and for examiners and paper setters in the techniques of educational evaluation. Some brochures and bulletins for teachers, examiners, paper setters and administrators regarding the concept and techniques of evalution and learning experience should be prepared and published.

The success of this programme depends upon the cooperation of the teachers themselves, guardians, pupils as well as respective employers. Public opinion is one of the powerful incentives for reform and it is the reformer's first duty to build such an opinion in his favour.

As pointed out earlier, the reform of examination is really synonymous with the reform of the educational process and involves a close integration of the methods of assessment with the methods of teaching and the learning experiences. These three aspects constitute a trimity, each strengthening and supporting the other and no educational system can be complete without a well balanced harmony between the three.

people of the country, in spite of their different languages and religions and regional and class interests, marched together under unified leadership and wrested power from the mighty British.

WITH the attainment of Political independence for the country however, and the establishment of a democratic, parliamentary system of administration and in the context of our present frantic efforts at rapid economic development through the successive Five Year Plans, naturally, the regional, linguistic, religious, social and economic class differences are manifesting themselves and some times being exploited, and threatening the unity and security and progress of the nation, and causing much anxiety and alarm to our leaders. But the danger has been realised early and steps to tackle the problem are being promptly taken.

AS long ago as in April 1958, a Seminar on National integration was organised by the University Grants Commission, and discussed the problem in all its bearings. Later, the National Congress appointed a Committee under the Chairmanship of Srimathi Indira Gandhi to examine the whole problem of National Integration and suggest measures to bring it about. Recently a Conference has been convened by Prime Minister Nehru, of the leaders of all the political parties, the Chief Ministers of all the States, and other prominent men in the public life of the country, who discussed the problem in all its aspects in an atmosphere of earnestness and goodwill and unanimously adopted a statement which laid emphasis on bringing about national integration through education and a common Code of conduct for political parties. The statement outlined a blueprint for controlling and countering the evils of communalism, casteism, regionalism and linguism; and called upon the political parties to endeavour to implement the Code of conduct and evolve a machinery of mutual conciliation and consultation. The problem is not solved, as the President pointed out in his concluding remarks by adopting this statement, but it has been decided also to set up a National Integration Council to review all matters pertaining to National Integration from time to time and to make recommendations. The Conference itself and its unique success is proof of the realisation on all hands, of the supreme importance of National Unity and the need for promoting it and the establishment of the Council, an earnest of the intention of the nation to evolve suitable machinery and prepare to take the necessary steps to takle it from time to time.

BUT the success of our efforts in this matter, it must be remembered, will depend on the measure, in which we are able to recognise and pursue the age-old

national ideals and policies of unity in diversity, through tolerance of differences, co-operation and synthesis and stress on spiritual values. Our endeavour should be to see that the natural lower loyalties to region, language or community are duly subordinated to the higher loyalty to the nation as a whole and not to cut the Gordian Knot and to destroy the lower loyalties altogether. In modern terminalogy, we should adopt the principles of democracy and federalism to promote cultural unity and achieve psychological integration and not yield to the temptation to adopt totalitarian methods for achieving the mechanical unity of a monolithic nation, with one language and caste, one class and one religion or irreligion.

IT is from this point of view that much can be attempted and achieved in the field of education, in educational institutions of all stages, as is widely recognised and suggested by almost everybody, in this matter of promoting the cause of national integration. Especially at the University level, by the wise selection of suitable material and proper methods of study and presentation of the social sciences like History, Politics and Economics, as well as of the courses of Languages and literatures and philosophy, by sustained efforts in organising the daily routine and living conditions and extra curricular activities of the youth, teachers and educational authorities have immense opportunities to foster unity and promote the cause of national integration, if the main objective and the right principles are steadily borne in mind and sustained efforts are put forth with faith in the ideals and loyalty to the principles to which the nation has been renowned in the past. It should be recognised and realised on all hands as in the main a cultural movement and the work of educational institutions.

The Aligarh Incident and its Lessons

THE elections to the Students' Union are reported to have been the immediate cause of the recent out-break of violence in Aligarh. It has been suggested by a politician that it would not have been possible to prevent any representation for a large minority, a third of the students in the Aligarh Students' Union, which was the starting point of the trouble, if, instead of the principle of the majority vote, the fairer method of proportional representation had been adopted in the elections. The suggestion implies an admission of the propriety and desirability of elections, organisation of parties for the elections on communal basis and advises search for right methods, according to the canons of Political science, for ensuring fair representation to the minority parties in the election. Perhaps such an attitude, and suggestions

based on such an attitude, may aggravate the problem and encourage the students to adopt, and justify their adoption of, all the methods and machinery of political canvassing and electioneering in their elections to the Students' Union, after the example of the political elections in the country.

IT is worth the attention and serious thought of statesmen as well as educationists to consider whether, for the purposes for which Students' Unions are organised and encouraged in Colleges and Universities, the principles and methods and machinery and paraphernalia of political elections are at all necessary or desirable. The elections of the Students' Union are for selecting the most suitable candidates for undertaking the responsibility of organising the extra curricular activities, like meetings, debates, celebrations of national festivals, excursions, social service, editing of magazines etc. The whole trouble is due to the fact, that with the vain hope of giving some training in democratic methods of choosing suitable representatives for responsible offices, the principle of election has been introduced and prevails, as a matter of course, everywhere in the Students' Unions, and gives the students an opportunity to adopt not only the machinery of political elections but all the vicious psychology of party system and communalism and casteism which they see around them in the country and further an unholy interest and temptation for partymen outside to interfere with and influence, the life in the educational institutions, to serve their own purposes.

IT should be realised by educationists as well as statesmen that the activities of the Students' Union ought to be educational and social and cultural and not political; and proper machinery and methods have to be suggested and devised for enabling the students to choose the most suitable candidates for their representatives in view of the responsibilities of the offices they are to hold; and thus, in fact, receive proper training in the true democratic way of life. Every attempt has to be made to disabuse the minds of the students, which are usually, and naturally, in our present circumstances, filled with the dangerous notions, that the Union is a sovereign body like the Parliament or the Assembly in the State, that their representatives on the executive of the Students' Union are the custodians of all their rights and privileges and they owe unqualified loyalty and allegiance to them, and should organise themselves behind them for asserting and representing their views, their rights and powers as they imagine, in all matters of administration of the educational institutions, like—hours of work, holidays, fees, distribution of work among the Staff and even promotions.

AS a matter of fact, it is due to a misunderstanding of the proper sphere of the activities of the Unions, and the real responsibilities of the representatives; that very often the most unsuitable candidates are thrown up into these offices and untilise their opportunities for misleading the student body into undesirable, uneducational and sometimes unsocial activities, often in imitation of, and occasionally in partisanship with, the political minded and unsocial elements of the public, Imitation of the unnecessary details of the machinery and methods of elections should be discouraged; canvassing and party system, especially on communal or caste basis, should be prohibited; and arrogation of undue rights and privileges by the representatives should be severely dealt with by the authorities of the institution; and the public should support the authorities in this matter, if we are to prevent the ugly incidents in educational institutions, like the Aligarh University affair, which we are witnessing now-a-days more and more frequently as time passes, and improve the standards of cultural life and civilised conduct of our students.

Educational India

A Monthly Devoted to Indian Education

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BESIDES ORIGINAL CONTRIBUTIONS and INSPIRING EDITORIALS, the Magazine serves as a professional guide to all teachers and educational administrators.

News from different states of the Indian Union; informative material from Unesco and other progressive countries of the world; Public Opinion on different aspects of Education; Experiments and other Organisational matters etc., form different special features of the Journal.

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"Educational India" Office

MASULIPATAM (S. India)

BASIC EDUCATION

(*Contd from p. 153*)

level? This is the question for the teachers of basic schools to answer.

IV. *Lack of solid work:* Probably most of us are good at theory and indifferent towards practice. Success eludes those who do not toil. Human ingenuity has yet failed to discover a short cut leading to success other than hard and honest work. Basic education was reduced to a show; attempts were directed towards window dressing instead of buttressing the system with solid work. As soon as the glamour was over and reality made its appearance, disillusionment started. It was but natural that reaction should have been adverse. People developed a short of nauseau for it, teachers working in basic schools began to fall a victim to inferiority complex and basic education earned many poor appellations.

Dr. Zakir Hussain, addressing the recenly-held National Integration Conference at Delhi, rightly pointed out that the scheme had been misfired.

V. *Lack of Literature*: Little organised attempt has been made to produce such literature as may guide the teachers. There is dearth of books written on basic pattern or lessons prepared in accordance with correlation technique. If some organisation undertakes this work, it will be doing a real service to the cause of basic education.

VI. *Technique*. The correlation technique is the life and soul of the system. This technique is too complex to be understood and practised by an ordinary primary school teacher. Generally the addition of a craft to the curriculum is considered the be all and end all of basic education. In many cases basic education is reduced to 'Shramdan' pure and simple. Very little attempt has been made to perfect, the technique. No intensive work his been put in and 'bigness' lured the basic education.

Selection of Craft: Rapid advancement in the field of science and technology during and after the war has revolutionized human thinking. Even the child of today thinks differently from what his counterpart thought in 1938. What held good yesterday may not be so today. Any system that becomes static and is out of step with the times is bound to decay. The workers in the field of basic education will have to do a little bit of thinking about the craft. Adoption of out of date crafts with little utilitarian value will act like a deadweight on basic education. If the present pace of development is maintained in India, very soon every village will have electricity. So our selection should be conditioned by developments taking place around us. Out of date and uneconomic crafts have made basic schools unpopular.

It is time that workers in the field of Basic Education should do a bit of introspection and judge objectively their own contribution towards its promotion. Past experience should make them wiser and they should make every failure a step to success. The goddess of success will continue to frown at them unless they rededicate themselves to the cause and take a pledge to put in hard, honest, sustained and sincere work. Precept must give place to example.

APERCU

ATARAXIA

Text-Books for Lower Classes

After nationalization of text-books, the Public is experiencing much inconvenience in securing text-books for lower classes, especially the text-books for elementary classes. At the time of admissions good number of them are printed. But during the year, it is found that text-books are not available. Perhaps the Government maintains that once admissions are over, there is no need for text-books, the rest of the year. Moreover it is difficult to fix the exact number of books that are to be supplied during the year. So, perhaps, the Government is more careful in printing text-books than an ordinary book-seller. The result is that text-books too have a seasonal crop.

The text-books of the lower classes, which are nationalized are not available in the open market. The Government has fixed the selling-depots and the Public have to approach only those places for books. In a small town, the Municipal Office is made to sell books. It is a pity that an Office should be converted into a book-stall. Perhaps the Government is inspired to do so on the old principal of selling Quinine in the Post Offices. When every alternate house is a book-stall, to sell books in a Municipal Office or in any Government Office is to put the cart before the horse. It is a pity that in a democracy text-books should be nationalized. If knowledge is regimentalized it will not take us far.

One of the reasons for selling text-books in Government-controlled Offices is to prevent black-marketing. But it is found in practice that instead of preventing black-marketing, the government has brought it home such that her own trusted lieutenants are exhibiting disloyalty. When educated and cultured men approach the Municipal Offices for text-books they are plainly told that they are out of print and the Officials also join the Public some times in cursing their masters for their so-called masterly intelligence; but when an uneducated villager-like person approaches them and volunteers to pay a few more annas, the copy of the text-book appears as if by magic from no where.

The Government Officials, except those who exploit the situation towards their personal ends, generally express their disapproval of this additional duty. In fact, this in no way suits the mental make-up of officialdom.

The guarded policy of the Government regarding publication of text-books is unwarranted. As they have monopolized the market, there is no question of facing competition. On the other hand the Public have to purchase only those books the Government publish and prescribe. So the Government do not incur any loss in printing more number of copies of the texts than they have been now doing. If a good number of them are left over they can be again prescribed a second time. In fact, in certain universities where such monopoly exists, with regards to publication of texts, this policy is adopted. So the Government do not seem to be justified in restricting the publication of text-books. They should see that the text-books are available through out the year so that public will not be put to inconvenience.

The world requires today men of the type described below:

"Good men, honest men, accurate men, righteous men, patient men, self-restraining men, fair men, modest men, men who are aware of their vast ignorance compared with the vast amount that there is to be learnt in such a Universe as this; men who are accustomed to look at both sides of a question; who, instead of making up their minds in haste like bigots and fanatics, wait like wise men for more facts & more thought about the facts."—*Kingsley.*



DELHI

EDUCATION THROUGH TELEVISION IN DELHI

The Television programme in Delhi schools was inaugurated by Dr. K. L. Shrimali, Union Minister for Education on October, 22. The Ford Foundation gave its full cooperation and assistance in making the Television programme in Delhi a great success.

Dr. K. L. Shrimali discussed the fears that school television would replace the teacher. The relationship between the teacher and the taught, he said, was essentially a personal one.

He further said that due to lack of facilities, a teacher was handicapped in his class in explaining matters in detail. It was here that television could step in to fill the gap, he added.

To begin with. 144 schools in Delhi would benefit and as and when the television sets are received in greater number, all the higher secondary schools in the Capital would be covered.

Dr. Douglas Ensminger, representative of the Ford Foundation in India, said that it was for the first time that television was being used for education in this country. It was a pioneering effort in Asia and would contribute a great deel to the growth of school television in India, Asia and the world. Television, he said, had been successfully used in schools in the United States.

DEVANAGARI AS COMMON SCRIPT

The National Integration Committee of the Congress has "generally" approved the proposal to adopt 'Devanagari' as the common script of India.

The issue was discussed at a three-and-a-half-hour meeting of the Committee held at the residence of its Chairman, Mrs. Indira Gandhi.

A spokesman said the Committee generally felt that a common script could be a great force for promoting national unity.

The spokesman, Mr. Sadiq Ali, explained that any fear that it might interfere with the growth of regional languages could be amply met by the provision of double script, namely, the script of the regional language and the Devanagari.

ANDHRA PRADESH

ADMINISTRATIVE STAFF COLLEGE

The Court of Governors of the Adminstrative Staff College, who met at Delhi on Oct, 12 have re-elected Mr. C. D. Deshmukh as Chairman.

The Court resolved to drop the idea of purchasing the Beliavista Palace, where the College is at present housed at Hyderabad. This building was given to them on lease for 30 years by the State Government.

The Court have, however, aquired the property of Nawab Kasim Yar Jung on the Bhanjara Hills at Hyderabad. It is proposed to construct staff quarters there.

OSMANIA 'VARSITY P. G. COURSE

Seats For Students of Other Areas

The Academic Council of the Osmania University resolved to recommend to the Telangana Regional Committee that at least 10 per cent seats at the post-graduate level be made available to students of other universities, as suggested by the Standing Committee of the Inter-University Board.

The Council recognised the Indian Institute of Economics as a research centre for guiding research studies leading to the Ph. D. degree of the Osmania University.

The Council considered the question of increasing the number of seats in the training colleges and resolved to appoint a committee, consisting of two representatives from each of the three universities in the State to examine the suggestion in the light of requirements.

III CLASS IN POST-GRADUATE EXAMS. ABOLISHED

In accordance with the recommendations of the Vice-Chancellors of the three Universities in the State, the Council decided not to start post-graduate courses in the evening colleges. It was resolved to abolish the third division under the scheme of examinations at the post-graduate level with effect from 1964.

KENDRIYA SANSKRIT VIDYAPEETHA IN TIRUPATI

The Government of India have decided to set up a Kendriya Sanskrit Vidyapeetha at Tirupati specially for training Sanskrit teachers and for research in improved methods of teaching Sanskrit.

MADRAS

SOCIAL EDUCATION COMMITTEES SET UP

For the successful implementation of the scheme of compulsory primary education in the villages, what are called social education committees have been constituted in several village panchayats.

These committees will be composed of non-officials including co-opted women members. The primary function of these social education committees will be to create necessary atmosphere in the villages so that all children up to the school-going age will be sent to schools by parents.

If, in case, some children did not turn up to attend the schools, the committees would have to bring moral pressure on parents and guardians and see to it that these children were also brought under instruction.

The Panchyat Union Councils in the State are going ahead with the constitution of these social education committees in all the village panchayats under their jurisdiction.

REVISED ADMISSION RULES TO 'VARSITY COURSES

The syndicate of the Madras University has considered the question of framing the rule of eligibility for admission to university courses of study for candidates who pass X and XI Standard examinations conducted by the Secondary School Certificate Examination Board and the corresponding examinations held by the Board for Anglo-Indian Schools and has approved the Ordinances governing the eligibility. The amendments to the Ordinances will come up for ratification at the meeting of the Senate of the University to be held on November 9.

BOMBAY

A POOL OF TECHNICIANS

The Central Government had taken a decision inviting most of the industrial undertakings to participate in a general training programme so that adequate technical personnel would be available for the industry. Such a training would also enable them to build a general pool of technicians in the country.

ORISSA

MILITARY TRAINING FOR STUDENTS

The Govt. of Orissa have decided to impart 'Military training' to all classes of students from the primary to the 'Varsity standard. Non-student youths all will be taken in. This will prepare all children into active disciplined citizens in future, says the Education Minister at Cuttack.

WEST BENGAL

COLOMBO PLAN EXPERT TO REVIEW EDUCATION

Sir John Sergent, former Educational Adviser to the Government of India arrived at Calcutta on Oct. 11th for a ten-week assignment in India under the Technical Co-operation Scheme of the Colombo Plan.

It is said that at the request of the Indian Government, Sir John Sergent will review the progress of education in West Bengal during the Second Plan in the context of the targets under the Third Plan, with special reference to University or technical institute level.

Sir John was educational adviser to the Government of India from 1943 to 1948. From 1948 to 1950 he was Director of the Commonwealth Department of the British Council. Since 1953 he has been warden of Missender Abbey Adult Education College (Buckinghamshire.)

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PUNJAB

PUNJABI 'VARSITY

The question of location of the Punjabi University has aroused considerable controversy. The rival claims of Patiala and Amritsar were put forward by members hailing from the respective areas. The Punjabi University Commission, headed by the Maharaja of Patiala had recommended its location at Patiala while a committee of experts appointed by the U. G. C. had recommended its location at Amritsar or Jullundur.

The Punjabi University will impart education in humanities, sciences and other branches of learning. Its special features will be to promote Punjabi studies, provide facilities for research in Punjabi literature and language and progressively adopt it as a medium of instruction and examination for as many subjects as possible.

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MYSORE

S. STATES' MINISTERS' CONFERENCE

Education Ministers of the four Southern States of Andhra, Kerala, Madras and Mysore met for a two-day conference beginning on October 28 at Hyderabad to follow up their discussions at the previous Bangalore conference in September last.

ALL-INDIA ENGLISH CONFERENCE

The Twelth All-India English Conference will be held in Mysore from December 28 to 30 under the auspices of the Mysore University. Prof. A. G. Stock, President of the All-India English Association, will preside. The conference will discuss the nature and scope of English studies in Indian universities.

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KERALA

SCHOLARSHIPS FOR STUDENTS ON REPAYABLE BASIS

The Government of Kerala have sanctioned a scheme of repayable scholarships to students in Engineering Colleges and Polytechnics in the State, it was officially stated.

The scheme is aimed at ensuring that brilliant students are not prevented from pursuing higher studies due to financial inability. The scholarships would be given on a merit-cum-poverty basis. The amount received under the scheme will have to be repaid at the rate of 10 per cent of the total emoluments from the date of securing employment, subject to the condition that the refund of the whole amount was completed within 100 months.

A scheme for giving stipends to 10 per cent of the students in the junior Technical Schools at Rs. 20 per month for 10 months has already been sanctioned by the Government.

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PRIME MINISTER NEHRU

Urges Closer

Contacts Amongst Languages

Inaugurating an exhibition of Urdu newspapers and books at Delhi on Oct. 19, the Prime Minister said that no language could grow in "isolation" and if it tried to do so it would lose its "vitality and freshness."

Mr. Nehru said that the difference in scripts of various languages constituted the main barrier against such a contact between them and added that it could be removed only by the adoption of a common script for all of them. He, however, added that this was a difficult task and considerable time and patience would be required to achieve it.

Mr. Nehru further said that Indian languages should absorb foreign technical and scientific terms with "slight modifications" as it was impossible to coin lakhs of new terms and popularise them in the country.

Dr. N. K. SIDDHANTA

advocates

Recruitment of 'Best Brains'

Delivering the Convocation address of the Jammu and Kashmir University on Oct. 20, Dr. N. K. Siddhanta said: "Speedy removal of inequalities depends upon the recruitment of the best minds in the service of the State."

Recruitment of the best minds implies leaving out those who because of unfortunate circumstances have not been able to develop their talents to the fullest extent."

Dr. Siddhanta said that the latter would have genuine grievances because no consideration was being paid to the handicaps under which they had worked. But for the speedy removal of the handicaps they had to suffer.

Dr. Siddhanta deprecated the idea of laying emphasis on the concept of the majority and the minority which, he said, led to the encouragement of group loyalties. The Indian Constitution, he said, laid safeguards for raising the intellectual and social level of the back-ward communities but this was temporarily intended for a limited group for a limited period.

Dr. C. P. RAMASWAMI AIYAR

on

Student Discipline

Dr. C. P. Ramaswami Aiyar, Chairman, Hindu Religious Endowments Commission, said at Dehra Dun on Oct. 21, that discipline among students could be improved only through changes in the educational system.

He said that the educational pattern should be so evolved that classes were made smaller and the number of teachers became larger.

Delivering the Founders' Day address of the Doon School, Dr. Ramaswami Aiyar said that the present indiscipline among students was mainly caused by the insufficiency of teachers who had to teach a large number of students. As a consequence, there was lack of intimate personal relationship between the two.

Dr. Ramaswami Aiyar said that public schools were a necessity and not a luxury because they produced men of personality, with determination, with strength in body and mind and with discipline to grapple with various problems. He defended retention of the English language in India and said that no man of culture could afford to ignore its international importance.

H. E. BHIMSEN SACHAR

emphasises

Value of Scout Movement

Presiding over the annual meeting of the State Council of Bharat Scouts and Guides, Andhara Pradesh, Mr. Bhimsen Sachar, Governor, observed that the scout and guide movement was a great and valuable aid in inculcating, stimulating and strengthening discipline, unity, team work, spirit of service and devotion to duty among the boys and girls. The Governor added that these qualities were essential to make the children good citizens.

Mr. Sachar said that the State Government had sanctioned Rs. 40,000 for conducting 40 training camps in the State.

Mr. C. D. DESHMUKH

stresses

Importance of Character

"Whether in the pre-scientific age or the current scientific age, education, while successful in the transmission of knowledge, skills techniques and even some cultural values, seems to have failed mankind in the essential process of civilising," observed Mr. C. D Deshmukh, former Chairman of the University Grants Commission, addressing the alumni of the British Universities in South India, on Oct. 18th.

Developing the idea further, in a talk on "Widening Mental Horizons", Mr. Deshmukh said education in general and university education in particular had been unable to endow man with the capacity to distinguish between claims of self-interest and public interest. One big failure of education, historically speaking, was that it never seemed to do anything to one's character. He felt that business and politics, among other spheres, would be clean with men of character in them. "I think the bad examples that the world of business or of politics furnishes to the younger generation are the principal reasons for the failure of education to 'develop' character or to sustain character in the young people" said Mr. Deshmukh. He added that the university men had a duty to get together and bring about better communications amongst intellectuals of the world, so that there might be an improvement in the ethos of human society, so that there might be established more civilised modes of thought and behaviour patterns, better understanding and appreciation.

Mr. SUNDARAVADIVELU'S

Impressions of

Education In Russia

Under the auspices of the Madras Headmaster's Association, Shri N. D. Sundaravadivelu, D. P. I., Madras addressed the teachers on Education in Russia. He said that, in Russia, 70 per cent of the teachers were women. All schools were Government schools and each school had been given a number and was called by that number. Huge sums of money were spent on education. In a school having classes one to seven, there were about 700 children on an average with 70 teachers. For all the institutions in each Republic, the syllabus was the same. Each Republic was responsible for education up to the high school level. The syllabus for science subjects was the same in all the Republics, but the languages varied from Republic to Republic. The medium of instruction was the mother tongue. A second language was introduced in the third standard and it was the Union language. In the fifth standard another language was introduced called the "foreign language" and the choice was between English, German and French. The study of the foreign language was compulsory. In case the mother tongue of the child happened to be the Union language, then the child should study a national language as the third language. Thus a child studied three languages right up to the Eleventh Standard.



THE PRIMARY SCHOOL IN THE U. K.

By L. C. SCHILLER,

Senior Lecturer at the University of London Institute of Education.

In England compulsory schooling begins when boys and girls reach the age of five, instead of six or seven years as is the case in many other countries; and the children of five and six years old are given a separate and special school of their own. This has resulted in the unusual institution, the English Infants' School, a school whose care is directed to no more than two years of early childhood undistracted by the claims and the problems of older children. This Infants' School plan has been adopted and developed in other countries with success.

In Britain, the first teacher-training college for teachers in Infants' Schools was established more than 120 years ago, and Infants' Schools existed before education was compulsory. Probably many factors combined to found the tradition.

The fact remains that until recent years even when there were sufficient children of five and six to form only a single class, that class was given the status of a separate Infants' School with its own Head (who was also its class teacher) although housed under the same roof as a school of only three or four classes of older children.

The provision of secondary education for all children over eleven years old, which was finally given statutory approval by the Education Act of 1944, made the re-organisation of schools inevitable. The old "Elementary School" which children attended compulsorily until the age of 14 has been replaced by the Primary School and the Secondary School. For some time the Primary School consisted in practice of an Infants' School, with all its old independence, and a Junior School which took over the first four standards of the old Elementary School that is, classes of children from seven to eleven years But the Infants' school tradition of education has so widely influenced the Junior School that the gap between the treatment of infants and of those slightly older is disappearing. Consequently, insistence on the separation of infants has now greatly diminished; and, while in urban areas it is still usual to find Infants' Schools and Junior Schools, in country places where the older boys and girls travel to a Secondary School, those between five and eleven usually form a single "Infants' and Junior" School in the village.

INFLUENCE ON OPINION

During the last few years the success of many such small schools has so influenced opinion that some people are beginning to suggest that a small Primary School with a single class for each of the six years of primary school life would be the best arrangement for urban as well as rural areas. What has been described as the Infants' School tradition sees each boy and girl as a growing individual and regards the major purpose of the school as fulfilment of each child's growth. It considers that the best preparation for the future of a young child is to live a full life now and the school day is planned accordingly.

Of course, if a young child of any age is to live a full life many skills are

necessary, and this is increasingly true as boys and girls reach eight and nine and ten years old. They need skills of the body to run and jump and climb; skills of the eyes to take note of the many things of which they are curious; skills to find out about the many things which interest them; and skills to say in their mother tongue, spoken and written, and in materials such as paint, clay, and so on, the many things they have need to say.

All these skills must be taught. But if the teaching has as its first purpose the development of each girl and boy as a person rather than the acquisition of certain specified standards of attainment, the teacher will try to find out the way in which each child learns, and accordingly adapt his teaching. As a result, not only do the children's natural interest and curiosity provide a powerful motive for learning, but their learning continues beyond the immediate lesson of the teacher.

This attitude towards young children has long been common in the Infants' School; and now teachers who have adopted a similar attitude towards children of eight, nine, and ten have not only found more success in the latter's learning of the skills of reading and writing, for example, but they have also found their boys and girls more alert, responsible, and able to take their place as members of their community. These experiences rather than any theoretical arguments have been and are the cause of the changes now taking place.

COMPETITION FOR PLACES

In the summer after reaching the age of eleven, each child leaves the Primary School and in the autumn enters a Secondary School—a Modern, Technical, Grammar or "Comprehensive" school. There are fewer places available in Grammar Schools than children whose parents wish them to go to this sort of school, and to select those who are to be given a place and examination is held.

Arrangements vary from the area of one Local Education Authority to another, but most of the children in their last year at the Primary Schools sit for this examination, which usually consists of an intelligence test, and standardised attainment tests in English language and in arithmetic.

There has been much controversy over this examination. Whatever may be its merits for selecting children for different forms of secondary education, it can exercise an adverse influence on the Primary Schools. If young boys and girls are helped to learn in their own way and at their own pace, experience is showing that they learn more; but at the age of eleven they do not necessarily reach a common standard. Of course, at no time have they ever all reached a common standard, but it was once assumed that a reasonably common standard was possible.

A competitive examination at the age of "eleven plus" dates from the time when this assumption was accepted generally. This is no longer the case, but no acceptable alternate to the examination has yet been devised. Several experiments are in progress towards the solution of this problem; meanwhile the Primary School continues to develop along its own lines.

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REVIEWS

KASHMIR TAROUGH THE AGES by G. L. Kaul, published by Chronicle Publishing House, Srinagar, (Kashmir) Price Rs. 15/-

Shri Gwasha Lal Kaul's "Kashmir Through the Ages" is a handy 'historical survey' chronicling the 'Kismet' of Kashmir through the successive suzerainity of the Early Hindus, the Buddhists, the Muslims, the Chaks, the Moghuls, the Afgans, the Sikhs and the Dogras. With earnestness and enterprising spirit, the author has undertaken the tremendous task of marshalling a mighty mass of interesting and immensely informative incidents. Lucid and logical in exposition, authentic and attractive in narration, the book presents a panoramic and picturesque portrait of Kashmir's past and present. Compact in form and stimulating to thought, the volume ventilates the vital background materials necessary for comprehending the country. It is surprising to note how a vast wealth of details could be conveyed in a concise and crisp manner. The book is extremely enlightening to the learned and the laymen alike.

The copious chapter on the Dogras celebrating the sway of the five rulers, the meticulous note on the memorable and magnificent monuments of Kashmir, the engaging chapter on 'Kashmir in the Eyes of the Foreigners', the compendious and carefully chosen bibliography and the elaborate extracts from important speeches and announcements...are all wonderfully wrought by Pandit Kaul. The pleasing photographs and the couple of maps enhance the worth of the volume.

Priced at Rs. Fifteen, the book should have been printed in a neater manner with a better get-up. A few mistakes...spelling and otherwise...are to be found in the book. Mention might be made of 'sceneries' (P.1), "The Muslims of India had grown effect' (P. 53), the second foot-note on P. 179, 'Author of monnentary on Vedas' (P. 219), 'State Council (1991), on P. 226 etc. A chapter on information for the tourists including distances of places and suggested itineraries should have been included as an Appendix.

Pandit Kaul's book should be perused by all those that are interested in knowing the history of Kashmir, the lacustrine land.

— *Joga Rao.*

THE PRACTICAL ENGLISH GRAMMAR: By C. N. Vittal Rao. Published by City Publishing House, Prakashnagar, Nellore — 2. Price Rs 2/- Pages 192.

The author of this book, Mr. C. N. Vittal Rao, who has at present retired from service was a very popular Assistant Head-Master of Nellore. His specialized subject is Grammar and he has taught the same to generations of students and as such he is the right person to take up such an adventure as this. We agree with him in saying that in many Grammar text-books the excercises, which are taken from great authors and poets are beyond the comprehension of the average students of our colleges. We congratulate the author for having realized this important factor, which is generally overlooked by our modern grammarians, and for having made necessary changes in his book in this light. The exposition of grammatical principles is also simple and within the reach of a high school student. We recommend this book not only to the high-school students but to every one who wishes to have a firm foundation in fundamental Grammar.

— *V. V. Tonpe.*

Acknowledgment

Principles and Problems of correlated Teaching Targets for craftwork by M. Jayaraman — Published by National Institute of Basic Education, Government of India.

Correspondence

New Scales of Pay for Teachers in Andhra

[The following signed statement is issued jointly by M. L. C.s representing the Teachers' Constituency — Messrs V. P. Raghavachari, P. Sriramamurty, D. V. Subba Sastry and S. Ramakrishnarao from the New Legislators' Hostel, Hyderabad]

Having studied the reactions based on facts and figures to the Government announcement on the new scales of pay consequent on the merger of Dearness Allowance with pay, we are in a position to say that the scheme of merger has on the whole brought a thorough disappointment to all sections of the low-paid employees, particularly to such of the existing incumbents as have put in long periods of service. Government contention that all employees without a single exception, will get a benefit ranging from Rs. 3/- to Rs. 10/- is refused by employees on the ground that such of those as have reached the maximum or are in the neighbourhood of the maximum in the present scales get no benefit at all, while those provided with Government Quarters lose in their emoluments, since the house-rent is deducted on the basis of their basic pay, which has now swoolen up in figure, giving no benefit in total emoluments. A Secondary Grade teacher or a Lower Division Clerk in the Moffusils (where no Compensatory Allowance is permissible) with a service of 3 to 5 years gets just Re. 1/-, those with 10 to 15 years of service get Rs. 2 to 4 while those with more than 15 years of service not only not get any benefit but will ultimately lose Rs. 3/- since the maximum of the revised scale is reduced to that extent The number of teachers in this scale which is reduced in the maximum by Rs. 3/- constitutes nearly one-fourth of the total number of teachers in the State.

Another significant feature of the new scales of pay as claimed by the Government is that Compensatory Allowance is extended to more towns and cities. This does not bring benefits to large numbers, particularly to a majority of as many as 70% or a lakh and a quarter of teachers in the State, who are working in villages where the Compensatory Allowance is not permissible. A third instance of benefit namely that of reduction of the length of scales from 10 to 12 years as claimed by Government is also not tenable since in the case of teachers no scale is less in duration than 15 years. The scales of Lower Grade, Higher Grade, Secondary Grade and Trained Graduate teachers run to 15 to 16 years while the selection grade of 180-7½-210-10-300-15-375 is as long as 18 years, which is unreasonable. No trained graduate is directly recruited to a selection grade post. It is only after serving for a number of years in the lower scale that a trained graduate comes to the selection grade. It will thus be seen that the long duration of the selection grade disables trained graduates from reaching the maximum of 375 in the selection grade.

7000 out of nearly 10,000 teachers in Telangana, in the existing scale of 35-60, who have reached the maximum of Rs. 60/- stand to get only Re. 1/- and a thousand get a benefit of Rs. 3/-. Nearly 3000 Lower Grade teachers in Telangana get only Re. 1/- and Rs. 2/-. Teachers had reasonably hoped that their pay scales would be brought to the level of the former Hyderabad Scales but are now disappointed to find that they have not even been brought to the level of Madras and Mysore Scales.

The pay scales of Telangana teachers and N. G O. S. have been left untouched a second time – they were not revised even in 1958. The exclusion

of Town Municipalities in Telangana for extending the benefit of Compensatory Allowance is regarded by employees as a discriminatory measure, which impression should be erased by Government.

We had asked the Government well in advance that representative organisations of employees should be consulted before the new scales consequent on the merger scheme, are announced. Government have not cared to consider our advice with the result the relief proposed to be given to low-paid employees has not reached any where near their expectations. We hope that Government would respect the aspirations of the low-paid employees and meet their minimum needs by revising the entire merger scheme in consultation with their representative organisations in such a manner as to give equitable benefits to all sections.

(Sd.)
New Legislators' Hostel, Hyderabad-22. — **V. P. Raghavachari, P. Sriramamurthy, D. V. Subba Sastry, S. Ramakrishnaiah.** M. L. Cs.

All-India Adult Education Conference, Coimbatore

The 18th All-India Adult Education Conference, which concluded its session in Coimbatore recently, has welcomed the introducation of Panchayati Raj as a bold and wise step in the nation's history towards the realisation of the democratic ideal. The Conference has expressed the opinion that a dynamic, sustained and comprehensive programme of adult education is essential for the success of this great measure.

In another resolution, the Conference has expressed its great concern at the very poor progress in literacy during the last decade. It reiterated its conviction that functional literacy is essential for all-round development of the people. The resolution says that the introduction of Panchayati Raj at the village, Block and District Levels renders it imperative that in as short a period as possible a substantial proportion of the adults become capable of reading and writing. Therefore, the Conference urges the Central and State Governments and Panchayati Raj Institutions to give high priority to this programme in their development plans.

Other resolutions passed at the Conference are:—

This Conference welcomes the decision to introduce universal primary education for children of the age-group 6-11. However it is of the opinion that unless efforts in this direction are supplemented by follow-up activities such as continuation classes, especially for the age-group 11-14, and libraries, the benefits of the scheme will not be adequately realized. This Conference, therefore, urges the Central and State Governments and the Planning Commission to provide adequate funds for such programmes in their budgets.

This Conference strongly feels that Adult Education Associations should be established in all the States where they do not exist now so that the movement could be effectively strengthened.

This Conference notes with concern that some State Governments are abolishing the posts of Social Education Organisers or are merging them with the posts of Panchayat Officers or Sub-Inspectors of Schools. In view of the fact that a colossal amount of Social Education work still remains to be done, this Conference urges all State Governments to continue the old pattern of two SEO's, one man and one woman, in all development blocks.

New Delhi, 11-10-61 — **S. C. Dutta,** *Hony. General Secretary.*

Education and National Integration

By SHRI MOHAN LAL, M.A.,

(DELHI.)

THE deliberations of the National Integration Conference highlighted the necessity of conscious efforts to bring about national consciousness in the country. There is no denying the fact that the evils of regionalism, communalism, casteism and linguism do exist in this country and are potential dangers to the national solidarity—but the problem is not so grave as some of the participants in National Integration Conference tried to make us believe. Sometimes ugly manifestations of these dormant forces in the shape of rioting, as in Assam, Jabalpur and currently in some towns of western U. P. are very disturbing and leave no room for complancency. These happenings reinforce the apprehensions expressed at the Conference and call for concerted efforts to give impetus to the process of national integration, social cohesion and psychological unification, which has received a temporary set-back in some recent years.

Of the measures proposed at the conference to achieve this objective of national consciousness education figured prominently. The report of the Streering Committee says, "In a secular democracy, education is the most powerful instrument for bringing about national integration. Since the problems of national integration or of national unity essentially involve the attitudes of groups or large sections of the Community, and since education has in its broadest sense been recognised as a powerful instrument for influencing or modifying these attitudes, the Conference regards the process of education and its reorientation if necessary as of primary importance." Needless to say that education is one of the most potent influences which leave a lasting imprint on human personality. When at school the children possess impressionable minds and the impressions imbibed at this stage of life have lifelong permanence. It is the time when attitudes, habits and mental outlook take definite and definable shape. Realising the paramount importance of this formative stage, the educators in India should gear the educational machinery to the worthy task of laying firm foundations of national consciousness in the minds of Indian youth and insulating their minds against such pernicious influences It is a historical fact that Nazies in Germany and Fascists in Italy and in recent times the Communists behind the Iron curtain have used education in the worthy objective of yoking it to the chariot-wheels of their respective ideologies, and indoctrinating their youth with their political views.

Teachers and text books occupy a pre-eminent position in any scheme of education. The contented and patriotic teachers are a national asset, for they can inculcate national values and create Indian ethos in their students and enable them to outgrow the narrow loyalities of caste, religion, region, and language. The national minded teachers can strengthen the instinct of unity and the idea of compositeness. These teachers can help the students to combat obscurantism, superstition and intolerance, and promote rationality, objectivity and scientific attitude.

The problem of text books is a bit ticklish one. The consensus of opinion at the conference was that "the text books should be written on a national rather than state or regional level and even if they were written in any regional language, arrangements could easily be made for their translation or adaptation into other languages." The University Grants Commission also recommended that national advisory board consisting of eminent scholars and University teachers from different states be set up to advise on the writing of inter provincial text books prescribed in different states, making recommendation for revision and improvement wherever necessary. Inspite of the general acceptance of the view, the experience of nationalisation of text books by diffirent states is not a happy one. Careful steps are essential in order to avoid the difficulties experienced in the experiment of nationalisation in the past.

Recasting of History Books: In the pre-Independence era, the history books were written primarily to suit the imperial interests of the foreign rulers and they accentuated religions, ethnological and geographical divergences rather than cultural unity which all-through has served a cementing bond binding the people inhabiting this sub-continent. They are replete with sordid accounts of reverses suffered by Indians at the hands of their foreign adversaries, driving home to the readers that Indians were a race of inferior beings and therefore, they could not hold their heads high against the superior forces of the west. Work of historians like V. A. Smith bear ample testimony to this contention. If such books continue to be taught in our schools, they will not only undermine the faith of the youth in the greatness and glory of their ancestors but will develop unhealthy defeatism in them. Thus there is an imperative need of recasting books on Indian history, giving an objective account of forces and trends which tended to synthesis and fusion of various patterns of thought and modes of life resulting in the present composite Indian culture. These books also should highlight the memorable role of heroes of all-India stature who kept burning the torch of freedom even at the gloomiest hours.

STUDY OF INDIA'S STRUGGLE FOR FREEDOM

A short and simple history of the national movement dating back from the inception of Indian National Congress and culminating in the fulfilment of fervently-cherished goal of emancipation should be produced and its versions in all the major languages of this sub-continent should be given an abundant circulation. This history which is a saga of sacrifices willingly made and sufferings patiently borne by Indians of all quarters at the altar of freedom will go a long way in instilling national consciousness and apprising the youth with the price which the preceding generation paid for freedom.

ANTHOLOGY OF NATIONAL SONGS

A short anthalogy of songs in all languages, glorifying the motherland, embodying the aspirations of the people and emphasising the geographical unity should be compiled and placed at the hands of the schools and colleges to be sung at the assemblies at the time of celebrating national festivals, at group rallies of scouts and guides and sports meets. A hand book of such soul-stirring songs will serve a very useful purpose.

NATIONAL LITERATURE

A short and simple course of national literature embodying national ideals and eternal verities should be made a compulsory subject at the secondary and college levels. This, if properly conducted, will create a proper understanding of the basic values of Indian way of life and engender an abiding respect for the fundamental concepts of Indian philosophical thought, of which Gandhiji was one of the leading exponents, and from which all Indians have derived sustenance from times immemorial. The study of one of the Indian languages other than regional language should be made an integral part of curriculum. This study will open up new vistas of thought before the young minds besides broadening their outlook on life, giving it an all-India bias. This will also unlock the rich treasures of Indian thought and literature and help promote esteem for the denizens of other regions and thereby forge unbreakable fraternal bonds with them. By suggesting these additions in the already crowded curriculum, I am afraid, I am laying myself open to the charge of overburdening the curriculum. These courses of study can be conveniently incorporated in the previous curriculum by excluding certain irrelevant items from it and rationalising it in some other ways.

STRESS ON CULTURAL UNITY

India has a rich cultural heritage of which every Indian is and should be legitimately proud. Notwithstanding India being a land of sharp contrasts and baffling variety in language, dress and food, she has essentially and fundamentally possessed great unity and continuity of culture. This unity has found an unmistakable expression in her art and architectural forms spread over the face of the entire country. The educators can impress upon the minds of the young learners the inherent and essential oneness of Indian culture despite apparent diversities through a variety of media. Documentaries and school broadcasts highlighting the synthetical trends in Indian culture can promote national consciousness in students and can make them intellectually convinced patriots.

EXCHANGE OF PUPILS AND EDUCATIONAL TOURS

Different educational institutions and even Universities can be helped in formulating "Sisterhood Programmes" among themselves. These programmes would envisage the visits of selected students of these institutions on reciprocal basis and provide opportunities for cultural activities, which will help them to live down irrational prejudices arising from narrow considerations of regions and groups. These programmes even on international plane, have proved very useful in promoting understanding between nations. The youth festivals organised at the University level under the aegis of the University Grants Commissions are a step in the right direction. This principle can be extended to the schools also. The utility of educational tours, which for some time were hot-favourites of educationists for awakening national consciousness, is open to question. The money spent on these tours is in great disproportion to the advantages derived from them. The hurried visits to different places are of ephemeral value as they do not contribute to any understanding of the people of these places.

NATIONAL LANGUAGES

Unfortunately, in this country language, instead of being a means of

The Promise of Educational Television

By DR. DONALD L. BARNES,

Ball State Teachers College, Muncie, Indiana. U. S. A.

MANY countries throughout the world have recently adapted television to instructional purposes. Schools in the United States, Great Britain, France, the U. S. S. R., Italy and Japan are using television for regular inclass instruction. Elementary, high school and college teachers have welcomed this new animated teaching aid and found the offerings both stimulating and rewarding. At present there are more than 4,000,000 students in 7,000 schools throughout the United States learning through the medium of television. One hundred and ten colleges and universities have also used television for instructional purposes.

In the United States the television teacher enjoys a number of very important advantages not available to the classroom teacher: (1) He usually teaches only one or two lessons a day, and therefore, has greater time to prepare; (2) He frequently has an opportunity to run through a lesson under the watchful eyes of his producer before it is telecast; (3) He usually enjoys the services of an artist or film librarian in preparing his visual materials; and (4) Through clever camera work unusual visual effects may be achieved that are not possible in the normal classroom.

Like other innovations which we observe in human activities, educational television has definite limitations. Schools in the United States frequently find it difficult to adjust their complicated schedules to the telecast periods, and schools must, of course, receive the program during the hours it is offered. In the United

(Continued from preceding page)

bringing people together has driven them apart. The problem of Languages here is tied with the apron-strings of politics. In a multi-lingual country like India, a good deal of circumspection is needed in deciding this question. English served a great unifying force in the past, at least among the intelligentsia of the country and brought about unprecedented national awakening. Any indecent haste in adopting regional languages as media of instruction at the University level is likely to loosen the bonds of unity, and hinder the free flow of ideas from one region to another Thus this connecting link between the intelligentsia of different regions should not be snapped without replacing it by an equally strong and effective binding force. The Vice-Chancellors of the Universities in the Southern region unanimously endorsed this view and looked with disfavour at any sudden switch-over from English to regional languages as medium of instruction in the Universities. The view is also held by many prominent educationists in this country.

It will be a major failing of any educational programme in this country, if the educationists cannot rise to the occasion and meet this challenge to India's solidarity boldly and successfully. If we fail at this crucial hour in stabilising the foundations of freedom, the posterity will never forgive us.

States we also find that it causes a very definite inflexibility in the curriculum. Teachers who use the programmes in their classroom have no choice but to follow the topics and the plans of the television instructor. In the United States where we attempt to capitalize upon the interests of children in the various classrooms this is, perhaps a greater handicap than in countries where the curriculum is very standardized. In as much as television instruction is a one-way communications media, there are many important aspects of teaching that cannot become a part of the telecasts. Television teachers cannot plan with students, draw ideas from learners, adjust the pace of instruction in individual groups or help pupils evaluate their own work. Obviously, educational television must have some important advantages or it would not have been accepted throughout so many countries of the world. The advantages of educational television may be listed as follows :

1. Through this new instructional media many important people and resource materials may be brought into the classroom that would be unavailable under normal conditions. When Prime Minister Nehru visits America, he may be willing to speak to a half million boys and girls over television, but he could hardly visit them in their classrooms personally. Likewise, our museums and archives frequently contain but one example of natural or man-made objects. These cannot be made available to classrooms except through television.

2. Classroom teachers often receive new ideas from viewing the television teacher in action. It seems that we often learn best through demonstration, and the fortunate classroom teacher with a receiving set in her room has the privilege of watching other teachers in action every day. (She must, of course, make certain that she does not limit herself to a one-way communication as the television teacher does.)

3. Experimentation has verified the fact that more is usually taught in a given amount of time on educational television because presentations are carefully timed and uninterrupted. Frequently we find that two year's work can be covered in one year.

4. Classroom teachers find that they can provide much more individual assistance when using television, for the rest of the class does not get restless while she is devoting her attention to the individual child—they simply follow the programme.

5. Experimentation has revealed that television tends to focus the attention of students on that which is under discussion. In a sense, the camera serves as a built-in conscience. As the student follows the programme he has no choice but to see what the camera wishes to show him. He sees many fewer extraneous things than he does in an ordinary classroom.

6. Every student in a television class enjoys a frontrow seat. Camera close-ups allow excellent observation of material under discussion. One must see the miracle of careful camera work to appreciate the tremendous advantages.

We in the United States have been using television as a means of augmenting the efforts of the teacher. We do not expect to replace teachers with a television set, for we are very eager to maintain the personalization possible in the ordinary classroom. Educational telvision brings to the classroom the tremendous benefits of team teaching without the segmentation and impersonalization often associated with departmentalized plans, for the classroom teacher supplies the indispensible personal dimension — the sensitive, guiding hand important to real learning.

Growth of 'Self' in Infants— An Observational study

By Shri L. N. GUPTA,

Assistant Professor, Allahabad University.

MODERN PSYCHOLOGY

PSYCHOLOGY is the systematic study of one's 'Psyche'. Psychology is therefore concerned from the very inception with the study of the 'self'. 'Psyche' originally means the 'Soul'. The soul has the dictionary meaning as 'that part of man which thinks, feels, desires, etc'. It indicates that 'Psyche' is the agent that makes possible the cognititive, affective and conative processes complete. In other words we can say what the individual thinks, feels and does is due to his 'soul.' The Sanskrit word for this is Jiva or Atman or Brahama. 'Atman' reflects what an individual is. It therefore coincides or even imbibes the meaning 'self'. In the Chambers' Dictionary 'self' means, 'One's person' i. e. the individual in its being. It is therefore clear that 'Psyche' being a word wider in meaning has both 'soul' and 'self' and hence psychology is the study of the organism living in the world of experience and behaviour.

The two words above 'experience' and 'behaviour' are note-worthy and have their respective importance in the study of psychology. They no doubt envisage the whole gamet of psychology. In the modern psychology, which cannot leave subjective aspect while studying objectively experience suggests internal working and behaviour the manifestations outside which we take as the theme of modern psychology and on which we base our study. Therefore unlike the past when psychology was engaged in intangible study of 'soul', it cannot now make headway scientifically unless it takes in its purview the 'behaviour' i. e. the outer manifestation of the inner self. Behaviour of an individual devoid of self is beyond the imagination of human being and rest assure one cannot think of selfless behaviour. Today psychology stands for the scientific study of behaviour of the origanism which has behind it, indeed, a self. This view of modern psychology cannot be challenged and is accepted by all.

IMPLICATION OF SCIENTIFIC STUDY

Modern Psychology has adopted new methods of study on scientific lines in order to give a more concrete and reliable reply. It has therefore engaged among other scientific methods-the method of observation and experimentation. This new trend in the use of scientific method has brought in better results wherever psychological investigations have been carried out. The method of observation is next in importance and accuracy to experimentation. Observation is also a sort of experiment but without precise tools. Observation is one of the important methods of studying behaviour specially of the child and the infant because they are not able to introspect and give report of themselves. All the investigations in the field of child psychology could have remained undiscovered without observational studies. Observation not to exaggreate, is the means of study in the case of infant behaviour. This has been made the basis of study in the present case also.

THE CONCEPT OF SELF

The question can therefore be posed whether this self which cannot be outwardly seen, but can be objectively studied, is a characteristic of human beings or all living beings. To the philosophers this is the essence of human organism and that is why this branch of knowledge in the long past was a part and parcel of philosophy and psychology was termed a study of soul. But the behaviouristic school of thinkers did a great service by replacing the attribute of self on an outer surface in the form of behaviour to be seen, observed and studied objectively. The implantation of behaviour which is the expression and activity product of the self has no doubt made psychology a science which could use the scientific method of observation.

Writing in his book: "The Ground Work of Psychology" F. G. Stout states: "It is and through the process of motor adaptation that we apprehend the contents of our sense experience as qualities entering into the constitution of external things. But this presupposes that the external thing does not consist for us merely in the sensible features by which it is qualified. There must be something to which these sensory contents are referred as attributes." In this quotation 'Something' has a clear reference to the 'self', the pivot of psychological study. At another place he writes, "when I listen to the sound of a bell, ... I attend to it. I discriminate it from other simulationous sounds and perhaps compare it with these ... ... etc." Also, "Consider the following list: Rejoicing, hoping, fearing, desiring, disliking, believing, questioning, doubting, being perplexed, feeling interest, failing to understand, purposing, choosing. Each of these psychical states implies by its intrinsic nature a reference to something other than itself, which in common speech we should call its object." Again, "The inner being of external things is apprehended only as a counterpart of the recipient's own subjective experience. On the other hand, it is only in contrast with external things and in relation to them that he becomes distinctly conscious of self..... The growth of the individual's acquaintance with the external world is in itself an extension of his own being ... ... "

The above lines indicate clearly that self is the inner being or the person within. The self in psychology may therefore be taken as that innate quality of organism which makes it aware and conscious of its existence in relation to others and thereby makes effort to adopt the situation it is put in or it has to face. In fact self is the innate power of making behaviour patterns, may it be physical, emotional, or intellectual. This has been explicitly illustrated by Prof. Stout when he says: "The skin and what lies inside it is apprehended as belonging to the self; what lies outside it is apprehended as not-self."

PROJECTION OF SELF

The manifestation of self is found in the behaviour of the organism. After all what is behaviour? Behaviour is the attempt and activity of the living being guided by the self. It is possible that behaviour may be conscious or even unconscious, rational or irrational and instinctive, individual or social." For example, the visual presentation of our own body and its movements is like in nature to visual presentation of surrounding things, and forms part of the same continuous field of view. When I move my hand the motor

adaptations by which I follow the movement with my eye are such as would be required in following the movement of another man's hand or an inanimate object. But in the case of my own hand the visible changes are initiated and maintained by my own motor activity; hence I tend to regard similar visual appearances when they are not initiated to me to follow from what in popular parlance is called a "force" or "energy." This "force" or "energy" forms no part of the sensible appearance in terms of the percipients own subjective life." This quotation says that the self is therefore the main key that helps the unfolding of what is within. What an organism wishes or desires within as stimulated by environment, it feels within or is realized by the self; and that experiencing within results in behaviour. This shall be made more vivid by the following quotation from the Encyclopaedia Britannia " .. ... but few consider that underlying all common sense thinking there lurks the same natural precipitancy. We attribute to extended things a unity which we know only as the unity of an unextended subject; we attribute to changes among the extended things what we know only when we act and suffer ourselves; and we attribute further, both to them and their changes, a striving for ends which we know only because we feel." In asking what they are, how they act, and why they are thus and thus, we assimilate them to ourselves; inspite of the differences which lead us by and by to see a gulf between mind and matter. Such instinctive analogies have, like other analogies, to be confirmed, refuted, or modified by further knowledge ie. by the very insight into things which these analogies have themselves made possible. That in their first form they were mythical, and they could never have been at all unless originated in this way, are considerations that make no difference to their validity assuming, that is, that they admit, now or hereafter, of a logical transformation—which renders them objectively valid.

In this connection one thing more is to be borne in mind that the organism is always conscious of the self otherwise the activities shall never be organised, coordinated and purposeful. The consciousness - of self leads to intercourse with other self and as such it is inseparable. The interpretation of the behaviour of others by an individual is fundamentally based on his own subjective or self-experience. Hence in the growth of mental life of every individual, he is always conscious of his owu self as well as the self of others and in such relationship the individual self projects and manifests in the form of behaviour.

THE SELF AND THE BEHAVIOUR

Self and behaviour are then so intertwined that one cannot be separated from each other—no doubt in the present age psychology has turned its face to behaviour alone. In the past and even today according to few, education aims at self realization. What is this self realization in the field of psychology when only behaviour is considered and self is dropped out. As said in the start these are the two sides of the same organism—one inside and hence invisible, and other outside and hence visible and therefore taken into consideration and given most importance. A reflection on the Indian philosophy and allied with it the psychology will clarify the position. In Indian life great stress was being laid always on Sadachar i. e. the good behaviour or conduct and that is why Brahma-

charya was followed—Brahmacharya of body, mind and feeling. The self reflects in the activity or behaviour. Looked in this way self stands for inner part of the organism and often expressed by the term Ego.

SELF IN THE INFANTS

There can be another question whether self is innate and the infants too are possessed with the same. It is as certain as anything that the existence implies self. Self is an innate quality and every organism is born with a self. As such then the infants also have self. This self ever grows till one's life closes for ever. Describing about the 'Emerging self' Prof. Good in his 'Dictionary of Education', defines it as "an evolutionary concept which holds that the individual is continuously rebuilding the self through interaction with the surrounding culture, that nothing is predetermined at birth or at any subsequent period; what the individual accepts out of each experience is built into the self and in turn, affects the emerging culture." These lines hint about the growth of the individual through various stages and various situations in order to achieve culture or development. As a growing organism the infant has to build his 'person' or personality as to distinguish from other persons, personalities or self in other words. In the following instances as observed in different cases the idea of the growth of self or consciousness of its own being as distinct from the other shall be made clear.

OBSERVATIONS

(1) Subject an infant Six months old. Case of breast sucking. The infant while sucking milk from the mother's breast was detached. He showed anger and screamed for being separated as if his self was denied something. Again when he was given to suck, he showed happiness by smiling, as if his self regained the lost thing.

In somewhat grown up infants when there are more than one infant if one sucks the other feels pained and neglected. The screaming, weeping or expressing tenacity by not accepting the breast if offered to pacify, shows a shock to the infant's self.

(2) Subject an infant of one year. Case of holding an article. The infant was given a toy with which he played usually. The toy was held fastly and more tightly when an attempt was made to take it away from him. The infant first resisted and when deprived of the article he cried bitterly. Again it was given back. He showed pleasure. This also shows that the infant has the idea of possessing the toy which his self realized and felt its deprivation.

(3) Subject an infant of two. Pinching with a pin to the point of crying. The infant was first given a pinch ordinarily that caused him a sensation of pain. He tried to remove his hand in order to get relief. For sometime he endured it and when he could not tolerate he cried loudly. This is a case of sensation and feeling while his self realized and expressed in his behaviour.

(4) Subject an infant of one year. A finger was put in his mouth. He caught hold of it and brought it between his teeth to press. He pressed it hard. Next time he was given his own finger but lo he does not press. Why ? Because the infant is conscious of his self. He knew that it was his finger and if pressed it will cause him pain. This is a clear case of growing self and its consciousness.

(5) Subject an infant of six months. A case of affectivity was marked. An infant was left by himself. His mother went on with her work but came and went many times near him. The infant felt that his self was altogether neglected. He tried to make it explicit and by his long and continuous weeping caused the mother to attened to him. His weeping stopped when taken up in arms by his mother.

Similarly the infants of other ages also make such motions and activities that cause to attract others to them. The self is projected in their behaviours thus.

(6) Subject an infant of about a year. The mother gave to the infant some crusts of sweetmeat but he showed in the presence of others who were given full sweetmeat rounds a feeling of discontent. The infant showed that his self was neglected before other selves. He did not accept the crust and began to groan and scream. When he was given big share his self was pleased. This also shows how self grows in the infants.

(7) Subject three infants of three, five and six years of age. On various occasions these infants were tested for anger, fear, jealously, tenacity etc. Complex emotional organizations of such nature take place in the infants. Once these infants were distributed some fruits but not equally. The infant aged three got the greatest share. The infant aged six withdrew himself by showing scornful eye. The infant aged five did not accept at all, being the most active and loved by parents he showed anger and tenacity whereas the infant aged six showed fear complex. Complexes and sentiments are thus formed that affect the conduct and behaviour of all human beings in later life also.

All these observations reflect "something" that works into the infant and guides to act and behave accordingly. The something is nothing but the 'self'– the innerbeing - the person inside – the hidden power that moves, motivates and reacts.

CONCLUSION

The above discussion leads to some conclusion of importance. We have generally a notion that infants and children are selfless and even incapable of perceiving the self and using it. With this notion we generally behave or misbehave the infants and children. This notion is quite erroneous. The Psycho-analyst's view is then quite correct that a man's personality developes most in infancy and the infant is more prone to complexes than the adults which the elders neglect in the normal course of their behaviour. The self in the infant grows gradually and this fact is well demonstrated by the above observations. These observations are very common and simple and may be made in every family by the parents in order to develop the personality of the children. This is a need of avoiding maladjustment of personality to which every parent should pay attention. It is the noble duty of the parents to look for the "psyckological moment" and help the infant's self grow to full stature of and alround personality and thereby fulfill the aim of true education.

How to 'tackle' Examinations

By SHRI M. RAGHURAM SINGH, M. A., B. T.,

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NOTHING bothers the minds of students in the month of March so much as the Public Examinations. In the present-day educational system, examinations and grading continue to dominate and they constitute a big bug-bear to most of the students in an otherwise merry-go-lucky period of life. Probably no student has ever been overjoyed at the prospect of examinations; there is no reason why he should be. In fact many a student watch with nervous dread the approach of the seemingly fateful days. Examinations are no doubt very important to students; it is certain; but they should not, of all other things, take them emotionally. Examinations demand the development of certain types of skills on the part of the students. As a student and a teacher at the school and college level, I have thought quite a lot about the matter, and here and now, I shall attempt to put my ideas on paper.

In order to succeed in an examination, you must at any cost, maintain balance of mind, for as is oftentimes said, examination is a test of nerves. Face your examination with quiet confidence. Nothing could damage your efforts so much as the nervousness. Pupils usually develop a sort of "fear complex." This feverish state of your mind undermines your capacity to retain what you might have studied laboriously. Those who take by heart essay after essay at the eleventh hour are more apt to get confused at the examination hall. Regular habits of study, if maintained throughout the year will stand in good stead at the end; and experience shows, that regularity and sustained efforts in academic work invariably pay handsome returns. Sometimes a favoured few, begin to sit tight at the wake of March and burning the mid-night oil deveavour lessons, that have been taught over the last one year within two weeks; and occasionally such late-beginners top the list in the Universities because they happen to be men of genius and extraordinary intelligence and originality. Here I wish to confine myself to the average student, who is a typical representative of his class.

The huge Examination Hall, the Register Number Tickets, the Identification Certificates and the strange unfamiliar faces of a large number of busily-moving invigilators—the whole atmosphere creates a sense of being on "trial". As an observer, I have found, most of the students enter the Hall with feelings similar to that the devotees experience, while approaching the Sanctum Sanctorum of a Hindu temple. This surge of emotions disturbs the self confidence, that usually good students have in their preparations. Those who are below average in the internal class-tests definitely become panicky in the Hall. What should be noted here is, that this emotional attitude towards examination will only greatly handicap the candidates. A healthy and wholesome attitude towards examinations should be developed, and they should come to be regarded as opportunities to demonstrate the love for subjects and the cultivation of certain skills.

As soon as you get your Question Paper, first settle down in your seat comfortably and then study the questions one after the other, patiently. It is worthwhile to devote a few minutes for many answer sheets reflect, that many candidates mistake and misunderstand questions and go the full length of writing a totally different answer. Further, many pupils do not come with a clear head; they stuff their minds with many possible and probable questions, predicted by tutors and Guide Book authors. Such candidates, with their pre-occupation with the expected questions actually read their own thoughts from the question paper. They do not take pains to see the paper-setter's point of view in putting that question. Questions are very seldom given in a simple form. You have to catch what is the central point of the question and you will need to know the tone and range of the answer expected. Sometimes an extensive coverage may satisfy certain other occasions a critically analytical study may meet the point and on other occasions a discussion might have been called for. A shrewd student may find out, that a question may contain certain strong prejudices of the paper-setter and hence the answer will have to be suitably modelled.

Particularly while you are dealing with the New Type Questions, many errors may arise due to hasty reading or incomplete reading. It is often very easy in the rush of an examination to over-look some little word here or there, a negative perhaps, which alters the entire meaning of a question or statement. Everyone of us sometime or other misread a sentence with strange though not shocking results; if you read 'sound', where the printed page says 'ground' you may be mildly amused by your error. But a similar mistake in an examination would not at all be funny.

Ninety percent of students have very bad hand-writing. The hurry and excitement associated with examinations make the bad hand writing worse. As Gandhiji had rightly observed handwriting is one of the most important skills that any pupil should cultivate from a very early stage of schooling. Neatly written answer books have an obvious advantage. Because they are readable, they have a better chance of being read by an over-taxed examiner, who is usually expected to "value" hundreds of Answer Books during his 'vacation'. Those who have had the experience of valuing such papers in hundreds alone know what "vacation" means for them.

If it is very difficult to write a polished English language for a majority of students, it is expected, that at least the decencies of composition should not be violated. Gross misspellings, deformed or mutilated sentences, grammatical incongruties and meaningless generalities should be strictly ruled out. One's own English, more often than we are aware of, is the real basis of evaluation. An instructor or examiner who is to go through tens of papers is bored and fed up with the uniform mediocrity. If you wish to distinguish yourself, then you must be shrewd not only to present the subject-matter correctly and accurately, but also dress up your language. A little bit of casual humour, an occasional intelligent remark, an apt comparison and a wealth of relevant details will go very much in your favour.

Of late, the system of examination has justifiably come under consi-

WITHER SOCIAL STUDIES?

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IT is a sad fact of Secondary Schools' curriculum that Social Studies even after ten years of its existence has not recorded the expected progress. It is still an unintellegible hotchpotch of ill-related fields of subject matter. It is not properly integrated with other subjects of the curriculum and the subjects under it have not developed a composite character.

The conclusion is inescapable that the same subjects History and Geography continue to function under a new banner leading to confusion of subjects matter. It appears that the situation now is worse than what it was under the aegis of History and Geography. Under the old order at least those two subjects were taught fairly thoroughly and students left the Secondary School with tolerably good grounding in History and Geography. Compared to the old History and Geography students, products of the present Social Studies programme cut a very sorry figure. Wide and almost appalling gaps are seen in the knowledge of the pupils and few teachers ever make any attempts to fill up those gaps. There are serious misgivings among the Social Studies teachers in general regarding the claims of this subject. Even in the United States of America opposition to this subject has not been completely set at rest.

The values and aims of the subject are highly attractive, no doubt. According to the ambitious ambit of the subject, probably there is no branch of knowledge either humanistic or scientific which cannot be utilised with advantage for the furtherance of the aims of this subject. It is claimed that even social psychology and social anthropology could be incorporated into the scheme of social studies besides all other subjects that go under the category of humanities. One of the chief aims of social studies is to bring the child to a keen awareness, of his place in time, space and society.

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derable fire. A number of Boards of Secondary Education with the collaboration of foreign educational experts conducted a series of studies and experiments and evolved a large volume of new type of testing materials to be administered to school boys and girls. This did not seem to suit a considerable minority. Some wished that they should not have disturbed the "status quo". Some extremists talked of overthrowing the entire system of examinations, lock, stock and barrel. This has not at all been followed by any parallel development at the college-level. As a result of all this, the confusion has been worse confounded. As Dr. Benjamin S. Bloom, Head of the Board of Examiners of the Univeristy of Chicago says, "Examinations are a powerful force-for good or evil in the educational system of India. They cannot be eliminated at this time no matter how much this may be desired by some individuals." Whatever may be said in favour or against the pattern of examinations, so long they continue, examinations are examinations after all and as such students should any how equip themselves adequately and systematically to face them.

The implications of this aim necessarily carry one quite a long way into scientific studies, besides broadly touching all the so-called Social Sciences. It is not known as to what extent syllabuses for various classes reflect the sprit of this aim. It is common knowledge that syllabuses are heavily loaded with all kinds of details particularly concerning activities. High objectives of the syllabus make sorry reading, when considered in the context of what is found in the text books. Perusal of aims convinces one that all the good things of life are aimed at through the social studies instruction. Cultivation of qualities necessary for worthy citizenship, right use of leisure, artistic and cultural appreciation, respect for heritage, acquaintance with economic, political and social forces that shape the life of a modern citizen, belief in the democratic way of life and several other well known aims are stated for the subject. It looks as though that social studies by itself, if stretched to its farthest possibilities, would satisfy all the goals that General Education stands for. All the accepted aims of general education appear to have been brought in as social studies' aims in a disguised form. The question that naturally arises is how far is it possible to live up to those aims in the teaching of the subject with the content of the subject remaining what it is in our secondary schools and whether it is at all possible to realize these aims even if we propose sweeping modifications in the composition of the various sources of knowledge imparted under the aegis of social studies. The experience of the United States my be of some help but this experiment has been tried there under widely different conditions.

Social Studies has various degrees of acceptance in the various states of our country. In our state, atleast in Circars and Rayalaseema, we are firmly committed to the implementation of it. The content of the social studies will differ according to time, place and circumstance. To make the subject intellegible and acceptable certain basic conditions should be fulfilled. In the first instance, the scope of the subject should be clearly defined. The aims of the subject should be restated in terms of tangible realities of school experiences of children with reference to their needs of development. The composite character of the subject should permeate the entire content of lessons given to the pupils. Text books should reflect this orientation in every topic. It is necessary to include the findings of the recent researches in social sciences, like Anthropology and Sociology, to make the story of man complete. Through the successive stages the subject should unfold the story of evolution of man in the infinitely varied geographical settings of the world. Right from the start the subject demands the interpenetration of facts various subjects. It is necessary to organise a pilot scheme of text book writing with the co-operation of experts in various social sciences to give concrete shape to the subject.

As it is constituted, the subject makes no sense without the provision of the different kinds of activities. Sufficient attention should be paid to the activity-Protential of the syllabus, especially in the light of the requirements of the subject for the development of attitudes and skills.

As regards the preparation of teachers, the situation leaves much

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English from Class III

THE decision of the government of Madras to introduce the teaching of English from Class III and the reports that governments of other states will adopt a similar policy are most welcome. All this shows that better counsels have come to prevail among persons responsible for the spread of education in the country. It marks a departure from that sentimental opposition to English which has exercised a baneful influence on higher education for more than a decade.

EVERY one has been complaining that in recent years there has been a noticeable fall in the standard of attainment in English in secondary schools and that students entering the universities have consequently not been able to follow the lectures delivered to them in English or understand the text books prescribed for university examinations. The complaint was well-founded. This fall in standard was the outcome to some extent of the adoption of the mother-tongue or the regional language as the medium of instruction in secondary schools and the relegation of English to the position of a second language.

SUCH a result would not have followed if the teaching of English had been begun at a sufficiently early stage in elementary schools and if an adequate number of hours had been allotted to its teaching throughout the school course. But that sentimental opposition to English to which reference was made above precluded the authorities from adopting such a course and this has produced the adverse effects for which the new decision is the only natural and logical remedy.

A fall in standards in English need not have produced any such adverse effect on higher education if the medium of instruction in the collegiate and university stage had been the same as that in the secondary stage. In the latter the mother tongue or the regional language has been adopted as the medium of instruction in all except a few schools in the country. Logic would have suggested that the language adopted at the secondary stage should also be adopted at the university stage, if education is to have a real meaning. But this was not done. Those entering the universities were consequently ill-equipped to make use of the English medium. They could not understand the text books prescribed or the lectures delivered. They

were not able to express themselves correctly and forcefully in the English language which was the medium of examinations. This was partly responsible for the increase in the percentage of failures at the university examinations and the wastage which it involved.

THE situation became worse as a consequence of the introduction of the three-year degree course preceded by one year of the pre-university course, immediately after the completion of the secondary school leaving certificate examination. Before the introduction of the three-year degree course there was an interval of two years between the secondary examination and the first examination at the university stage. The two years' interval gave more time for students to adjust themselves to the English medium. This was however not possible under the new dispensation. Only nine months intervened between these two examinations and adjustment became an impossibility. Naturally this has brought about that increasing failure in the university examination which is deplored by all.

ALTHOUGH several educationists have been calling attention to this state of affairs the politicians at the helm of affairs were not all these years prepared to change their attitude. They allowed things to drift. It so happened that this policy of drift resulted in some of the universities adopting the regional language as the medium of instruction. Though there was nothing objectionable in this course from a purely educational standpoint it was found harmful in the larger political and national interests of the country. It was felt that it would result in the disappearance of the only common language of communication among the educated classes and would strengthen the forces of disruption and disintegration which have raised their heads. The problem of national integration came to the forefront and politicians found it necessary to take note of it. In the series of conferences that were held to solve the problem there was practical unanimity on the point that for a fairly long time to come English — inspite of its being a foreign language—should continue to be the medium of instruction at the university stage, and that effective steps should be taken to raise the standard of students achievement in English. Though belated, this was a wise and reasonable decision and it was in the process of giving effect to it that the Madras Government resolved on introducing the teaching of English from class III.

IF the new decision is to produce all the results it is expected to produce, certain steps have to be taken without delay. One such step is to entrust the teaching of English to teachers who are spe-

cially trained for the purpose. Such training has so far been neglected, and the absence of trained teachers is one of the causes for the fall of standards in English. It is one thing to teach English to pupils to whom it is a mother-tongue and it is quite a different thing to teach it to others. How to teach it as a second language is an important question though it is not a new one. Experiments have been made in many foreign countries to devise ways and means of doing this and our teachers have to be trained to adopt these methods.

A SECOND step to be taken in this direction is to prescribe text books which will enable pupils to get a mastery of current English. This point is generally forgotten by those who prescribe text books for public examinations. Eighteenth Century writings continue to find a place among these text books and this has proved harmful in a variety of ways. This policy requires to be changed.

IF these and similar other steps are taken, the new decision will be a fruitful one. The institutes for the teaching of English which have been established in several places in the country and the annual conference of the teachers of English will do well to pay increasing attention to problems like these.

Priority for Adult Education

THE problem of adult education is one of great and urgent importance in our country. And this is so for a variety of reasons. The first of these reasons is that we have opted for a democratic form of government. The successful working of democracy depends upon the existence of an intelligent electorate capable of understancing the general political trends in the country and the nature of the issues which divide one political party from another. In the absence of such an electorate democracy becomes a farce and elections become meaningless formalities. In the creation of such an electorate adult education plays a prominent part. It should even be given priority over universal elementary education for boys and girls of the age 6—11. The future of democracy depends much more on how the adults of to-day vote and shape public opinion than how the boys and girls of today are shaped to become citizens of the future. It is for this reason that adult education should be given priority even over free and compulsory elementary education.

ANOTHER reason for giving such priority is system of planned economy on which we have embarked. Success in this sphere also depends on intelligent public cooperation. The Five-Year Plans have resulted in heavier taxation, in a

demand for more Savings on the part of the people and for greater effort of all kinds from all classes of them. In most cases the working and execution of these plans do not produce immediate advantages to the people at large. They will have to wait for years before they can have such advantages. The river valley projects, the Iron and steel factories under contruction and many other concerns of a similar character will be of benefit mainly to the future generations and naturally people of to-day must be prepared to make large sacrifices so that their descendants may lead a happier and more prosperous life. It is only when the adults of to-day are properly educated that they will extend to government the kind of co-operation which is called for in the execution of the five-year plans. From this point of view also a large amount of priority has to be given to adult education.

IT is however a matter for regret that we have not so far succeeded in organising an efficient system of adult education. It is true that in the Community Development Blocks there are the social education officers whose function is to teach the adults — and especially the women in the area. But so far much success has not been achieved by them. There is no appreciable difference between the adults in such areas and in the rest of the country.

IN countries like England adult education is a century old. It has made considerable progress because almost all the adults are literate. It is much more easy to give further education to a literate public than to an illiterate one. Moreover with increasing mechanisation and industrialisation the average men and women in a country like England have more leisure at their disposal and they are all interested in devising ways and means for utilising their leisure to the best advantage. There is also the tradition of voluntary organisations in such countries and voluntary associations have taken the initiative in the spread of adult education. Conditions in India are entirely different. The percentage of literacy is not high. And the organisers of adult education have to start with efforts to spread literacy. There is next the problem of producing books for the neo-literates. These should be very much different from books intended for boys and girls. And it requires a special knowledge of adult psychology and adult interests to produce such books. There are also other obstacles that have to be overcome if adult education is to make rapid progress.

THOUGH much cannot be learnt in this regard from highly industrialised countries like England the successful experiment made in Russia which a generation ago was more or less in the same stage as India is

to-day has many lessons to teach to adult educationists here. Russia was till the days of the revolution a backward country. The percentage of illiteracy was high. The people were conservative and rigidly bound by tradition. The majority of them were agriculturists. But in the years following the revolution huge efforts were directed to spread literacy and education among the adults; and these have been successful. What was possible in Soviet Russia is possible in India also and various missions which go to Russia from time to time will do well to study the Soviet experiments and methods of adult education and make use of them in our country.

OF course adult education is not anything new to us. We have had for ages our own methods in spreading it. Through the exposition of the Puranas, the recitation of ballads, the staging of dramas, and the performance of Harikathas as in the South, adults were educated in the culture of the country inspite of their illiteracy. We of today have to adapt these instruments for realising our present-day objectives and we have the additional advantage of the Radio and the Wireless for carrying out this task.

WHAT is therefore needed is to realise the urgency of adult education and to create an organisation which will be effective in spreading it. In all our schemes for national reconstruction it should be given a top priority.

Scrap Basic Education

IT is reported that the Mysore Assembly Estimates Committee made an exhaustive review of the basic education in the State and observed: "If the Government finds it difficult because of either want of finance or necessary equipment and trained personnel to implement the basic system of education in an efficient manner, it should not hesitate to scrap it, thereby avoiding further waste of public money since a basic school will cost twice as much as an ordinary school." These are weighty words coming as they do from a responsible body and they should be taken into consideration in a serious spirit.

THIS is not the first time that criticism of this kind has been directed against the basic system. Whatever may be its merits in theory several eminent personages with great experience in educational matters have pointed out that it has not been a success in practice. Basic schools were not properly equipped to work in accordance with the ideas which Mahatma Gandhi associated with them. They differed from ordinary schools in having a few spinning wheels or Taklis and a hand-loom and these were not always used. The teachers in them were not trained to make proper use of the activity method in educa-

ting the pupils Very few attempts were made to correlate manual work with instruction in language, arithmetic, history and geography. It was also found that the senior basic schools did not attract many pupils as those who passed out of them did not have any special prospects in securing either higher education or employment. Very little has been done to rectify these defects.

UNDER these circumstances it is necessary for state governments to rethink about basic schools and the instruction imparted in them. And if as a result of rethinking it is found that they are not working properly it is best to scrap them. We have experimented with them for quarter of a century and more. We need not go on experimenting any further.

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to be desired. Both in the Training Colleges and High Schools there is a great dearth of hands trained in Geography. The large majoriay of social studies teachers are either graduates in History or Economics. Either of these subjects by itself covers only a small part of the composite subject. Good acquaintance with basic constituent subjects is absolutely necessary for a person before he can be initiated into the methodology of the teaching of the subject. Since it is not possible to provide for this need in one year of teacher training, thought should be given to meet it at the graduate level itself by an attempt to work out a course of preparatory study composed of social sciences. At the Secondary grade level of teacher training the treatment of the subject gives rise to more difficulties. It is too much to expect matriculates to have necessary insight into various social sciences, as they touch the life of man, to make a success of the teaching of this exacting subject. Even intensive teaching of basic subjects in the two years of Secondary Grade Training will not develop necessary breadth of understanding of the subject. At this stage of development of teacher training in our country it is not possible to give a decisive answer to that question. No doubt, foundation of the subject is laid in the lower forms. But at the present stage we cannot go beyond the needs of preparation at the graduate level of teaching, unless the very structure of Secondary grade Training is sought to be changed both in duration and content. As the subject calls more for the development of attitudes and skills necessary for a democratic citizen than knowledge, it is appropriate to devise a new system of examination to assess achievement in terms of participation in the activities.

The subject needs to be overhauled and reorganised in every respect. It we mean business, we should develop it into a full-blown comprehensive scheme of social studies. If not let us forget and bury the subject and revert back to the old order of History and Geography.

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* In science, read by preference, the newest works; in literature, the oldest. The classic literature is always modern.

—*Bulwer-Lytton*



THROUGH DIFFERENT STATES



DELHI

REFERENCE TO CASTE IS DROPPED IN REGISTERS

Reference to caste or sect in registers or forms for purposes of service, education, judicial proceedings, etc., has been dropped.

Information to this effect has been provided by the State Governments to Centre.

Also, application forms for admission to schools, colleges and universities will be without the column of caste or sect.

This follows a request of the Union Home Ministry to the State Governments to delete references to caste or sect in the forms or registers maintained by the Governments.

The Union Education Ministry had also written a letter on the same lines to the Universities of Delhi, Aligarh, Banaras, and Viswa Bharati.

The new forms and registers seek information only on nationality, religion and whether a person is a member of the Scheduled Caste or Scheduled Tribe. The later reference is essential for fulfilling statutory obligations.

VITAL ROLE IN NATIONAL INTEGRATION

The conference of Vice-Chancellors at its concluding session on 29th adopted a recommendation that English can be the only "appropriate medium of instruction (in universities) at the present stage, taking into consideration the present circumstances."

A language of international usage was essential and India can ill-afford to change this medium of instruction," says a report adopted by the conference.

ANDHRA PRADESH

AMENDED RULES FOR GRANT TO ELE. SCHOOLS

The Andhra Pradesh Government have amended the rules for grants to elementary schools by which a member of the teaching staff or other establishment employed as a whole-time or part-time servant, whether salaried or not in a school which receives aid from the Government shall not stand as a candidate or interfere or use his influence in any way or do anything in aid or in obstruction of any candidate in an election to a legislative body constituted under the Constitution of India or to a local authority or shall take part in or subscribe in aid of any electioneering party, organisation, otherwise than from a teachers' constituency of the State Legislative Council.

• The management will have the right to compel a teacher or any other employee elected to the State Legislative Council, to take leave for the whole period of his membership of the Council or for specifed shorter terms, if they consider that such a person cannot do full justice to his work as a teacher or any other employee.

'VARSITIES IN ANDHRA: POWER TO BORROW

A provision is being made in the Andhra, Sri Venkateswara, and Osmania Universities' Acts, empowering the university concerned to borrow money from the University Grants Commission or the Government of India.

An amending Bill to this effect has been published by the State Government. The University Grants Commission has advised the State Government to make this amendment to the legislations pertaining to the three universities in the State.

Hitherto, the U. G. C., was entertaining proposals from the universities for sanction of interest-bearing loans for the construction of hostels and staff quarters and recommending the same to the Government of India. It has now been pointed out that no loan should be granted to any educational institution which is not expressly empowered to borrow money by the incorporating acts, or other instruments constituting the institution, according to the statement of objects and reasons of the Bill.

MADRAS

ENGINEERS FOR DEFENCE NEEDS

A Tutorial College for Madras Centre to train engineers for the Defence establishments, was declared open on 20, Nov. at the Fort. St. George by Maj.-Gen. M. G. Dewan, General Officer Commanding, Madras, Mysore and Kerala Area. The scheme, sponsored by the Defence Ministry, is to recruit personnel both from Defence establishments and outside and train about 2,000 candidates for the AMIE (I) Examinations and 500 each for the telecommunications and aeronautical institutes. Part-time evening classes will be conducted to enable eligible students to qualify for Sections 'A' and 'B' of the AMIE Examinations. The scheme will run from 3½ to five years and will supplement the number of engineers coming out of the existing engineering colleges and institutions, in order to cope with the requirements of engineers in the Defence establishments during the Third Plan period.

OPENING OF XI STANDARD IN SCHOOLS DEFERRED

The Madras Government have decided, after very careful consideration, that the opening of Standard XI in secondary schools, due in 1962-63, may be deferred.

Until Standard XI is opened, Standard X opened in 1961-62, will be the final class of secondary schools and the end of the secondary school course. There will be a public examination at the end of Standard X, to be conducted by the Commissioner for Government Examinations, which will be known as the Secondary School Leaving Certificate Examination. The first S. S. L. C. Examination, at the end of Standard X will be held in March 1962.

A Press Note issued on 21st Nov. states that the pattern of education was reorganised into an integrated course of elementary education of seven years, covering Standards I to VII, followed by a higher secondary course for four years covering Standards VIII to XI, in accordance with the recommendations of the Legislature Committee for reorganisation of elementary and secondary courses of studies. The reorganisation is being implemented according to a phased programme, beginning from 1958-59. The programme for 1962-63 contemplates the introduction of new Standard XI in certain selected secondary schools. The introduction of Standard XI in 1962-63 has to be planned for from this year itself. At this juncture, the Government have been confronted with certain problems involved in the change-over to the new scheme, and there has also been a certain amount of rethinking on the subject in educational circles.

UTTAR PRADESH

MID-DAY MEAL SCHEME

Acharya Jugal Kishore, U. P.'s Education Minister, said that mid-day meals for the children of primary schools especially in the rural areas in the State. would be introduced from November 14, Children's Day.

Acharya Jugal Kishore, who was presiding over the concluding function of the three-day rural children educational meet said that this scheme would be launched mainly with the co-operation of the local people.

The Minister emphasised that unless people were keen to improve the existing condition of primary schools and create a healthy atmosphere in them, no improvement could be

brought about with the Government's efforts alone.

ASHOKA EDICT FIND

A minor rock edict of Ashoka, engraved more than 2,000 years ago, was recently discovered near Ahraura town in Mirzapur district by the Institute of Archaeology of Allahabad University.

NUCLEAR SCIENCE INSTITUTE

An institute of nuclear science is proposed to be opened at the Banaras Hindu University during the Malaviay centenary celebration year at the beginning of December. A team of experts from the Atomic Energy Commission of the Government of India, is expected to visit the site and discuss other matters in this connection.

ASSAM

CODE OF CONDUCT FOR ELE. TEACHERS

The decision that every State Branch should form a committee to draw up a code of conduct for primary teachers and direct them to act according to this code was the highlight of the deliberations of the three-day sixth session of the All-India Primary Teachers' Federation which concluded at Gauhati on October 29.

Eleven resolutions were adopted at the conference which in the main related to the various demands of the primary teachers all over the country and urged the Government to give effect to "the triple benefit scheme" of provident fund, gratuity and pension, to make the dearness allowance (granted to primary teachers) on par with the rest of the Government employees and also to include the same in the basic pay

MYSORE

INSTRUCTION MEDIUM : ESTIMATES BODY'S WARNING

The Estimates Committee of the Mysore Legislature has emphasised that the question of 'imposing' the regional language as the medium of instruction in higher education, should be attempted only after the basic material, namely, text-books in all technical and technological subjects, were made available in the regional languages and the University students had the facility for a common language applicable to all Universities.

The quession had to be examined on an all-India level, without reference to local regional language prejudices, the Estimates Committee said in its sixth report on the Education Department presented to the Legislature to-day.

The Committee said it had to be conceded that regional languages had not developed to such an extent, as to make them a proper substitute for English at the University level. It would take considerable time even for Hindi to take the place of English. Apart from that there would be complete isolation of students, preventing students of one University from joining another University.

KERALA

NEW ENGINEERING COLLEGE FOR KERALA

The reconstituted Southern Regional Committee of the All-India Council for Technical Education at its first meeting decided to recommend the establishment of an Engineering College at Kothamangalam (Kerala State) by Mar Athanasius College Association to conduct a first Degree course in Civil, Mechanical and Electrical Engineering with an annual intake of 120 and a Polytechnic for Girls in the same State.

TEACHERS' DIRECT ACTION THREAT

Teachers of the 37 private colleges of Kerala, numbering over 1,600 have decided to launch direct action from Jan. 10, 1962 if the State Government and the University failed to accede to their demands for bringing the pay scales and service conditions on a par with those of teachers of Government colleges, according to a statement by Mr. V.R. Subramaniam, President of the All-Kerala Private College Teachers' Association, to Pressmen.



Dr. SHRIMALI'S

Appeal

To Vice-Chancellors

The Education Minister, Dr. Shrimali, called upon Vice-Chancellors of Indian Universities, "to make a proper diagnosis of the malady which resulted in incidents in our seats of learning" which led to acts of violence like the one which recently took place in Aligarh. Inaugurating the two-day conference of Vice-Chancellors at Delhi on Oct. 28, Dr Shrimali stressed the need for Universities taking direct responsibilities for the behaviour and conduct of students.

The Minister said they were not concerned merely with education but also with the training of their minds and emotions. According to him the answer to most of our problems in the universites was the tutorial system. He suggested if the universities could arrange to put groups of students under the guidance of tutors, whose wise counsel should always be available to them, we would solve the problem of indiscipline and also improve academic standards.

Dealing with the relationship between universities and Government, Dr. Shrimali pointed out that this was of a delicate nature. While the universities were guaranteed autonomy, they should not deviate from their responsibility to society. The Government too should exercise the greatest self-restraint in dealing with the universities. The universities must conduct themselves in such a way that they presented themselves before the public as ideal communities. Unfortunately, several of our universities presented a different picture. Harmonious relationship which was really the basis of community life was often lacking. There was the absence of co-operation among the members of the staff and students. Appointments to the staff were made sometimes on considerations other than merit. One often heard complaints about the conduct of examinations. It was also alleged that text-books were selected to oblige some authors and publishers. While he was not suggesting that these practices were widely prevalent in our universities, the Vice-Chancellors, he was sure, would agree with him in some cases.

Dr. Srimali said that if universities deviated from their main mission, Government intervention in their affairs, however unpleasant, was inevitable.

Emphasising the role of universities in guiding the younger generation, he said: "The Government cannot remain a silent spectator when the universities which are expected to maintain high standards of intellectual integrity and moral values begin to degenerate and become places for carrying on harmful propaganda or for promoting personal interests through the formation of cliques and factions."

Dr. A. L. MUDALIAR

Pleads for

Competitive enterprise in Text-Books

Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, uttered a warning that the move in some quarters to see that publication of text-books was entrusted to Government, instead of to competitive enterprise, would lower the standards of education.

The Vice-Chancellor who was delivering the valedictory address in connection with the Book Industry Week Celebration organised by the Book Industry Council of South India at the University Centenary Hall, said that students should live in a free atmosphere. He felt unable to support the idea of the Government taking over

the publications of text-books. It should be the duty of State to help, co-operate and make available to students such books as they required at a cheap price. In this connection he was happy that the University Grants Commission in a recent circular had decided that one-third of the library grants to colleges might be spent in efforts to make text-books available to students. It was also proposed to keep college libraries open from 8 a. m. to 8 p. m. instead of only during college hours.

The book industry, Dr. Mudaliar said, was facing a grave crisis today, due to the increased cost of production, but he hoped that the Book Industry Council of South India would be able to get over the difficulty and be able to produce standard text-books which could bear comparison with books produced in other countries.

Mr. ALDOUS HUXLEY

Warns about

Technology's Bewildering Speed

Mr. Aldous Huxley, eminent British writer, characterised technology "advancing at headlong speed" as by far the most important problem of the 20th Century. Mr. Huxley said that man was far from prepared socially for this speed. While there could be no basic objection to technology as such, the bewildering speed of its advance had a deadly impact on society.

Mr. Huxley told *The Hindu* in an exclusive interview, "There is a kind of lag between the biological tempo of man's life and what may be called the force of psychological inertia on the one hand and the enormously accelerated tempo of technological change which is forcing all kinds of sociological implications on the other. This seems to me to be one of the main difficulties confronting us now. In the past, developments in technology took place over a period giving us a lot of time to think about and make adjustments. The atom bomb and the more terrible bombs that followed were all developed in a decade.

Replying to a question whether in view of his emphasis on the conservation of existing resources he was opposed to planned economic development, Mr. Huxley said that the starting fact confronting them now was the rapidity with which resources were consumed. "We are eating into the capital and sacrificing a pretty accurately predictable future to present greed." America's high-grade iron ore and copper ore had run out. They would have to manage here-after with low grade ores which were very expensive to smelt. At this rate, the world would exhaust all the known resources in a few decades and the problem of conservation would naturally have to be considered in all seriousness some time or other. He would advise the development of natural resources to be confined to absolute needs.

Speaking on the consequences of advances in technique, Mr. Huxley said that every notable advance in technique or organisation had stepped up centralisation and had to be paid for. Asked whether organisation and centralisation were things altogether undesirable, he replied that organisation was something desirable until it reached certain proportions, but when there was a terrific concentration of power it became very dangerous.

BIRTHDAY GIFT TO NEHRU

The formation of a United States "Educational Consortium" under which several American universities and technological institutes would link up with the Indian Institute of Technology at Kanpur, was announced by Mr. John Kenneth Galbraith, U. S. Ambassador to India at a luncheon given in honour of Prime Minister Nehru, at Washington on the 10th November.

Mr. Galbraith said it was the U. S. hope that the Indian Institute would thereby "become one of the really great engineering institutions of the entire world." Mr. Galbraith said President Kennedy had asked him to pass on to Mr. Nehru the wish that he considered this formation of the consortium "a souvenir of your visit."



AT SCHOOL IN BRITAIN

The Secondary Modern School

Out of every ten children attending secondary school in Britain, six go to a a secondary modern school.

Before the 1944 Education Act was passed there was no system of secondary education for all. Until then, only those children who were selected for a grammar or in a few cases, a junior technical school received a secondary education: all the others left their elementary schools at the age of fourteen. Suddenly, in the immediate post-war years, Britain found itself in the position of having to make educational provision for all children up to the age of fifteen. To meet this need the secondary modern school was born.

At first it was modern only in name. The children stayed on for an extra year in the same classrooms with the same teachers in conditions of severe overcrowding. There was a shortage of buildings, a shortage of teachers, a shortage of equipment.

A new ambitious school-building programme was started, men and women of sufficient ability were encouraged to take up the profession of teaching, and more money was voted by the Government for education and for equipping the schools. In post-war Britain there was a spirit of constructive reform in the air—a genuine desire to ensure that all the children of Britain should receive as their right what was promised them by the Education Act of 1944—an education suited to age, ability and aptitude.

The school buildings took shape—new shapes that were exciting and contemporary were devised by architects with new ideas and given expression in the secondary modern schools all over the country. Men and women who had spent years in the fighting services during the war now returned to study as teachers and then came to staff the new schools, bringing with them not only knowledge but wide and deep experience of the world.

The important question that now arose was what to teach the children in the secondary modern school. Many of them possessed neither the academic abilities of the pupils selected for the grammar school, nor any marked practical aptitudes which might have suited them for a technical course. The years that followed were for the secondary modern school years of experiment, and indeed, whilst much has been achieved, we are still experimenting, still trying out new ideas. And this is all to the good, for education is not static—it is a living thing.

The course in a secondary modern school differs in two ways from that found in a grammar school. First, the subjects are less academic (for example no Latin is taught), and secondly, the methods of teaching are less abstract and 'bookish' and lean more towards the practical side.

In the secondary modern school it is normal for the children during the first three years to follow a common course. A typical one would be: English, mathematics, history, geography, science, art, religious knowledge, music, physical education and games, wood-

work or metal work, and needlework and housecraft for girls, and quite often French or another language.

On entry into the school the children are usually graded: in a fairly typical school with a three-form entry (i. e. 90 to 100 children in each year's age-group), the 'A' form (or stream) would contain the most academically inclined children, the 'B' form the average children, and the 'C' form the less able children (including a minority group of 'dull and backward' children). Each of these streams would then pursue its course for three years at its own speed, although as the whole age-group moves up the school, the children may transfer from one stream to another within the group if there is a marked change in their performance.

In such a school there is usually a wide range of intelligence and ability. The best pupils in the 'A' form will turn out work which is often academically quite as good as that of many pupils in a grammar school. These are encouraged to continue an academic course in the fourth and fifth years and to sit for the General Certificate of Education examinations.

After three years the majority of pupils in the modern school will be offered the opportunity to specialize: to take a course with either a technical or a commercial bias.

Boys who like technical subjects will concentrate in the fourth year, and, if they stay longer, in the fifth, on such subjects as technical drawings, metalwork, science. They will perhaps spend a day and a half every week doing practical work, learning to use machines in the engineering shop. At the same time they will continue with English, mathematics, history, geography, and perhaps music or art.

Those (often girls) who choose a commerical course will spend part of their time in the commerce room learning the basic skills of shorthand, typewriting and book-keeping. The commerce room is usually well equipped with about thirty typewriters, a duplicator, filing cabinets, etc., so that the girls become acquainted with office practice before they leave the school. Like the technical group, these pupils continue to study general subjects as do the technical boys.

The provision of academic or technical courses means that children who show aptitude for such stndies after the eleven-plus selection do not lose their chance of pursuing them and on leaving the modern school can go to suitable courses of further education.

The small group of 'dull and backward' children are, if possible, taught by a specially trained teacher devoted to the work. These children will spend much time working with their hands and slowly improving their written and spoken English.

Many of the modern school pupils will not sit for external examinations. This factor allows for a greater freedom in the syllabus and the opportunity for the teacher to invent and experiment. In history and geography, for example, much experimental work has been done in the modern school. These two subjects are often combined into what is called 'social studies' which are based on the historical and geographical evolution of the locality. The children are shown how the physical location of their town and its climate have affected its life and industries and how social and economic life have changed during certain periods of history. In this way the children learn of their own evolution and of the real meaning of tradition.

Such work in 'social studies' gives great scope for practical application of ideas: of model-making in various materials—a medieval monastery, a feudal manor, an Elizabethan town, an Industrial Revolution factory, a radio-telescope. Such projects bring into play woodwork, metalwork and painting. And in connection with these studies it is not difficult to arrange for parties to visit the local town hall to see the Town

REVIEWS

EDUCATION FOR LEISURE:— By S. R. Ranganathan, Published by Asia publishing House, Bombay. Price Rs 9/- Pages 179.

" Education for Leisure " is a book based on a series of talks given by Dr, S. R. Ranganathan, a teacher of Library Science for over thirty years and an established author of fifty books or more on the same subject. These talks were given to the instructresses of the Womens Air Raid Precaution Corps of Madras in Sepember 1944.

The book specially deals with the types of leisure that men enjoy in a Society and suggests the ways and means of organizing leisure towards a better social happiness. Dr Ranganathan feels that adult education should be an organized exploitation of leisure of adults and the man-power required for such work must be found " in large measure by harnessing the leisure-time of educated persons with an urge for social service."

The book is divided into fifteen chapters, out of which the first and the last two are Introduction and Epilogue and Bibliography. The other chapters deal with Social Service, Leisure, Education, Adult Education, Book, Literacy, Curriculum, Methods, Sample Courses, Seminar Technique, Illustrative Actuality and Government's Role.

Though much of the material provided by the writer is of common knowledge, the book is informative and instructive, original in its approach to the subject and therefore deserves like many other books of the author, a carelul reading. We recommend the book to every adult-educationalist and others who are in favour of education for leisure.

We wish the author well and hope to see many more valuable books from his prolific pen. — *V. V. Tonpe*

AT SCHOOL IN BRITAIN

(Continued from preceding page)

Council at work, to make a tour of local industries, galleries, museums and buildings of architectural and historical interest. By these means history and geography become alive to the children. They learn in a meaningful way. They learn by doing. A school is not simply a place for instruction, it is a community of human beings who are learning to live together.

In the secondary modern school as in other types of school the Morning Assembly of all staff and pupils in the school hall is important. For the first quarter of an hour the school is together, united—quite and respectful during this period when a short undenominational service is held. A text is read from the Bible, a hymn is sung, the headmaster gives words of encouragement to his staff and his pupils. The Lord's Prayer is said by the whole assembly. There is complete silence for a few moments until the school is dismissed. The morning assembly sets the tone of the school for the day.

Outside school hours many of the teachers give freely of their own time to organize various clubs and activities for their pupils: sports, athletics, table-tennis, drama, badminton, and school football matches on Saturday mornings.

The secondary modern school has, since 1944, developed considerably, but there are many improvements still to be made.

Many classes are still too large; teachers are still too few ; some schools are too old and cramped in space.

It is hoped to raise the minimum school-leaving age to sixteen for all children. If this is done, together with a widening of the variety of courses, a severe strain will be put on our educational system, for at present 70 per cent of children leave at the early age of fifteen. To provide the necessary teachers, buildings and an increased variety of courses is a challenge that must be met. — *B. I. S.*

Correspondence

Revision of Grant-in-aid Rules
(Andhra Pradesh)

Sir, Government have issued, orders, in G. O. Ms. No. 337 , Education, dated the 31st October, 1961, sanctioning the scheme of Teachers, Contributory Provident Fund-cum-Pension and Gratuity Rules, to come into force on the 1st April, 1961. The scheme shall apply to all categories of teachers in recognised Elementary, Secondary and Training and Special Schools and Anglo-Indian Schools, run by Aided Managements, Municipal Councils, Zilla Parishads, Panchayat Samithis and Panchayats. I have to congratulate the Government of Andhra Pradesh for this welcome measure, which goes a long way to provide the much needed relief to teachers, retiring from active service at a time when they are too old and disabled to do any work. I am particularly happy that the scheme has been extended to Secondary teachers also as requested by some of us, teacher representatives, in the Legislative Council, against the original decision of Government to restrict it to the Elementary School teachers.

The Provident Fund Scheme instituted by Government for the benefit of teachers in non-pensionable service and the Provident Fund Schemes instituted by District Boards and Municipal Councils will continue to be in force even after 1st April 1961, says the Government order as the Pension and Gratuity scheme now sanctioned is in addition to the Provident Schemes already in existence. The salient features of this scheme are as follows :

1. A teacher shall not be eligible for Pension unless he has rendered a total qualifying service of 10 years or more and has been discharged or retired as per rules. If the total period of qualifying service is less than thirty years, but not less than 10 years, proportionate Pension shall be given.

2. After a service of less than 10 years, but not less than 5 years, a gratuity equal to one half of a month's emoluments for each completed year of service, shall be paid to every teacher.

3. After a qualifying service of not less than 10 years, Pension not exceeding the number of years of service divided by 120 of the average emoluments shall be paid. If a teacher has put in 30 years of qualifying service his pension will be calculated at the rate of 30/120 average emoluments. The same formula will be applicable to others putting in different periods of service.

4. Headmaster's allowance shall be treated as part of pay for purposes of Pension and Gratuity.

5. The service put in by a teacher before he has completed 20 years of age shall not qualify for Pension or Gratuity.

6. In calculating qualifying service, the service under all managements, viz. Government, Local Bodies and Aided, shall be taken into account and in computing the length of service for calculation of Pension and Gratuity, temporary, officiating and permanent service shall be reckoned as qualifying service.

In sanctioning the scale of pension and the amount of gratuity a discrimination is again made between teachers in Government schools and those under Local Bodies and Aided managements since the former get higher rates of pension and gratuity, but this being the first step towards the scheme of providing old age and infirmity benefits to teachers under Non-Governmental managements, I have no doubt that it will be very welcome. It may be reasonably hoped that this Pension and gratuity scheme, will in course of time, be brought on a par with the scheme applicable to Government School teachers.

I take this opportunity to remind the Government of the problem of security of tenure and uniform service conditions, for teachers under Aided managements, which is assuming serious proportions day-by-day as the teachers are employed and ousted at the sweet will and pleasure of the managements with absolutely no reference to any rule. The Committee appointed by Government to go into the revision of Grant-in-Aid Rules, has already submitted its recommendations. I pleaded on the floor of the Legislative Council in the last session that Government should pass early orders on these recommendations. I request the Minister for Education to expedite the matter at an early date and relieve the Aided School teachers of their present distressing condition.

Hyderabad, 14-11-61 } **V. P. Raghvachari,** M. L. C.

The Circars' (North) Districts' Teachers' Guild

Conference at Srungavarapukota

Sir,

The Joint Conference of the Visakhapatnam and Srikakulam Districts' Teachers' Guilds and the Headmasters' Association was held at Srungavarapukota on 5-11-1961 under the Presidentship of Sri Raja Sagi Suryanarayana Raju, M. L. A., Visakha Zilla Parished Chairman, attended by over 200 delegates from High Schools of the two Districts. It was inaugurated by the Minister for Planning, Sri P. Ranga Reddi. Sri V. Venkatarao, M. Sc., Principal, M. R. College, Vizianagaram, and Sri Bhattam Sriramamurty, M. L. A., Vice-Chairman, Visakha Zilla Parishad, were the principal speakers.

Sri T. V. Ramana, Chairman Reception Committee, welcomed the Minister and the gathering. Sri G. V. Ramanayya, Secretary, presented an address to the Minister. In the address the Secretary among other things pleaded for better recognition of teachers' guilds and the establishment of District Advisory Educational Councils. T. V. Ramamurty and Sri B. V. Sanyasirao, Presidents of the organisations placed the various resolutions of the conference before the open conference.

The Minister, inaugurating the conference, expressed his deep sense of sympathy with the various problems of the teachers and assured them that the Government would do everything necessary and possible. Certain steps had already been taken to ameliorate the conditions of teachers and the Minister agreed that much had still to be done. It is an era of Planning and the country is determind to active planned progress. All sections of the public, whether teachers, or the middle class or working class should have the benefit of increasing facilities and standard of living. The Minister referred to midday meals in Primary schools and dress regulations for pupils as factors of emotional integration and better discipline.

Sri Raja Sagi Suryanarayana Raju President, concluding the meeting, said the educational needs of Visakhapatnam District are yet to be properly recognished by the Government.

Sri R. Venkataswamy, Headmaster, Srungavarapukota High School proposed a vote of thanks.

Various resolutions were passed regarding D. A. merger anomalies in the Pay Committee Scales, Academic matters and special priviliges and responsibilities of teachers to be submitted to the concerned authorities.

M. R. M. P. School, Vizianagram. 10-11-1961 } **G. V. Ramanayya,** B. A., B. Ed., *Secretary.* Visakha Dt. Teachers' Guild.

A Framework for Improvement of Classroom Functioning

By DR. ROBERT E. CHASNOFF,
Professor of Education, Newark State College Union, New Jersey and
DR. MAURICE J. EASH,
Asst. Professor of Education, Ball State Teachers' College, Muncie, Indiana.

HOW is my classrom functioning ? Within the answer to this question undoubtedly, lies the key for the improvement of classroom teaching. Why is it on one day the children seem so responsive, eager to learn, well behaved whereas, on another day, when to all outward appearances the situation is similar, the students appear to the teacher to be engaged in an organized plot against learning? Not uncommonly the classroom teacher classified these as "good" and "bad" days in teaching. However, if the classrom teacher is to tip the balance in favour of "good" days in her classroom the generalized evaluation of "good" and "bad" days are not useful in providing information in helping understand children's behaviour during these times.

In past efforts to promote teacher understanding of children's behaviour, considerable time has been spent in training teachers how to write objective anecdotal records about individual children's behaviour in the classroom. Fundamentally, the same procedure can be followed in observing a class, treating the group as an organic whole reflecting particular repetitive patterns of behaviour which indicate the personality of the group. Within this process is contained a key to a teacher developing a method of really *seeing* a group and using his perceptions to improving instruction. If teachers are to study the functioning of the class, an orderly objective, systematic way of describing the class's operation must be developed. What questions then, must classroom teachers ask themselves ? What information is needed ?

BASIC CONSIDERATIONS IN GROUP BEHAVIOUR

In order to formulate the appropriate questions, two basic considerations of group behaviour are involved. First, groups evidence universal sets of activities if they are to remain as organized wholes ; secondly, groups combine the universal activities thus accounting for each groups own uniqueness. The universal activities necessary to group functioning can be observed in such diverse groups as nations, work groups, social clubs, athletic teams, and classrooms. These universal activities permit an aggregate of people to function as a group, maintain identity as a group and work toward desired goals. The following list of activities unite a collection of individuals into a functioning group. These groups of activities provide a teacher a framework for analyzing and understanding the functioning of a class. Broadly the five categories of activities are :

1. Activities to get the work done. Groups are formed to gain particular goals, the classroom group cannot be an exception to this. Examples of work activities in a classroom are the organization of the specific lessons, what the teacher does, what the children are responsible for. Important in work activitie

are whether the children see these activities in a broader perspective of having a definite purpose, as being meaningful to them, as leading to a desirable goal. That is, do children understand the work activities as related to particular ends?

2. Activities to perpetuate the group. These are activities which keep the group functioning by supplying ideas and materials. In a classroom examples of perpetuation activities would be organized planning by the group for classroom work, making sure the class has adequate materials to engage in the planned lesson, developing the necessary skills and abilities to successfully carry out the organized activity.

3. Activities to identify the group. Groups need to have a feeling of identification and undertake activities to express and enhance the feeling of identity. In a classroom examples of these activities are modes of behaviour that are peculiar to this group, ways of speaking, and other standard forms of behaviour which are acceptable in this particular classroom. These activities create a feeling of belongingness in the individuals and enhance the cohesiveness of the group.

4. Activities to provide for individual participation. Aggregates of individuals become groups when they participate in a common task directed toward attaining particular ends. Examples of activities to provide for individual participation in a classroom are the development assignments tailored for individual differences, the shifting of classrooms responsibility for different tasks which routinely require attention and the utilization of specific skills of students in the lessons.

5. Activities to evaluate the work of the group. If a group is not to engage in aimless time-wasting efforts evaluation activities must be provided for. In the classroom examples of evaluation activities are the class and teacher discussing a lesson they have completed, the teacher grading papers and using the information to plan future lessons, and any other activities which establish what activities will be undertaken by the class and what activities will be terminated or ignored. The sum total of evaluation activities should leave the student with a positive attitude toward to the task and increase his understanding for how the task relates to a goal.

APPLICATION OF UNIVERSAL CATEGORIES OF ACTIVITIES TO ANALYZING A CLASSROOM

Using the analysis of the groups of activities universal to the functioning of groups, a teacher may gather systematic data on her classroom operations. In gathering information on her classroom using the analysis of group activities the teachers will be aided by heeding this question. How is my classroom group carrying out the universal activities of groups? Using a combination of specific episodes composed of single lessons or discrete parts of the day, a teacher can ascertain where in these episodes do the activities appear to be inadequate, inappropriate, or absent in the work directed toward accomplishing the overall goals established for that episode.

The episode used to illustrate the use of the universal set of activities to catalog the behaviour of a class focuses upon sixth grade class involved in a social studies unit. At the time when this episode was observed the class was engaged in small group work; about six children in a group for the purpose of further investigation of

topics which were of interest to them. Reports for class presentation were to be prepared. The class had been engaged in small group work for two days. The episode represents a time span of approximately 90 minutes. The episode has been analyzed according to observed activities.

ACTIVITIES TO GET THE WORK OF THE GROUP DONE.

The work activities during the episode were mutually directed by pupils and teachers. When the class began the teacher had the six recorders summarize yesterday's work of the small groups and then prepare a brief outline with the children's assistance on the broad general objectives that each group would be working toward that day. The outlining of the work activities consumed 10 minutes of the class time. The outline was put on the chalkboard by the teacher. In this episode the work activities were comparatively simple: total class planning for ten minutes, small group organization and planning, individual work and the work period culminating with a total class evaluation and planning period. Through this series of activities the work of the class was given specific direction.

IDENTIFICATION ACTIVITIES

Several types of identification activities were evidenced in the teacher's comments in the total class planning when he reemphasized some points of conduct in the small groups operation. In his statements he prefaced his remarks by saying, "In our small groups we.....", "As we work together in our classrom....." Several children's helpful cooperative actions were praised as exemplifying a responsible attitude toward their classmates and the group.

Some children contributed to the discussion at this point as they cited how group members had assisted them. One girl said, "Jane came over to my house and gave me a very good book for my report." Another boy expressed his appreciation of Robert's assistance in showing him how to grid off a map in order to reproduce it. The reader will note that the teacher and children's remarks reflected some of the norms of group, primarily, mutual respect, courtesy, and helpfulness, cooperation.

ACTIVITIES TO PROVIDE FOR INDIVIDUAL PARTICIPATION

Provision was made for individual participation activities in the total class session which came both at the beginning and end of the episodes, and in the small group work. During the total class session individual participation was encouraged by the directed questions of the teacher. "What should group two do as their next step?" "Is anyone in the group experiencing difficulty with their part of the group report?" "What are some of the phases of group operation we need to pay particular attention to as we work today?" "Does anyone wish to ask anyone else who is in another group for assistance?" Through use of these questions the teacher was allowing direct individual participation. Of special significance is the last question which illustrates making provision for individual participation activities in utilizing special skills of individuals.

Small group work of course, is an excellent way of tailoring assignments to abilities and maximizing individual participation. During the small group work the teacher moved from group to group to assist individuals. However, the individual participation activities were part of a total effort and the teacher was observed discussing with individuals

how their individul efforts . contributed to the total group effort.

ACTIVITIES TO PERPETUATE THE GROUP

By beginning the class with a summary of yesterday's activities as reported by the recorders, building the work activities for the present class period and then finishing the work period with each recorder making a short report on the small groups plans for tomorrow, the teacher was systematically building perpetuation activities. Moreover, in these reports the teacher received information on materials which groups needed to maintain their work activities. All perpetuation activities were not initiated by the teacher. Perpetuation activities were also observed among the small groups; one boy was seen showing one of his fellow group members how to use the *World Almanac*. Numerous examples of perpetuation activities of this nature could be cited.

ACTIVITIES TO EVALUATE THE WORK OF THE GROUP

Evaluation activities were involved most directly in the total class sessions which began and ended the episode. When the records reported, students were invited to evaluate their progress for the day, comment on their group process, both of which are important to evaluate. The teacher reported that he frequently passed out slips which contained questions on the group's performance and had them filled out at the end of a work session. Typical evaluation comments were: "My project is so large that I'm not going to be able to finish on time." "We have two sources which disagree, how do we decide which is right?" "Would a circle or bar graph show this information better?" "I believe our group is spending too much time talking at the beginning of a work period." To the observer evaluation activities appeared to be the least systematically organized and goal oriented of the universal activities. The above comments to some extent reflect the far ranging, unfocused aspect of the evaluation activities. Due to the hurried completion of the ninety minute work period, the evaluation activities were limited.

From this one episode a teacher could make some tentative hypothesis concerning his group's functioning. Undoubtedly, the reader can even from this fragmentary report derive some hypothesis which would lend themselves to investigation, for example, if I improve the focus of my evaluation activities the children will have a more productive work period. Other similar hypothesis can be derived by the teacher which will give direction to efforts to improve classroom functioning and enhance learning.

This article has sketched a framework for teachers to use in analysing the dynamics of their classroom. A universal set of activities have been described which manifest themselves in an organized groups functioning. The task of a teacher is coordinating and developing these activities within his classroom in such a manner that they enhance the learning process. The brief framework which has been described and briefly illustrated is a tool by which teachers may observe, gather data systematically, hypothesize, and test their efforts to improve the functioning of the group, as they carry out the universal activities which characterize groups.

RELIGION AND MORALS

(EXPERIMENT IN CHILD EDUCATION)

By Shri K. SAGAR, M. A., B. T., (New Delhi).

" Methinks there be not impossibilities enough in religion for an active faith." — *Sir Thomas Browne.*

TWO of them had laid a wager for my being a Muslim or a Christian, and were greatly disappointed when I said that I was neither. The reason for this speculation was that I was recommended by a Christian friend and the gentleman who favoured me with the appointment was a Muslim and this fact was known to my colleagues.

The third who had not joined the wager bristled up and said, "Didn't I hold that he was a Hindu?". But the others protested that it could not be after they had seen my behaviour for a day. However, one of them added, 'What is there in being a Hindu or a Muslim ? We are all men and love of humanity is our religion." I endorsed this view and a discussion ensued as regards religion and religous instruction in schools.

We all agreed that love among mankind was the best religion but there was some disparity of views regarding religious instructions in schools, and especially in the Government and semi-government schools.

Morning prayer was the starting point. During prayers some people squat on the ground, others sit in comfortable chairs. There are some who stand straight with folded hands and others who sit, stand and lean alternatively. Some pray with eyes shut, others with eyes wide open. There were innumerable other methods of praying and there were people, and some of them quite distinguished, who do not believe in the efficacy of prayers. So much so that we have intelligent and learned people who deny the very existence of God. How to make all of them willingly join in a common prayer was one question before us.

It was obvious that this attempt would create another sect and would result in nothing better. Then was it possible that all who join a congregation should be allowed to pray in their own way ? A thing like that looked funny even as it was imagined.

Prayers were left aside and we came to religious views. Can religious views have a common basis ? Can we answer a question touching religion in such a way that our answer satisfies students professing even different faiths ? We set about examining such questions. Children often brought questions dealing with the concepts of sin and virtue. They sometimes discussed heaven and hell and even God and His home. The question of creation, of death and immortality were not infrequent. Science may have rational answers for some of these questions, but different scriptures answered them differently.

"Suppose we do away with religious instruction altogether," one suggested, "and make moral principles the subject of instructions ?"

The suggestion was worth pondering over, but could we divest

morality of religion? Spiritual happiness which is the end of morality can hardly be understood, much less enjoyed, without reference to certain religious truths. If we made some other happiness as the end we would lose our moorings and be forced, perhaps, to eulogize primitive life.

In this leisurely academic discussion we had done away with the morning prayer, with religious instruction and now we had to leave aside instruction even in moral principles. But the questions children raised were still before us. We decided to give science a trial. According to scientific discoveries, religion originated either in the feeling of fear or of wonderment. Heaven and hell were creations of human fancy which served some practical purpose when men were ignorant and helpless. Corresponding to the leader of the tribe, early men conceived of a lord of hell and heaven. Reason does not justify the existence of any supernatural powers, of worlds much different from this in their quota of happiness or misery for man or of any pleasure which has nothing to do with human senses. Faith cannot justify itself with the help of scientific methods available to man.

Many of the religious dogmas, faithfully defended till recently, have been clearly proved wrong by scientific discoveries. How can we be certain of the truth of other dogmas which have not been proved correct by science? This is not mere agnosticism but a question of vital imprtance and the faithful fondly wish that science invents instruments to demonstrate the truth of these dogmas. They do not deny the veracity of the facts established by science already, they only hold that science is imperfect.

All these things were discussed in the most unbiassed spirit in that one hour of the close of my second day in one of the primary schools.

I was led to probing into the mind of the child, into the promptings which gave rise to these questions. May be the child is behaving like the primitive man and fancying things beyond reality. But we cannot leave him to discover for himself the truth in the way it dawned upon our primitive ancestor. He is an heir to the culture developed by man during his existence on this planet. He will grow into this culture even without formal education, but education can expedite this process and ensure the harmonious development of his faculties. The teacher should give a picture of culture as it has been developed in various climes, and still leave the child free to think and reach his own conclusions. This is possible only if we lay aside the narrow communal ideologies and allow the child to be guided in his thinking by his own light.

Let the child have his own conception of God, if he has any. Let him wonder at His creation. But there is no cause for him to fear God, or any thing else. Fear is a negative feeling which kills happiness. Happiness is a demonstrable phenomenon which is born of certain attitudes and actions. Formation of certain attitudes which conduce to happiness, and training the child for certain actions which add to it are then the simple aims of education, and if spirituality is one of these attitudes, it should be a natural outcome of these actions and attitudes.

Morality is more of a social virtue than a spiritual or religious obligation and it relies for its definition on social standards. There is a norm of social

behaviour in the light of which the morality of a certain individual is judged. While training the child we keep in view an ideal society and an ideal norm, but the two are in conformity with the social order prevailing in the community at the time.

The guiding principle of social behaviour is non-injury to others through word, deed or thought, except when one is duty bound to do it against the common enemy, though highest morality bids us conform to certain principles of conduct even in this case. As a derivative, the second virtue is the elasticity of the mind so that it does not feel injured at little things. Perhaps the greatest amount of discord in society is created by intolerance. As a first step, we can bring about the spirit of toleration among our students. And what could be the better way than answering their questions in the light of the doctrines of different faiths and not taking sides? For instance, it is quite practicable to tell the students how people of different faiths pray, without giving any preferences.

There was a poem by a famous Urdu poet which was included in the text books of the previous generation. It began: 'Let us praise God for the creation of this Universe'. The beautiful things of nature were enumerated in the poem. No sensible person should be offended with the praise of beautiful things of nature. Even the atheist who does not regard God as the creator of the Universe would allow that this is a wonderful creation, whoever be its author. And then there may be no compulsion to speak the word 'God' while one joins in a congregation. The morning prayer provides an occasion for assembling and inducing a feeling of one-mindedness as regards study. It is meant to create a certain atmosphere of solemnity and it should be used for that purpose.

This conclusion about prayers was drawn during the course of time, and in the meanwhile certain questions bearing on religion were successfully discussed with the students. Most of the answers came from children themselves and they had only to be supplemented by the teacher with authentic versions. It was quite safe to say after this that these questions could not be answered with certainty because no body had seen God in His real form and no body had ever returned from hell or heaven to tell us what they were like.

Bigotry is a vice in a teacher, much more so if there are sanctions behind it. It is from this point of view, if not from any other, that the so called denominational schools are an anchronism in India as they are in the rest of the world, and an indication of the government's failing in one of its most important duties to the people.

I had once been in a denominational school where they had made it obligatory for every student to memorise certain hymns from the scriptures of a particular sect. These hymns were chanted by the children in chorus every morning at prayer time, and yet even their elders did not understand a word of them. It was not the lack of understanding so much as the faulty pronunciation which had exasperated me. I suggested that the hymns should be recited by children in bits each day and they should follow a minister who knew how to pronounce them correctly. It would be better still if the meanings of these hymns are also explained by and by. The suggestion was turned down with the plea that the hymns as they were, recited by children

formed one whole and to break them into bits would mean violating the sanctity of the prayer they were meant to be. To add a pedagogical colour to the argument it was said that children memorised it better as a whole. The authorities failed to see that most of the students yawned or talked during the prayers and some crafty ones shouted at the top of their voice to down the mischief of their companions. There were some pious souls who went through them with serenity which ill became their age.

In an atmosphere surcharged with fanaticism, to attempt anything revolutionary in matters of religious instructions in schools was fraught with great danger, but in the changed circumstances, it is possible to lay the foundation in keeping with the ideal of a secular state.

However, the question of moral training could not be left in abeyance. Unless the students were reasonably truthful, unless they conformed to certain codes of social conduct, education even in scholastic subjects was not going to be effective. I had several interesting experiences as regards truthfulness and honesty. One day an old man walked into the class-room and demanded that a certain boy R should be sent out. He was the grandfather of R- and had come to find out if R- had stolen a four anna bit from his pocket. He interrogated the boy but failed to get a satisfactory reply. He was getting cross, so I offered to help him. I asked R- to take out the money he had on him. The boy put forth the change with alacrity. He had two annas with him. When questioned as to what he had done with the rest, he gave full details and began to cry. The old man was also moved to tears and he told me his pathetic tale. The boy had lost his mother and his father had married another woman and was staying separately. On my advice, the old man promised to ask the child every day if he needed some money and to give him enough of it to meet his reasonable needs. He was convinced that the boy would never steal in future.

There was no trick in obtaining this confession, or others in large numbers before and after this. Once the child was assured of good faith, he was willing enough to open his heart before me or anybody else and once his confidence was won it was easy to make him frank and upright in his behaviour. If a student was punished for a fault, he bore it manfully as a just retribution.

I discovered that honesty in general behaviour conduces to improvement in studies. Some of the boys considered dull and given up for lost, shone up in their studies after they were pulled out of the mire of habitual cunning and deceit. I had no doubt left in my mind that moral training yields immediate dividends and equips the child with strength to fight the battle of life successfully.

The first requirement of a good School is a well integrated teaching staff. Adequate buildings, proper equipment, good material for instruction are essential. But the fact remains that a school is what the principal and teachers make it.

FANTASY IN MALADJUSTMENT

By PROF. S. K. DASGUPTA, M. SC., M. Ed., DIP. I. F., etc.,
Head of the Department of Education, N. R. E. C. College, Khurja (U. P.)

IT is not uncommon to find many people adjusting to frustrations and conflicts of the self-devastating type by making a retreat from the situations in which they experience difficulty. So long the withdrawal is a response to realistic threats and to specific situations, it will be a sound and integrative method of adjustment but when this technique is overgeneralized to the extent that a person starts avoiding the social situations, the mechanism becomes a non-integrative one. The most serious behaviour disorders are likely to arise when withdrawal shows an extreme type of manifestation. Like all the other mechanisms of adjustment, withdrawing reactions are caused by a variety of factors.

One of the mechanisms of defence is the fantasy or the daydream, — an imaginery representation of satisfactions that are not attained in real life experience. It is perhaps one of the most common adjustment mechanism because it is always available. Shaffer and Shoben say that, seclusive people do not obtain the many satisfactions that come from the social participation and are therefore likely to develop habits of fantasy as their major method of tension reduction, and that most people do not talk extensively about their fantasy life, because they regard it as private and are somewhat ashamed of it as childish and inferior. They further point out that a maladjusted person often feels quite guilty about his fantasies and is surprised to find that other people day-dream too. In well adjusted persons and in the early trial and error stages of the maladjustment, day-dreaming alternates with many other mechanisms. In a later or fixed stage of maladjustment some people select fantasy as their principal means of satisfaction and use it to the exclusion of more active adjustive efforts. In the view of Prof. Judd day-dreaming is characteristic of an individual who is incompetent in the real world. Any form of irrational behaviour and ungrounded thinking is a symptom of a mind which is unsteady in its associations. False associations may not be serious when taken one by one, but they are disrupting, and in the aggregate they become dangerous.

In the view of Prof. A. T. Jersild the adolescent is veteran in the world of fantasy. E.B. Hurlock characterizes day-dreaming as one of the popular recreations of adolescence. Prof. Mathew remarks that children whose imagination is keen have vivid dreams, and adolescence is particularly rich in them. The study of Kuhlen shows that throughout the high school years, day-dreaming is a problem for the adolescent himself and for his teachers. Prof. Gates believes that children begin to engage in make believe in infancy, and most persons continue these enterprises throughout life, and that they serve an important function in the development of the individual. He further describes that for one individual day-dreaming may serve only as a momentary form of relaxation, while for others it may serve as a refuge, a substitute for action, a chronic form of giving play to resentments, gratifying wishes and ambitions, or devising excuses for failure

actually to achieve, and that the day dreams of the same individuals at different times may range from a flow of imagery that approximates organized planning and thinking to snatches of unrealistic fantasy. On this important problem, Blair, et. al. have remarked that, in the face of thwarting and distressing situations, through the process of day-dreaming some people achieve a certain amount of relief from tension and frustration through imaginative thinking, but an individual, however, who habitually achieves his success in the world of fantasy is in for trouble. He may withdraw into the world of fantasy to such an extent that he does not recognize that people are around him. He may develop hullucinations and carry on the major part of living in a world of make-believe.

Now it may be noted that day-dreams do not in themselves constitutes maladjustment, but that they are a symptom and a factor which contributes to maladjustment and is found in many maladjusted persons. The mechanism of fantasy is widely used by individuals whom either the circumstances prevent, or their own characteristics prevent from making the more active kinds of adjustment. The study of Pressey serves as an excellent example of the part that fantasy may play in the maladjustment of an individual. Horrocks has expressed that there is indication of serious underlying maladjustment, when daydreaming affects the individual's life to the point where he uses it as a continual and habitual retreat from reality. Zachry has pointed out that excessive day-dreaming deprives the person of the opportunities needed for healthy development, with the result that there is danger of his losing touch with reality. In the view of Stephens fantasy is inevitable, but it can, however, be overdone, as it is too readily avaliable, and that it is especially dangerous if we come to confuse the dream-world with the world of reality. Hollingworth's assertion is that when daydreams lead to no appropriate action, they may develop into habits of retreat from reality, from Life's rebuffs, and under such conditions they become harmful. Priette calls fantasy a flight from reality that occurs when the individual finds that he cannot meet the challenges of life to his satisfaction. Kuhlen has recorded his thought in somewhat the same strain in respect of fantasy and mundane limitations of real life. The fruitful comments of Prof. Jersild also need a mention, as he remarks that the more an adolscent's most compelling ideals, as embellished by his fancies, are removed from anything he can ever be or achieve, the less likely he is to find something rewarding in the good things of life that lie within his reach. His fantasies take the place of reality and leave him empty handed, except in his dreams, and where such a descrepency between the real and the ideal exists, there is likely to be some sort of disorder in the emotional life, perhaps in the form of anxiety, perhaps, in the form of many grievances against others, or oneself, perhaps in the form of discouragement and apathy.

The real danger of daydreams, avers Prof. Mathew, is that those who inordinately indulge in them are apt to be satisfied with their imaginery achievements and may fail to make proper adjustments to real situations, and they are a positive trouble to children if they are unable to distinguish between falsehood and

truth in real life, and further that the statements of the children may be perfectly true as far as their fancy-experience is concerned, but they should be able to understand the distinction between their fancy and real life. He further expressed that the fantacies of children even when they are over-active are not however as serious a source of danger as the regressive daydreams of adults. The little child may not grow his exuberant day dreams, but when a grown person retires into them it is an actual retreat from reality, and deserves careful attention, and in more serious cases the consultation with mental experts would be necessary.

Prof. A. N. Jordan views that, when day dreams are completely substituted for reality, when an individual begins to live completely in his fancies, we are in the realm of insanity, and one of the most common types which appears at the age of pubert or thereabouts, is dementia precox. Norsworthy and Whitley describe that its chief symptom is an aversion to things practical, and an excess of fantastic dreaming which gradually weakens effective violation so that the individual is content to substitute imagined for real deeds, and that the victim may develop paranoideal symptoms, delusions of persecution or of grandeur, but more often withdraws from active social intercourse into an inner world of fantasy, eventually refusing to speak, even to eat - requiring the care and supervision of a young baby even in ordinary personal matters. They further remark that, the term schizophrenia, meaning the shattered personality, preferred now to the dementia precox, aptly describes these individuals who live in a world of their own apart from their fellows, quite able to hear and understand but refusing to react to ordinary outer stimulii. It is considered that cases of schizophrenia are more frequent than any other type of disease in the mental hospitals. Prof. Allport calls fantasy as autistic thinking, and that personalities having a marked fantasy life introverted, and he has recorded his thought in a similar strain that as he thinks that when the process of daydreaming is carried further so that the outer life, conducted in a routine way, has little connection of any kind with the inner life of memory, imagination, and wish, one may speak of a schizoid personality. Reference may in respect of this be made to the study of Green which is an unusually good case of this type. Prof. Allport adds that where as to his associates the ordinary introvert may seem merely imaginative, an individual with such a marked cleavage seems definitely queer, and still more extreme cases are schizophrenia, pathological to such a degree that one can tell what curious forms the imagination is taking, and to what delirious unreality the patient has surrendered himself.

The above facts alone should give us concern and make us all the more alert to observe the tell-tale symptoms. Full diagnosis is ofcourse not the teacher's business; but the presence of conditions noted an unusual amount of daydreaming, a wide gap between thought life and the life actual, concrete application should arouse the teacher to a realization of the grave danger possible so that expert advice may be sought. Educational practices that pay attention to each child as an individual and adapt the curriculum to his abilities and needs can counteract the prevalence of daydreaming in school. Lastly the advice of Sorenson, which gives

Character Building - Role of Education

By SHRI K. C. KAR, B. A., B. T.,

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IN the words of Toynbee, if all human beings were exact replicas of one standard pattern, like the standarized parts of some mass-pro-



duced machine, mankind's view of Reality would be rather narrowly

(Continued from preceding page)

in his inimitable style may be given due consideration and weight." The teacher should try to identify her daydreamers, those pupils who are absent though present. She should look for the most serious aspects of daydreaming — the conditions that cause daydreaming. What failures and disappointments does the day dreaming child experience, and why is he failing to get a sense of worth in reality? A careful study should be made of the child and special effort exerted to arouse his interest. The child who dreams may be of any capacity, but there is a likelihood that he finds the work too hard or too easy. In other words, the pupil is possibly dull, or bright though not necessarily so. If he is kept busy and experiences success, and the approval of his teacher and his classmates, he will possibly be cured of day-dreaming.

limited. Fortunately, our human plight is not so bad as that, because the uniformity of Human Nature is relieved by the variety of human personalities. Each personality has something in it that is unique, and, I may add, the process that leads to the development of that personality goes by the name of education.

Nature is to be viewed in her two aspects—Non-human Nature and Human Nature. Non-human Nature can be subjugated by main force and, on the whole, she has yielded to Man like a docile sheep. But Human Nature has shown itself refractory and recalcitrant to human control. When man tries to coerce Human Nature, he defeats his own purpose ; for, so far from cowing it, coersion merely stimulates its obstinacy, rebelliousness and animosity. In the matter of dealing with the child, this has to be taken into account and the range of the responsibility of Education is thus considerably widened. Education, as the term implies, aims at the development or rearing up of the dormant faculties of the child, but even so, it may turn the child into a monster and not into the man so much needed by the society. In order that the child may grow up to be a balanced personality and healthy citizen according to accepted standards, the scope of education has to be widened with provisions and safe-

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guards for the proper channelling of the Human Nature inherent in the child.

But the system of education, as it stands at present, has particularly no scope to acquit itself satisfactorily of this added responsibility and this accounts for all the troubles rampant in the world today. Social peace and happiness depends on the character of individual member of the society and character, in its turn, means Nature in her moral and regulated aspect. If the aim of education is to prepare the pupil for life, the proper channelling of his nature, in other words, positive training in regulated and moral behaviour that constitutes character, should find a definite place in the education system instead of being left to be precariously acquired by him as an incidental by-product of the machinery. To that end, experience suggests the following practical measures.

1. A Religio-philosophic Code of common acceptance may be compiled and taught along with life-sketches of selected great men of all times and climes as a subject of compulsory study in lieu of some other less important subject. Development of faculties alone cannot make for balanced personality without food for the spirit as well. The remark of the Mudaliar Commission in this connection may aptly be quoted here,—'There is little doubt that the whole purpose of education is not fulfilled unless certain definite moral principles are inculcated in the minds of the youths of the country.' Things oft repeated are less likely to be forgotten and so the effort in this regard should be made obligatory on a commonly accepted standard as suggested.

2. The schools should be placed in a position to provide adequate facilities to their pupils for group games, sports and other co-curricular activities. This prevents the mentality of the students from flowing through unhealthy channels and besides imparting physical culture, provides them with scope for training in disciplined citizenship and development of the *esprit de corps* as well as the master sentiment of self-regard that lays the foundation for character. But a large number of town schools have no playground. This problem of the town schools needs an immediate survey of the situation for a solution. As it is not practicable to provide every such school with a playground of its own, as a practical step, the State Govts may requisition certain area of land on the outskirt of each town, to be used by the students of the urban schools jointly or by turn.

3. Students should be given ample opportunity of seeing wholesome and instructive pictures; for, things acted before their eyes are more thrilling and impressive to them than those taught in the class. It is not, however, possible to equip all the schools with their own projectors to demonstrate such films; but the owners of Cinema Halls may be made to do the thing if the Govt. makes it a condition precedent for the issue of their license.

4. Close teacher-pupil contact should be made possible to promote discipline among students and to place them in a better position to imbibe the good traits of the teacher's character. This is essential to prevent the students from being carried away by outside influences. For this purpose the teacher-pupil ratio should not be higher than 1 : 25 though it may lead to a doubling of the expenditure.

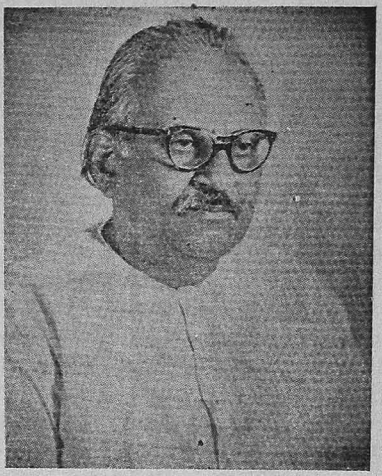
In this connection I should like to stress upon the establishment of Residential schools at suitable places and Students' Homes under proper supervision for joint residence of the pupils of those urban schools which have no Hostel attached to them. This will also help the emotional integration of our future citizens, which is a dire need of the nation under prevailing conditions.

5. The service conditions of the teachers should be so improved as to attract the best stuff available for public service to the teacher's job. To confess an unpleasant truth, under prevailing conditions, barring a few honourable exceptions, only those who are failures in other more lucrative spheres of life, taking to teaching as the last resort and they too cannot devote themselves wholeheartedly to their job as they have to dissipate their energy outside school in eking out their pittance in a desperate attempt to conform to social standards and keep up appearances as their position demands. A situation like this is quite untenable and cannot be allowed to continue without disastrous consequences.

6. Provision should be made for a certain amount of training in guardianship not only through the press and platform, but also through the active agency of the local Municipalities or Panchayats as the case may be. Guardians' meetings called by Headmasters are often thinly attended and are not very useful in this respect. It is my sad experience that the majority of the guardians are not vigilant in respect of the conduct of their wards who are left to grow up and do as they like. So the effect of the pupil's five hours' training at school is practically nullified during his nineteen hours' stay at home. But in order that education may be effective, the home of the pupil should be regarded as an extension of the school and both should function in unison. Extensive and rigorous propaganda in this respect is extremely necessary.

Recommendations of the Integration Committee

The preliminary Report of the Educational Integration Committee headed by Dr. Sampurnanand which has already been circulated to the State Govts. will be considered by the Central



Advisory Buard of Education at its meeting in Jaipur on Jan 1 and 2.

The Sampurnanand Committee was set up in May this year to study the role of education in strengthening the processes of emotional integration in national life and advise on positive educational programmes for the youth.

In its report, the committee agrees with the Chief Ministers' conference that the linguistic minorities are entitled to get instruction in their mother tongue at the primary stage of education. It has suggested that effective steps should be taken to implement this principle not only in letter but also in spirit.

MEDIUM OF INSTRUCTION

At the secondary stage, says the report, the medium of instruction will generally be the regional language or where certain circumstances prevail, another language mentioned in the eighth Schedule of the Constitution or English.

Endorsing the three-language formula recommended by the Chief Ministers' conference, the committee regrets to note that the three-language formula has been misapplied in various ways by certain States.

The three-language formula, evolved by the Government of India in consultation with the States and recommended for adoption by the Chief Ministers' conference held in August is as follows: (A) The regional language and mother tongue when the latter is different from the regional language; (B) Hindi or, in Hindi-speaking areas, another Indian language, and English or any other modern European language.

The report says that the variations of the formula applied result in either the three-language formula in practice operating as a two-language formula or in ignoring the need to study the two link languages, Hindi and English. The formula, the report says, should be clearly understood to mean that all students beyond the primary stage must learn both Hindi and English.

The committee urges that not only should the formula be implemented forthwith but the opportunity should be availed of in the Hindi-speaking regions to teach one of the South Indian languages as a reciprocal gesture to the need for learning Hindi in South India.

The committee also recommends that the study of Hindi and English should begin in the school at an early stage.

'VARISITY MEDIUM

At regards the medium for University education, the committee feels that the regional languages are bound to replace English as the medium of instruction over a period of time. The committee is strongly of the view that such a change-over must be accompanied by the strengthening of the link of inter-State communication and for this purpose Hindi must continue to be taught as a second language as in the secondary stage of education where necessary and further that English will continue to be studied not only as an important language but as the medium of communication with the world and a source of enrichment for all our languages.

The committee recommends that research should be undertaken on graded and basic vocabularies in the various Indian languages to facilitate the implementation of the three language formula.

Among the other recommendations are the provision of scholarships and fellowships for specialised training abroad in textbook writing, daily assemblies of students accompanied by talks to students, gatherings of students, teachers and parents twice a year and taking of a pledge by students, open air dramas, student exchange and tours, encouragements of campus activities, compulsory teaching of history and geography in every school, preparation of handbooks for the teaching of social studies and languages to foster national unity, and institution of all-India awards for the best general essay in each State from high school and college students on other States and its people.

The committee has also recommended that application forms for admissions to colleges and other educational institutions and for recruitment to services, and scholarships should not contain any column seeking information regarding applicants' caste and religion.

It also wants domiciliary restrictons in regard to migration of students to be removed and says that every State should freely admit to its educational institutions students from other States, particularly at the university level.



Emotional Integration for a Democratic Social Order

The importance of emotional integration in the context of our development plans is receiving good attention to-day from political leaders, social workers, educators—all alike. To-day there is real cause for alarm in the country, not because Pakistan or China has committed acts of aggression, but because India is tormented by caste, communal, linguistic, regional and other disputes. In our infant democracy, it is a sad feature that persons break one another's heads at Panchayat Elections and other petty quarrels over differences in respect of caste or community. Such a spirit of intolerance and incompatibility causes greater damage to national solidarity than the threats from foreign aggressors.

According to a recent decision of the Union Education Ministry, all references to caste or sect in registers or forms for purposes of service, education and judicial proceedings have to be deleted. Castes were not enumerated in the 1961 Census except in the case of Scheduled Castes and Scheduled Tribes. While the above changes are welcome, one should be happier if we could erase the notions of caste, language, region, etc. from our conscience. Legislation in this regard may solve the problem to a certain extent, but the real change must come from within the conscience. The emergence of more and more 'backward' classes, the keen competition for being classified as 'backward' for purposes of appointments and other privileges, and the violent struggles between different sects of people on grounds of language, comunity, race, and the like often dishearten all right thinking individuals.

The Steering Committee of the National Integration Conference held on 30 th September of this year decided that codes of conduct should be evolved for the general public, students, and the Press. The conference is further reported to have decided to evolve new and realistic criteria other than caste for judging 'backwardness'. This is a welcome feature, as it prevents the formation of new privileged communities which may not be really 'backward' in the country. It is clear from the deliberations of the Conference that some common code of conduct is essential for political parties coupled with an earnest desire on the part of the political lea-

ders to guard zealously the precious heritage of our national ideals and policies of unity in diversity. This implies that loyalty to the nation and humanity must be held supreme over regional, religious or caste loyalties. Our past experiences and the recent occurrences in Aligarh should make our educators and all those interested in the welfare of our future citizens ponder.

The National Integration Conference agreed to a six-point code of conduct for immediate adoption by political parties. The salient features of the code are that no political party should indulge in any activity which would create mutual hatred or increase tension between different castes and communities, religious or linguistic, and that political parties should not resort to agitation for seeking redress against any grievance relating to communal, caste, regional or linguistic issues.

In the field of education, the following code of conduct may be adopted, though this is by no means exhaustive :

1. Political organisations and individuals should not utilise educational institutions for pursuing political ends, e. g. for propaganda purposes, etc.

2. Provision should be made in the curriculum and the co-curricular activities for programmes promoting national and emotional integration.

3. It is the duty of educational authorities and the public to see that, in the elections to Student Councils, students do not resort to activities likely to bring in considerations of caste, community, religion or language.

4. Concepts like loyalty to universal brotherhood, the fundamental unity underlying humanity irrespective of ethnic and geographical differences, etc. must be injected to the young minds in the early stages of education.

5. Teachers and administrators should set an example to the student community in effecting emotional integration.

THE peace Pledge drafted by Sarva Seva Sangh and adopted by the National Integration Conference is intended to be taken by every citizen, rich or poor, literate or illiterate. The pledge should be written in the heart of every student, every farmer and artisan, every administrator, and every politician and worn like a jewel. Only a feeling of cultural oneness, and a willing unity for the growth of civilised society based on love and affection, free

Happy New Year to our Readers & Contributors

from exploitation, can lead the country out of this darkness.

THE recent suggestion by the Union Home Minister for a moratorium of twenty years on the redrawing of boundaries between the existing states was well-meant, with a firm belief that efforts will be made during the period for perfect emotional integration and harmony for the good of not a few castes, clans, communities or languages, but of India as a whole. India is a sub-continent composed of as many religions, sects, languages and communities as one can possibily imagine; but this diversity was never the cause for disunity in the country during the ancient times. This is well evident even to-day in the harmonious spirit in which our national championships in games and sports are contested even though on regional basis. Our secular constitution provides for freedom to profess, practise and preach one's ideals within the frame work of civilised behaviour and decency that should attend upon democracy. Organised practice of casteism, nepotism, favouritism, and political careerism seem to be the real causes for the multiplying fissiparous tendencies that are threatening national unity to-day.

HAVING considered the concept of emotional integration in the national context, if one wants to extend the same into the international scene, he may be baffled with horror and pain at the intransigence of responsible leaders of the world in pursuing their ruthless ends.

IT is said that men whom the gods want to destroy are first driven mad!

PORTUGAL'S madness in Angola and elsewhere, the barbarities being committed in the Congo and the open practice of mass extermination in Algeria and perhaps in Tibet, cast dark shadows on the future of mankind. The explosion of the 50 Megaton Bomb by Russia regardless of the appeal by the United Nations and the peace-loving nations meeting at Belgrade made a mockery of the fundamental human values.

LAYING the foundation stone of the Golden Jubilee Library of the Indian Institute of Science at Bangalore, our Vice-President, Dr. Radhakrishnan rightly observed: " ... The modern Chengis Khans, our great leaders, are not only provided with telephones and telegraph, but they are provided with devastatingly ruinous nuclear weapons. What is necessary is some kind of control over human nature ... ... Man has also to look within himself." Only such an insight can prevent more serious conflagrations that may be in store for mankind.

[A Guest Editorial by Sri V. Bhashyakacharyulu, M. A., State Bureau of Educational and Vocational Guidance. A. P.]

The late Prof. A. N. BASU

WE are very much grieved to record the sad demise of that great savant and educationist, Prof. Anant Nath Basu. He passed away at his Santi-



niketan residence on Tuesday last, 26th December, following a heart attack at the age of 61.

PROF. BASU was a great patriot, social worker and an educationist of international fame. He had his early education at the Calcutta University and then at the King's College, London and finally underwent training at a Graduate Teachers' College in U.S.A. He joined the political movement in 1921 and took up rural reconstruction work under the auspices of the National Congress. After serving as Headmaster in a National High School, he joined the International University of Dr. Rabindranath at Santiniketan in 1925.

HE made a special study of Teacher-Training, Pre-primary and Adult education. He visited several educational institutions in Europe and U. S. A. and equipped himself well as Professor of Education. On return to India in 1934, he became the Head of the Dept. of Teachers' Training in Calcutta University, in which capacity he served for 14 years and later became the Principal of the Central Institute of Education, Delhi and then the Dean of the Faculty of Education in the Delhi University. In 1957 he joined the Viswa-Bharati University and served as Principal, Vinaya Bhavana, the University College of Education and finally retired in 1959.

PROF. BASU is well known in the sphere of International education. Even as early as 1933 he acted as a collaborator for India in the 14th Assembly of the League of Nations and again in 1947, he represented India at the 10th International Conference on Public Education and participated in the 1st UNESCO Seminar on Education for International Understanding, held in Paris. In 1950 he visited the United Kingdom at the invitation of the British Council to study the educational developments there. With this background of ripe experience, he served as Member-Secretary on the Mudaliar Commission of Secondary Education, set up by the Govt. of India in 1953.

Bihar State Secondary Education Committee

(Contributed)

The Government of India had, a few years back, appointed a Secondary Education Commission and some of their recommendations have been implemented by the State Government, either in the original or in slightly modified form, and some have not been implemented as yet.

2. During the time lag between their recommendations and now, conditions relating to the Secondary Education have changed considerably and new problems have emerged. The state Government have therefore, decided to constitute a committee called the "Bihar State Secondary Education Committee" to examine the prevailing system of Secondary Education in the state in all its aspects and to suggest measures for its recognisation and improvement in the light of the experience gained. This Committee may consider those recommendations of the Secondary Education which have not yet been implemented but they need not be guided solely by the recommendations of the commission. Considering all aspects of secondary Education, they should lead to real improvement. In addition, the Committee shall deal with the following items, in particular:—

(1) To review the condition of Higher Secondary and Multipurpose Schools and the general standard of attainment of their pupils, (secondary schools are, at present, recognised only as Higher Secondary / Multipurpose schools) and to suggest whether recognition should be given to High Schools along with Higher Secondary / Multipurpose schools.

(2) To review the syllabus prescribed for secondary school Examination and the Higher secondary school Examination and to suggest suitable changes in the light of experiences gained.

(3) To review the system of assessment, its flaws and abuses and to suggest whether the system should be given up or it should be tried in a modified form.

(4) To review the policy to be followed with regard to the preparation, publication and sale of text-books and to suggest ways and means for improving their quality.

(5) To suggest ways and means for bringing in improvement in the standard of teaching and for provision of better buildings, furniture and equipments. To suggest the maximum number of classes to be taken by a teacher in a week and the leisure to be allowed to him and to devise ways and means for providing individual attention to students by teachers and for introducing the system of examining the written work of students by teachers.

(Continued from previous page)

FOR the last two years he had been ailing due to an attack of Coronary Thrombosis which has practically left him an invalid. But he showed signs of slow recovery and participated in the Tagore Centenary celebrations at Santi-Niketan. His last article to Educational India was on 'Tagore's contribution to Indian Education' which we published in our July 1961 issue. We very much value his love and esteem for "Educational India" which should carry us through long years of useful service to Indian Education and we hereby pay our last homage to him.

May his soul rest in peace !

(6) To review the existing scales of pay, dearness allowance and other conditions of service of teachers and to suggest improvements consistent with the availability of funds.

(7) To review the extra-curricular activities, the scout movement, the N. C. C., the A. C. C. etc. prevailing in schools and to find out how far they have been able to promote discipline. To suggest any other measures for promoting discipline among students and the teaching staff and the advisability of giving religious and moral instruction to students with a view to improving the standard of discipline.

(8) To review the working and the achievement of the Bureau of Educational and Vocational Guidance and to suggest improvement in the working of the Bureau.

(9) To review the working of the Residential school at Netarhat and the policy to be followed in regard to the opening of more public schools of the residential or non-residential types.

(10) To suggest the policy to be followed with regard —

(i) to Anglo-Indian Schools.

(ii) Miscellaneous : Physical Education, co-education etc.

(iii) The Bihar state Secondary Education Committee shall consist of the following members :—

1. Sri Harinath Mishra, M.L.A. ... ... Chairman.

2. Sri Gorakh Nath Sinha, Director, A. N. Sinha Institute of Social studies, Patna. ... ... Member.

3. The Director of Public Instruction, Bihar. ... ... Ex-Officio Member.

4. Rev. Father G. E. Murphy, Principal, St. Xavier's School, Patna. ... ... Members.

5. Sri Nageshwar Singh, Principal, S. K. M. Multipurpose School, Mokemeh (Patna) ,,

6. Sri Rama Kant Jha, M. L. A. Principal, Anant College, Pandoul (Darbhanga). ,,

7. The Joint Director of Education T(raining), Bihar. ... ... Ex-Officio Secretary.

(iv) The Bihar State Secondary Education Committee is requested to submit its report within four months from the date it starts functioning.

(v) The committee shall be assisted by a Departmental Committee consisting of the officers of the Education Department.

Committee for a Million Signatures to ban Nuclear Tests

101, Friends Colony, New Delhi—14.

The Nuclear Tests can inflict cruel damage upon this earth.

We are asking you to join this campaign for a Million Signatures to Ban Nuclear Tests.

Perhaps, the soul force created by the yearnings and prayers of millions of men, women and children will affect the hearts of those who are in a position to stop this crime against humanity.

Serial No.	Name	Address	Signature

Kindly have a form of this kind filled and post it to the above address. Thank you.

—Editor, E. I.

APERCU

ATARAXIA

The Salary of Teachers

At the beginning of this plan period it was thought that the University Grants Commission should extend financial help to teachers and professors of educational institutions and on condition that some amount of it would be borne by the State Government and the Institution concernd so that the general lot of the teaching staff might be bettered. Now the U. G. C., has almost raised its hands up saying that the funds available do not permit such luxuries to be dreampt of in the coming years.

It is a pity that a Government or any body sponsored by the Government should express its inability to finance education and knowledge in such a way. It is quite evident that the Government has not realized the importance of education and the policy of the ruling class, as in the past, has been to attend first to the needs of those who threaten to paralize normal life and not to heed to the cry of those who are less harmful but more useful. Wisdom cries out in the street and it is either misunderstood or goes unrecognized.

It is needless to say that all attention is to be paid to education bacause the Country's future depends on the type of men and women that are shaped by the teachers and not on the number of hands available to lift a log of wood or drain a sea of salt water. Even this day the old dictum that teaching is the noblest of professions but the sorriest of trades seems to hold water. No doubt the life of a teacher is to be ideal enough for the youngsters to look up to. But at the same time it should not be forgotten that ideal life is possible only when an individual is above want. In these hard days, the emoluments that a member of the teaching profession gets are not at all sufficient to help him to make both ends meet; and a disgruntled soul can never be an example to others. If the Society is to prosper the teaching profession must be the most attractive. The cream of the Society should be employed in the task of teaching. But the unfortunate state of affairs at present is that the unwanted and the discarded in the Society take to the profession of teaching as a last resort of a gentleman. Is it not the responsibility of a democratic government, which plans to remove illiteracy from its land, to pay the teaching staff at least sufficiently as to help them maintain their standard of living which is expected of them? Is it proper on the part of the centre, the State Governments and the Institutions to shift the responsibility from their shoulders on to others and finally plead excuse and thus escape their obligation to the shapers of Society? If teachers are today becoming money lenders, brokers and businessmen, it is because of the monitary misery they are made to face in the modern Society and the sooner their condition is improved the better it will be not only for the individual, the state and the Central Governments but for the Society as a whole; and if the Central and the State Governments take it seriously, it will not be impossible for them to find out ways and means of improving the lot of the teachers in the country.



Shri MOHAN LAL, M. A., whose article on Educatlon and National Integration appeared in our Dec. '61 Number.



THROUGH DIFFERENT STATES



DELHI

CORRESPONDENCE COURSES

The Rajya Sabha on Dec. 14 passed after a brief discussion a Bill enabling Delhi University to start correspondence courses. The Bill has already been passed by the Lok Sabha.

Mr. Bhupesh Gupta (Com.—West Bengal) who supported the Bill, described it as a "bold step" and said that it would help boys and girls belonging to middle and lower middle classes who could not afford to go to universities to receive education.

He, however, stressed the need for organising the courses properly lest they should result in a lowering of academic standards.

Mr. K. Santhanam (Cong.—Madras) expressed the fear that if all universities in the country started similar courses it might lead to "an educational pandemonium."

SPECIAL SCHEME FOR CHILDREN OF GOVT. STAFF

A scheme for providing special facilities for the education of the children of Central Government employees and other "floating population" has been drawn up by the Government of India.

UPGRADING TECHNOLOGICAL INSTITUTES

The Lok Sabha passed the institute of Technology Bill which seeks to declare the three Central Institutes of Technology set up in Bombay, Madras and Kanpur as institutions of national importance in line with the Indian Institute of Technonogy, Kharagpur. It further empowers these Institutes to grant degrees, diplomas and other academic distinctions as at present done by the Kharagpur Institute.

ANDHRA PRADESH

GRANTS TO INDIGENT ARTISTS

The State Government have agreed to meet one-third of the allowances to be paid by Government of India to literary men and artists in indigent circumstances and to their widows and children.

The Government have appointed a committee with the Education Minister as Chairman, and the Secretary, Education Department, and the Director of Public Instruction as members to scrutinise the applications.

EMPLOYMENT BUREAU FOR ANDHRA 'VARSITY

The Andhra University Employment and Guidance Bureau, sponsored by the National Employment Service, Andhra Pradesh, with the assistance of the Andhra University, was inaugurated by Mr. Pavate, Vice-Chancellor of the Karnatak University, Dharwar on December 2. The functions of the Bureau are: To offer employment assistance and guidance to students coming out of colleges, to assist employers in securing suitable applicants with high academic and other qualifications, and to collect and disseminate occupational information useful for University graduates and post-graduates.

ANDHRA S. S. L. C. EXAM.

The Andhra Predesh Government have passed orders, as a special case, permitting under-aged students to appear for the S. S. L. C. Examination in March, 1962, getting the necessary exemption from the competent authorities.

SCHOLARSHIPS FOR PRODUCING SCIENCE TEACHERS

Mr. S. R. P. Pattabhirama Rao, Education Minister, said that there was a proposal to award scholarships to bright students completing their P.U.C. or H. S. C. Examination with a view to producing science teachers in areas where teachers having B. Sc. qualifications were in shortage. During the year it was proposed to give 500 such scholarships with the assistance of the Government of India.

MADRAS

RELIEF TO TEACHERS AND POOR STUDENTS.

Presenting an Interim Budget for 1962-63 to the Legislative Assembly on Dec. 9 Mr. C. Subramaniam, Finance Minister, anounced three schemes to be implemented by the Madras Government, one for assisting with interest-free loans to poor students undergoing technical studies, the second for affording relief to teachers in "special distress" by making matching grants to a Trust Fund and the third for the grant of old age pension of Rs. 20 a month to all destitutes over the age of 65 excluding professional beggars.

EVENING CLASSES NOT FAVOURED

The State Government were not in favour of introducing any scheme of evening classes in colleges or correspondence courses. This information was given by Mr. Subramaniam to a member.

The Minister said the Government's view was that it was not necessary to introduce such a scheme. Even now the standard of college education all over the country was stated to be not up to the mark. It was felt the standard would further deteriorate if the scheme was introduced.

BOMBAY

TRAINING IN SPACE TRAVEL

Lieut-General N. P. Kamanin, a Soviet engineering expert on space flight said at Bombay that he would be glad to train an Indian pilot for space travel provided India and Soviet Governments came to an agreement to that effect.

Talking to newsmen, General Kamanin said that the actual cost of preparation for space travel or the number of people required for training for space travel could not be disclosed. However. he said spaceships were far from cheap and there were enough people in the Soviet Union, who were ready for travel into the outer space, as and when required.

BIHAR

UNIVERSITY REFORMS

Early next year, Bihar will have four regional universities and the Patna University is to be converted into a teaching and residential University A University Service Commission is proposed in the Bill now before the Assembly for the reorganisation of higher education. This Commission is to be a corporate body with perpetual succession and a common seal. Subject to the approval of the University concerned, appointments, dismissals, termination of service or reduction in rank of teachers in affiliated colleges, other than Government-managed colleges, will be made on the Commission's recommendations. This is a safeguard for which teachers have been agitating for a decade now.

JAMMU & KASHMIR

MULTI-LANGUAGE LEXICON

A Lexicon and grammar combined in ten languages, has been recovered after a search in the famous old Sanskrit library of Raghunath Sanskrit College at Jammu. These ten languages are: Hindi, Sanskrit, English, Arabic, Turkish, Persian, Pushtu, Kashmiri, Ladakhi and Balti.

Another similar book in five languages was also recovered from there. The languages were Dogri, Sanskrit, English, Kashmiri and Pushtu. Both these books were written during the

time of Ranbir Singh, great grandfather of the Sadr-i-Riyasat.

MYSORE

TRAINING FOR THE PHYSICALLY HANDICAPPED

The Government of India are to spend a sum of Rs. 1 crore on the education and training of the physically handicapped during the Third Plan period.

Mysore has planned to spend Rs. 15 Lakhs over the next five years on the education and training of the physically handicapped.

UTTAR PRADESH

BUDDHIST 'VARSITY AT SARNATH

The international conference of Buddhists at Sarnath, on November 25 adopted a resolution proposing that a Buddhist University be established at Sarnath.

As a first step, the conference requested the Mahabodhi Society to step up the work for starting the proposed degree college from the next academic session. The University, when founded, will provide facilities for higher studies in Buddhism, for which Indian scholars have to go to Ceylon at present.

DOCTOR'S DEGREE FOR AYURVEDIC MEDICINE

Ayurvedic research scholars would be eligible to the Degree of Doctor of Medicine (M. D.) of the Banaras Hindu University, Ayurveda would be one of the subjects in the post-graduate courses of the college.

PUNJAB

COMPULSORY PRIMARY EDUCATION

The Punjab Government has finalised its plan to extend the compulsory Primary Education Scheme to the children in the age-group 7 to 8 years, with the commencement of the next academic year on April 1. It will apply to the whole State, excepting the district of Lahaul and Spiti in the 14,000-foot valley, bordering Tibet. This scheme was enforced in respect of children in the age-group 6 to 7 years in the beginning of the current academic year. The overall increase in the number of pupils worked out to 110 percent as against a 25 per cent increase anticipated by the Government. A significant feature of this increase was that whereas the number of boys joining the schools in the age-group 6-7 years increased by 95 per cent that of girls went up by 139 per cent.

The scheme will be extended from year to year to the next higher age group so as to cover all boys and girls in the State upto the age of 11 years during the Third Plan period.

ASSAM

IMPENDING TEACHER'S STRIKE IN ASSAM

About 7,000 teachers of Assam and 361 aided high schools will go to an indefinite strike from January 22. Their principal demands, according to Mr. Debeswar Sharma, President of the All-Assam Aided High School Teachers' Association, who held a Press conference at Gauhati week, are restoration of cash allowances and removal of disparities in salaries and allowances between Government high school teachers and their counterparts in the aided schools. The teachers have more demands, but it appeared from Mr. Sharma's talks at the Press conference that the strike would be called off as soon as the State Government agreed to concede these two demands and negotiate on the others.

KERALA

ENGLISH MEDIUM SCHOOLS

English medium has been sanctioned in 27 schools in the State this year.

The Chief Minister, Mr. Pattom Thanu Pillai, giving this information in a written answer in the Assembly, said that 72 requests for sanctioning English medium in schools had been received.



Public Opinion

Mr. K. SANKARAM

Blames politicians for

Indiscipline of Students

Mr. K. Sankaran, retired Chief Justice of Kerala, blamed politicians in the country for lack of dicipline among students in schools and colleges.

Presiding over a public meeting at Trivandrum in connection with the Golden Jubilee Day celebrations of the Government Training College and the Model School. Mr. Sankaran said that politicians were responsible for indiscipline among students. He said the political parties in the country had tried to make use of the student population for political purposes. Wherever there was scope for public agitation, political parties induced students to go on strike. This affected the sustained attention of youngsters to education. He said that the Government should see that political agitations were not allowed to enter the portals of educational institutions. Guardians of students and the general public also had a role to pay, along with the Governments in this matter, he added.

STUDY OF ENGLISH

The speaker advocated the study of English language along with the national language, Hindi, and the regional language or the mother-tongue. He said that in the field of science and technology, India had to progress far in order to occupy her rightful place in the comity of nations. English had been accepted as an international language and, therefore, the study of English would help the people of India to progress in the field of science and technology.

Mr. C. P. RAMASWAMI AIYAR

Pleads for

Popularisation of Sanskrit

Mr. C. P. Ramaswami Aiyar strongly pleaded for the revival and popularisation of Sanskrit. The knowledge of Sanskrit would play an important role in bringing about the much-needed balance between science and spirituality in this nuclear age, he said while delivering the convocation address of the Vikram University, Ujjain.

Besides, he said, he verily believed that the cultivation of Sanskrit would also serve as a powerful incentive towards national unification.

Dr. M. S. THACKER

On reorientation of

Engineering Studies

Dr. M. S. Thacker, Secretary, Ministry of Scientific and Industrial Research said that the Government of India had accepted his report recommending that engineering colleges should be given as much assistance for the development of their science departments as was allotted for engineering subjects.

Inaugurating the annual general body meeting of the Institution of Engineers (India), Andhra Pradesh branch, at Hyderabad, Dr. Thacker said that the assistance envisaged for the science departments of engineering colleges was to be not ancillary but parallel to the engineering departments. The entire courses had to be looked into and reoriented.

Dr. Thacker said that since the Ministry of Scientific Research took over technical education six years ago the number of engineering colleges had increased from 38 to 100 and polytechnics from over 70 to 200. The admission capacity in the engineering colleges in degree courses was 14 to 15 thousand. But, he pointed out that the courses of engineering were patterned 40 years ago. Though they had revised these courses from time to time, the pattern remained the same and he felt that they were far from perfect.



SECONDARY EDUCATION IN U. S. A.

By Prof. SHAMSUDDIN (Washington, U. S. A.)

The Secondary School education in the United States of America consists of six years of schooling by the students. It includes training of Junior as well as Seninor High School. Before entering High School one has to complete six years of Elementary school education. Most of the youths of America are compulsorily trained up to High School or Secondary grade. The state of Massachusetts took the lead and started public high school. Later 'Public High School Law' came in force and a number of schools were started throughout the state. These schools were opened by the people for the benefit of people and they served as great stimulus for the speedy increase in the enrolment of the schools. In fact the demand continued till number of privately managed high schools came into existence. The position still remains unchanged in so far as demands on secondary education are concerned and Govt. is faced with a problem to be solved without much delay.

In United States education is managed and controlled by states with an occasional assistance from Federal Govt. where and whenever necessary. Besides there are educational institutions solely managed by private bodies. Thus secondary education is mainly a local affair controlled by local authorities. Out of every dollar spent on education 3½ cents is paid by Federal Govt., 38 cents by state Govt. and the rest is paid by the local school district from the local taxes collected from each individual. This has given rise to some of the special features of Secondary education of U. S. A. First of all people there, realize their sense of duty and responsibility with regard to the education of their children. Every parent happily and willingly contributes money in the form of taxes for education. Then he also remains alert and careful to watch whether his child is getting proper education or not. He has full right to choose a particular line of training for his child.

The system of local control has resulted in one more important characteristic of the secondary education i. e. it is framed according to the needs of the local conditions and situations. In fact every secondary school has its own curricula, system of organisation and administration as per needs of the students of that particular school. Changing needs of the society find their due place in the flexible pattern of the system of secondary education. Again the tution fee being free for all, there is no distinction of class and wealth. Every child in the U. S. A. has a right to get education upto elementary and secondary stages. Compulsory attendance for all children under specified age limit is required in response to the laws framed by the states. Another important characteristic of secondary education in U. S. A. is that a large majority of students enter secondary schools and complete their education after getting diplomas. Thus the aim of secondary education is to provide sound general training to the future citizens of America. It does not specialize students for particular vocations or prepare them for college education, though of course, many of the students go for specialized study or university

Mr. Shamsuddin of Raipur is now in U. S. A. on a cultural mission and study tour. The Readers will be interested to read this and other articles to come.

education after completing their secondary education. The purpose is just to lay a good foundation for future preparation of life.

In U. S. A. there are few specialized High Schools. A typical High School is open for all boys and girls of a particular age and from all social and economic backgrounds. To meet variety of needs of a large majority of pupils, as many as three hundred courses have been instituted in American secondary schools. They include academic, general, commercial, industrial, house-hold arts, crafts and so on. Besides basic courses in language, Mathematics, Social Science and physical training, which every one has to offer, there is a wide range of subjects which the students select after proper guidance by school teachers and parents from the point of view of their future career. It is interesting to note that in some places these courses include problems of Govt. automobile motors, cooking, public speaking, craft and manual skills. Thus thousands of students passing from High schools either prepare themselves for further studies on college level or embark upon any one of the thousands of carriers open for them in the United States of America.

The daily routine of the secondary school is divided into seven periods of forty minutes each. Every subject is taught by specialized teachers and students are required to move from room to room in different periods. At the end of study periods, there is one period for extra activities. During evening hours some of the students, who are specially good at particular games, are given practice on school grounds, while some others after the close of school hours, run down to do part time jobs for meeting their expenses of education. Among the extra-curricular-works, the activities of 'Student-Council' - a body of students elected by themselves for carrying out student activities, deserve special attention. The representatives to the student council are generally elected twice a year from their classes. The number depends on the strength of students of the school. These elected persons on their turn elect their office bearers. This council enjoys much authority in so far as the discipline and other important affairs of student body are concerned. The council at times raises funds and distributes them among students. It also assists and helps the school authorities in the execution of their plans and projects carried out both in school as well as in society outside. Besides, the organisation, administration and control of student council, offer valuable experiences and real training to the students in the democratic working of Govt.

The student council also takes out annually the year book of the school by which real literary experience is provided to the students. This book, besides articles and essays, includes the outstanding events of the year, photographs of the graduating class, school teams, class sessions and reports of work done in community projects. Besides this annual number the school paper is published at short intervals. It contains news articles about school and its day to day important events in the field of sports, social service and other achievements. Apart from these the extra-curricular-activities of the school also include band and orchestra, debating club, stamp and coin collection club etc. All these are run by students themselves. The teachers come only where their help and advice is called for by the students.

Most of the High School buildings of U. S. A. are well built and well equipped. The school building includes a dining room, library hall, a gymnasium, an auditorium in addition to number of class and subject rooms. Some of the bigger schools have their in-door swimming pool and playing fields. In modern times number of audio-visual aids are utilized in schools to make education more effective and useful. An expert teacher through Television can benefit larger population of students at a time.

REVIEWS

EDUCATION & PSYCHOLOGY REVIEW : October 1961. Published by the Faculty of Education & Psychology, Maharaja Sayajirao University of Baroda. Annual Subscription : Rs 6/-; Single Copy : Rs 1-75 nP. Pages 52.

This is the fourth number of the first Volume of the "Review" which invites articles promoting learning and research in Education and Psychology. The editorial notes is on the language problem and mental health. The next is the fourth article of "Some Thoughts About Educational Research" by Professor Stephen M. Corey. While concluding it he says that to use a questionnaire as a source for data is an indication of research inexperience. S. C. Mason's essay on "The Organization of Secondary Education in England since the War", and D. M. Desai's essay on "The Role of the State in Pre-Primary Education" are informative. Desai says that even at the risk of being dubbed as "totalitarian", the State should strictly deal with the growing menace of the unrecognized pre-primary classes in several big towns. "Educational Philosophy of Sri Aurobindo" by R. T. Deopurkar, "Public Education in the U. S. S. R." by E. N. Komarov and "Research in Education and Psychology in India Today" by Perin H. Mehta are self-explanatory. Usual features like Research Abstracts News and Views and Reviews conclude the issue.

EDUCATIONAL IDEAS & IDEALS OF GANDHI AND TAGORE : By Dr. R. S. Mani. Published by New Book Society of India, Post Box No. 250, New Delhi, Price : Rs 15/- Pages 208.

This book is the thesis of Mr. R. S. Mani, which got him the Degree of Ph. D., of the University of Madras in 1958. It is indeed a masterly study in comparison of the educational ideas and ideals of Gandhi and Tagore, the two great educators of modern India.

The author has made a systematic study of his subject and classified his work into three sections, the first dealing with Gandhi, the second with Tagore, and the third with a comparative study of the two great men and their achievements in the field of education. The first two parts have sections dealing with their education, their philosophy of education, their aim and experiments in education and their educational ideas.

The Book is informative and useful aud Dr. Mani deserves our Reader's appreciation. Though here and there, there are some printer's devils, which we hope will be avoided in the subsequent editions, the get up of the Book is as convincing as the contents.

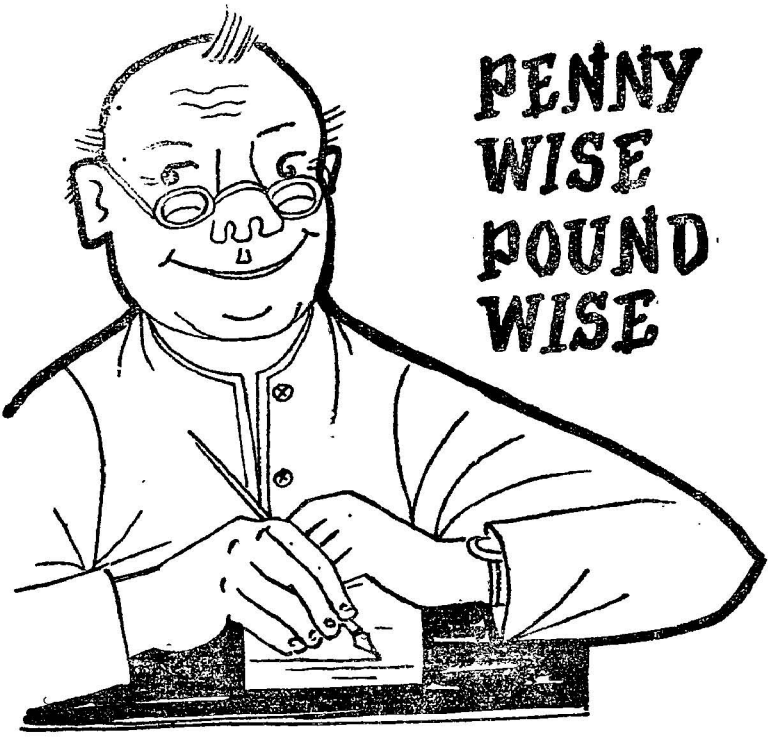
— *V. V. Tonpe.*

(Continued from preceding pare)

To estimate the value of secondary education in U. S. A. the proper way is to examine its ultimate goal. In the words of American teachers, "An educated person is an integrated personality, with skills and knowledge in readiness for intelligent action, with an understanding of his own powers as related to the needs of the times and with good habits of health and character." With this goal in view the secondary schools of U.S.A. are successful in developing individual's talents and preparing him for modern life.

DR. C. V. RAMAN'S AZAD MEMORIAL LECTURES

The Azad Memorial Lectures in 1962 will be delivered by Noble Prize winner, Dr. C. V. Raman, at Azad Bhavan, the headquarters of the Indian Council for Cultural Relations, in New Delhi, in the first week of March next year. The subject of Dr. Raman's lectures will be "The gateways of human knowledge."



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*Teaching of Fine Arts in Secondary Schools

By **Principal K. C. VYAS, M. A., EDU. (U. S. A.), Ph. D. (Bombay.)**

The New Era School, Bombay.

IN modern civilisation education has to play a very vital role. The rapid growth of science and technology has developed a crisis in society. The former traditional values of life, standards of behaviour and morals are all being rudely shaken up. The individual today finds himself bewildered at these rapid changes resulting sometimes in the disintegration of human personality. Educators have to face, understand and try to solve the problems created by modern civilisation, problems like aggressiveness which is a result of repression, frustration, and inhibitions etc. It is possible that through education we may be able to rationalise these forces. But it is only creative activities that can help to balance the forces so as to help the process of the development of the personality.

Teaching of Fine Arts therefore should form a very important part in the programme of Secondary Schools, for Fine Arts is creative expression. All children are by nature active, imginative and creative. Their creativeness in any form of Art or Craft, be it Painting, Drawing or Moulding, Dancing or Music is the manifestation of their development and growth.

Our modern system of education has not given much attention to the teaching of Fine Arts. Plato's concept of the beautiful has had little or no place in our formal education until relatively recent years and is still distinctly subordinate.

Many features of the formal education has been a great hindrance to the promotion of Fine Arts in Secondary Schools. There is no integration of any kind. There is very little co-ordination between the different stages of school, and the school programme. A child on completing the primary stage finds himself suddenly confronted with the higher level of three Rs. in a most terrifying manner, and finds that specialisation has set in at the cost of creativeness. The second dreadful factor of traditional education is the method of unhealthy competition, comparision and criticism. Such unhealthy attitude develop in the child a sense of inferiority. The last factor that destroys creativeness in formal education is the existing form of examination. It makes the subject matter and its teaching methods dead and stereotyped, resulting in loss of initiative, and independent thinking. The pressure of examination discourages creative and original approach to education and leads to an antocratic and mechanical routine. Such an education takes the phrase of Oscar Wilde literally that "All Art is useless."

To remove these obstacles the present educational system has to undergo radical changes. The most essential requirement for the promotion of Fine Arts or Creative Expression is freedom to experiment. For this purpose the school atmosphere must be averse to dogmatism, sensitive to the demands of creative freedom, and willing to offer rich and varied experience to the children. This requires that a climate of mutual respect for each creative achievement must evident in the

*By kind courtesy of All-India Radio, Bombay.

school community, and that such achievements in languages or arithmetic. If one works on these lines, the stimulation of creative forces becomes health-giving and its effects will be left in a number of fields of child activity and behaviour. Education is concerned with the development of the whole man or of all aspects of child's nature and therefore we must give to Fine Arts, the importance it deserves in our school programme.

We rarely find a child who, given an opportunity early enough, fails to respond creatively to use his hands to express himself with colour or any material. The school therefore should try to provide as beautiful an environment as can possibly be done at school, so that he unconsciously absorbs a sense of harmony, colour and proportion from the life around him.

To provide this atmosphere inductive to the child's faculties it is necessary that the head of the school and the faculty specially the one in charge of Fine Arts should understand the stages of a child's development. A child's creativeness is developed by imagination, fantasy and emotional make up.

As the child grows older he begins to find that his play with colour and form has results which very much resemble the real objects around him. The child does not make any attempt to make his paintings represent accurately the real objects. He is satisfied with merely expressing his idea or feeling through colour and form.

Around the age of nine the child gradually perceives the difference between the symbol he creates and reality. This realisation results in self-criticism and dissatisfaction with his attempts at representation. Up to a certain point he strives hard to improve his work by hard work and keen observation. But sometimes he is not satisfied with his efforts and there is a feeling of frustration. It is at this point that the Fine Art teacher can help him in a way which increases his self expression. A few suggestions by the Fine Art teacher will open up a vast range of expression to the child. It is very important for the Fine Art teacher to know when and how to impart technique to the child. Technique given before a child feels the need for it, makes him conform to an adult's concept of what and how he should be drawing, printing or modelling. Premature impatience of imparting technique by the Fine Arts teacher to the child results in inhibition, self-expression and takes away the joy of work of Art. The imparting of technique should take the form of unobstrusive guidance. Technique given at the proper time and in accordance with the requirement of the child's readiness and desire for means of expressing himself more adequately, can prevent him from feeling frustrated. It will restore confidence and release his energies and inherent powers of creativeness.

The role of a Fine Art Teacher is more important in the programme of education. A well-trained Fine Art Teacher with proper attitude will help the child to develop his creative faculties. A right understanding and happy relationship between the teacher and the pupil is most essential. The teacher must learn to interprete the connection between child's experience and his treatment of the subject. A good teacher in the art class is far more than a technician. He works with a child who is struggling with his

medium of expression and in doing so is developing. The art teacher must use an imaginative technique. He must accept the child as he is. A child's aggessiveness or shyness has to be channalised properly so as to lead to creativeness. A teacher should from time to time indulge in healthy constructive criticism to enable the child appreciate the other point of view. Lastly, the teacher of Fine Arts must provide varied situations and experiences to stimulate the child's creative faculties. To create the atmosphere the art teacher could resort to a number of activities. He may invite a good story teller who can build word-pictures which the students may afterwards reproduce through colour and form. Students should be taken out to places of artistic interest and beauty like Ellora and Ajanta for painting, sketching, modelling etc. Exhibition of children's work should be organised in the school for the school community to appreciate the work done. Such acceptance and appreciation by their colleagues and teachers encourages creative effort in children.

For furthering and encouraging the creative faculties through Fine Arts, an area of school curriculum for every child should be specially directed to the cultivation of self-expression. The spirit of creativeness should permeate the whole range of school curriculum. Art is primarily a means of communication and as a means of contributing to many other educational activities. Fine Arts therefore has to be correlated to other school activities, subjects of studies, co-curricular activities. In fact every activity in the school has to be related with fine arts. It is specially as the children approach adolescence that Art as a means of communication opens up new horizons and poses a new challenge.

The number of school activities to which art can and does contribute is enormous. For developing aesthetic atmosphere in the class-room and school the fine arts teacher could play a major role through decorations. The school subjects, stories, poems and various projects could be made very interesting with the help of fine arts. The Various types of creative dramatic arts, puppetry etc., call for many forms of artistic expression in lighting, costume making, making scenery, and in stage craft. The creative writing for school magazines could be further enriched by illustrations. Arranging school exhibitions the decorations of the school on particular festival enhances the sense of beauty and gives scope for self expression to the children.

Such comprehensive use of fine arts in school will have its effects in a number of fields of a child's activity. If the ultimate aim of education is the development of the whole man then it will be hazardous to neglect the teaching of fine artsin secondary schools.

Evaluation is the judging of the worth or value of something. In education it signifies estimating the probable worth of activities involved in the learning-teaching relationship. Since the activities involved in education have much to do with the aims of education, the evaluation programme also depends upon the aims of education.

THE SECRET OF AMERICAN EDUCATION

By MR. SHAMSUDDIN

AMONG the countries known for their advancement in education today America stands, perhaps, the foremost. Within a short period of less than two centuries, America has made such speedy progress in the field of education that whenever one thinks of any new educational theory, America is quoted as the source of it. Besides, the heavy rush of scholars from far off corners of the world, to study and secure degrees from American Universities, is another proof that America is leading today in the realm of knowledge. It has not only shown the path but has laid the foundation on which the future edifice of universal education can be built, enlightening the whole humanity.

The secret of this great success of American education lies in the fact that Americans realized the importance of education from the very beginning. Education not for learning's sake alone but for the good of the community, was the American ideal. As early as 1787, Thomas Jefferson, one of the founders of the young nation, was writing: "Above all things, I hope the education of the common people will be attended to; convinced that on this good sense we may rely with the most security for the preservation of a due degree of liberty." Another American historian, Henry Steele Commager, writes: "To our schools went the momentous responsibility of inspiring a people to pledge and hold allegiance to those historic principles of democracy, nationalism ... it is in education that we have put our faith; it is our schools and colleges that are the peculiar objects of public largeness and private benefaction." Even before the founding of United States, the colony of Massachusetts had passed laws making education free and compulsory for all its children. Number of schools and colleges were opened at various places in the region. In fact these laid the foundation of the hundreds of public and private schools and universities of today. When the first Republic came into being the Congress in its ordinance noted, "Religion, morality and knowledge *being necessary to good Government* and the happiness of mankind, schools and the means of education should be forever encouraged.".

Education, in the United States, is highly decentralized. It is mainly the concern of the states and their local Governments. Federal Govt. has nothing to do with it. Each state frames its own laws and organises and maintains the educational institutions under its jurisdiction. There is free and compulsory education in which every child of either sex and of any colour and religion receives elementary education. The schools are maintained by local taxes paid by every tax payer. Of course, in case of necessity these funds are supplemented by grants from states and at times from Federal Govt. even. Decentralisation of control in education does not mean the loss of uniformity or falling of its standards. There are several other forces which go a long way in achieving similarity in various systems of education. For example, there is great population movement carrying customs and practices from one state to the other. Then there are national and regional educational associations which conduct conferences and research and

issue publications. There is also one agency of Federal Govt. namely "United States Office of Education" which provides statistical, informational and advisory services to the educational institutions of the country.

Generally, there are four main stages of education in the United States. They are, Elementary School, High School, College and Graduate Study. At the age of five or six the children enter the elementary grade and their regular schooling starts from this stage. They have to spend six years in elementary school and then they are allowed to enter high school. Here again they have to spend six years. Then comes the college stage. On completing a college course students undertake graduate study whereby they take special training in learned professions. Within this broad outline there are wide variations in the types of institutions. There are nursery schools and kindergartens, schools for adults, trade schools and a number of other privately managed schools, each catering to the specific needs and requirements of the students residing in the particular area.

With the advance in time, changes occurred in every field of life. It affected society too and a heavy demand was made on schools to meet the changing needs. This resulted in the introduction of variety of new courses of study in schools. Also the approach to education was reorganized with a view to enable pupils to establish values and solve problems. Also it helped in developing the individuality of each pupil. The introduction of new courses emphasized the value of the study of subject matter as propounded by the "traditional school of thought" whereas the change in approach emphasized individual growth as propagated by 'progressive school of thought." In spite of this conflict in the two theories, the basic national and social ideals have moulded the general pattern of education in such a way as to suit the whole nation. Pupils moving from one state to the other find little need to adjust to the new situations.

In elementary stage boys and girls study together. They are hardly twelve or thirteen years of age when they pass the elementary grade. Here they are taught by one and the same teacher throughout the day in one class. On entering High School he has to study various subjects under various teachers. At this stage he has the option to make choice of the subjects according to his future plans of work. If he selects a vocational course he may be trained for a job in that particular vocation or if he selects academic training he may prepare himself for further study in a college. Many of the boys and girls finish their education on completing the High School stage. Those who take vocational line sometimes go to a junior college for a year or two more to complete the formal education. It is only those, who have very good scholastic record and who have special talent for further academic knowledge, join college or a university.

The special feature of American University is that it is divided in number of colleges and professional schools. These impart instructions in various branches of knowledge such as Arts, Business Administration, Law, Medicine etc. Most of the American Universities are public institutions. An undergraduate may enter either college or university but

Tagore's Educational Philosophy

By DR. R. S. MANI,

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TAGORE'S REALISM IN EDUCATION

TAGORE is not to be misconstrued for being simply an Idealist in education. He combined Eastern Realism in a remarkable alchemy. He tried not only to revive the traditional culture of India but also sought a higher unity between the Eastern ideals and Western science. What more is needed than Tagore's own words which best explain his realism: "The last point is that our education should be in full touch with our complete life, economical, intellectual, aesthetic, social and spiritual; and our educational institutions should be in the very heart of our society, connected with it by the living bonds of varied co-operations. For, true education is to realise, at every step, how our training and knowledge have organic connection with our surroundings." [1]

The object that the poet educationist must have had when he started the Rural Farm, the Institute of Rural Reconstruction and the Siksha Satra, was to combine idealism with realism and thus make education as realistic and as practicable as possible. An insight into his realism in education can be had when he observes, "Our centre of culture should not only be the centre of intellectual life of India, but the centre of her economic life also. It must cultivate land, breed cattle, to feed itself and its students, it must produce all necessaries, devising the best means and using the best materials, calling science to its aid. Its very existence should depend upon the success of its industrial ventures, carried out on the cooperative principle, which will unite the teachers and students in a living and active bond of necessity." [2] The same educationist further adds, "such an institution must group round it all the neighbouring villages and vitally unite them with itself in all its economic endeavours. Their housing, accommodation, sanitation, the improvement of their moral and intellectual life these should form the object of the social side of its activity. In a word, it should never be like a meteor - only a stray fragment of a world, but a complete world in itself, self-sustaining, independent, rich ever flowing life, radiating light across space and time,

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(Continued from previous page)

gradute study is a part of university education. It requires hard labour on the part of students in a special field of knowledge for a period of two years. Then he is entitled for a degree Bachelor of Arts or Bachelor of Science.

In conclusion, I must say that Americans have placed their deep faith in education. They are aware of the fact that if they want to maintain their social and national ideals, they must pay due attention to the growth of individual, his body, mind and spirit. It is for this task that America is striving hard to the administration and appreciation of the whole world.

attracting and maintaing round it a planetary system of dependent bodies, imparting life-breath to the complete man, who is intellectual as well as economic, bound by social bonds and aspiring towards spiritual freedom." [3]. The lines quoted above only make it too clear the beautiful and happy amalgam of idealism with realism in Rabindranath's philosophy of education.

One another clue to his realism in education is to be found in the ideal behind the Siksha-satra, which he started in 1924. Rabindranath himself declares his aim in unequivocal terms as follows; "The primary object of an institution of this kind should be to educate one's limbs and mind not only to be in readiness for all emergencies, but also to be in perfect tune with the symphony of response between life and world." [4] Thus, it was he who sought to unite with the 'tapovana' ideal of education the western genius 'which knows how to clear the path towards a definite end of practical good.' [5]

A still deeper insight into Tagore's realistic philosophy of education may be obtained in the observation made by C. F. Andrews running as follows; "In working out the full educational purpose of Visva-Bharati, Rabindranath Tagore consistently refused to allow any divorce to take place between the scholarly and retired life of academic culture, on the one hand, and the hard struggle for existence among the masses on the other." [6] Tagore knew full well that the problem of the people of India then was essentially an agricultural problem and therefore realising that, he started the Surual farm near Santiniketan. It has been carrying on the work of economic reconstruction of Indian village life on realistic lines. In the words of Andrews "this development of Surual represents to the poet's own mind another aspect of the inner spirit of man to attain unity. For, if the Visva-Bharati ideal of human brotherhood is to be fulfilled, there is obviously needed through the work of education, a healing of the world-wide breach between the rich and the poor, the scholar and the labourer, the learned and the unlearned, as well as a solution of the conflicts and divisions which have taken place both in the creeds and among the races of mankind." [7]

One noteworthy feature in Tagore's pragmatic approach towards education, which represents only one among the many sided facets, is its freedom from any tinge of rank materialism, that is rampant in our day. He always emphasised the principal characteristic of the Eastern mind – not setting too high a price upon success through gaining advantage, but upon self realisation, through fulfilling the dharma or the ideals. His aim in education was never simply to imitate the west but to try to appreciate and assimilate the best in them and make it their own. He was never tired of repeating that if the East ever tired to duplicate Western life, the duplicate was bound to be a forgery.

1. P. 2. The Centre of Indian Culture. 2. P. 41. The Centre of Indian Culture–Ravindranath Tagore. 3. P. 42. Ibid. 4. P. 4. Siksha-Satra Bulletin 21. VisvaBharati publications. 5. P. 11. Ibid. 6. P. 33. Visva Bharati–Rabindranath and Andrews. 7. P. 35. Visva Bharati Tagore and Andrews.

Library and the Librarian

By MR. T. N. RAINA, B. A., D. L. SC. (Benares)

Librarian, Banasthali Vidyapith Library (Rajasthan)

THE conception of the Library service in India at present is entirely different from what it was about the year 1910. During these advanced days no one can neglect the importance of the Libraries or the Librarian and think that the Library and its service is confined to the Library four walls only. The Librarian is expected to work for the Social upliftment and for those readers who have been either kept ignorant of the books or have remained so due to the fact that India was under the subjection of a foreign country. His (Librarian's) field of work has widened so much so that he is to work, in public, University, College, Schools and Municipal Libraries and to satisfy the people's thirst for knowledge by providing them books of their taste and make them aware of the day to day changing conditions of the world. Not only this, but he has to sponsor ways and means for the creation of interest in reading among both the infants and adults, without caring for the loss and mutilation of books, or for its financial implications, as well as removing the selfish motives so far the purchase of books or the creation of departmental Libraries are concerned. Decentralization of Libraries has more disadvantages than advantages. So the Departmental Libraries in University and Colleges should be centrally administered. Centralization of Libraries is more economic and at the same time much more helpful for the readers in getting their books issued without undergoing much obligation of a number of persons who think it to be their privilege to take permission from them before books are issued and forget the principles that "Books are for all" and "Books are for use." in a way this will give an ample opportunity to many people to be in touch with other subjects and help them in thinking, on broader lines and approach things with a helpful nature and avoid unnecessary criticism of subjects, in order to help the technical personnel to work more efficiently and scientificaly in organizing the Libraries on recognized system of classification and cataloguing.

Though it does not matter much as Dr. Ranganathan puts it that "the scheme of classification is not the concern of the readers," yet I think the scheme of classification and cataloguing should be so simple and adjustable that even an infant reader may be able to remember and understand the outline of the scheme and also by stages to be more understandable in any Library where the reader goes to study. Experience shows that when a reader enters some Library he is lost at the first movement and when he tries to find out the books he needs, he cannot find what he wants unless he is properly guided. No doubt well established or large Libraries can afford to engage the service of a reference assistant for this job but in no case can small Libraries, Colleges, Higher Secondary or Primary Schools afford to engage the services of such a person. Therefore it is better to develop Library consciousness in general and make the scheme so simple as to be understood easily, rather making it complicated and uninteres-

ting in general. I am of opinion that if a reader is made to understand the outline of a scheme in simple words he would be more interested in finding out things of his own accord and feel homely while studying on the Library premises rather feel home sick while studying in the Library. Either he would always rush to the counter for information on the reference clerk who is to attend a number of persons or enquiry department rather than try to exert himself. The job of a Librarian does not seem to be ending but he is to arrange story hours, study circles for discussions, Book exhibitions including publicity work and preparation of Bibliographies and arrangement of classification and cataloguing systems from Infants up to the University and Public Library stages. Not this alone but in order to stimulate the urge for reading both the audio-visual and mobile vans containing books are to serve from door to door in the remotest corners of the villages. Though according to the report of the Advisory Committee much has been done by creating Libraries on different levels yet much more is to be done. Comparing India's development of Libraries with other countries, India is still more backward than other countries so far as book production, service and status of a Librarian are concerned. Other countries are multiplying the number of Libraries from hundred to thousands and from thousands to tens of thousands and so on while India is to follow the same both sooner or later. In order to have Librarians at different levels in India we have to open more centres of learning besides those already in existence in order to run the Libraries more efficiently and scientifically.

On the one hand the Librarians are expected to bring about social, cultural and educational improvements for the illfed, ignorant and the uncared for masses and on the other hand the Government is also expected to be sympathetic so far as the services of Librarians are concerned and try to remove the anomalies kept-in the Advisory Committee reports for example (appendix 5, Pages 74, 76). Secondly the Pay Commission Report is also to take the services of Librarians into consideration. Thirdly the University Grants Commission is also not to neglect those Librarians who have worked for a number of years in Libraries without any professional qualifications when such facilities never existed. In addition to the above suggestions I would like to add some more so far as the development of Libraries is concerned.

1. There should be an enactment of Library Legislation in every state.
2. Enforcement of Library cess shall be compulsory in every state.
3. Certificate, and Diploma courses should be started in certain selected Post-Graduate Girls' and Boys' Colleges including Universities.
4. Public Libraries should be encouraged and inter loaning systems should be started.
5. Local Library Seminars should be held and such Seminars should be arranged on a large scale also.

Experiment in Child Education : The Library

By Shri K. SAGAR, M. A., B. T.

"How am I to sing your praise
Happy chimney corner days,
Sitting safe in nursery nooks,
Reading picture story books."

—*R. L. Stevenson*

MY suggestion to set up a library was taken in jest by my colleagues. They had never heard of such a thing in a primary school and argued that children would remove pictures and soil and even lose the books. It was enough for the children they said, if they mastered their text books and learnt what their teachers had to teach them.

The apathy of my colleagues was, however, no hurdle. Funds were also available, but where was I to find books for children? There were plenty of good books in English, but to seek child literature in Hindi was like searching for snow in a hot desert.

I knew of a book stall whose name suggested that only child literature sold there. It was possible to obtain from there some translations but the get up, the paper and printing of the books were far from being satisfactory. Illustrations, if any, were third rate.

I had to hunt high and low for making a sizable collection and it was amazing to discover that children were reputed to be good purchasers of books and a flourishing market existed in half-penny books for children. It was with a pang that I had to depend upon this market for my collection.

Voraciousness of children for books did not surprise my colleagues. They had till then been discouraging the reading of such books as it detracted their attention from proper study. They read the books with interest and keen understanding and once enstrusted took good care of them.

One of my colleagues had told me in confidence that even if I set up a library, it would lie unused, because no teacher would bother to issue books and receive them back. To obviate this eventuality, I gave no place to the librarian in my scheme. Children could take the book of their choice and place it back after study. This arrangement was termed utopian and it was prophesied that the books would vanish away soon.

The stocks were taken at the end of the session and not more than a score of books out of a few hundred were found missing. A cautious enquiry was made and it revealed that the missing books were with some of the teachers who could not be asked to return them. The books had to be written off.

It was the year 1939. Since then child literature in Hindi has grown plentiful. Some of the publishers have done creditable work in printing and general get up. Prices are also quite reasonable, but the authors, of whom I also may be one, have yet to catch the basic elements of child literature.

The analysis of the babble of a baby reveals that child language, though not clear, is infused with emotion. It is full of meaning and the child does his best to make it understood. In fact, he is not satisfied until his meaning is caught by the listener.

Studies made in child language establish the fact that children express their ideas in concrete form and that there is rhythm in whatever they speak. Even the sounds of words are expressive and there is economy in the use of words. Repetition is there with a purpose and it adds to the music of speech.

The child pictures the situation as a whole and, though imperfect in many ways, the description he gives of it is realistic and subjective. He feels that he himself is a part of the situation and he is feelingly affected by events and things.

To be able to create proper child literature it is not enough to know this or to know the needs and tastes of children. The author must also have a revelation, a mind and a heart to live again those blissful years of innocence. According to Walter dela Mare, only the rarest kind of best in everything can be good enough for the young mind. One has to catch the glimpse of the early years to be able to do justice to the art of creating child literature, but it is hardly possible in later life to recover the intense delight, the untellable joy and happiness and fear and grief and pain of those years.

This is the basic difficulty and it is only gifted men and women who are qualified to write for children, and even they cannot write it to dictation, but it would be damaging to the growth of child literature if we discourage even the mediocres in the field. The homage we pay to mediocrity does sometimes induce men and women of vision, of honesty and integrity to come forth and take the field.

The task of the enterprising author is further simplified by the immenseness of child literature in various Indian dialects and different languages of the world. Valuable classical literature for children which can easily lend itself to translation or adaptation is found in English and the task of the author is merely to pick and sift. Many other languages are equally rich.

This classical literature had its beginnings in the hoary past when the world was young and man was new to it. Then child literature did not differ much from what adults delighted in. The stories told round the hearth, the ballads sung by wandering minstrels, the ceremonial hymns and other folklore delighted young and old alike. In this literature of the earliest times fairy tales occupied a prominent place. They were first invented when man learnt to speak and think and they provided entertainment to the child and the adult for countless ages. With the advent of scientific thought they have been relegated to the background and the adults fight shy of showing a taste for them, but the child's imaginative mind still delights in elfland.

Collection of fairy tales began with an urge to study the customs and habits of the early man. Asbjorneen, Moe and the Grimm brothers who were the pioneers in this field had hoped to build up a theory regarding the development of culture when they set about this task. Whether they succeeded in their self-appointed task or not may be a matter of doubt, but they have given to the world a very valuable literature. Because of their labours, many half-forgotten stories were given a permanent lease of life and their works are now the legacy of the world.

The art of story telling is not new to this country, but this art

reached its perfection in Arabia. The One Thousand and One Nights or popularly known as the Arabian Nights is a wonderful collection of stories many of which have attained immortal fame. Ali Baba and the Forty Thieves, the Wonderful Lamp of Alladin, the Sindbad the Sailor and scores of other stories wonderfully beguile the tedium of a child's life. Other books which we can safely draw upon are Perrault's Fairy Tales, Jacob's English Fairy Tales, Desent's Tales from the Norse, Hans Anderson's Fairy Tales and Aesop's Fables. The Indian classics are the Hitopdesh and the Panchtantra. The Epics provide a rich store of tales besides numerous other books in Sanskrit and Pali. Almost every language has a rich mythology, but Sanskrit occupies the foremost place in this field.

The stories from the Old Testament; from Egyptian, Greek and Norse mythology are also interesting. Greek stories are available in Kingsley's 'The Heroes', in Hawthorne's 'A Wonderbook' and in Padrico Colum's 'The Golden Fleece' and in 'The Heroes who lived before Achilles.' Norse mythology can be gleaned from the 'Prose Edda' written in the 12th century A. D., in Dorothy's 'Thunder of the Gods' and in several other collections. Greek Epics are condensed by Charles Lamb in 'The Adventures of Ulysses.' Persia, China and Japan also offer great epics for being passed on to children.

The number of modern writers who have written for children's is small but by no means insignificant. Robinson Crusoe, Alice in Wonderland, Treasure Island and Gulliver's Travels to Lilliput have themselves become classics. Mark Twain, Hawthorne and Ravindra Nath Tagore have left valuable stories for children.

Science fiction has also made its place in child literature. But the account of various inventions is itself so wonderful and thrilling that it can very well cater to the literary needs of children. The same applies to accounts of travel and adventure and of exploration.

The writer of books for children has to present situations in concrete form through his words. If an artist comes to his aid the effect of his word pictures is further augmented, but an artist can give pictures which have an interest for the child independent of any text. In fact, the contribution of the artist to child literature is of greater importance than that of the author.

The child is very fond of reading and he would devour any book which comes his way, but he is discriminating too, and can pick the grain from the chaff. However, if all the books offered are below his tastes, his desire to read gets blunt and this explains why a large number of new literates lapse into illiteracy.

It is of the utmost importance that proper books should be supplied to children in abundance, and this can be achieved with comparative ease if the publishers, the teachers and the government work in harmonious co-operation. The work is being hampered to some extent because of a feeling of mistrust of the judgment of the teacher. He is accused of an unscruplous attitude in selecting books for children's study. There may be some truth in this accusation, but the attempt of the government to usurp this function is wholly unfair and unjustifiable and precisely on the same grounds, for what guarantee is there that those who have taken over this function on themselves are not unscrupulous?

See next page

'No Place for Trade Union Spirit'

Sri Vempati Purushottam's Plea

AT THE TEACHERS' WELFARE SECTION OF THE A I.E.C.

In the course of his Presidential Address to the Welfare Section of the XXXVI All-India Educational Conference held at Trivandrum, Sri Vempati Purushottam, M.L.C., stressed the importance of Teachers' Organisations and said :

There is nothing that well-knit teachers' organisations at National and State level cannot do serving in harmony with the hierarchy of organisations commencing at school level. If strongly-knit teachers' organisations keep scrupulously far away from the trade union spirit, they are sure to become potentially strong. They can achieve more than what a trade union spirit might perhaps achieve. If correctly understood, such teacher's organisations are a moral force for good and the government should unreservedly help to make them strong by making block grants to them to conduct their academic activities. Such grants should be without strings. That will be a useful investment in good faith, whose subtle results will ultimately be far-reaching and fruitful. Schools are temples of learning, where, if much is given, more abides.

To deserve such recognitional status teachers must improve individually. They must become men of outstanding integrity and ability and, acquire a tradition for sound scholarship, thoroughness, originality and independent thinking.

In an age of planning where the cooperation of the people is sought for propaganda in respect of all other projects, the government must welcome and help the rise of healthy teachers' organisations and should have close association with them, as partners in a common enterprise and as potential factors for good. The gulf that exists between the managements and teachers' organisations at all levels will then be easily bridged. If the government trusts a National Teachers' Organisation, that organisation will discharge the trust and will compesnate the trust tenfold. Such a situation helps a lot in running a true democracy in a country. Teachers and teachers' organisations must therefore closely associate themselves with the work of educational reconstruction.

National Teachers' Union Should Be A National Educational Trust Board:

It is not enough if formal Joint Staff Councils are established at State level and representation is given to one or two teachers along with others. That is only the shadow of goodwill, not the substance thereof. Education has to be understood as a national community project of the highest magnitude and the teachers' organisations should be trusted as an auxiliary network. The entire structure can work in happy unison like a good family in team spirit. Seminars, workshops, and symposia organised by government may go some way to help improve the teachers' equipment, but when big plans are made by government to usher in a new era in education through recognised teacher's organisations, that goes a long way to make education a phenomenal success in spite of the rock of finance. For love lightens labour; cooperation makes it easier; generous public munificence makes it cheaper.

(Continued from preceding page)

This hurdle to the development of child literature can be removed to some extent by doing away with text books for children. This step would involve a changed outlook as regards the methods of teaching and it may be too early to contemplate this revolutionary change, but in the light of the efforts of the government in encouraging child literature one can hope that there would soon be enough books to supplement what the children learn from the prescribed text books.

EDUCATIONAL INDIA

Education and Social Change

EDUCATION is generally said to serve three important purposes in every society. In the first place it gives to the children of the country a knowledge of their physical and social environment so that they may adapt themselves to this environment. In the second place it trains them to achieve certain skills and techniques which will enable them when they enter life to pursue some gainful occupation or other by which they can earn their living and maintain themselves without becoming a burden on others or on society. This is education for employment. It is through this kind of education that the skills in agriculture, crafts and industries are transmitted from one generation to another and it is on this transmission that the survival of society as an economic entity depends. In the third place it transmits from one generation to another the values which hold society together, the values which enable men to distinguish right from wrong, the good from bad, the desirable from the undesirable and trains them to cherish these values and live a disciplined life in accordance with them. Social life becomes impossible unless there is an agreement on fundamental values. Society is and has been said by several eminent men essentially "an expression, however imperfect, of the values held by a group of people." It is these values that make them a society. Other-wise they will be a warring crowd. It is because of the existence of these values that every individual is justified in expecting a certain pattern of behaviour from every other individual and life becomes smooth for all.

IT goes without saying that the kind of education that should be provided for depends upon the kind of society for which it should be provided. When social environment undergoes a change the knowledge and skills imparted through education as well as the values transmitted should undergo a change. It is because we have not adequately recognised the importance and significance of this relationship between education and social change that our educational system has not been a success. The sooner we recognise that our society is changing and that our educational system should undergo a change the better it will be.

THERE is no denying the fact that for nearly a century Indian Society has been undergoing a change. It began with

our contacts with Western culture and ways of life in the early part of the nineteenth century. The pace of change became quickened when the British introduced English education and a new class of intellectuals steeped in the ideas of the West came into existence. The national movement which they initiated quickened still further the pace of change and with the achievement of independence in 1947 and the inauguration of the Five-Year Plans in 1951, the change has become more and more revolutionary.

EDUCATIONISTS should make themselves familiar with the nature of this change. For ages our society has been an agrarian one. Our outlook has been essentially a rural outlook. Society also remained more or less static and stable. The system of caste assigned to each individual a definite role and status in society and almost everyone followed a hereditary occupation for which the necessary training was obtained not in schools but in the family itself. There was no question of competition for jobs or of unemployment. People lived in joint families which served as educational institutions transmitting knowledge, skills and values. They also served as social security institutions. Society has also been patriarchal for thousands of years. This meant the domination of the male and the reduction of woman to a state of dependence on him. Caste organisation gave a hierarchical character to society, some sections of the people occupying a superior and some others an inferior status. There were very few revolts against it. All learning was directed to defend this system of four *varnas* or castes and the doctrines of *karma* and re-birth occupied a central place in this defence as well as in the determination of the ultimate goal of life. These doctrines and the religious ideals associated with them held society together. They constituted the values transmitted from generation to generation.

IN such a society there was no need for instruction or training through schools. There was also no need for universal literacy. Educational centres were all centres of higher learning—the *Ashramas* of Rishis as in ancient India or the universities like those of Benares, Nalanda and Amarvathi as in subsequent times.

ALL this is now undergoing a change. The economy of the country is being modernised and modernisation consists in the application of the knowledge of science and technology to all economic processes. Industrialisation and urbanisation are its consequences. There is a movement of population from villages to towns. The rules of caste regarding occupations have lost their significance. New skills and techniques have to be learnt. The family can no longer be the educational agency which

it was for ages. Mechanisation also demands universal literacy. In industrialised societies there is as much demand for the work of women as for that of men. They have therefore to come out of seclusion, receive education and enter all sorts of paying jobs. The joint family breaks up. There is a revolt against the hierarchical organisation of society based on caste. There is increasing demand for equality. The scientific out-look undermines faith in religion and tradition. There is a questioning of the doctrines of karma and re-birth.

ALONG with these changes in economy there has been a great change in our system of government. We have opted for democracy with its emphasis on equality. Every one aspires for a higher status in life and calls on the state to provide him with all the facilities required for the purpose.

IT is no wonder that there is today a conflict between the old and the new in every sphere of life. In no field is this conflict more prominent than in that of values—religion, moral and spiritual. People have become divided into conservatives and liberals—those who are anxious to preserve what is of good in the values of the past and those who are anxious to reconstruct society on the basis of entirely new values.

HERE is a dilemma for the educationists. It relates especially to the transmission of values which is one of the essential functions of education. There is not much of a dilemma so far as the functions of transmitting knowledge and skills are concerned. Government has recognised the need for universal literacy, for secondary education of a multi-purpose character, for more and better instruction in science and technology and for more technical schools and colleges. Where we have so far failed is in regard to education in values. The family and other traditional institutions are in a process of disintegration and they have ceased to be instruments of education. In other countries schools, colleges and universities have become the main agencies for teaching the youth the principles and ideals—the system of values—which hold society together and which regulate the patterns of social behaviour. Our educational institutions have not been serving this purpose. The result is the creation of an educational vacuum. Boys and girls leave schools without getting an insight into life's values.

IT is this vacuum that is responsible for the growing indiscipline among university students. It is this that has encouraged sectional loyalties—loyalties to smaller groups like castes, communities and regions. It is this that has created the problem of national integration. An American sociologist and educationist has recently drawn

attention to this gap in our educational system in the following words: "It does not seem that the schools recognize this task (of developing a new society based on new personalities), however. They recognize neither the responsibility nor the nature of their role. Responding to the need of supplying more education for more children, and including more scientific and technical education, they are not considering *values*, *attitudes*, and *attitude change*. They are concerned with certificates, degrees and employment, but not with psyches, the nature of the emergent society, and a modern Indian philosophy of life." (Margaret Cormack : She who rides a Peacock. P. 227).

A duty therefore rests especially on universities and on university teachers responsible for higher education. They have to fill this educational vacuum. They have to define the new values of life. They have to rear the structure of a new Indian philosophy to guide the new society. And they have also to evolve a method by which youth could be trained to cherish these new values and to live in accordance with them. Will our university teachers rise to the occasion? This is the supreme question of to-day.

Employment of University Graduates

THERE has been a general complaint that university graduates in our country do not get the kind of employment befitting their education and that very many of them remain unemployed even for several years after graduation. From this the inference is naturally drawn that much of the expenditure on university education is wasteful and that it does not bring adequate returns in economic terms. How far is this criticism well-founded ? This is an important question. An answer to it is found in a * book brought out recently by the well-known economist Dr. V. K R. V. Rao.

THE book is a statistical survey of the conditions from the point of view of employment of some of the graduates of the University of Delhi who passed out in 1950 and 1954. The Survey was undertaken in 1958-59 eight years after graduation in the case of the graduates of 1950, and four years after it in the case of those of 1954. Separate figures were collected for men and women graduates.

ONE welcome conclusion of the Survey is that the vast majority of men graduates were in employment by 1958-59, 92.4 per cent and 85 per cent respectively for the 1950 and 1954 groups. The corresponding figures for the women graduates were 61.6 per cent and 48.9 per cent. It was also found that of the men graduates who were unemployed, some did not seek employment because of their

* University Education And Empolyment : A Case Study of Delhi Graduates by Dr. V. K. R. V. Rao. Asia Publishing House, Bombay 1961, PP 45, Price Rs. 2-50.

having other sources of income. Several women graduates also did not seek employment because they found security in a married life. The percentage therefore of unemployed graduates is not so high as it is generally supposed to be. Taking both men and women together it came to 7.2 per cent and 3.3 per cent respectively for the graduates of 1954 and 1950 respectively. Though the percentage is not high it is a matter for serious consideration that a certain percentage of graduates seeking employment did not secure any employment even after the lapse of as many as eight years after graduation.

ANOTHER conclusion that has emerged from the Survey is that it takes a long time for graduates to get the kind of jobs for which they are fitted by their education. A large percentage start life as clerks and many of them remain clerks even after long years of employment. Among these are not only pass graduates but also Honours graduates in Arts and Science and many M.A's and Law graduates. "The wastage that this involves should be a matter of serious concern to both educationists and economists and ought to lead to orientation of the educational system, a change in employer preferences, and a restriction of numbers admitted to university education." Among the graduates there are some who belong to the categories of employers and self employed. Very many of these are engaged in wholesale and retail business which have no functional relation to the education they obtained in the university.

WITH regard to the earnings of those employed, the survey reveals that about 60% have incomes ranging from Rs. 200 to Rs. 500. Earnings tend to improve with length of service and the opportunities that accompany it. With experience and hard work pass graduates approach the post-graduates in respect of their earnings. The earning capacity of the alumni with degrees in science and medicine is higher than that of alumni with degrees in arts or law or education.

IT is found from the survey that there is a growing desire on the part of women graduates to work in some job or other and to supplement the family income even after marriage. The elders in the families do not seem to object to the employment of the women members. This is a new feature of our changing society.

IN the light of what the Survey has revealed, Dr. V. K. R. V. Rao has suggested certain measures which may be usefully adopted by universities, if the employment situation of their alumni is to be improved. One is a proper organisation of employment bureaus in universities and a pre-planning of employment even before graduation.

Another is the introduction of training courses oriented towards employment for the graduates who have been continuously unemployed, taking into account the special needs of unemployed women A third is a larger provision for the teachingof science. A fourth is a re-organisation of university courses with junior colleges giving instruction up to the stage of the old Intermediate examination followed by a three-year degree course. There are many educationists in the country who are of the view that a mistake was committed in introducing a three-year degree course after only one year of pre-university education and this suggestion of Dr. Rao is in consonance with this view. There are other useful suggestions made by him which all deserve serious consideration at the hands of university authorities.

DR. RAO'S statistical study is a model of its kind. Other universities will do well to carry on similar investigations with regard to their alumni.

Problems of Educational Research

RESEARCH is the foundation for all advance in knowledge. This has been recognised in all progressive countries of the Modern World and universities and other centres have been organised mainly for the purpose of carrying on systematic research. It is however unfortunate that this simple but all-important truth has not found application in the study of the problems of education in our country. No university or training college has so far paid attention to research in educational problems. We continue to rely on what is done in Western countries like Britain and the United States for our knowledge of what we should do if educational theory and practice are to make progress.

WE have many problems on which research has to be carried on if our educational objectives are to be achieved. We have for example been talking a great deal about basic education since 1937 when Mahatma Gandhi put forward his ideas on the subject. But even to-day we have no data based on actual experiment and practice from which it is possible to say to what extent correlation can be brought about between training in a craft like spinning and the whole of general education including literacy and a knowledge of history, geography, science etc. Our ideas continue to be purely subjective and theoretical. When eminent persons criticise and even condemn the system of basic education we are not able to effectively answer them with facts and figures relating to the working in actual practice of our basic schools. We try to convince the critics only by appealing to the great name of Mahatmaji. The same is the case with regard to other pro-

blems facing us—the problems of text books, curricular content, methods of examination, deterioration in standards, audio-visual practices etc. We continue to rely on opinions and not on conclusions based on research —observation and experiment.

IT is for this reason that we have to welcome the establishment of the National Council of Educational Research And Training, the first meeting of which was recently inaugurated by Dr. K. L. Shrimali, Education Minister, Government of India. It is to be hoped that this Council will become a live body and organise research on all the important problems in the field of education. Dr. Shrimali pointed out in the course of his address that the Council would confine itself to "functional research related to our specific needs", leaving fundamental research to the Departments of Education in our Universities. There is no need to quarrel over the relative importance of fundamental and applied reasearch or to argue whether applied research is possible without fundamental research. What is necessary is that there should be a well-organised and a well equipped institution for educational research. The National Council is such an institution. Education is sure to make substantial progress as a result of whatever work is done by the Council—whether it be in the field of applied or fundamental research.

APERCU

ATARAXIA

STUDENTS' STRIKE

The protracted strike of the students of the affiliated colleges of the S. V. University seems to take unexpected shape and form. The authorities are not prepared to heed to the students and their cry though loud seems to be a cry in the wilderness. The papers report that the V. C., pulled up the heads of the educational institutions for the indiscipline among *their* students, forgetting for the moment that they were his products too. The Andhra Government gave a restrained warning to the students to be within their limits and used strong terms such as "lawlessnes on their part would be dealt with firmly and punished" but boiled to "according to the ordinary law." Students who are indulging in acts of violence and lawlessness are being arrested and released in due course. It is an old game to which students are used.

Months have passed and days for the University Examinations are fast approaching. Neither the students nor the authhrities seem to be in any way mindful of this fact. Ultimately it is the students that suffer, no doubt. But we should not overlook the fact that students are too emotional to have distant vision and realize this grave fact. It is a point of extreme sorrow that this type of indiscipline which was for long centred in the North, instead of being nullified, seems to have spread to the South.

The authorities seem to think that time will slove the problem. Students seem to be bent on settling their issues by foul means as fair means are not found to be successful. The politicians who generally step in at the opportune moment seem to be very busy with the on-coming elections and their future, and so they do not find time to deal

with such silly affairs as the indiscipline of the students. Now who is to bell the cat ?

People on the spot will better follow the developments of events than those who not only hear reports through the Press, but are far off. It will not be far from truth to think that the students, all by themselves, without any external support, cannot continue to go on strike for such a long time. Some disgruntled souls, there is no place without disgruntled souls, some so-called social workers, some politicians who are not victims of the elections, and some misguided parents, generally encourage students on such occasions with financial and other support.

This is not the occasion for us to take sides. But this is another warning not only to the authorities concerned, but to the whole country that the younger generation is degenerating day by day. Students must be made to realize in all earnestness, that the days of strikes are gone. Mere arrests and detentions will not do. Some legislation should proclaim such hooliganism unlawful and severe action must be taken against those who prove to be unsocial socialists. Whether their cause is right or not, under no circumstances are the students justified in taking to violence. If such actions are not nipped in the bud they become major problems in no time. We should not overlook the fact that these unlawful young men in the near future become the guardians of the country. It is tomfoolery to think that they will turn over a new leaf overnight. Unless they are taught the fundamental principle of democracy their higher education is a colossal waste of human energy and national property.

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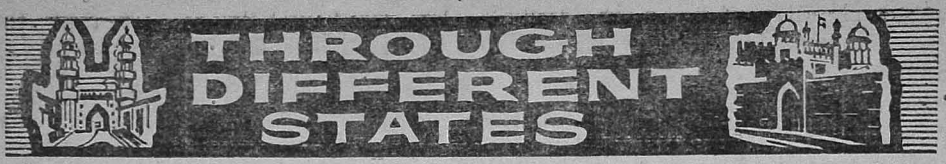


DELHI

GIRLS' EDUCATION ASSISTANCE FROM THE CENTRE

At the last meeting of the National Council of Women's Education held on 9th Jan. Dr. K. L. Shrimali dispelled all doubts regarding Girls' Education and assured necessary grants to the special inducement programme. Mrs. Deshmukh has been stressing the fact that the State Govt. might not be able to give matching grants required, owing to their financial difficulty and consequently the Centre should bear the whole burden. Mr. Shrimali promised to make the Planning Commission realise the need for liberal grants to Girls' education.

An expenditure of Rs 175 crores is likely to be incurred on the education of women out of the total Third Plan outlay for education of Rs 409 crores.

ZONAL COUNCILS FOR HINDI TO BE SET UP

Four zonal councils are being set up in the country as a first step towards the creation of the All-India Federation of Voluntary Hindi Organisations.

An official Press release said that the conveners of the councils have been advised to constitute zonal councils consisting of the voluntary organisations working in their zones under a regular constitution to be devised for the purpose.

The Councils are coming into existence as a result of a directive, issued on April 27, 1960, by the President who had directed a review of the existing methods for the propagation of Hindi and devising of ways and means for effective work in future.

NATIONAL COUNCIL OF RESEARCH AND TRAINING

The first meeting of the National Council of Educational Research and Training took place on Jan, 2 at Jaipur with its President Dr K. L. Shrimali in the chair.

Addressing the Council Dr. Shrimali said that the main problem facing the Council was that of making education an effective and sensitive instrument for a progressive and dynamic society.

Setting out the aims and objects of the Council, the Minister said that the problems which the Council would deal with would be those faced by teachers and educational administrators from day to day.

The existing organisations for professional training, Dr. Shrimali said, were out of tune with their needs. He added that the Council had been entrusted with the work of preparing improved types of text-books for schools as recommended by the Chief Ministers' conference. A high-power committee had been set up to guide and supervise the Council in that work.

NATIONAL INSTITUTE OF EDUCATION

Referring to the proposal for establishing a National Institute of Education, Dr. Shrimali expressed the hope that it would be approved by the members of the Council. The Institute which would function as a high-level research body, would be an amalgamation of institutions under the Council. It would undertake research and other studies in collaboration with educational institutions and individuals in States.

Dr. Shrimali said that the Institute would undertake two training

schemes—one for providing advanced courses in education at the post-graduate and doctorate levels, and the other for providing in-service courses to key personnel in States.

The Council, Dr. Shrimali said, had also been entrusted with the task of implementing the scheme for establishing four regional training teachers for multi-purpose high schools. The college for the southern region was proposed to be located in Mysore.

MADRAS

REFORMS IN EDUCATION

The Estimates Committee of the Assembly which has reported on Education has made a number of useful suggestions on the structure of the Department of Direction and the need for decentralisation and also on the controvertial subject of Basic Education. There are at present 3,615 Basic schools and the suggestion is to convert 400 schools of the old type into Basic every year. The Committee found that parents are unwilling to send their children to the present type of Basic schools where the craft is only spinning and weaving which is unintersting to children. Instead of running two parallel types of schools, the Committee suggests the modification of the traditional pattern by incorporating some training in local arts and crafts, on the model pursued in Britain or U. S. A., which will give a practical bias. Thirdly it wants the present teacher qualification raised to S. S. L. C. rather than III form and give intensive teacher training. It also suggested liberal grants to private and voluntary organisations which will cost the Govt. less and allow greater experimentation, rather than bringing every school under Govt. control.

MAHARASHTRA

QUALITY PUBLIC SCHOOL AT PANCHAGANI

It is reported that the Govt. of Maharashtra is going to start a Public School at Panchgani, Satara District from 1962. 500 students will be admitted on merit. The entire Cost for boarding and lodging will be borne by the Govt. These 500 will be educated and trained to become the future aduintrators of the State. All credit in this regard is due to Shir Balasaheb Desai, Minister for Education.

ANDHRA PRADESH

CENTRAL GOVT. SCHOLARSHIPS TO ANDHRA

One hundred and sixty-three scholarships have been allotted to Andhra Pradesh for the current year under the Government of India's "National Scholarships Scheme", it is learnt.

Out of these, 116 would be awarded to post-Metric students, 31 to post-Inter and 16 to post-graduate students.

The National Scholarships Scheme was formulated by the Government of India with a view to ensuring that no really brilliant student is denied the opportunity of prosecuting higher studies on the ground of poverty alone.

Dr. VAMAN RAO ASSUMES CHARGE AS D. P. I.

Consequent on the retirement of Dr. Ramlal on 6th Jan., Dr. Vaman Rao, has taken over charge as D. P. I., Andhra Pradesh.

The State Teachers' Union met both the outgoing and incoming Directors at Tea on the 17th when Mr. V. P. Raghavachri, M. L. C. and Mr. Ramachandra Singh, President of the Union spoke and the guests suitably replied. The Secretary Mr. C. Ramiah proposed a vote of thanks.

RAJASTHAN

PLEA FOR A NATIONAL INSTITUTE OF SCIENCE

The Sixth All-India Science Teachers' Conference, welcoming the scheme of summer institutes recently

prepared by the University Grants Commission has expressed the hope that after the initial experience steps would be taken to organise these institutes on a "larger scale" so that every science teacher of a high or higher secondary school is able to participate in an institute at least once in five years.

By another resolution, the conference requested the Union Government to take early action to from a National Institute of Science Education for conducting research and training advanced personnel in the field of science e lucation as well as to act as a "clearing house" for information and thinking on science education at various levels in an integrated manner.

It also requested the U. G. C. to take measure to establish post-graduate departments of science education in the universities and selected teachers' colleges.

UTTAR PRADESH

VARANASI SANSKRIT UNIVERSITY

Dr. T. R. V. Murti, Principal of Arts College, Banaras Hindu University, and an alumnus of the University, has been appointed Vice-Chancellor of the Varanasi Sanskrit University.

ORISSA

SCIENCE CLUBS' SEMINAR

A seminar organised on Jan. 5 by the Science Club of India under the auspices of the 49th session of the Indian Science Congress on popularisation of science in schools through the science club movement, in a resolution, urged the State Government and Universities to take active steps to ensure the formation of science clubs in every secondary school in the country by the offer of financial help, allocation of time in the school routine and suitable remuneration to the teachers in charge of the science clubs in schools.

Another resolution said that as public opinion must be created to foster scientific interest in the progressive industrialisation of the country a National Science Museum at an all-India level and in every State, with dynamic demonstration models, might be permanently created for stimulating propagating and disseminating scientific ideas throughout the country.

MYSORE

AMENITIES FOR BACKWARD CLASSES

The opening of 120 additional women and child welfare centres, 33 tailoring centres, 19 residential schools, and 50 girls hostels is contemplated in the Third Plan as part of the schemes designed for the amelioration of the backward classes in the Mysore State.

There were only two Government and ten aided girls hostels a few years ago, but at the end of the Second Plan period the number increased to 50 additional hostels where free board and lodge were provided to girls, besides the award of post-matric scholarships to them. A great deal of attention is concentrated on the education of girls of the backward classes, since education is the basis of enlightenment and progress.

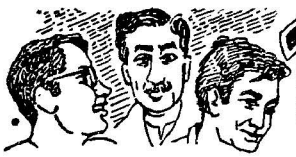
KERALA

3-LANGUAGE FORMULA ACCEPTED BY KERALA

The Government of Kerala have issued orders accepting the three-language formula approved by the Chief Ministers' Conference in August for adoption at the secondary stage of education in the State.

Under the formula, the language subjects for teaching at the secondary stage of education will be as follows :

(1) The regional language and mother tongue when the latter is different from the regional language (2) Hindi or in Hindi-speaking areas another Indian language and (3) English or any other European language.



Public Opinion

Dr. P. V. RAJAMANNAR

Advocates

Continuance of English

Inaugurating the 12th All-India English Teachers' conference at Mysore on Dec. 28, Dr. P. V. Rajamannar, Retired Chief Justice of Madras calling himself 'a staunch advocate of the continuance of English studies' said :

English might not be the national language of India, but for a long time to come English, he hoped would continue to be the language of the intelligentsia and medium of instruction in colleges. The fact that it was the language of our erstwhile rulers should not affect the issue with a false sentiment. America broke away from England, and adopted English as its language.

Dr. Rajamannar said that mostly due to uncertainty regarding its future there had been a definite fall in the standard of English in recent times. He was sure, he said that conditions would improve, but effort should be made to restore the old standard. The development of a language was a natural and unconscious process which took place among the community, speaking that language. "We in India are under one disadvantage. The only language learnt and known is the English contained in books he said and added that it could be called "Bookish English."

Dr. Rajamannar suggested that there should be a convention that professors in English in colleges particularly, where there was provision for honours courses should hold a degree of a British University in English language and literature or should have spent at least one year at one or the other of British Universities.

Dr. Rajamannar said that hasty lagislation intended for promoting the welfare of the people had often led to the use of ambiguous and uncertain language, which had given rise to difficulty in interpretation.

Mr. D. C. PAVATE

Suggests

Restoration of Intermediate Course

Mr. D. C Pavate, Vice-Chancellor of the Karnatak University, suggested the abolition of the pre-professional courses leading to engineering and medical degree courses and restoration of the old Intermediate Science course.

Mr. Pavate, who was presiding over the anniversary celebrations of the P. C. Jain Science College, said that the educational authorities in our country had made a "first class mistake" in abolishing the Intermediate Science course and introducing the pre-professional course. On strictly educational grounds, he said, the reform was wrong. He was glad the authorities concerned were slowly realising the mistake done by them and expressed the hope that they would soon restore the old Intermediate Science course.

The Vice-Chancellor said that the Karnatak University was almost the last University to introduce the pre-professional course and probably might become the first to abolish it.

Dr. V. K. R. V. RAO

Says

Implement 3- Language Formula

Dr. V. K. R. V. Rao, Director of the Institute of Economic Growth, urged the Governments of Hindi-speaking States to take the lead in implementing the three-language formula accepted

by the Chief Ministers' Conference and endorsed by the National Integration Conference. "The only way in which the Hindi-speaking majority can counter the apprehensions and grievances of linguistic minorities and win them over to an enthusiastic acceptance of Hindi as their Rajya Bhasha is to learn compulsorily one or other of the Indian languages," as provided in the three-language formula, he said.

Dr. Rao was addressing the Convocation of the Gorakhpur University. He said that it is required a "great deal of thinking, planning and preparation before the many millions of Hindi-speaking children are provided with facilities for learning an additional language; and yet no step has been taken even to initiate the process of thinking in this matter. The time was now ripe for the Governments of the Hindi-speaking areas to take the lead," he said.

Mr. K. S. ACHARYULU

Corrects Misconceptions

About Basic Education

Presiding over the Teachers' Forum meeting of the Educational Research Society, Hyderabad, Mr. K. S. Acharyulu, who is a member of the Working Committee of the All-India Nai Talim Conference, said that Gandhiji did not give Basic Education to our country merely as a substitute for the existing ineffective methods of teaching. It was meant to be an answer to the evils of the present day society itself. Basic Education endeavoured to create a social order by bringing a new scale of values to the forefront, through actual living.

He said that the journalists had given a lot of publicity for the letter of Dr. Zakir Hussain written to the President of the Nai Talim Conference held at Pachmarhi recently. In that letter Dr. Zakir Hussain had stated that Basic Education as practised today was by and large a fraud. Dr. Zakir Hussain was a prophet of Basic Education and if any one in our country understood the same it was he. Editorials had been written without going into the spirit of the letter and people were under the misconception that he attacked this system itself. Dr. Zakir Hussain hoped that this system of education would come up in a different form, after some time when circumstances were favourable.

Now the Government was not creating the necessary circumstances for the successful functioning of Basic Education. While Basic Education wanted to create a particular social order, the Government at the other end was attempting at evolving a mechanical and industrial society in which Basic Education was unable to grow.

PRIME MINISTER NEHRU

Says

Encourage Young Scientists

Prime Minister Nehru said at Bombay on Jan. 16 that young scientists should be encouraged to pursue their learning of science by their being provided with facilities and opportunities for widening their scope of knowledge and carrying on their learning uninterrupted.

The Prime Minister, who was formally inaugurating the new buildings of the "Tata Institute of Fundamental Research" at Colaba before a distinguished gathering which included foreign scientists, said that they were living in an age of scientists who could perhaps make a better job of the future than the politicians. They were living at a time when the whole nature of our knowledge of the physical world was changing. One did not know what the future might bring. Those who were optimistic might take an optimistic view of the future and those who were pessimistic might take a pessimistic view of the future. Both were possible. However, scientists could play an important part.



EDUCATION FOR LIFE

State-Wide Teachers' Conference in Czechoslovakia

Present - day, modern humans, living, as they are in the period of a gigantic development of science and technology, are in need of a good education to meet the exigencies of life. In Czechoslovakia, where the process of upbuilding of a socialist society has called forth a great development of production sources, and where both the industrial and the agricultural forces are expanding in every possible way, the citizens have to be well equipped for life, for the work physical and mental alike. Now this fact is naturally greatly reflected in the system of Czechoslovak education. Scholars, educators, economists and technicians, as well as the general public, keep wondering how to arrange for the educational system to keep abreast of life and field of practice, and to prevent it from going stale and abstracted, so that at the time of a high mechanization and automation, when differences between manual and mental work are being wiped off, people may enter the practice, not only instructed in theory but also able to master their relative tasks in the field, and teach the generations to come how to approach the practical life, too. It has been concluded by now that only the material basis of education is to be broadened, and a structural reorganization of education is clearly indicated, too.

Which are the chief points of the proposed reorganization ?

The basic school education accorded, in Czechoslovakia, to all the children indiscriminately, has been extended to nine years. In the nine-years' school are the children getting a sort of general and polytechnic education, and boys and girls are being prepared for socially useful work, for further grades of education, and for the choice of proper jobs and professions. On passing the nine-years' school the pupils go on to study, either at a secondary general education school, which takes three years and a final exam. or at some secondary technical school or other, or, eventually, at a technical education establishment or apprentice school.

One of the main principles of the educational reorganization is a closer association of school with the practical life. In the former system of education, that is to say, the school has, to a certain extent, relied one sidedly on the verbal exposition and study of the textbooks. Much too little emphasis had been put on the actual knowledge of things, phenomena, and relationships, and a close association with the practice. Yet without that relationship one can't speak about an all-round preparation of a modern human for the practical life. The prevalence of book education, without application to the practice, makes this education useless, to quite a degree. And it is still happening, in the school systems with a one sided prevalence of theory that, for instance, the pupils pass the exams. excellently, but are unable to dismount a switch. There are cases on record here, where, in the times of an immense development of electrotechnical sciences the practical experiments at school are not much exceeding the rubbing of an ebonite rod, or experiments with the Wimshorst common electriser. There are cases not uncommon that the

pupils passed through a few years' instruction in biology, and yet were unable, in the country, at that, to discern the various kinds of corn. Just these shortcomings were eliminated by the new system, by way of an obligatory production practice in the pupils of general-education, technical, and college schools.

Under the leading of their teachers, the pupils are spending a certain number of hours a week in the production practice, at some industrial, agricultural or other kind of establishment, to make themselves acquainted with the production, to get apprenticed to a practical activity, and to acquire a physical dexterity and skill, which they may need in the future. This production practice is being carried on, in so far as possible, in the fields which are closest to the pupils from the point of their schooling and their type of future jobs. Thus, for instance, the agronomists-to-be go to make a practice in the agricultural establishments, the builders-to-be are passing their practice terms at the construction works, the future physicians visit the scientific laboratories, etc. The basic meaning of this production practice is, besides the acquirance of skill, an educational one. The pupils get to know why they are learning certain notions, they realize that the knowledge is acquired only because they might be able to work for the society, and they get acquainted with the surroundings where are made values which are the foundations of the wealth of human society.

In the course of reorganization of the education there took place a very wide discussion on the educational plans, curricula and the new style of education and educational work. The rebuilding of education is progressing in steps. At first, about one hundred schools were selected, where these new principles had been introduced under the direct guidance of the collaborators of the research paedagogic laboratories. Then the principles of rebuilding were applied in a greater number of schools. The development went further, and today, the first stage of rebuilding is in essence terminated. The conception of individual grades of the education system was cleared, the basic forms of associating instruction and education with life and production were checked up, and the concrete tasks of organization and structural change in the individual types of schools were elaborated, and their materialization started. Now the big idea is to make the practice of experimental and best schools, and of the outstanding individuals among the teachers, a general basis of practice. That's why a state-wide conference of teachers was convened after a few years, to be held in Prague from August 22nd to 24th, with about one thousand four hundred delegates and guests attending. Delegates from the ranks of teachers and headmasters, educators and state officials are to represent here all the types of schools and educational establishments.

The state-wide conference was preceded by a large-scale set of public discussions. In all the schools of Czechoslovakia the teachers met, in May, at a special session, to make a work balance of the year just past, and to contribute their proposals of the ways of settling vital issues in the educational practice. Results of these meetings' proceedings were then passed over to the acting sessions held in all the districts. Besides, a discussion has been going on, for a few months' space now, in the Czechoslovak paedagogic press. There, too, a number of admonitions, suggestions and proposals are appearing. The conference's chief task will be then to expose the shortcomings of the existing practice and demonstrate, for the benefit of schools and teachers, the right approaches and methods of the new educational and instructional structure. It is necessary, too, that the principle of a close association between school and practice may be brought to bear, in a creative way, in all the subjects, and that the work education and production work of the pupils may be

(Continued on page 268.)

Correspondence

11th Annual Conference of United Schools Organisation

The 11th Annual Conference of the United Schools Organisation of India and the All India Schools Festival were held at Vigyan Bhawan, New Delhi, from 24th to 27th December, 1961. One hundred and seventy five delegates and observers from the eleven states and territories participated in the Conference.

The Conference was inaugurated by Mr. P. N. Kirpal, Secretary, Ministry of Education who spoke on the importance of the school as an instrument of education and expressed the hope that about 20% of the entire population of the country would be in the schools when our programmes for compulsory primary education are completed. He congratulated and praised the United Schools Organisation of India for bringing the schools together for useful activities in which the students and teachers could both participate. He assured that USO had done well to provide a Forum to the children of schools and teachers for participating in cultural activities. He commended the efforts of USO in promoting emotional integration and international understanding among school students and also stressed the importance of co-curricular activities for the students.

Mr. Jiya Lal Jain, Secretary General of USO read out the Annual Report in which he highlighted that 2,400 schools have participated in various USO activities directly or through their Units. The UN Day was celebrated extensively by USO and its members. A UN Information Test was held in which about 11,000 students appeared.

An At Home to meet the delegates was held in the Cafeteria which was largely attended. At 5-30 P.M. an All India Schools Festival was held in which 72 competitors from different parts of India participated. The festival included several interesting items, such as Light and Classical Music, Mono-Acting, Fancy Dress and Solo and Group Dance.

An All India Inter-School Painting Competition was held on 26th morning in which 34 competitors participated. The competitors were required to paint in 1½ hours "Delhi as you see."

Mr. K. C. Reddy, Minister of Commerce and Industry addressed the delegates in the afternoon and advised them to be an example of national integration and work for the unity of the country. He also advised the students to be more disciplined.

On the 27th of December 1961, the delegates reached the Prime Minister's house by 8-25 A. M. The Prime Minister met the delegates and the observers of the Conference and other children. He was in a jolly mood with the children for a few minutes and got himself photographed with them.

At 10-30 A. M. the Plenary Session started with the speech of His Excellency the Saudi Arabian Ambassador in India. The Cultural Attache of the Iranian Embassy read out a message on behalf of His Excellency the Ambassador of Iran in India and addressed the delegates. Mr. V. K. R. Menon, Director of the International Labour Organisation, New Delhi, also addressed the Conference. Mr. Allen, Political Councillor of the United Kingdom High Commission gave an interesting talk about the United Nations.

The delegates reassembled after lunch at 1-30 P. M. Three students were elected, one as Chairman and two as Vice-Chairmen. The conference adopted the resolutions regarding the railway concession; expenses to be met from school funds, games and sports be included in the All India Schools Festival; translation of 'UN In Schools' in regional languages; condemned the incident at New York Airport when our Defence Minister

was insulted and requested the USO to approach the UN Secretary General for avoiding such incidents in future; welcomed the liberation of Goa, Diu and Daman; common uniform for school students, and national prayer for emotional integration.

Mr. Dhanwani, Chairman of the Steering Committee received all the nomination papers. He announced that there were same proposals from all the delegations had proposed the name of Mrs. Ila Palchoudhuri as President, Mr. Jiya Lal Jain as Secretary General and Mr. Tulsi Ram Mehra as Secretary-Treasurer. He declared them elected. Eight other members of the Executive Council were also elected.

In the evening an At Home was arranged in Vigyan Bhawan Cafeteria which was very largely attended. Mr. Menon distributed the prizes to the winners of the various competitions and congratulated them.

The delegates were staying at the same place, were taking the same food, were mixing very frequently with each other and were exchanging their views about different types of cultural habits, customs, etc. They were living like members of one family. Here they were not conferned from which State they come. This is how USO tries to infuse among the youths of the country the spirit of patriotism and national integration in the early stages.

The proceedings of the Plenary Session of the Conference were conducted both in English and Hindi simultaneously. The delegates were given practical demonstration how this was done and they were amazed to see the proceedings of the Conference being conducted in two languages simultaneously.

Thus USO provides a unique opportunity to the students of different states to visit the Capital which is the symbol of the unity of the nation and draws inspiration from their visit to this historic city of India.

Education for Life

(Continued from page 266)

able to grow organically, as an educational and instruction component-part, in the life of schools. And it is also necessary, at length, that new methods and forms may be prevailing with regard to the new curricula, and especially imperative that the school may cultivate self-reliance, agility and an active outlook in the children.

The state-wide teachers' conference is, therefore, to be a major milestone in the progress of school activities and the teachers' work, seeing that it will concern itself about the fundamental issues of school reorganization in a few years to come. That's why it is given a great deal of attention here, not only on the part of educators, school personnel and the teachers, press, but also by the parents, firm employees, and the whole general public.

UNESCO MEETING OF EDUCATIONAL PUBLISHERS

The agenda of the meeting (Geneva, 11 to 14 July 1961) included, following the presentation of individual statements describing in particular national textbook systems, a review of the programmes of Unesco and the International Bureau of Education in the fild of textbooks, the possibilities of collaboration at an international level —especially amongst publishers— and ways of using the textbook for improving international understanding.

Twenty-six participants, representing national textbook publishers' association, state textbook institutes and ministries of education in 23 countries, took part in the meeting.

Dr. Nasser Sharify (Iran) acted as chairman, Mr. V. O. de Alwis Gunawardane (Ceylon), and and Mr. Jorgen Bang (Denmark) as vice-chaimen of the meeting. The Secretariat was represented by Messrs. McDougall and Kim, of the Department of Education, and Mr. Thorp of the Documents and Publications Service.

The Role of Education in Emotional Integration

By Shri S. P. SINGH,

Principal, K. R. T. College, Mathura (U. P.)

THOUGH the context in which we are, to-day, discussing the role of education in emotional integration is grounded peculiarly in our state of affairs, yet as an objective, it has been the concern of education in all times with educationally conscious nations. In the life-history of nations there are periods both of disorganised and atomistic culture and of cultural synthesis. Education in all these stages has to play an important role in creating a world of meanings and values for the child. The task is difficult when the nation is passing through a period of transition and rapid social changes. It is comparatively easier when the country is enjoying some kind of cultural synthesis. The hardship, therefore, experienced by the educators in unifying and integrating, in the present times of cultural chaos in our country, is natural.



The Genesis:— In democracies, it is extremely difficult to bring about sudden far-reaching changes in matters of education. A great deal of education takes place at home and in family. This important part of education cannot be brought under control. In fact it escapes all public criticism. Plato was conscious of this part of education. He realised both the seriousness of the problem and the helplessness of the laws. He says that private education is differently managed in different homes. The differences are usually small and in almost imperceptible things but the law-giver can do nothing to overcome them. The fact that so many families have different ideas about the right kind of education makes it doubtful whether any written laws are useful at all. In this analysis of Plato lies the first difficulty of the educator in integrating and unifying.

Deeper than this is the poverty of the spirit of this age. We are living in an age of infirm convictions. The mind of the nation is governed by eclecticism. This eclecticism is an attempt to maintain a Status Quo in matters of faith. It has failed to give the beliefs that can guide the human soul to build up a unified world of its own. I may here borrow a few lines from Hocking for commenting on electicism :

> The man who takes something from all sides must also discount every side; for whatever opinion he considers with favour he will have something in common with its opponents also or its possible future critic. Like the sceptic he will be

too wise to lend himself wholeheartedly to anything. This universal hospitality is the affirmative form of universal doubt. Eclecticism can never be a satisfactory resting place for thought; though it may well be a necessary stage to go through.

Our thought itself is in a choatic condition.

It is not necessary for us to refer to either Psychology or to Philosophy for the meaning of Emotional Integration. We know what we want to refer to when we make use of Emotional Integration. It is bringing together the bits and parts of the nation into a whole emotionally. It is an emotional consciousness of the total values we as a nation hold in common. It is the development of loyalties to these values.

INCULCATION OF DEMOCRATIC VALUES

The first task of the educator in this direction is to clarify the values for which we as a secular democracy stand. This means that we have to give up our eclecticism and try to build up a philosophy of our own which is positive in nature. Then we should try to develop in our students the right attitudes and loyalties to these values. It is by virtue of holding beliefs in common that we can be emotionally integrated. Dewey points out we live in communities by holding beliefs in common. Some of these beliefs are :

I. Dignity of man.

II. Equality of all men (in the eyes of God).

III. The Principle of Civilian Supremacy (Society is prior to Govt.)

IV. Faith in the method of dissussion and voting.

V. Commitment to the right of majority.

VI. Companion Principle of the loyal opposition.

Emotional Integration depends on the inculcation of these values in our children, in democratic India.

RESPECT FOR SCIENTIFIC TRUTHFULNESS

One of the most important unifying factors existent in the modern world is our attitude to scientific enquiry. We may differ but we only agree to differ on this point. Russell says :

> In the welter of conflicting fanaticism, one of the few unifying forces is scientific truthfulness, by which I mean the habit of basing our beliefs upon observation and inference as impersonal, and as much divested of local and temperamental bias as is possible for human beings.

If scientific truthfulness is the only means of unifying and integrating, it is necessry that our education must shape its practice in accordance with the methodology of scientific enquiry. Education must develop appreciation for scientific enquiry in our children. A respect for scientific truthfulness is also to be developed. It is also quite clear that there are no other agencies that can cater to this need.

But the state of affairs in education is just the reverse of it. Livingston in his address to the Teachers' Association, Reading, 1953, quoted a critic of English Education which is quite applicable to our own system of education.

> The failure of education is a fact.....They have no power of weighing evidence. Slaves of the

last argument, creatures of sentiment they go from side to side, fall under the sway of rogues..... Education in the prophets' time was to enable the child to choose good and refuse evil. Education, with all these resources of the 19th century, fails to do this for children.

REVERENCE FOR LIFE

Besides this attitude to scientific truthfulness, another important thing that education has to develop in the children is an ethical consciousness. Civilisation is esssentially ethical in character. But ethics itself is based on 'reverence for life.' Schweitzer has been one of the greatest exponents of this kind of thinking in the modern times outside India.

Ethical sense without its roots in reverence for all life can hardly be lasting.

INDOCTRINATION

Indoctrination is an essential part of education. We should not be timid in intuiting the basic values of life for which we stand. But these values should not be "so insinuated into the experience of a child that he is unable to think critically about it. Allegiance to the universally accepted values of life is essential. But it should be coupled with a respect for scientific enquiry.

THE BOSOM ENEMIES

One of the most important aims of education is to guard against the foreign enemies and the bosom enemies. By bosom enemies we mean "self-promoting power-seekers." Here I may refer to I. A. Richards:

> The university is to be the supreme organ in such a society for producing men and women able and fit to guide and guard it: to guard from enemies (insane states) and still more from its bosom enemies, self-promoting power seekers. Plato knew all about civil war—that for him was the worst of all possible evils. The only man he thinks, fit for high political office is the man whose only motive for holding it is the knowledge that, if he evades it, some worse qualified man will hold it in his place.

The Universities are not conscious of these bosom enemies. These Universities do nothing to create such men who are fit and able to govern themselves and the State.

The recommendation of Richards as of others is to develop in our students a synoptic view. The modern urge for a synoptic view has come down to us from Plato. Indian Universities have done little in this direction. It is high time that the Universities attend to it.

But when the self-seekers become the masters, that is, the bosom enemies get the upper hand in matters of administration, a sorry state of affairs is sure to result. The corruption of the minorties is the stinking corruption of the majorities. In fact in a corrupt society the minorities are extremely powerful as they are in a position to bargain with the Ruling and the Opposing. Education should therefore rid itself of these power-seekers. It means that we should have a new pattern of organisation for the entire educational system whereby we may reduce the possibility of the entrance of the power-seekers. But this may be the subject for another article.

EVALUATION IN GENERAL EDUCATION

By DR. S. M. ZIAUDDIN ALAVI, Aligarh.

THE implementation of any educational programme in the best possible manner depends on how far the curricular objectives of the programme have been achieved. A comprehensive evaluation system is therefore an essential pre-requisite of any educational programme. Formerly when education was narrowly conceived in the form of knowledge, evaluation meant only the assessment of factual information, as is the case with the present examination system; but with the broadening of the concept of education the evaluation is not merely to be confined to an assessment of factual information but to an assessment of intellectual outcomes, student's personal and social adaptability and other specific objectives of the programme.

The need for change in the system of evaluation or examination in India has long been keenly felt by the educationists but its implementation by the educational institutions has not made any progress so far. As General Education is in many respects a reform in the educational system of our country it offers an opportunity to evolve and practice new methods of evaluation for determining the success or otherwise of the programme. A recent committee appointed by the University Grants Commission has made the following recommendation regarding evaluation in General Education: "We should immediately put into operation the many practical improvements that have been suggested. The first of these is that the teacher in charge of the discussion group should carefully ascertain the reading done by the students from week to week. This may be done by making each student participate in the discussion on the weekly assignment. Secondly, short quiz of five or seven minutes be arranged any day without advance notice. The objective of both the discussion and the quiz will be to gauge the depth of understanding a student has reached in a given course. It is not suggested that the final test in General Education course should invariably be given by the internal examiner. What is suggested is that due weightage say 50% of the credit in a given course should be given to the assessment by the teacher in the classroom."* This quotation clearly shows the need of introducing far reaching changes in the examination system at least in General Education. It further implies that evaluation is not something confined to a final external examination but is a continous process closely linked with instruction.

As the sole purpose of evaluation in General Education is to provide evidence of the degree to which important curricular purposes are realised it is worthwhile to re-state here some of the curricular objectives of General Education programme which we want to achieve, which are discussed at length in the article in this Journal on curriculum.† These objectives are as follows:

1. Training in democratic ideals and promotion of interest in social, political and economic problems of the country and acquaintance with crucial world issues.

* Report of the Committee on General Education, University Grants Commission, 1961.

† Educational India, Masulipatam, Dec. 1960.

2. Acquaintance with the elements of natural sciences leading to an understanding of the scientific method and the contribution of science to society.

3. Inculcation of aesthetic interest and appreciation of art and literature.

These objectives may be stated in another way viz. the achievement of specific knowledge pertaining to the fields of social sciences, natural sciences and humanities and also capacity for critical thinking, inculcation of desirable attitudes and ideals.

It is evident from the list of objectives of General Education that the evaluation programme must be so devised as to give a clear picture of the success or otherwise of the programme in terms of the achievement made by the students. It further implies that evaluation is not merely concerned with the testing of specific types of subject matter achievement but to related aspects of student's personal and social development.

The evaluating instruments at our disposal must be on the one hand such as to assess adequately and objectively the knowledge gained by the students and on the other hand to ascertain the quality of thinking and the interests and attitudes developed as a result of the General Education course. The instruments for the former purpose are tests of informal objective type such as multiple choice tests, matching tests, completion tests, alternate response tests etc. Instruments for evaluating the later include tests, inventories, attitude scales, rating, observation, interviews, questionnaire etc.

It will be worthwhile to make a reference to objective items introduced in the General Education examination of the Aligarh Muslim University. The objective items are of multiple choice type i.e. each question is followed by a number of answers only of which one is correct. The students have to select the correct answer. Only one question is of this type and the rest are of the traditional essay type.

Some examples of the objective items are as follows :

1. A socialist pattern of society means :

i. The abolition of all private property.

ii. Social control on production and distribution of wealth to ensure collective prosperity.

iii. Equal income for everybody.

iv. Making each village a self-sufficient economic unit.

2. In an under developed country like India planning is necessary because:

i. It will ensure a high rate of increase of population.

ii. It will regiment social effort and drift labour for economic reconstruction.

iii. It will establish an industrial base for a prosperous and balanced national economy.

3. Which of the following remarks about democracy seem to you to be correct ?

i. Social progress under democracy is comparatively slow.

ii. Democracy leads to moral corruption.

iii. There is no opportunity for talented individuals in a democratic society.

4. Nuclear energy is produced :

i. By placing uranium in acid.

ii. Through fission of atoms.

iii. Through the effects of steam on atoms.

5. Lamarch believed in :

i. Natural selection.

ii. Inheritance of acquired characters.

iii. Mutations.

6. What happens in the human body through excretion :

i. Food matter is assimilated.

ii. Urea is thrown out of body.

iii. Oxygen is taken in by the lungs.

It will be seen that these questions are useful in assessing objectively the knowledge of facts and concepts, but much remain to be achieved if evaluation is taken to mean an assessment of all the curricular objectives of the programme. What is needed is to devise tests for the assessment of their participation in group discussion (which is an important feature of the methodology used in General Education); their capacity for critical thinking, capacity for making interpretations from reading material in social sciences, natural sciences and humanities. The effectiveness of the participation in the group discussion may be assessed by keeping a record of student's participation in the group discussions as regards relevance, clear thinking, critical thinking, cooperation, leadership and awareness of social problems. In addition to this the students should also be asked to note down their impressions about the topic, the worthwhileness of the discussion and the role of the teacher and the students. In this way it is suggested that there may be two separate forms for each discussion to be filled in by the students and the teacher.

A comprehensive evaluation programme should take into consideration three things viz. teacher's estimate based on the record of student's work including performance in the group discussions, informal objective tests administered twice or thrice in a session and lastly the final examination comprising of objective cum essay questions.

It will not be out of place to make a passing mention of the great deal of research work that has been in the U. S. A. in evaluating the outcomes of General Education. In a number of colleges comprehensive examinations have been developed e.g. in General College at Minnesota standardised objective examinations are held to measure outcomes in nine out of ten areas of instruction in General Education. The University of Chicago has formulated *General Education Development Tests* which comprise objective items of the duration of two hours of an essay assignment of $2\frac{1}{2}$ hours duration. The subjects include Social Sciences, Physical Sciences, Biology, English, History and Mathematics. These tests attempt at the appraisal of fundamental types of learning, probing underlying skills and abilities rather than knowledge of isolated bits of factual information. Another type of tests are those sponsored by Educational Testing Service, Princeton, e.g. *Co-operative General Achievement Test* in Social Studies, Natural Science and Mathematics; *Co-operative Contemporary Affairs Test* in public Affairs, Science and Medicine, Literature and Arts; *Co-operative General Culture Test* in Social Science, Literature, Science, Fine Arts and

Correlation in Basic Education

By SHRI N. L. KACHROO,

Principal, Government Basic Training College, Solan (H. P.)

IF there is anything new and real in Basic Education it is in technique of teaching through correlation about which much has been said so far. Theoretically speaking the technique looks very sound and psychologically very realistic. Many responsible people have often said that the success of Basic education will be finally determined by the success achieved in the technique of teaching through correlation. In fact if this fundamental basic principle is ignored, the whole system of Basic Education can hardly claim any new approach. Beautiful and convincing articles appear in educational magazines etc. and the reader feels quite satisfied on the word picture and theoretical discussion published by such literature. How much educationally sound it looks when we say that correlation technique has a psychological basis, it has a historical perspective; it is a dynamic approach, it is a natural and realistic technique and all such beautiful and nice things about it. We also find people referring to great educationists like Herbert, Froebel, Ziller, Dewey, Goethe and Kant, when they get an opportunity of either addressing an audiance or writing an article for any journal. We also know that subject teaching and subject matter are not more important than the subject matter as a related factor in a total and growing experience of a child *as a whole.*

Responsible people say that Basic Education has now come to stay. If it means anything we should then assess the achievement of this scheme *since* its conception and implementation. There is hardly any dispute about the psychological soundness of this new Talim. It's philosophy and ideology, principles and *objectives*, curriculum and syllabi, administration and organization and all such other aspects are being critically examined and improved upon

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(Continued from preceding page)

Mathematics. These tests have been devised for assessing achievement in General Education as regards facts, skills, comprehension, interpretation, application and appreciation etc. through objective items, questions based on charts, maps, extracts from significant writings and interest inventories etc.

Many more such studies may be added to the list of which particularly worth mention is the Eight year Study of the Progressive Education Association which has devised instruments (tests) for measuring attitudes, beliefs, interests and appreciations. Another series of tests are those sponsored by the American Council on Education.

The success of General Education depends to a great extent on how far the Indian Universities make headway in drawing up comprehensive evaluation schemes for evaluating the outcomes of General Education. It is hoped that the knowledge and experience gained in the field of General Education will then be employed in improving the evaluation techniques in general.

day by day. Assessment Committee appointed by the Ministry of Education in the year 1957 has also published its report which is an important document in the history of Basic Education in the country. Orientation Programme hasbeen recommended by the experts and authorities in Basic Education. The aim of all such schemes is mainly to convert all non-basic schools into Basic pattern as soon as possible. A target date has also been fixed for it and it is yet early to say anything more about it. This orientation programme has also been proposed because of 'correlation problem.'

Actual Position:

Now if we want to convert all non-basic schools into Basic pattern and also wish to have real basic education in the country we have to examine the problem of correlation in realistic manner and find some workable solution and practical remedy thereof. In this connection we have to examine the following factors out of which I would deal with the 'Teacher' in detail.

i) Teacher Training.
ii) Text Books.
iii) Literature on Basic Education.
iv) Supervision of Basic Education.
v) Basic school Administration.
vi) The Teacher.

1. Teacher Training is an important factor so far as the success of the new scheme is concerned. It has been realised that insufficient and inefficient training is also one of the reasons responsible for slow progress of Basic Education. I think the main purpose of a training institution is to produce an integrated personality capable of imparting education systematically and scientifically. It also means that the (teacher-trainee) must have faith in the system of training and in the philosophy of the approach. I don't think the theortical side of the teacher-training curriculum should dominate the whole programme but more attention should be paid to the actual and practical side of the training. For this reason, I believe the duration of the course should be reasonably enhanced so that sufficient time can be devoted to the practical teaching. It is therefore, suggested that at least six months should be purely set aside for practical teaching on correlation method and also for exclusive craft training. This will improve the teacher training programme which is the most important factor responsible for the success of the scheme.

2. Text Books: Much has been said about the place of text books in Basic Education but it has now been agreed upon that the use of text books cannot be altogether *abandoned*. It also does not mean that any type of text book will suit Basic Education. It is therefore, very important to review the whole position and prescribe only such text books as are written in accordance with the Basic curriculum and syllabus. Realistic life approach and the enviornments in which the child has to grow must receive proper attention and due consideration. The teacher should feel it convenient to find topics in the text books which have close correlation with the actual life situation of the child and his enviorments.

3. Literature on Basic Education: It should be the duty of the training institutions and other responsible agencies to provide the teacher working in the field with upto date literature on Basic Education specia-

lly concerning the correlation problem. Regular research work should be taken up at all Post Graduate Training Colleges so that this new technique is examined thoroughly and some practicable and scientific procedure is unanimously adopted by all teachers in the country.

4. Supervision and Inspection of Basic Schools should be done only by trained persons. It has been observed that much harm to the cause of Basic Education has been done by such people who are neither trained in Basic Education nor have faith in it. They are not in position to guide the teacher and encourage him. Unless the supervisor has proper practical experience and sound theortical knowledge, it is no use to put him on the head of a poor teacher who in his own way, is doing well with his job and his faith in it and is trained on proper lines. Correlation problem can not be solved even if the teacher has clear conception and circumstances are quite favourable for adopting this method, but the supervisor is apathetic and critical. The supervisor should be given a thorough practical training in teaching through correlation method.

5. Basic School administration : The internal administration of a Basic School should be free from external interference. Correlation method cannot be strictly followed if the time table is rigid. The head of an Institution must be given full powers so far his internal administration and the organization of the schools concerned. I should say that even the teacher should enjoy full freedom. Time table must be his slave and not a master. Text books should only guide him. Examination and evaluation should be based upon his personal observation. If by correlation we mean Natural Correlation we shall have to create natural atmosphere while educating a child. Any artificiality shall bring in unnatural factor in proportion thereof. The teacher should perform the role of a guide and then the learning situation and process will look quite natural. This is the main aim of the correlation technique whether in Basic Education or in any system of education as all educationists have agreed with this fundamental principle now.

PART II

6. The Teacher : The role of a teacher in imparting any type of education hardly needs any introduction. If correlation technique is to be successfully followed, we cannot then ignore the importance of a teacher in a Basic School. Since we aim at universal elementary Basic education it naturally means a large number of trained teachers to the Basic Schools all over the country. Unfortunately we get intellectually very poor people who opt for this teaching profession after they are rejected by all other departments. We cannot select teachers after giving them some objective test in order to find out his aptitude for this profession. In Basic Primary Schools, middle and matric teachers are usually appointed. For some time and in majority cases they are to work in such Schools without being trained for it. In a single teacher School, it becomes still more difficult for a teacher who is inexperienced, untrained and with low academic qualifications to work with any substantial and remarkable achievement. At the same time it cannot be possible for the state governments to produce sufficient number of trained and qualified teachers to work in all Schools. There are many other practical financial and social prob-

lems that face the teacher at every movement. He is a low paid employee and has to tap other sources to find some extra income without which he cannot make his both ends meet. This is one side of the picture which is realistic and exact one. On the other hand we want this poor teacher to be intelligent, deligent and resourceful so that he can teach through correlation technique. I believe it actually depends upon the originality and initiative of the teacher to find such situations and exploit craft units and other activities for correlation purposes. It is not an easy job and if we leave it to such teachers I think we shall never see that day when real Basic education and the dream of teaching through the technique of correlation is realised. It is practically impossible for a teacher with an ordinary mental calibre and intelligence to distinguish between real and un-natural correlation. We cannot talk of Basic education without thinking of teaching through correlation. Even orientation programme is a means to the end and not the end in itself.

What to do then?

A simple question arises of this discussion and that is if all this confusion and the circumstances stand as they are, what to do then in order to achieve the main aim of making Basic Education a success and the technique of teaching through correlation a real technique. This question can be replied only if we are prepared to be more realistic than idealistic. We must'nt and cannot depend wholly upon the originality and initiative of the teacher. The training institutions must prepare such guide books in which the whole syllabi of a junior or senior basic schools is arranged in such a way that every unit of knowledge is correlated with any unit of craft or with any other situation. This guide book should be got prepared by experts and handed over to the teacher before he goes to work in a school either independently or in a subordinate position. The supervisor should guide him in the field and see that the teacher actually follows the guide book. All trained and un-trained teachers should be asked to do so. Only such social and natural enviornmental units should be suggested which are common everywhere. Similarly different crafts or activities can be suggested separately. The teacher may be asked to maintain his diary in which he should note the problems and difficulties, if any that he comes accross while teaching in the school. These guide books will vary from class to class, school to school, place to place and subject to subject. Single teachers will need slightly different guide books. Internal school administration such as time-table and other such factors are also to be made subordinate to aforesaid guide books. The supervisors are also required to understand and grasp the technique thoroughly so that they can guide teachers to enable them to make proper use of the guide books.

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Educational India

Vocational Interests of High School Boys

By SHRI BALBIR SINGH, M. Ed.,
Government High School, Dialpur (Kapurthala.)

A SYSTEM of education that is characteristically unbalanced, without any significance and relevance to the needs and interests of children is bound to lead them to undesirable and purposeless channels where they do not know what they want in life. The present day Secondary Education has badly failed to provide creative opportunities to the young to prepare for the uncertain and grim future. New scientific developments have provided new jobs for the millions. The new generation coming out of the secondary schools have to make a choice of their careers or occupations. They are in a state of bewilderment as they do not know what occupations are suitable to them, where the suitable occupations can be had from, how to prepare themselves for these vocations and so on. The writer felt the need to find out the nature of relationship between the vocational interests and the future programmes of the High school boys in the districts of Jullundur and Kapurthala.

THE PROCEDURE ADOPTED

The investigator selected for study the High school boys of ten schools situated in different areas of the two districts, six from Jullundur and four from Kapurthala. The tenth class boys only were chosen for investigation because it was assumed that they might be definite about their choices at this stage. The "cultural context" of the girls being different, they are also excluded from the study. A comprehensive questionnaire and an Interest Inventory were constructed after receiving the opinions of three educationists, and a try out and an interview with twenty students. Then the questionnaire and the Inventory were administered to a random sample of 500 students of the ten schools.

MAIN FINDINGS.

1. The mean and the medium ages of the students were 16.5 and 16.8 years respectively. The findings show that the three subjects liked most are Science, Mathematics and Punjabi with 52.5, 50.5 and 32.6 percent respectively, whereas the subjects disliked most are English, Social Studies and Drawing with 42.7, 39.4, and 30.0 percent respectively.

2. The most popular recreational activity is playing games with 65.4 percent students. The other activities scoring more than 5 percent are as follows :

Going to cinema = 10.2%
Reading books and newspapers = 6.5%
Drawing Sketches = 5.4%
Listening to radio = 8.7%
Singing & Music = 6.2%
Reading & writing stories & dramas = 5.2%

3. The outdoor vocations chosen by their grandfathers were 8.7 percent, fathers 62.5 percent and students 35.2 percent.

4. The scientific vocations chosen by the grandfathers are 8.4 percent, fathers 18.7 percent and the students 42.8 percent. Literary vocations chosen by the grandfathers are 4.5

percent, fathers 8.7 percent and the students 15.3 percent. The extent of the interests in the clerical group are: grandfathers 8.7%, fathers 10.5% and the students 22.0%. The mechanical group shows the percentage as: grandfathers 8.7%, fathers 13.5% and the students 21.1%. Some other groups need no mentioning here for their insignificant results.

5. Reasons for the Choices in the descending order of the preferences are as follows: Service to society 15.4%, interest in the vocation 14.5%, respect in the society 13.2%, opportunity for advancement 10.4%, govt. service 10.3%, satisfaction in the work 8.9%, opportunity for employment 7.8%' financial returns 7.2%, indepen dent post 6.5%, no chance of bribery 5.6%, work that does not affect health 4.6%.

6. Bases for Preferences :— Suggestions from parents, friends and relatives 42.4%,possession of necessary ability 13.3%, desire to travel 8.7%, desire to be with friends 6.9%, opportunity for higher income 6.8%, desire to be famous 6.6%, desire to stay in the home locality 5.6%, suggestions from teachers 6.8%, and desire to follow family profession 1.3%.

7. The consultants for the preparation of the vocation are parents 30.8%, elder brothers and sisters 10.4% friends 21.2%, class or subject teachers 8.9%, neighbours 8.9%, expert advisers 5.2% and others 2.4%.

8. Helpful sources consulted:— Reading relevant literature 51.2%, first hand experience 18.6%, listening to lectures 14.4%, seeing motion pictures 15.7%, taking trips 10.7%, no sources 7.1%.

9. Preparation for the vocation:— 92% of the boys answer 'yes' that they are preparing for the vocation whereas 8% are not.

10. Regarding guidance provided by the schools 53.0% students replied that the school helped them in the selection of vocations., 39.4%answered that the school helped them in the preparation of vocation, and 78% admitted that they needed the help of an expert adviser.

11. Interest Inventory:— It was found that the relationship between the vocation best interested and the manifest interest in the Interest Inventory was 40.5% on the whole and 42.4% have scatterd interests. The rest are those who though opting vocation in one head, have actually interests in the other.

CONCLUSIONS

1. The students are not well guided by their interests.

2. English, Social Studies and and Drawing do not seem to interest the students.

3. The games and the extra-curricular activities taken by the students are not properly guided and encouraged.

4. Scientific and outdoor vocations are becoming more popular amongst the students.

5. Service to society and the interest in the vocation are the reasons for choice of vocations, as given by the students.

6. The schools are not providing any adequate and helpful vocational guidance.

7. There is no correlation between the interested vocation and the necessary vocational information.

8. There is no relationship between the intended vocation and the subjects liked, between vocation and subjects for higher studies, and between vocation and activities pursued.

THE BURDEN OF YOUTH

By SHRI B. S. MATHUR,

Principal, M. M. H. College, Ghaziabad.

MR. Nehru has something penetrating to say to the youth of India: "You, who are studying in colleges and universities will be the leaders of tomorrow. The future leaders of India will come from amongst you—whether you are good and bad. The leaders will not drop from the sky. So it is of vital importance that you help develop an atmosphere in the country whereby the wrong doers are checked and communalism is crushed, root and branch."

One cannot imagine more of a realistic approach. Here is an appeal directed to the youth of the country to look for themselves, their responsibility in the country's progress. He is not rebuking the youth but he wants them to think, wants them to penetrate into the reality of the situation. There is something vitiating in the atmosphere of the country as a result of which no real advance, going forward in peace and harmony, is possible. This adventure, of peace and harmony, that is our life with all its complications, is to be undertaken, and in a way, almost perfected in our schools, colleges and universities.

Mr. Nehru is thinking in terms of right education which must conduce to the setting-up of a mental apparatus. Mere knowledge, mere information of past and present, and also of future, won't do. This information, this entry of ideas into the minds of the youth, must mould their minds to be open, ever out for peace and harmony. Their education must generate a discipline of mind, a code

(Continued from preceding page)

SUGGESTIONS

The teacher must be guidance minded and try to look at things through children's eyes.

2. Every High and Higher Secondary school should have a guidance officer possesing necessary qualifications.

3. Occupational information must be continuously supplied to the students.

4. Films dealing with different occupations and industry should be shown to the students.

5. The Government should open regional training centres for guidance officers and career masters.

6. The children must be brought into contact with vocational environment.

7. Vocational experience must be provided to the students through activities which are often called "extra-curricular activities."

8. Too early decision or too quick decision upon a vocation should not be made by the students.

9. Occupational information may be introduced as a non-examination subject in the schools.

10. Students should be encouraged to draw books from the library, dealing with different occupations, vocations and careers.

If the suggestions as made above are neglected, it is possible that the students may face perennial frustration and consequent unhappiness both to themselves and to those with whom they come in contact with. "Know the nature of the student before he becomes a square peg in a round hole."

of conduct, according to which they may go ahead in life, hand in hand, all in peace and harmony, so to say, in a conspiracy happily to create rhythm in life, wherever they go. The great idea is of individual liberation, freedom of mind that can brook no narrow walls of bickerings and differences. And then this individual is not to rest—he must be tireless to spread his liberation; his mission of life, after education, must be to liberate others, and thus to work up an ever-unfolding atmosphere in which man is man, ever kind and humane, never thinking in terms of resorting to war for the resolution of differences.

This is what our youth have to do: they must take up the challenge of the hour. Swami Vivekananda beautifully says:

"My whole ambition in life is to set in motion a machinery which will bring noble ideas to the door of everybody, and then let men and women settle their own fate. Let them know what our fore-fathers as well as other nations have thought on the most momentous questions of life."

It was Socrates's ambition to bring down philosophy to earth from clouds. Joseph Addison wanted to bring philosophy to dwell in clubs, coffee-houses and at tea-tables. Addision wanted people to be their own philosophers, who are able to think for themselves, and who can end their thoughts and dreams in actions that might take them up. Here is Swami Vivekananda who is keen on the spreading of noble ideas. The Swami is not an idealist. He is ever up in action; ideas, noble and sacred, might result in nobility all over; the most essential thing of man, his divinity, his origin from God, might easily and comfortably colour man's life on earth, and beastliness a return to the beginning, the animal and brute in us, might not be possible. Indeed, there must be that occasion which is to usher in the Kingdom of God on earth. This is what is aimed at when the idea is to bring noble ideas to the door of everybody.

At the moment, man is involved in darkness; he is not in a position to bring out fully developed his essential goodness; he is quite away from God. He must put an end to this chapter of frustration and negation of himself. Man must begin to be what he must be—humane and divine. He must proclaim Mother to all the world with the voice of peace and benediction. This mother is sacredness vividly imagined, given a shape to shape our future in peace and benediction to all humanity.

This must be the end of education. This is the challenge of the hour.

The aim is crystallization; chemicals are to be thrown together so that the necessary reaction might ensue soon. Here chemicals are noble ideas in a proper atmosphere that might act as a catalytic agent to begin the reaction we aim at. And then we can soon visualise crushing of communalism, root and branch.

So education has a mission, a purpose to serve humanity in its march to perennial nobility and sacredness. Man has come from God. At the moment, he seems to have forgotten him. An immediate effort is to be made to take back man to his origin, his God. They say: poetry has a mission—it has to take back man to God. That is also education's mission. Hence there is need for an immediate and all-pervading machinary for spreading noble ideas in the world.

Man has infinite sacredness inside him. He is surrounded by a "civilisation", not really and funda-

mentally culture-producing. Indeed, there is destruction of culture, of the very soul of man, because of present civilisation. We have to work up as early as possible and as widely as possible, touching entire mankind, an atmosphere in which ideas of God and Godliness might thrive in perfect manifestation. This is the work of education.

We can begin in a humble fashion, and this humble beginning can culminate in a world stream of soul-inspiring culture, bathed in sweetness and sacredness. Then man can rise to every inch of his personality, he can measure up to God and show in full His glory and greatness. This beginning is to be made in our schools and colleges. We are not to concentrate on communication of information in our schools and colleges. We cannot avoid that communication; but that communication, that passing of infinite information, is not to be the end all and be all of education. Instead, there must obtain an atmosphere in our schools and colleges in which our students, the youth of the country, on which the future of the country, indeed, of the entire world depends, learn to think for themselves. This they can do, they can easily and comfortably make their future bright and helpful, as a result of education, as a result of the atmosphere in which they are brought up, so to say, educated, they have been able to secure for themselves a certain mind, a certain mental apparatus, which can open out to them ever-increasing possibilities of knowledge and culture that is to serve the cause of peace and joy, all over the world without drawing a line between man and man-indeed which must conduce to world-brotherhood and fellowship.

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EDUCATIONAL INDIA

The Pre-University Course

AT the recent meeting of the Inter-University Board Prof. Parija, the Vice-chancellor of Utkal University expressed his dissatisfaction with the one-year Pre-University course which was introduced into most of our universities four or five years ago. Even at the time of its introduction many experienced educationists pointed out the shortcomings of the new course and the disastrous effects which it was likely to produce on the standards of university education which as admitted by all, were already under-going steady deterioration from year to year. Their criticism however fell on deaf years. The Central Ministry of education with its own doctrinaire slogans was keen on bringing about this change and the universities which parrot-like harp on the need of maintaining their autonomy yielded to the pressure tactics of the centre which had the money with which it could force its views on all of them. The one-year course has now been at work for several years and the misgivings entertained about it have come to be true. Prof. Parija is to be congratulated on the courage with which he expressed himself on the subject. It may be noted that it was only a short time earlier that Mr. Pavate, the Vice-Chancellor of the Karnataka University expressed similar views.

THE new course is called a pre-university course. It is considered to be a preparation for the three-year degree course which was also newly introduced. It has been found that students entering our universities are too immature both physically and intellectually to adjust themselves to the conditions of work which are entirely different from the conditions in the Secondary School stage and that the remedy for this it was thought would be to give them a special training for one year before they entered on university courses. The enthusiasts for reform did not care to examine whether a one-year course which in practice meant only an eight months' course was adequate for the purpose. It is only now that many of them have begun to realise its inadequacy.

THE one-year course suffers from several handicaps. The most serious of them all is the sudden change in the medium of instruction. Throughout the Elementary and Secondary School Stage which extends to 10+ years in medium of instruction is the mother tongue or the regional language. But the

moment the student enters the pre-university class he has to switch over to English. He finds it difficult to adjust himself to this foreign medium. It may be true that he has previously read English as a compulsory second language for perhaps six years in the Secondary School Stage. But the way in which it is taught is so defective that very few of the students coming out of the secondary school aequire the ability to follow the lectures delivered in English or the text-books written in that language. Eight months in the pre-university course is too short a time for them to get command over the English language. It is no wonder that they get confused, that their knowledge of the subjects of study is poor, that they are unable to express their ideas in English and that consequently a large percentage of them fail in the examination held at the end of the one-year course.

THERE is another handicap from which the students in this course suffer. Educationists have been for years advocating that there should be a fairly long interval between any two successive public examinations which a student is called upon to take, especially in a country like ours where too exaggerated an importance is attached to such examinations and the certificates of having passed them. At the end of the Secondary Course a student sits for the public examination and he has to sit for another within one year after passing it. This produces serious psychological consequences and it is one of the deeper causes of student indiscipline.

PREVIOUS to the introduction of this new course the preparatory stage for entering on the first degree course in the university was of the duration of two years. It was called the intermediate stage. The courses in this stage were so framed that those who passed through it were found fit for either an academic or a professional course—medical, engineering etc—acccording to their choice. This is not the case with the present pre-university course. Even after completing it, students anxious to pursue a professional course have to sit for one year more in what is called a pre-professional class and take an examination at the end of the year to qualify themselves for the intended professional course. This also means public examinations at very short intervals with the disastrous effects they produce.

THERE is an intimate connection between the three-year degree course and the one year pre-university course which is a preparation for it. It may be remembered that it was more than fifty years ago that the Sadler Commission recommended the introduction of the three instead of the two year degree course on the assumption that a three years of stay in the academic atmosphere of a university would give a better liberal education than a stay of two years.

The Radhakrishnan Commission also held the same view. But both the commissions recommended that this should be preceded by a two-year intermediate course. They felt that otherwise the students entering the degree course would not have the necessary maturity. The reformers however attached little importance to this and embarked on the three year course with only one-year of preparation. Things have not very much improved. We do not get really mature students into the universities.

THE new reform was embarked upon in haste. No heed was paid to the recommendations of the Sadler and the Radhakrishnan Commissions. No care was taken to improve the standards of teaching the English language at the Secondary Stage. It is therefore high time that the Central Ministry of education which has inspired the new reforms takes the lessons of experience into consideration and increases the duration of the pre-university course to two years.

Educational Rights of Minorities

THERE are certain educational rights guaranteed to minorities by our Constitution. Article 29 (1) lays down that, "Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same." Article 30 (1) lays down that "All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice." Recently a case came before the Gujerat High Court in which a special Bench of the Court had to consider the interpretation of these Articles along with some other Articles in the Constitution and the judgment delivered in the case, is of great importance not only in the matter of safeguarding the rights of minorities but also in the equally important matter of bringing about national integration through education.

THERE was a writ petition submitted to the High Court challenging the right of the Gujarat University to impose on an affiliated College the obligation to use Gujarati or Hindi as the medium of instruction to the exclusion of English which has all along been the medium. The question was whether this right claimed by the University came into conflict with Articles 29 and 30 under which the minorities had the right to conserve their language and script. The university claimed its right to impose Gujarati or Hindi on all its affiliated colleges on the basis of powers conferred on it by the Gujarat University Act, a state Act. The High Court held that the clause in the University Act conferring this power was invalid as it came into conflict with

the above Articles of the constitution and also with another Article—Entry 66 in List I of the seventh schedule which empowers the Central Government to make laws for the coordination and determination of standards in institutions for higher education or research, and scientific and technical institutions."

THE High Court held that at the utmost the University might be justified in laying down Gujarati or Hindi as one of the media of instruction and examination but not to make either the sole medium to the exclusion of other languages. Any such exclusion would deprive the minorities whose language and script are different from Gujarati or Hindi of their right to conserve their language and script guaranteed to them under the constitution.

ON behalf of the University and the State Government it was argued that in the list of state legislative powers—List II of the Seventh schedule of the constitution—there was Entry II pertaining to Education including universities and it was therefore competent for the state legislature to pass a statute empowering a university in the state to make rules regarding the medium of instruction in the same manner as it could make rules regarding other educational matters. But this argument was not accepted by the High Court. The Court pointed out that the power of the state to control university education was not exclusive or absolute. It was subject to certain provisions relating to the powers of the Union Government and one such provision was the power which the Union had to bring about co-ordination. Whether each university or each state should have or have not the power to prescribe the medium of instruction is a matter which has to be decided by the Union Government from the point of view of coordination. No state should decide the matter for itself.

THE judgment has been criticised in certain quarters on the ground that it deprives the universities of the autonomy they should have in educational matters. But they forget that the Constitution has imposed limits to their autonomy and that the limits so imposed should be accepted and not contravened. The autonomy of the universities is not a constitutional right like the rights guaranteed to minorities and whether there is a conflict between the two it is the latter that has a superior validity.

THE judgment is also of great political significance. The problem of the medium of instruction in universities is a national and not a local problem. It has to be solved on a uniform basis. Solution on a uniform basis does not necessarily mean that the centre should call on all universities to adopt the same medium of instruction. It may empower them

to adopt different media provided that adequate provision is made first for safeguarding the rights of minorities and secondly for enabling all their alumni to acquire a high standard of proficiency in some language—English or Hindi — which should serve as a common medium of communication among all the intellectual sections in the country. Such a common language is absolutely necessary if the political and cultural unity of India is to be preserved. Learning a number of languages may impose a strain on those undergoing education in universities. But in a multi-linguistic country like ours with its own special problems of national integration this is the price which all educated classes should pay for maintaining the unity of the country which is primarily their responsibility.

Educational Planning

EDUCATIONAL planning with special reference to Asian countries came up for detailed examination in a twenty-six day symposium held in New Delhi in February. Forty educational administrators from eighteen member countries of the UNESCO in the Asian region took part in the symposium. These countries are just emerging from the stage of under development in which they lay for centuries to a stage of developing economy and national growth in all departments of life. And if the process of development is to yield worthwhile results without much delay they have to pay a great deal of attention to educational planning.

IN all these countries there is a good deal of enthusiasm for education. Financial resources however are not quite adequate for carrying out all the needed educational projects. It is this that makes planning in education absolutely necessary.

PLANNING consists in bringing about a coordination between educational schemes and schemes for the economic and social development of the countries concerned. Economic growth at the present day means the application of science and technology to all branches of economy — agriculture, industries, transport etc. This necessitates universal literacy and a large amount of knowledge of science and technology at all stages of education. A purely academic education like that which has been traditional in the countries for ages or which has been introduced by the colonial powers in the period of their rule does not fit in with the present day requirements. Education therefore should be so planned that those who pass out of schools and colleges are in a position to make contribution to economic growth as it is understood to-day.

THE limited financial resources should be utilised so as to produce the maximum amount of educational returns. Planners

should be able to decide how much of the resources should be spent on buildings, furniture, equipment and other external aids and how much on teachers and pupils. To provide midday meals for children is a better way of enforcing the rules regarding compulsory education than to impose fines and penalties on parents unwilling to send their children to schools. A rupee spent on raising the salaries of elementary school teachers yields better returns than a rupee spent on inspection. Planners will have to consider what devices have to be adopted to attract girls to schools which is a special problem in many Asian countries. The mobilisation of all human resources available will not be possible unless adequate attention is paid to the education of girls along with that of boys.

THERE is again the problem of trained teachers and trained inspectors and administrators. Schools are started without making provision for trained personnel to man them. This naturally stands in the way of maximum returns being obtained. Any scheme for starting more schools should be preceded by the establishment of more training institutions. Planning if properly carried out will maintain a balance between these two types of institutions.

SO many other aspects of planning were duly considered by those who participated in the symposium. It now remains for the educational authorities to examine the findings of the Seminar and to take steps to put into effect the suggestions put forward by the participants.

APERCU

ATARAXIA

"EDUCATION IN DISCIPLINE"

The recent Convocation Adress of the S. V. University delivered in a moving and spirited manner, by the Chancellor Dr Bhimsen Sachar, is timely and appropriate in the light of the recent student strike that set every man of honour a-thinking. That the youngest University in the State should have been forced to face such a grave situation in less then five years of its inception, inspite of its stabilized financial and other needs, is really a situation of some concern for one and all.

As the Chancellor said, it is not incorrect for us to say that every one of us in a way have failed in our duty in allowing such atrocities to take place in which the local goondas, who played the most unhappy part of it, have given the situation a different colour altogether that the Country at large is made to believe that the Student population for whom education is discipline, have been responsible for the rowdyism. It is very correctly pointed out by the Chancellor that the days of defiance of authority and civil disobedience have gone and that there is no foreign rule any longer for us to fight. It is unfortunate that our minds have not yet discarded the shackles of slavery. We still continue to think in the same old manner that we now, foolishly fight against our own Government, our own Authority. It is like the hand rebelling against the eyes and mouth, in the fable, and wounding them with a sword. Is it not self-imposed

injury heading towards suicide? This is at least a lesson for the Student population to learn out of experience that if they resorted to violence, there would always be others who would make the best use of the situation to achieve their own vulgar ends and finally shift the blame on to their shoulders.

The Chancellor referred to the important point that the Student Unions behave like Trade Unions and that a change in the name, perhaps, may bring about a change of hearts. He also referred to political parties maintaining "professional" student leaders who are regularly paid and who stay in a college or university for 10 to 12 years, or even more to stir up trouble under any pretext." In the present context, the Chacellor chastised the girl students for the sad part they played in the painful drama. All these and many more that the Chancellor was kind enough to mention in his address, tell us, those in the distance, that some thing is rotten in the state of Denmark!

Does Democracy mean constant interference from the politician in academic and other matters? Is not the man with power to first understand that he has his own limitations and boundaries and that he should not uninvited trespass into others territories? The politician may be capable of turning his coat as practice makes it second nature to him. But he should not, therefore, expect every other member of the Society to be like him. He must develop the art of putting himself in the other man's shoes so that he may know where it pinches.

It will not be far from truth if we say that because of the constant interference of the politician, education has ceased to be a means for discipline. In an educated democracy, India is aiming at such a one. The politician has to first educate himself and learn the discipline that education would teach him before he starts teaching others what they should do.

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DELHI

NATIONAL BOARD OF BASIC EDUCATION

The Union Ministry of Education has decided to constitute a National Board of Basic Education.

The Union Minister of Education will be the Chairman of the Board and the Educational Adviser to the Government of India will be its Secretary.

The Board will advise the Union Government on the formulation and adjustment of policies and programmes of basic education in the light of assessment of results from time to time.

SCIENCE BOOKS IN HINDI

The Government of India, in co-operation with publishing firms, have decided to have a large number of books translated and published in Hindi, during the Third Five-Year Plan period, on various subjects pertaining to physical sciences, engineering and technology, social sciences, humanities, world classics, children's books and books on general knowledge.

The object of the scheme under which this work will be undertaken is to provide an incentive for the production of a large number of popular and comparatively lowpriced books in Hindi for the general reader and for the supply of such Books to institutions and libraries. Another aim is to popularise the use of the technical terminology evolved by the Union Ministry of Education.

STUDENT LOANS FOR TECHNICAL STUDIES

Dr. A. N. Khosla, Member (Education) of the Planning Commission, said that a proposal to institute a loan and aid fund to help brilliant and needy technical students to carry on their studies was now under consideration.

The Government of India, the State Governments, Universities and the institutions concerned would be associated in the scheme.

Dr. Khosla, who was inaugurating the annual conference of the Associations of Principals of Technical Institutions in India, said that the loans could be returned by the students in "suitable instalments."

SCHOLARSHIPS FOR POOR STUDENTS

The Government of India will, from the next academic year give financial help by way of scholarships to poor students, who have secured 60 per cent or more marks in the Matriculation Examination, to meet all expenses of their college education, so that all might have equal opportunities and poverty might not triumph over talent, Mr. Morarji Desai, Union Finance Minister, said addressing a meeting at Amreli on Feb 10.

Reviewing the progress of education in India after Independence, he said that the number of students had increased from 235,00,000 to 4,35,00,000.

MADRAS

A COLLEGE FOR RESEARCH IN ENGINEERING

A research station to conduct research on fundamental problems pertaining to engineering, the first of its kind in India, will start functioning soon at the College of Engineering, Guindy.

This organisation is expected to work in close collaboration with the

various departments of the College. Financial sanction for this purpose has already been accorded by the State Government.

JUVENILE DELINQUENTS: MORE APPROVED SCHOOLS TO OPEN

The Government of Madras have asked the Chief Inspector of Approved Schools and Vigilance Homes to "formulate definite proposals" for the opening of two more Senior Approved Schools in the State. This directive has been issued in the course of the Government's remarks on the Administration Report of the Department of Approved Schools for the year 1960.

ANDHRA PRADESH

PAY SCALE IN TELANGANA TO BE REFIXED

The Andhra Pradesh Government have issued orders that grades teachers holding the Telangana pay scale of Rs. 130—190 on November 1, 1958, who were not allowed to come to the equated scale of Rs. 90—200 in 1958, will have their pay refixed in the scale of Rs. 90—200, from the date of their acquiring the B. Ed. training qualification even after November 1, 1958, but before October 3, 1961, with the benefit of weightage, increments etc., but without arrears.

DEVELOPMENT PLANS OF S. V. 'VARSITY

A visiting team headed by Dr. D. C. Pavate, Vice-Chancellor, Karnatak University, consisting of Doctors B. R. Seshachar (Delhi University), P. Maheswari (Delhi University) and B. D. Laroia, Education Officer of the University Grants Commission, visited Sri Venkateswara University in connection with the development schemes for which financial aid has been sought. They met Mr. S. Govindarajulu Naidu, Vice-Chancellor of Sri Venkatewara University and heads of departments.

The Vice-Chancellor said that the team was concerned with science subjects only and that another team concerned with arts subjects would visit the University soon.

EVENING CLASSES FOR CRAFTSMEN

The Andhra Pradesh Government have decided to open evening classess in the Government Polytechnic at Hyderabad and the Junior Technical School at Marredupally, for training engineering diploma holders and craftsmen respectively, under a scheme sponsored by the Defence Ministry. The classes are likely to start in June-July this year.

FACILITIES FOR EDUCATION OF MINORITIES

The Government after a careful consideration of the recommendations of the Southern Zone Council for providing safeguards for linguistic minorities have accepted the recommendation regarding the provision to be made for the study of the mother-tongue by the linguistic minorities at the secondary stage of education. In this State, the revised three-language formula was being implemented which provided that in the case of those whose mother-tongue was not Telugu, there was provision for the regional language; they should study the mother-tongue plus regional language plus Hindi and also English. Thus they would study four languages, including their mother-tongue.

The Government have also agreed to the suggestion to retain separate schools and sections which existed for the linguistic minorities on November 1, 1956, with, particular reference to the pupils' strength.

UTTAR PRADESH

STATE 'VARSITIES COMMISSION

The Universities Commission set up by the State Government has submitted its report.

The Commission's report which has not been published yet, has it is learnt drawn attention to the numerous in-

stances of unfair markings in examinations, and says that the best way to improve the discipline of the students is to tone up the calibre of the teachers.

In this context, the Commission has recommended that the Vice-Chancellor and the Treasurer of the University be specifically entrusted with the task of seeing that all the rules laid down for the selection of university teachers are strictly observed.

It has suggested that academic record should not be the only criterion for the appointment and promotion of university teachers. Numerous instances of manipulation of appointments were reported to have been brought to the notice of the Commission, and it has condemned such practices.

ADMISSION OF STUDENTS

The Commission has recommended that a ceiling be imposed on the admission of students to the universities of Lucknow, Allhabad and Gorakhpur. While the existing strength of students could not be reduced immediately, it should be the policy in future to avoid any further overcrowding.

The Commission has suggested the setting up of a University Grants Committee for the State, the task of which should be to allocate funds and supervise the standards of university education. The Committee should be a statutory body and it should work in co-operation with the Central University Grants Commission.

WEST BENGAL

HIGHER TRAINING FOR WOMEN

The Union Education Ministry has decided to set up a national institute for higher training of women in organisation, administration and management to enable them to take up senior executive posts. A provision of Rs. 20 lakhs has been set apart in the Third Plan for the purpose.

A group of experts, according to the National Council for Women's Education has outlined the course of studies to be offered in the institute and the Education Ministry has approved it.

They are Dr. P. S. Lokanathan, Mr. Charat Ram, Mrs. Kamala Devi, Mrs. Durgabai Deshmukh and Mr. Raja Roy Singh.

BOMBAY

UNIVERSITY FOR KOLHAPUR

A teaching as well as an affiliating university has been recommended to be set up at Kolhapur by the committee appointed by the Government of Maharashtra to enquire into this question, it is understood. The report of the committee was submitted to the Education Minister Mr. D. S. Desai, by the Chairman of the committee, Dr. S. R. Tawade.

It is further understood that one of the objects of the new university is to encourage the learning of Marathi language and Maratha history and with this end in view the committee has recommended that the University should have its own teaching departments of Marathi language, Maratha history and Sanskrit.

MYSORE

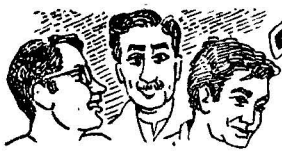
REVISED SCALES OF PAY FOR TEACHERS IN COLLEGES

The staff of the private colleges affiliated to the Karnatak and Mysore Universities will get the benefit of the revised scales of pay and dearness allowance where the institutions receive grant-in-aid from the Government.

The State Government Order said that the additional grant on account of the benefits of the revised scales would be subject to the normal grant-in-aid rules.

The revised scales of pay are those specified under the Mysore Civil Service (Revised Pay) Rules, 1961.

The present order was issued by the Government on a clarification sought by the Director of Collegiate Education about the applicability of the revised scales to staff working in private colleges.



Public Opinion

Mr. C. D. DESHMUKH

Warns against

Hasty action to replace English

Mr. C. D. Deshmukh, the former Chairman of University Grants Commission, has said that any haste to replace English by Hindi was sure to curb the progress of the nation. All prerequisites necessary fot such a change-over should be fulfilled first, before anyone thought of replacing English.

Addressing a meeting on Feb. 3, last on 'the Medium of Instruction at Amravati, Mr. Deshmukh said that the results of the haste with which some of the universities in the country had changed the medium of instruction were disastrous.'

Though the lingua franca of the country would be Hindi, Mr. Deshmukh said that efforts should be made to fulfil the prerequisites to enable a smooth change-over. Any action for the immediate abolition of English, Mr. Deshmukh said would be "suicida, and detrimental" to the progress of the country.

THE HINDU

on

Emotional Integration

Referring to the preliminary report of the Emotional Integration Committee *the Hindu* in its editorial on 29th Jan. writes :—

"The quality of text-books in India has been the subject of much adverse comment by educationists and the Committee has proposed an international seminar on text-books and the training abroad of selceted persons for the writing of text-books. To-day there is a wide variety of books being used, some of which are of very poor quality. The books used at the primary stage require special attention. Many of them are based on a theory of learning that is regarded as obsolete elsewhere. The creation of a national sentiment through the singing of the national anthem and the giving of talks in the morning assembly in all the schools is also common in other countries but is largely neglected here. Even more useful in giving children an understanding of their country is to organise tours and build up a network of youth hostels. Many schools are already taking their pupils on tours but they face serious problems such as the crowding of trains during the holiday season, the difficulties of travel in the hot weather, the problem of arranging for large numbers of children to stay in hotels or hostels in other parts of the country, etc. The problem could be tackled if the various State Departments of Education would co-operate and the whole thing was put on an organised, institutional basis. Some financial aid would also be necessary for the poorer pupils. Obviously the teaching of history and geography, not to mention other sciences would gain in concrete significance if tours and excursions became a regular feature of the school system."

Justice K. VEERASWAMI

on

Discretion of Heads of Institutions

Mr. Justicc K. Veeraswami of Madras in the course of a judgment dismissing a writ petition filed on behalf of a dismissed student of the Central Foot-ware Centre, Guindy, on Feb. 8, observed :

Following the receipt of a complaint ftom a girl staying near the hostel, alleging misbehaviour by the petitioner towards her, the Deputy Director of the training institute conducted an inquiry and on his report the Director of Small Industries Service Institute issued an order in August last year terminating training of the petitioner in the said institute. Further,

(Continued on page 298)



RELATIONS BETWEEN TEACHERS AND PUPILS IN SOVIET SCHOOLS

By N. SHARENKOV

The teacher's role in the education of children is highly important. The Soviet school offers him very wide possibilities in this respect. The quality of instruction and education in schools depends on the level of the teacher's qualifications, his pedagogical skill and correct relations with his pupils.

The relations between the teacher and his pupils are determined by the educational aims pursued by Soviet schools. The latter's mission is to provide an all-round education, an extensive polytechnical grounding and vocational training to pupils and to prepare them for an independent life. The Soviet schools pay great attention to cultivating noble moral qualities in young people: an ardent love for the country, for their own people and peoples of all countries, high civic conciousness, respect for labour and people of labour, friendship and an ability to live and work in a collective.

The Soviet school originated and is developing as a truly people's school, based on the widest democratic principles and realizing the most advanced pedagogical ideas. In its instructional—educational work it is guided by the principles of socialist humanism which relies on love for, and faith in, man and his splendid potentialities.

COMRADE AND MENTOR

The Soviet teachers believe that the above enumerated tasks can be fulfilled only if the teacher's attitude to his pupils is based on trust in their abilities, on his attentive and sensitive attitude to each pupil.

This is precisely how most Soviet teachers act in their day-to-day practice. They remember the dictum of the prominent Soviet educationist A. Makarenko: "To be exacting to the individual and have respect for the individual are not two different things but actually the same." Simplicity and affection, sincerity and justice, being exacting to the pupils in study and work are the basic, the most characteristic features of the educationist's relations to his pupils. In short, the Soviet teacher is a senior comrade and mentor of his pupils.

In study and work the teacher is their first helpmate. Moreover, he is doing his best to be an example for his pupils to emulate. And not only for his pupils, but in fact, also for the parents and other adults.

Soviet teachers pay special attention to cultivating love for labour in the children, they cultivate their pupils' love for work throughout the school term. Work, as is well-known, plays a major role in man's life, since it is connected with mental, moral, aesthetic and physical education. With the reorganisation of school education in the USSR, activities of schools are being brought closer to life. In the senior classes of secondary schools studies are combined with the pupils' productive work at industrial enterprises, collective farms and state farms.

NO FALSE SENSE OF SHAME

The educationist's activities are versatile and complex. Naturally, they cannot be free from flaws or errors.

While encouraging the pupils' ability to admit their errors honestly, the teacher must himself act in the same way, for nothing is so positive and beneficial as the educationist's sincerity and justice in words and deeds.

The admission of his own errors, on the part of the teacher, far from lowering his prestige with his pupils, indeed strengthens it. The teacher's admission of his errors will never prevent him from being exacting.

The entire process of studying and training is closely connected with fostering Soviet morality and a sense of collectivism.

EDUCATIONAL ROLE OF A COLLECTIVE

By his educational experience, A. Makarenko proved the educational power of a children's collective. He recommended to his colleagues the creation of close-knit collectives in schools through skilful approach to pupils. Each form, according to him, should become one integrated collective with joint efforts to uphold the honour of the class, should compete to achieve the best results in studies, have the best discipline and order in class, should try to occupy the most advanced place in the school and should strive to uphold the honour of the school as a whole. The educational role of pupils' collective consists, in Makarenko's opinion, in creating a natural environment for an all-round development of the personality and abilities of the pupil, and in making his character strong and indomitable. The Soviet educationists believe that the only correct way of education is to combine the collective and the individual methods of education.

In each eight-year of secondary Soviet school the pupils of senior forms elect a school pupils' committee, an autonomous pupils' organisation, while each form elects a monitor. The pupils' committee makes arrangements for pupils' recreations, arranges school parties, excursions to museums or exhibitions, outings to the countryside or visits to theatres, and renders aid to sports and other societies.

All these activities are arranged with the help of teachers. They are the best advisers and assistants of the pupils. Educationists give guidance to amateur circles, take part in excursions and contribute to the development of a spirit of initiative and independence in the pupils.

Soviet educationists maintain close contacts with the pupils' parents. School and form meetings of parents are regularly held to discuss the pupils' progress, discipline, the organisation of their recreation, etc. In each school there is a parents' committee whose chairman is a member of the pedagogical council of the school. The parents keep abreast of all the problems discussed by the teachers, which enables them to co-operate more effectively in the education of their children.

HEADS OF INSTITUTIONS

(Continued from page 296)

he was also asked to vacate the hostel run by the institute.

His Lordship, in his judgment, observed that it was obvious that in respect of the orders arising out of and in the course of maintaining discipline in educational institutions, the Court would not easily interpose between the authority vested with the duty of maintaining discipline and the pupil. "Whatever be the source of authority, be it under rules, statutory or otherwise, it is undoubted that the head of the educational institution has such authority as will enable him to maintain discipline in the institution for its welfare as well as the welfare of the pupils, who are entrusted to the charge of such an authority. For that puspose, it is within the discretion of the authority to visit the pupil with such punishment as may be necessary and will be reasonable, having regard to the particular situation, facts and circumstances.

In-Service Training in Andhra—1

Govt. Training College, Rajahmundry.

By K. Satyanarayana, M.A., M.Ed.,
Cordinator, Dept. of Extension Services.

Recently, the Government of India took up a scheme of organizing some educational activities for the teachers of Secondary Schools with a view to improve the quality of Secondary education. The Ford Foundation has placed at the disposal of the Government of India some crores of rupees for this purpose. The idea behind this scheme is to render guidance to the teachers in service, in meeting the problems that confront them in their day-to-day work.

Every year the training Colleges prepare some teachers and send them out of their portals after offering them certain professional courses of study in the Theory and Practice of Education as well as the methods of teaching. While these pre-service training courses may have acquainted them with the problems that are to be met by them in their profession, nothing is more educative than practical experience in meeting a problem. But in order that this practical experience gained by the different teachers is pooled in and brought to fruition, some agency is necessary. Further there is a set-up created in the schools with certain rules and regulations which are prescribed by the Government and it is under this set-up the teachers are to work. Often, we come across criticism by the teachers that the training given to them by the Training Colleges equips them mostly with knowledge and practice which are far from the practical conditions obtaining in Schools. So a well-planned guidance is necessary during the in-service period also, in order to gain a profitable experience under the existing set-up and to improve the professional efficiency of teaching under the existing conditions. Another important limitation is teachers do not observe their fellow-teachers' work and they lack reasonable opportunities for the same. We all know that this limitation is peculiarly absent in the case of other professions, like medicine, law, engineering etc. Each does his (her) work in his (her) own way and never bothers about the other's way of work in teaching except when it would satisfy his ego. Next thing is while we have a democratic method of government at the political level, we do not have such method at the administrative level. That is, administration especially in a field like education is not carried on according to the democratic method. In case it is carried on by this method, decentralization will be the product. There are two types of decentralization in a field like education :

(i) Decentralization in Institutional management and (ii) Decentralization in Professional organization. The former relates to management of schools, their supervision etc., while the latter relates to the professional responsibilities that are to be discharged by the members of the profession. Examples of these professional responsibilities are (i) the subjects that are to be taught, (ii) the activities that are to be conducted in Schools, (iii) the evaluation that is to be made, etc, etc.

We have discussed above four important aspects of the problems that confront the teachers-in-service: (i) pooling in of the individual experiences of the teachers and bringing them to fruition, (ii) guidance for working efficiently within the existing set-up, (iii) need for building up a cooperative endeavour in teaching and (iv) decentralization of control over the professional responsibilities. Let us study something more of the fourth aspect i.e. "decentralization of control over the professional responsibilities" so that we may appreciate the urgency of the need for organizing guidance services to the teachers in service.

At present in our country, the professional responsibilities of the teachers are laid down by a central agency like the Secondary Education Board. The subjects to be taught, the educational activities to be taken up, the examinations to be conducted and all such professional matters are decided upon by this agency. While deciding on them, this agency may, out of courtesy or out of need, consult representatives of the profession. But being a central agency, this agency cannot do justice to consultation with the members of the profession. Further, its decisions cannot be considered as teachers' decisions simply because it consults a few representatives of the teachers. So, as in Politics, a public opinion is to be created and mobilized in Teaching so as to arrive at clear and definite conclusions on these professional matters. So opportunities must be available for the members of the profession to meet one another and formulate their opinion on these matters. It is in fact with this purpose in view, the Government of India has been encouraging teachers' seminars etc., so that in course of time we may arrive at a consensus of opinion on the problems that are confronting this profession.

With a view to render such guidance services to the teacher who are in service in Secondary Schools, the Government of India has called upon certain Training Colleges to take up these responsibilities of in-service training by attaching to each one of them a department called "Extension Services Department." As the very name implies, through this department the Training College extends its orbit of services beyond its normal plane of Pre-service training programme. To help the College in drawing up and developing its in-service training programmes, a full-time officer is appointed by the Government of India by selection from among the staff of the Training College, and he is designated as "Co-ordinator." The chief duty of this officer is to help the Training College staff so as to come into contact with the Secondary School staff for rendering guidance services to them in their day-to-day work. The Principal of the Training College acts as Honorary Director of this department which works under his direction and control. There are at present 54 Extension Services Departments throughout the country, and to guide them as well as to finance them in their activities, the Government of India has organized a Special administrative wing in its Ministry of Education, called the "Directorate of Extension Programmes of Secondary Education."

The Extension Services Department in this College was first started during the academic year 1957–58. It was supplied about 800 books published in U. S. A. on Psychology, Evaluation, Teaching etc. free of cost by the Ford Foundation branch in India. Besides, audio-visual equipment with Film-Projector, Film-Strip Projector, Record-Player (electrically operated), Epidiascope, Tape-Recorder and about 100 films and film-strips, were provided to this department. To supplement the books supplied, the State Government made a grant of Rs. 5,000/- during 1957–58, out of which Indian Publications etc., not only on methods of teaching but also on content of the school-subjects, were purchased. Further, some maps on the World, Europe and America as well as some charts on Science were supplied to this department. All these books and equipment are intended for use by teachers in the Secondary Schools. With a view to reach the teachers working in the mofussil area especially in serving them with reference books, this department has started Zonal libraries at the following places with about 50 books in each.

1. Kovvur. 2. Tadepalligudem and 3. Kakinada.

We are taking steps to start these libraries at each of the Taluk headquarters in East and West Godavary districts and also at some important centres in Visakhapatnam and Kistna districts.

(To be continued)

Cultural Values and Educational Patterns in the United States

By DR. DONALD L. BARNES,

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WE in the United States have recently been honoured by the visits of prominent educators from India. These representatives from your country have been most gracious and thoughtful in their associations with us. Those of us who have visited India and come to appreciate the beauty and diversity of your venerable culture have found these new associations particularly fruitful. Since many citizens of India cannot travel to the United States, a brief discussion of our dominant values and educational practices may serve a purpose.

An honest appraisal of the American scene reveals at least six basic cultural values :

1. Americans are undeniably materialistic. Our emphasis upon a high standard of living with a corresponding lack of interest in stoicism testifies to this strong cultural trait. Personal success is most frequently measured in terms of material gain, and the contemplative life has given way to dynamic activity. Efficiency and economy are considered major virtues because they provide the more abundant life. In only a few instances do we have individuals living a cloistered or monastic life within a religious order. The services of an employee are judged in terms of his efficiency, initiative and resourcefulness. In the fierce world of economic competition his very survival depends upon these strengths.

2. The people of the United States are also militantly patriotic. Organizations of retired American servicemen fan the flames of nationalism vigorously and make the work of our representatives in the United Nations infinitely more difficult. In some instances this patriotic fervor is not too different from the ancient Jewish concept of being a people chosen of God. It is fortunate that our leaders in the postwar period have been more internationally minded than many of their near-sighted followers. We are gradually coming to realize that being a major world power does not mean that we can do as we please. We hope that the American common man may eventually come to see that choices are not black and white – clearly good or evil - American or unAmerican- but mixed with both advantages and limitations.

3. The liberal tradition is strongly reflected in American society. Thomas Jefferson inserted John Locke's ideas concerning personal freedom and property rights into the Constitution of the United States. Civil rights assume great importance in courts of law and conflicts between individuals and institutions. Newspapers relish the opportunity of uncovering injustice at all levels. If you ask an American what he considers most important, he is likely to reply with one word—"freedom." To him this probably means freedom of opportunity as well as freedom from institutional control. This freedom which has been guarded and cherished has stimulated rapid change as it does in all societies. Negroes have,

until recently, enjoyed a much smaller share of self-determination, but pressures from abroad have brought about strong governmental determination to eliminate this discrimination. Within this decade negroes will probably enjoy equal rights and privileges with other members of our society.

4. Religious activity is apparent throughout all of the United States. Church attendance is much higher than in European countries, and even the national creed and our paper currency bear references to God. Public meetings are often inaugurated with a short religious service, and, of course, marriages, births and funerals are accompanied by religious rites. It is difficult to ascertain how genuine this religious concern may be. Certainly, many people attend church only because it is the socially acceptable thing to do. This religious activity may have sprung from our embarrassment with materialism and our need for a more stable element in a society where philosophical relativism has replaced a former belief in absolutes. Americans support their churches with voluntary gifts, but they give more through the 100,000 voluntary health and welfare organizations which collect one and a half million dollars every year.

5. The people of the United States subscribe to the ideal of common consent. Issues are usually decided by vote, and it is assumed that votes are final unless dishonest practices are uncovered. Citizens assert this right to express themselves in hundreds of thousands of local, state and national organizations. We are the most organized country on earth. It is not unusual for a community of 25,000 to have as many as five hundred small political, social, recreational and vocational groups or clubs. These groups usually elect officers and have regularly scheduled meetings.

6. The United States is, of course, the country of John Dewey, and instrumentalism permeates all but the religious realm of our society. The scientific method reigns supreme, and a speaker or writer must support his ideas with empirical evidence if he wishes to convince his audience. (In moral issues he may refer to religious scripture.) Most frequently we judge our activities on the basis of their consequences. Curiously, our laws pass judgment on both the intent of the doer and the consequences of his act. Individual moral responsibility is accepted as a fact despite the psychological evidence pointing to the great influence of conditioning.

As in other countries of the world, the basic values of our culture find ample expression in our educational system. This is particularly true in the United States because the American public has influenced and continues to influence educational practice more than the citizens of most countries. Theoretically, the public is supposed to set goals for the public schools, and professional educators are commissioned to determine the means to be used in realizing those goals. In practice, however, the public frequently seeks to make administrative decisions as well as policy decisions.

An observer need not search very diligently to discover how materialism has affected American education. Educational facilities are upper-most in the minds of most administrators, and children are taught to take pride in possessions. Students gain status among their peers through owning many things, as well as through athletic prowess or academic achieve-

ment. If students are not destined for college (almost half continue into college now), they usually choose courses which will prepare them for job opportunities.

Foreign visitors are frequently surprised to discover the emphasis placed upon patriotism in American schools. The school day often opens with a pledge of allegiance to the flag and, perhaps, a patriotic song. All large sporting events likewise begin with the trooping of the colours and the national anthem. Children are encouraged to enter contests in which they submit articles on a patriotic theme. This emphasis upon nationalism assumes great importance in a country which has assimilated immigrants from many diverse cultures.

Liberalism has, perhaps, influenced the school program more than any other basic cultural value in America. This emphasis upon individual freedom has resulted in the child-centered curriculum, fostered the study of child development and promoted a program of elective subjects at the high school level. It has led school officials to provide a second and a third opportunity for children who fail, and it has resulted in much emphasis upon creativity. Liberalism has promoted an emphasis upon individual initiative and self guidance. For good or evil, it has given the American school system many of its distinctive features. The instrumentalism so prominent in America is, of course, quite evident in the schools. Knowledge is prized for its instrumental value, and it is generally believed that all phenomena are legitimate subjects for inquiry. Students may pursue courses of study in a tremendous variety of fields, particularly at the college level. Degrees are offered in a great number of technical fields from glass technology to television production. Students major in speech correction, forestry, drama, oceography and hundreds of other fields, including the humanities. The first two years of college are most commonly spent in general studies.

Foreign visitors are frequently surprised to find that American schools do not require as much memorization as schools in their homelands. In spite of the fact that there has been increased emphasis in recent years upon the acquisition of more information by students, the American pupil is half-way through college before he attains the general education secured by foreign students upon high school graduation. His public school years are filled with semi-intellectual activities and recreational pursuits as well as studies. School life is made attractive through musical organizations, drama, athletic and social activities. Although this may perplex visitors, it seems natural to many Americans because they know that there is little or no place in the labor market for adolescents, and school must be partially a job of baby sitting. Education has long been considered a right rather than a privilege. The schools are expected to find activities for all members of society-the bright, the dull and the handicapped. In a democracy it is assumed that all members of the society must be informed, for each vote weighs as heavily as the next.

The great American dream of opportunity for all is closely associated in the minds of Americans with education. Since many who came to America were fleeing from royal oppression in other lands, it became common practice to picture oneself as a self-made man springing from

humble ancestry. Even today his Horatic Alger theme is dominant in the United States, and education is cited as the magic key. For this same reason, prominent men indulge in common labor of all kinds—working in their yards, repairing their homes and assisting their wives with housework.

The religious emphasis in the United States has been somewhat less pronounced in the public schools because of the doctrine of separation of church and state. Religious schools have sprung up in all geographical areas, however, and today one out of every seven elementary pupils attends a religious school. These are mostly Catholic and Lutheran. In public schools it is not uncommon to have opening prayers in the morning and prior to lunch period. A short scriptural passage may be read as well. Many schools have what is called released time - a period or two a week during which the children leave the school and go to a church for religious instruction.

The ideal of common consent is manifest throughout the entire school program. From very early years the children are asked to express their ideas on issues which confront the class. Final decisions are often determined by vote. Elementary and secondary schools pride themselves on the effectiveness of their students councils, and a good teacher is thought to be one who has learned to plan class-activities with her pupils. It is believed that this kind of program helps prepare children for the responsibilities of citizenship. Crucial problems beyond the grasp of children are, of course, not presented to them for discussion and vote.

Many of us who seek to strengthen and improve the American schools do not wish to follow the example of European education. We believe that European systems of education have placed far too much emphasis upon deduction with a corresponding deemphasis of education as a discovery process. We believe that commonality has overshadowed individuality. We seek to find new ways of developing creativity, critical thinking and problem-solving in line with our understanding of psychology. We know that problem-solving cannot take place within a vacuum—information is as necessary as insight in the problem-solving process. We hope to find new ways of helping students discover and capitalize upon their strengths. In an ever-changing world our educational programs must be as dynamic as the forces that mould our societies.

"Education, counselling and guidance are co-operative ventures in which all mature persons in contact with the child—teachers, administrators, medical staff, parents and others—were involved. All teachers, at least, are to be kept familiar with the nature of the problem and some of its most fruitful techniques that can help in their solution."

— Dr. Zakir Hussian.

Factors impeding the Growth of Basic Education *

By SHRI T. N. DHAR, M. A., M. Ed.

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INSPITE of the fact that basic education has been accepted as the national pattern for elementary education the progress in its expansion has been rather very slow. The percentage of junior basic schools and senior basic schools taken together has increased from 15.2 in 1950–51 to 1.60 in 1955–56. The progress in the Second Plan has been much better, for the percentage of basic schools to the total number of elementary schools was 31.9 in 1960–61. The rate of progress of Basic Education is still very slow and the conversion of all elementary schools to the basic pattern is likely to take an interminably long time, especially bacause during the Third Plan the programmes of compulsory primary education would necessitate the opening of a larger number of primary schools amidst which the basic schools are likely to be a hopeless minority. The situation will to some extent be remedied by the orientation of elementary schools, a programme which is expected to be completed in the early years of the Third Plan.

The oft–quoted reason for the slow expansion of basic education is the non–availability of finances. A deeper analysis of the problem, however, indicates that this does not appear to be the main reason, though it is partly responsible. The other reasons that are usually given are (a) the non–availability of equipment and (b) the non–availability of trained teachers. Though the presence of all these factors does hamper to some extent the growth of basic education, there are some other fundamental difficulties which come in the way. They are discussed in the paragraphs that follow :

The views expressed by Mr. Dhar in his article do not in any way reflect the policy and the views of the Planning Commission. They are entirely his own.

A major impeding factor appears to be the existence of a dual system of education, one of them especially confined to the rural areas. This not only leads to the confusion in the public mind regarding relative efficiency of the two systems but also results in the people, especially of rural areas, having doubts about the efficacy of the basic system of education. A growing feeling that basic education has been implemented in rural areas mainly because of their economic and educational backwardness has been there. Since people in general have psychological tendency to prefer what is familiar and known to what is unknown the existing system of education is likely to be preferred by the people in general to basic education which is essentially a new system. The situation is further complicated by the fact that the relationship of basic education with higher education has as yet not been properly worked out. The facilities both at the senior basic and the post-basic stages are severely limited which makes the parent hesi-

* Based on a talk given in the Short-term Administrators Course organised by the National Institute of Basic Education, New Delhi.

tate in sending his child to a basic school whereafter the child may not be accepted in an ordinary school.

The people in general have still certain social prejudices and also various views about the pattern that economic development of the country should have which, as they seem to think, basic education would not be able to bring about. Basic Education as a system tries to achieve definite socio-economic goals which may be at variance and at times in conflict with the goals which a certain and often an influential section of the people wants education to have. The organisation of activities in basic schools which aim at the attainment of these goals naturally creates people's opposition to this system as such. For instance, a basic school tries to realise inter-communal amity and for this purpose inter-communal dinners and inter-communal mixing is very much emphasised within the school. There is still a section of the people with whom allegiance to caste, custom and tradition is of greater importance and they would not, therefore, like to send their children to schools where they are expected to mix freely with children belonging to other castes. Similarly, a basic school tries to inculcate in its pupils dignity of manual labour and for this such activities as sweeping of the school premises, cleaning of the lanes of the town etc. are organised. Such manual labour on the part of their children is not looked upon with favour by some parents.

Basic school further visualises a definite economic set up. The present trend being towards large-scale industrialization people have doubts regarding the suitability of this system for national development, for it is stated in many quarters, that basic education with its emphasis on village industries aims at putting the clock back. In this connection however, two factors need to be considered viz. a) that agriculture has to be the basis for our economy and an educational system which tries to create a strong base in this regard should naturally be preferred; and that the idle man-power has to be utilised for the tasks of national reconstruction. Professor P. C. Mahalanobis in his anniversary address to the National Institute of Sciences, India on January 20, 1959 stated, that in India 10 to 12 million people were either unemployed or underemployed and this figure may rise to 20 to 30 million if these people also are taken account of who sit idle for more than half of their normal working time. Further, 10 per cent of the educated people (matriculates and above) are unemployed. The need in the country is that gainful occupations should be provided to these people. Since industrial development cannot be of such a tempo, as to employ all this idle manpower in the immediate future, due emphasis has to be given to the development of village crafts and industries and in this the properly organised basic institutions can play a very vital role. Even otherwise the activities provided in the basic school should make a person more suitable for industrial society than the academic type of education as obtainable in ordinary schools.

The present administrative set up also contributes to the slowing down of the progress of basic education. This needs to be considered in two facts viz. administrative personnel and the administrative procedures. As regards administrative personnel the Assessment Committee (1956) have pointed out that throughout their tours and discussions they found

that there was nowhere visible a sense of urgency about basic education and on the whole the educational administrators were unsympathetic towards basic education. This may perhaps be due to inadequate understanding, on the part of the educational administrators, of the practical implications of basic education. Misunderstandings about basic education are also partly responsible and this is evidenced by the fact that in various States, as was pointed out by the Assessment Committee, various interpretations of basic education are prevalent. The inadequate understanding of basic education by the administration is visible especially at the lower levels. contacts with head masters and teachers and other field workers in basic institutions appear to indicate that they do not receive adequate guidance from the supervisory staff in solving day-to-day problems that they are confronted with.

As regards administrative procedures there appears to be too much of centralisation which is not suitable for the growth of basic education. That there are procedural difficulties in supplying raw material and equipment at the proper time to the basic schools has been observed in many States. As early as 1952 the Lakhani-Pires Report, stated that there were numerous complaints from basic schools of untimely and inadequate supply of craft equipment and raw materials. The position seems to have remained almost unchanged even as late as 1956, for the Assessment Committee have also drawn attention to this. The delays in the supply of equipment and raw material may not have as much of an adverse effect on ordinary schools as it has on the working of basic schools, for without the supply of craft equipment and raw material in time there can be no productive activity and consequently no educational activity resulting therefrom. In view of this the reliance of basic school teachers on traditional methods of teaching is not surprising. To facilitate these procedural matters the recommendations of the Assessment Committee about decentralisation of authority etc. need to be given serious consideration.

Another major difficulty appears to be the absence of well-conducted research in the field of basic education as well as the absence of an adequate machinery to disseminate information about research results on an extensive scale. In order to dispel doubts and confusions and misunderstanding about basic education, its conception needs to be widely known and also information about research evidence about basic education needs to be disseminated. This is being done to some extent by the National Institute of Basic Education through its publications. A review of the research done in assessing the relative usefulness of the basic and the traditional systems of education appears to indicate that almost all the investigators are agreed that for personality and character development of the child basic education system is far more superior than the ordinary system. In regard to the academic achievement of the students reading in the two types of schools however, opinion seems to be divided. It needs to be pointed out that the results of the assessment of the two types of schools, are to a large extent, dependent upon the methods which are adopted for assessing the achievement of children in the two types of schools. So that the basic school children are not at a relative disadvantage, the methods of assess-

ment devised for determining their achievement should be in conformity with the concept and the methodology of basic education. There is also an urgent need for conducting research at the field level. For this purpose basic training schools will need to be assisted financially and otherwise.

Very little coordination exists between different departments in the States for making the working of the basic school more effective. The Assessment Committee pointed out that there is not only considerable overlapping but also an unconscious competition in the Departments in their working. It has still to be realised that a basic school, occupying a central place in the village and with its emphasis on agriculture and other crafts, can be a very cheap extension agency for the economic development of the country-side. That a basic school can play a vital role in community development, if properly looked after by different Departments in a coordinated manner, is indicated by the experience in Bihar. In thereport "Basic Education in Bihar 1951" it is stated: "The working of basic education during the last 12 years in Bihar, carried through periods of hesitancy, doubt and prejudice and the stress of the war and transition from the old to the new, has established that it is only through the establishment of basic school in each locality and its being the pivot for the co-ordinated effort of all the Development Departments of the State such as Agriculture, Cottage Industries, Public Health, Co-operation and so on and the agencies like the Khadi Samity, Village Industries Association, the Gram Panchayat and so on that a full alround programme of country-wide welfare may be carried out with the most economical and fruitful use of resources made available and expenditure incurred." At the Central level attempts are being now made to explore the possibilities of effective coordination between various departments for improving the working of basic schools. In some of the States also the working of various departments is being coordinated for the purpose. In Madras, for instance, the Welfare Department purchases all the surplus goods produced by the students of basic schools.

The absence of suitable literature also impedes the progress of basic education. We need to place in the hands of the teachers guide books and reference books and in the hands of children text-books and supplementary reading material. Unfortunately literature of this type is not available in adequate measure at the moment. In view of the fact that most of our school teachers are inadequately equipped for teaching on basic lines, the supply of proper literature, suggesting approaches to the study of various subjects and topics, is of paramount importance and should be given a very high priority in the plans of educational development. The teacher-training institutions are very well equipped to undertake the task and they should be adequately assisted for compiling and editing of the material that is already available with them.

TRUE MORALITY

True morality consists, not in following the path for ourselves and fearlessly following beaten track, but in finding out the truth.

—*Ethical Religion.*

Failures at University Examinations

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INTRODUCTION

FAILURE at University examinations, for that matter any examination, are ascribed to a variety of causes,... one section of the people holding the other responsible. The University teachers point to the deterioration of school standards and the consequential poor stuff that is given to them by way of students. The secondary school teachers lay the blame at the doors of the elementary schools and argue that the foundation on which they are to build their superstructure is very weak, thereby implying the need for taking care of education at the primary level. The students—to whatever level they may belong—in their own turn opine that instruction is so poor that they are compelled to take to cheap "guides", and thus pass the examination for which sole purpose only they seem to enter a school or college.

THE PROBLEM:

To get over this vicious circle and to locate the responsibility for student failure, looks an arduous task to all concerned with education. In the face of such uncertainty, it was considered desirable to make an attempt at studying the various factors responsible for student failure at examinations.

Much has been said about examinations by all concerned as well as unconcerned. It is therefore not the purpose of this study to go into the relative merits and demerits of the present examination pattern; nor is it the purpose of this study to consider in detail the various suggestions made from time to time by teachers, educationists, politicians and others on the subject, as that by itself would constitute a separate study. Instead the purpose of this study is to commence right at the start with those who are directly connected with examinations, passing or failing them, the students.

Examinations, as they stand today, just come at the fag end of the academic course with the probable purpose of measuring the end-results of the teaching-learning process—success or failure. But on what does this success or failure depend? No single factor responsible for success in examinations can be isolated. Instead, successful learning appears to depend upon a multitude of factors such as the teacher, facilities like the library, laboratory, good teaching etc., that are made available to the pupil, the training that he receives and ultimately the pupil himself as an individual who is to finally get the benefit out of the teaching-learning process. In these modern days of "paedocentric" education, it is but right that this baffling problem of failures in examinations be studied from the point of view of the pupil himself giving due credit to his views also.

OUTLINE OF THE STUDY

Keeping the above purpose in view a small investigation with the students of the B. Ed. class (1960–'61 batch) of the Government Training College, Kurnool, as subjects, was made. By a careful approach, the students were led towards the pro-

blem on hand, and the problem was then given to the subjects as a statement. All the subjects were instructed to record their first impressions without any compunction. They were also given the freedom to refrain from writing their names, if they so desire. The responses recorded by the subjects were then carefully analyzed, and for purposes of interpretation these responses were broadly classified into categories :

Responses pertaining to the deficiencies:

I. in the teacher.
II. the pupil.
III. the courses of study.
IV. the work-load of course.
V. the available facilities.
VI. the examinations.

The frequencies obtained for each of the above categories together with the proportion of occuring responses and their ranks are given in table I below :

TABLE I

Frequencies of responses and their ranks.

S. No.	category	f	proportion of occuring responses	Rank
I	Teacher	21	.08	5
II	Pupil	26	.09	4
III	Courses of Study	125	.46	1
IV	Work-Load of course	42	.15	3
V	Available facilities	50	.19	2
VI	Examinations	8	.03	6

A look at table I reveals that deficiencies in the "courses of study" is the primary reason for student failure at examinations, as that takes the I rank, the II rank being given to deficiencies in "the available facilities", and the III rank to the deficiencies in the "work-load of the course." Ranks IV, V. and VI however, were obtained by the categories the "pupil", the "teacher" and "examinations" respectively.

At this stage it may be worthwhile to make a study of the various factors under each of the aforesaid categories — that were considered responsible for student failures. As has been stated the category "courses of study" (table No. I: S. No. 3) takes) the I rank and is held as mainly responsible for student failures. The detailed factors coming under this category together with their respective frequencies and ranks are given in table II (i) below.

TABLE II (i)

Category 3 : Factors pertaining to "Courses of study"

S. No.	factors	f	Rank
1	Subject-matter to be learnt is *vague*	42	1
2	Subjects to be learnt are *new*	32	2.5
3	Subjects to be learnt are *difficult*	32	2.5
4	Terminology not familiar	7	4.5
5	Statistics included	7	4.5
6	Subject matter vast	5	6

The above table lists out certain factors of which the following three stand prominent :

(a) subject-matter to be learnt is vague (f 42)

(b) subject-matter to be learnt is new, (f 32)

(c) subject-matter to be learnt is difficult (f 32)

While the "newness" of the subject-matter and its "difficult"

nature are given equal weight (it is natural that a new course would be difficult), pupils' responses gave a greater weight to the "vagueness" of the subject-matter to be studied in comparison with the above two characteristics, viz., newness and difficulty.

This "vagueness" may be due to either or both of the following two conditions:

A. The subject-matter may be vague if pupils who are to study that subject matter are not of the expected level;

or

B. (i) the subject-matter itself is uninteresting, and

(ii) the way in which it is presented (either in text-books through the printed word or through the oral expression of the teacher) is not clear.

A. If the vagueness is due to the low level of the students admitted to the various courses of study, student admission policies may have to be suitably revised. While examination marks may sometimes serve as useful criteria (particularly in the absence of more valid instruments), still they cannot be safely relied upon. Particularly, in professional colleges, it is highly desirable that admissions are made on the basis of aptitude tests (aptitude for that particular profession) and general Intelligence tests, in addition to perpersonality inventories.

B. (i) If on the other hand vagueness is due to the nature of the subject-matter itself or due to the way in which it is presented (through print) ample care may have to be taken to provide good, interesting and directly useful reading material to the students.

(ii) Such material may then have to be presented in a neat, tidy, vivid and psychological manner, with as many attractive illustrations as may be possibly needed for effective understanding. This remark holds eqully true even when the matter is to be presented through the oral expression of the teacher.

For all this, special research units for undertaking research in curriculum, text-books and methdology of teaching may have to be started and encouraged.

2. The next established possible cause is the category pertaining to "available facilities", this having taken the second rank in the present study (table I; s. no. 5). The detailed factors coming under this category are given in table II (ii) below:

TABLE II (ii)

Category 5: Factors pertaining to "Available facilities":

S. No.	factors	f	Rank
1	No good books available for study	34	1
2	No prescribed books	16	2

The above table ascribes student failures first to "lack of good books" and then to "lack of proper prescribed books." Even the two Education commissions—the University Education Commission and the Secondary Education Commission hold the same view that our libraries, whether they be of the college or school, are all ill-equipped. This serious deficiency will have to be soon met, if our educational standards are to improve. The necessary facilities particularly in respect of libraries and laboratories may have to be provided and whereever necessary heads of institutions may have to be permitted to purchase sets of books for

their libraries, as the conventional policy of purchasing single copies of titles may not be much use now, particularly when the student population is fast increasing and also when the methods of teaching are fast changing (the seminar and the workshop techniques are now being actively advocated).

3. The Third category that has come out as responsible for student failure is the "work-load of the course", this having taken the third rank (table I : s. no. 4). The detailed factors coming under this category are given in table II (iii) below :

TABLE II (iii)

Category 4 : Factors pertaining to "work load of course."

S. No.	Factors	f	Rank
1	Too much record	32	1
2	Too many working hours per day	5	2.5
3	Extra-curricular activities Associations meetings etc., take much time	5	2.5

A look at this table reveals that "too much record work" has added to the work-load of the course with full to the brim curricular and extra-curricular activities.

But in professional colleges particularly, practical and record work cannot altogether be done away with. Still it may be worthwhile to explore the possiblities of reducing this strain due to record work, without adversely affecting the professional nature of the course. Certain easy possibilities are :

i. providing leisure periods ;

ii. reducing strain incidental to other activities like the extra and co-curricular activities ;

iii. avoiding uncessary duplication of work ; and

iv. making certain items of practical work optional only rather than make all items compulsory for all students.

While the above are just common place suggestions, it would be worthwhile to undertake intensive research on the optimum amount of work that can be safely and successfully turned out by pupils.

4. Factors pertaining to the pupil and the teacher (which are so very essential in the teaching-learning process) have taken the III and IV places respectively. A look at table I reveals that both these factors are almost of equal importance in determining student failure, the frequencies obtained by each being 26 and 21 respectively. The detailed factors coming under each category are given in tables III (i) and III (ii) respectively.

TABLE III (i)

Category 2 : Factors pertaining to the "pupil."

S. No.	factors	f	Rank
1	Pupils are not taking the course seriously	21	1
2	Pupils are unable to remember things taught	3	2
3	Pupils read cheap guides	1	3.5
4	Pupils have poor knowledge of English for proper expression	1	3.5

Table III (i) clearly reveals that the attitude of pupils towards the courses of study is to a sufficiently large extent responsible for student failure. Most of the pupils do not appear to take the course seriously at all (f 21),

while a few others appear not to have the CAPACITY to take the course. These are very grave indications which have to be remedied before they become chronic. In either case, as has been suggested earlier in this article, it appears completely necessary that admissions to the various courses of study be made purely on considerations of merit to be judged through intelligence tests (to measure whether pupils have the required general ability to take and pursue the course). Aptitude tests (to find out whether they have the necessary aptitude suited to that course), and Interest blanks (to understand the direction in which pupils' interests work), if "stagnation" and "wastage" are to be avoided in the field of education, at whatever level it be.

5. Coming to the teacher factor, the only deficiency seems to lie in the methods of teaching adopted by the teacher. In these days when passing of examinations is kept as the ultimate target of school or college instruction, with the prospect of that being regarded as passport to employment, methods of teaching and even the curricula seem to be modified with the primary motive of enabling pupils to pass these examinations, with the net result that methods of teaching following in schools and colleges are not what they ought to be.

TABLE III (ii)

Category 1 : Factors pertaining to the Teacher

S. No.	factors	f	Rank
1.	Teacher just lectures in a hurried manner without enquiring whether pupils have understood or not	9	1
2.	Teacher does not give notes after every lecture	5	2
3.	Teaching is not clear, effective and interesting	2	3
4.	Teacher does not teach with a definite aim	1	6
5.	Teacher does not stress on important points	1	6
6.	Teacher does not repeat what he has taught	1	6
7.	Teacher leaves certain portions of the syllabus without teaching	1	6
8.	No adequate and proper relationship between the teacher and the pupil	1	6

A look at table III (ii) above clearly reveals this. Teachers appear to be more anxious to "finish their portions" rather than make their pupils learn, by adopting such methods as may lead them to this end. (The common complaint from the teachers is that they cannot finish all the items in the syllabus, if they are to follow strictly the methods of teaching taught in teacher training colleges.) Teaching has thus ceased to be child-centered; it has, instead, become examination centered, with the result that teaching has become stereotyped, uninteresting and ineffective. It therefore behoves the State departments of education to undertake research in this aspect of education – viz., methods of teaching particularly to see whether there is any relationship between the aims of teaching, curricula prescribed, and the methods of teaching adopted.

6. The fact that examinations dominate our present educational system and the defects that are incidental to such a domination have been brought out in the previous paragraph. This however, should not be construed to mean that examinations are to be done away with completely; on the other hand they are necessary as they enable pupils to know their own worth. Experimental evidence has gone to show that "knowledge of results" acts as a good incentive in bettering pupil performance. Ample opportunities may therefore have to be provided to make pupils know about their own performance. S. No. 1 in table IV below clearly demonstrates this fact.

TABLE IV

Category 6 : Factors pertaining to "Examinations."

S. No.	factors	f	Rank
1.	Regular slip-tests not conducted	6	1
2.	Question papers set at random (syllabus not covered)	1	2.5
3.	Students deliberately failed to have September remuneration	1	2.5

It therefore appears desirable that schools and colleges should provide facilities for the conduct of periodical tests as they go a long way in making learning effective and in avoiding failures. More important than this is, that these periodical tests should be *corrected* carefully, *assessed* properly and then *returned* back to the pupils promptly for their guidance.

Summary of conclusions:

To summarize, the above study has led to certain interesting observations of which mention may be made of the following:

According to this study student failures are attributed to certain DEFICIENCIES in

Group I (a) the COURSES OF STUDY,
(b) the AVAILABLE FACILITIES, and
(c) the WORK-LOAD OF THE COURSE;
&
Group II (d) the PUPIL, and
(e) the TEACHER;
&
Group III (f) the EXAMINATIONS

Deficiencies mentioned in Group I have taken the FIRST three places, while the LAST three places are taken by deficiencies coming under groups II and III. It is thus established from this study that intensive research may have to be undertaken to decide WHAT IS TO BE TAUGHT to our children, and WHAT AMOUNT OF THIS should be taught. Is is hoped that further studies in these directions will be made by all those interested in education.

ART

Art is the human activity having for its purpose the transmission to others of the highest and the best feelings to which men have risen.

—*Count Leo Tolstoi.*

Student Indiscipline and Adult Responsibility

By DR. L. MUKHERJEE,
Lucknow University.

SURELY the two words that are often used in condemnation of our present schools are the questions of falling standards and the students indiscipline. In these questions the accusers are from among the ministers, administrators, guardians and general public, but what is perhaps surprising is that the teaching profession instead of facing the charge squarely and trying to find out the sources where the real blame lie, simply attempt to shift the responsibility from one end to the other. The University and the secondary teachers are simply passing the responsibility of indiscipline from one to the other. The former accuse the latter as setting a bad foundation both of attainment and of behaviour and the latter accuse the former as the more grown up university students are setting up a patterns which the younger ones generally are tempted to follow.

Perhaps a similar dribbling game is being played in the three cornerd contest of falling standards where the primary teachers are also involved and in the same way the real issues are being evaded. But that is a different story altogether and let us probe into the question of discipline.

To begin with, the word discipline has come from the word disciple, the behaviour which is proper for a disciple to follow is the discipline. A disciple is really a learner, one who is acquiring the qualifications, intellectual and moral, to become a citizen of the world. The process of learning is a continuous one and it begins from the cradle to the grave and continuous adjustments and readjustments of our behaviour is expected in a social surrounding, and this is true both intelectually as well as morally. From that point of view training in discipline is a continuous process which every one of us have to submit to, whether we are children, teenagers or adults. But a certain number of years are set apart for the more intensive training, which we give through our schools, primary, secondary or higher. It is in these years that the learner comes into the direct influence of one or more persons who have specialised themselves for these duties and who have taken upon themselves the responsibilty to fit the young to the pattern of social life found in the general society.

But the school, the general name by which we may include all agencies of formal education including colleges and universities, can act properly provided the early training given in another powerful agency, namely home, is not irreparably defective and provided during the school years other agencies are not preverting the school to do its job properly. We cannot compare the achievements of our ancient centres of education, the *Ashramas*, or *the Viharas*, of the Ancient Hindu or Buddhist India or the Monasteries of Mediæval Europe. This is for two simple reasons. In the first place, those ancient centres of education, both Indian and foreign, accepted only a selected group of pupils who came prepared for a long period of training and were willing to undergo

any hardship for the same. To give one single example, in Ancient India a pupil was required to study a dry subject like grammar for a period of twelve years, before he could think of studying any of the subjects which would bring specialisation either in logic or in philosophy. Only a limited number of students willing to undergo this hardship came to study in such centres in those days. Since these students were so selected and limited they naturally came from such family surroundings where this kind of education was valued inspite of what we shall today call apparent wastage of labour. The workers were thus willing inspite of the fact that the system of education that was imparted was unpsychological and the curriculum was narrow and unimaginative. In the modern world, the school caters for a much larger population. Its students come from different strata of the society, bringing not only a wide difference in the intellectual ability but also perhaps a very wide diversity of what we may say in the norms of the pattern of of behaviour. We get children from such parents who have recently acquired wealth, probably in some shady investments, and who look down on all moral codes, bacause the very success of their parents in the material world is a living example of the fact that honesty is not perhaps the best policy. We have children from the group of ancient nobility who cling to their old and outdated social behaviour, very touchy and sensitive to all sorts of social contact. We have in our schools children of such parents who are in the lower middle income group, where the economic conditions have driven the father to such hard labour that the children have not seen him at home except late at night, and then too so tired and annoyed that children were prevented to provoke him with the slightest noise, and what to speak of paternal some of the children have been deprived of a healthy maternal influence for the same economic conditions which have driven the father to such prolonged labour at office and at supplementary sources of income, have also driven the mother to some sort of job to increase the family income. We have also the children from slums where aggression is the common normal behaviour and where neighbours are always quarrelling from the day break over the common supply of drinking water, all through the day over the question of water for the upper floor and at night when the men folk return after a drinking brawl. Occasionally there may be children born out of illegitimate wedlock, who have started their lives for no fault of their own and yet carry a stigma which make them rebellious against the entire society. But by far quite a large number are those who may have step mothers and have been deprived of maternal care. Broken homes and quarrelling parents are features common not only in lower income groups, but in the present stage of transition of all the older and accepted values into newer codes of social and economic mores, they are found in all groups, poor, middle income as well as rich. All these children from a versatile society enter into our schools. They bring with them different codes of conduct, different senses of values and different ideals and all these have to be fused in our schools into one common and accepted code of behaviour when in the Society itself there is hardly one common or accepted code either of conduct or of values and goals. The problem of a teacher in modern India to rehabilitate the new entrants is therefore much more complicated

than what his predecessor in Ancient India or in Mediæval Europe had to face.

Then again these *Ashramas*, *Vihars* or Monasteries were residential institutions. The educand had to face no other influence except that of the teacher, whether his formal teaching or from the moral example of his way of living. Today the impact of the informal agencies like the press, the radio (in some countries, the telivision) and the cinema cannot be overlooked, nor should we overlook the influence of political speeches more common perhaps in the election season than in other times, but never wholly defunct, where leaders of the rival groups take a special pleasure in bringing out the charge of nepotism, curruption or even of severe moral turpitude against leaders of the opposing groups. Such charges instead of cancelling each other, leave the impression on all listners how true Carlyle had been when he dubbed all politicians with a general scurge by saying 'Politics is the last resort of all scoundrels.' The question is not whether we ought to be so uncharitable to all our politicians or whether some or all of them do deserve this remark. The question is that if a composite picture is to be drawn according to the charges and countercharges which the politicians themselves level, we get no other picture. But the real unfortunate thing is that while the adult world would look to this with a sense of withdrawal from all political movements, the youth is dazzlled with the galmour of the material success of the politicians and with the news paper publicity that they get and would think that any method to gain an objective, whether by hook or by crook (more often than not by the latter) is desirable. If the modern school child is turning more Machiavellian than Machiavelli himself, the responsibility for the same lies in the impact of the political speeches they listen to and the composite picture they draw therefrom. Perhaps side by side with the political speeches, we may take the press too, in that part of the function of the press which interprets the political ideologies either through editorials or the display of its headlines. Rival presses champion different ideals, and a modern young man who cares to read different papers thus get different values from them, but one who cares to read more than one will get a picture far from being healthy or happy. Luckily, however, though otherwise unfortunate, very few of our children have acquired a habit of reading news papers beyond the Cinema advertisement or the sports pages, and hence the influence of the press in moulding the opinion and values of youth in India is perhaps not so great as in the West. Radio for similar reasons may also be overlooked as it does not influence here as much as in U. S. A.

The influence of the Cinemas have been more subtle and more far reaching on deciding our adult morals as well as those of the teenagers. Once upon a time our actors were looked down upon in the society as social pariahs. This was not perhaps a healthy attitude, for such a condemnation would not bring proper talents into the dramatic spheres. But with the coming of the moving pictures, especially talkies, two things happened, in the first place the social status of the artists changed and in the second, the theatre has been relegated into the background and the screen has taken its place. The very condition

of the screen not only provides more money to be paid to the artists which helps them to lead a more successful life, but gives them a wider geographical mobilty which was denied to the actors of the stage. Thus a glamour began to be attached to the screen which an actor could not hope to get. In U. S. A. the strain of a fast life and the craze for speed needed a relaxation and the cinema could most conveniently provide it and that added to its popularity. In India on the other hand, the Cinema came with its more exciting property of removal of frustration by keeping us in an imaginary world for three hours. This is perhaps at the root of the sudden popularity of the Cinema in post war Japan also.

Be that as it may, the cinema has become an object of craze for the young and old and the teenager most of all. It is now the favourite star rather than a leading poet or a successful scientist who has become the hero and the ego-ideal of the children and a slavish identification of their very mannerisms have become the current fashion of the youth. All intimate details of their lives are studied and copied by the children and the pity is that not many of them are worthy to be copied. The matinee shows given by the cinema halls are the causes of most of the truancy and the glamorous dresses and the lipsticks that the stars, use have become the fashion for the teen-aged girls of the schools while these provoke the teen-aged boys to use such form of address to the girls as they have seen the actors, their ego-ideals, use on the screen. The present road side Romeo, in the land which had been so noted in the past for chivalry is the product of the double impact of the Cinema, the provoking dress of the girls and the repulsive behaviours of the boys in imitation of the screen villain.

ENGLISH GRAMMAR AND COMPOSITION

For High Schools

By W. TURNER

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EDUCATIONAL INDIA

Science teaching in Secondary Schools

AN enquiry recently conducted by the South Indian Teachers' Union Council of Educational Research shows that the conditions now existing for the teaching of General Science in Secondary Schools are highly unsatisfactory and that as a result the objectives with which courses in General Science have been introduced are not being achieved. This reveals a sorry state of affairs calling for immediate action by all the authorities concerned—the governments at the centre and the states, the educational department, the managements incharge of schools and the teachers actually engaged in teaching the subject. The committee that undertook the enquiry was a representative one. The questionnaire framed by it and circulated among nearly six hundred recognised schools in the Madras State was a comprehensive one. The replies sent to the questionnaire were analysed with great care and wherever possible, the committee got first hand experience of the actual conditions of teaching in several schools. The Report * which it prepared is thus a weighty one and it deserves to be widely read as much for the procedure the committee adopted to collect the necessary data as for its findings.

IT is a matter for regret that only 21% of the total number of recognised schools responded to the questionnaire sent to them. This shows how indifferent the school authorities are in an important matter like this. They were unable to recognise how an enquiry like this is necessary if improvements are to be effected in the conditions prevailing to-day. They should have welcomed an enquiry like this and actively co-operated in making it a complete success.

THE central purpose of the enquiry was to evaluate the facilities offered and provided for in the shape of space, work tables, Teachers' Demonstration Tables, Water-supply, Electricity supply, Dark Room facilities, Physical Science apparatus, the minimum items needed for the teaching of Chemistry and Biology and Audio-visual equipment. This was done with a view to find out the extent to which the facilities available meet the demands of the reorganised science syllabus introduced in 1958. The enquiry shows that the facilities now provided for are highly inadequate.

*Report of an Enquiry into the Conditions of Teaching Science in Secondary Schools. S. I. T. U., Madras-28.

IT has been estimated for example that the floor space in the laboratory excluding the area occupied by teacher, benches, tables, cup boards and shelves should be at least 25 square feet for each pupil in the class. It is only in two out of the hundred and seventy one schools that responded to the enquiry that this minimum standard has been attained. In 87% of the schools having laboratories, fixtures and fittings for practical work by pupils are woefully lacking. Sixty six of these schools have no teacher demonstration tables. Conditions regarding water and electricity supply are more unsatisfactory. Seventy nine per cent of the schools lack one or more of the nineteen items listed as necessary for the teaching of Biology. Hundred and seventeen of the schools do not have a full complement of Audio-Visual equipment.

THE reorganised syllabus has laid down that "practical work by the pupils forms an integral part of the science course." The enquiry report however shows that the actual conditions under which the subject is taught are very far from being conducive to put into practice the objective laid down in the syllabus. Even in respect of practical demonstrations by the teacher it is only 46% of the schools that give the required minimum. There is much truth in the conclusion drawn that, "in general, the three steps of Experiment, Observation and Inference are rapidly giving place to the familar method of 'chalk and talk." The conditions prevailing in middle schools are much worse. The pupils who enter the eighth standard from them come to the high school without having seen even a single demonstration.

IT is now generally recognised that science clubs and science museums attached to schools play an important role in making the pupils cultivate a Scientific attitude, and that committees of teachers of science are helpful in bringing about improvements in science teaching and in stimulating the right kind of activities among the pupils. But very few schools possess institutions like these, and even where they exist they are found to work in a perfunctory manner.

IT is no wonder that college teachers by a majority have declared that, "skills and abilities expected to be cultivated through general science in secondary education are not found in evidence among the pupils that enter the university."

FINANCES are not adequate to provide even the minimum facilities required for the effective teaching of general scienee. The central government makes certain grants but they are inadequate. The rules under which the state government makes grants are highly rigid. The school authorities do not have complete freedom even to spend

the income they collect from the pupils on the purchase of the necessary apparatus.

Even under conditions like these some improvements can be effected if the teachers take greater interest in their work. But the large proportion of them do not seem to have such interest. In some cases they do not also have the necessary educational equipment. This is the case with the teachers in middle schools. The Report makes a number of useful suggestions for removing defects like these.

IN the contemporary world it is accepted that all those who pass out of elementary and secondary schools should have a good acquaintance with general science; that it is only then that they would develop the scientific attitude so necessary for solving the present day social and economic problems and for supplying the skilled workers and the technical personnel required for the rapid industrialisation of the country. The syllabus has been framed to secure this objective. Every thing should be done to help the schools in securing the facilities for making the syllabus a reality and not a fiction which it is to-day.

Indian Students Abroad

FROM the reports received now and then from the United State, West Germany, Australia and other countries it looks as if all is not well with Indian students who go abroad for studies. Several have raised the question whether it is desirable for so many students to leave the country and go elsewhere for studies. The opinion is gaining ground that some restrictions should be placed on those going abroad. It may be worthwhile to know what the grounds are on which this opinion is based.

A LARGE number of those going abroad to prosecute higher studies do not possess the basic educational qualifications required for the purpose. They are therefore unable to come up to the standards prevailing in foreign countries and have to return without getting the degrees or the diplomas which they wish to set or have to stay for a number of years there to get the degrees. Much of this waste can be avoided if every student proposing to go abroad becomes fully acquainted with the nature of the studies he wants to pursue in foreign universities and get advice from competent people whether he possesses the qualifications required for the purpose. In many Universities in the country there are information departments whose object is to supply to young men like these the information of which they are in need. But they do not seem to be functioning properly.

IT has also been found that several students go abroad for

prosecuting studies for which there is ample provision in Indian universities. This involves a large amount of waste in terms of foreign exchange for which there is no adequate return. It will be well if the Reserve Bank of India which supplies the necessary foreign exchange has some agency through which it can find out whether from the academic point of view it is desirable for students like these to go abroad.

A THIRD problem for students going abroad is that of finance. Education in the United States is very costly. It has been estimated that a student has to spend as much as fifteen thousand rupees a year on an average. Many go there in the expectation that it will be possible for them to secure a part-time job which will enable them to meet a portion of the expenditure to be incurred. Whether it is in the United States or in Western Germany it is easy to find the part-time jobs in which Indians can work. And even if they find them the physical and mental strain involved is so great that such students are unable to pay adequate attention to their studies. Their stay consequently is unduly prolonged and they become subject to numerous hardships. The general opinion is that students sent by government with substantial scholarships do very well in their studies as compared with those who have to depend on their own private finances and that this is mostly due to the former being in a position to concentrate all their attention on their studies.

FOREIGNERS expect from the Indian students an adequate knowledge of Indian history, culture, economy, social life etc. They are however very much disappointed with the large majority of Indians in their midst. Their ignorance of things Indian is so gross that within a short time of their arrival they lose much of the esteem and respect which they would otherwise have commanded. This is a serious defect because it is from their contact with these young Men and Women that the foreigners get their impression of Indian education and Indian culture and life. The opinion is gaining ground that no student should be allowed to go abroad for higher studies unless he gives proof of his having the necessary knowledge about Indian culture and civilization. The youth going abroad should have the capacity to serve as ambassadors of what is best and what is characteristic of our way of life.

ANOTHER defect with Indian Students abroad is that in many cases they pursue courses in subjects for which there is no demand or very little demand in India. They return with the highest qualifications in the subjects selected by them but on their return they remain unemployed. This causes a good deal

of frustration. Steps should be taken to remove this defect.

IT is thus clear that there are very many problems relating to students going abroad for higher studies. Government should find an immediate solution for them all.

Ceiling on the strength of Colleges

IT appears that Sir John Sargent the well known educationist who was recently invited by the government of West Bengal to suggest the lines on which the educational system of the state should be reorganised recommended that there should be a ceiling on the strength of Colleges and that no college should have more than 1000 students on its rolls. He appears to have made this recommendation with a view to raise the standard of instruction, and improve the conditions of discipline. He is also against a college working in two or three shifts which is a normal feature of several Colleges in the city of Calcutta.

FROM a purely theoretical stand point there is much to be said in favour of the recommendation made by him. If there is to be greater contact between the teachers and the students it is necessary that the number of students to be guided by each teacher should be comparatively small. The question may be raised why there should be a limit to the total number of students in a college if the authorities are prepared to increase the total number of teachers in proportion to the increase in the strength of the students. It is not difficult to answer the question. There are many activities in which the whole college has to participate. Moreover it is necessary that the students in a college should develop a real corporate spirit among themselves. Both these advantages can be secured only when the total strength of the college is within practical limits. Otherwise a kind of mass mentality comes into existence and agitators will naturally take advantage of it and undermine the spirit of discipline.

THERE is nothing novel in this suggestion of Sir John Sargent. It has been made previously by several eminent educationists and by very many educational committees and commissions. But there is one serious practical difficulty in giving effect to it. The colleges would lose their fee income on which depends their financial stability. Unless the state government is prepared to make good this loss of income there is no chance of this recommendation being given effect to. Most educational schemes in our country are not being executed because of the inadequacy of financial resources.

To the Editor

Group Politics disrupt National Integration

Sir,

Much has been talked about National Integration these days. Invariably every day we read an exhortation or a warning given by some Minister or a leader. It is curious how most of these leaders come to the conclusion that the roots of the evil of National disintegration lie in our educational system. Except the committee on National Integration, others never explain the defects if there be any, in the present set up, nor offer any concrete suggestions for remedying the same.

India is a nation having a single constitution under a semifederal set up as every school boy knows. It has about a dozen major well-developed languages each by itself forming a sub-nation. Adding to this, there are differences of religion and community; sub-divisions of different communities running into hundreds. Whatever one says and professes, these are the obvious and concrete facts.

The experience and history of the most well-established democracies in the world shows that these things by themselves never disintegrate a nation having a well run administration and decent political morals and certain strong unifying political factors. A Muslim, a Parsee, an Anglo-Indian or a Kerala Christian evinces as much pride as any north Indian Hindu in being a Citizen of India.

Any man in the street knows that the school and college boys of today are not entirely responsible for the disruptive tendencies we find in the country. We cannot impute the guilt to the bad education our boys are receiving today.

For the present disruptive tendencies, we should naturally hold responsible those leaders who are in different legislatures both at the Centre and the States and also the politically unemployed self-assumed leaders. We must naturally conclude that the present day group politicians are the disruptive forces either linguistic or communal in our country. This is also the view of some of the foremost thinkers and political analysts in our country like Sri K. M. Panikkar.

This writer does not mean that the present day education is faultless. But, on that account it is not for everyone to meddle with it. At best we can influence the students through Social Studies and certain lessons in the language books and putting them to strict discipline. We can arrange lessons about Socrates, Buddha, Jesus, Akbar, Gandhi and the like giving them a dose of the secular ideas.

Hence our interest mainly rests in the character, integrity and proper ideals which our politicians maintain.

M. LAKSHMANA RAO,
(B. A., B. L.)

Educational India

A Monthly Devoted to Indian Education

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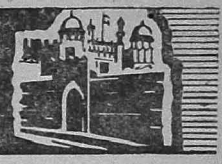
THROUGH DIFFERENT STATES



DELHI

EXTENSION SERVICES IN THE THIRD PLAN

Training courses in extension work in education have been proposed to be organised in the National Institure of Education and the details of the training programme are being worked out.

The extension service project, started six years ago, covers about 8,000 secondary schools in extensive and intensive work. The effectiveness of the programme in improving the competence of the teachers and the implementation of the measure of reorganisation of secondary education is said to have led the authorities to decide to extend it to as many training colleges as possible and to bring under its orbit every secondary school.

This is sought to be done during the Third Plan period by continuing and strengthening the existing extension centres, establishing 25 new extension centres and setting up 72 extension units. The proposal to set up extension units is designed to enable training colleges in select localities to introduce a limited but effective programme of inservice education for a compact area of schools around them.

SEC. EDUCATION COMMISSION ON U. G. C. LINES

A Seconday Education Grants Commission on the lines of the University Grants Commission to set up uniform standards in secondary education in the country, has been suggested in a memorandum submitted to Dr. K. L. Shrimali, Union Education Minister, by a delegation on behalf of the All-India Secondary Teachers' Federation. It added that such a Commission should introduce uniform pay scales and service conditions for teachers and the employees of the secondary schools all over the country.

The memorandum said that teachers in Bihar, U. P., Punjab, Delhi and Madhya Pradesh had been fighting for better employment conditions and to bring them on a par with those prevailing in other States.

INTER-UNIVERSITY BOARD: INTEGRATION OF NATION

The Inter University Board at its meeting held in February last in Tirupati discussed the question of National Integration in great detail and felt that the Universities could play an important role. The Standing Committee was authorised to draft a well considered resolution to be placed before the Board at it next meeting.

TRAINING OF CRAFTSMEN

About 33,800 new seats have been sanctioned during the current year, in the various industrial training institutes all over the country, for training of craftsmen. Including the total training capacity, and these new seats, there will now be 75,800 craftsmen annually.

The Third Plan envisages creation of about 57,900 new seats through expansion of existing training institutes and setting up of new units. An official Press release says the Directorate-General of Employment and Training of the Government of India is planning to achieve this target within the first three years of the current plan so that the industrial training institutes may be able to turn out about one lakh trained craftsmen annually by the end of the Plan.

MADRAS

EDUCATION OF 6-11 AGE GROUP

The Government of Madras have directed the Panchayat Unions to carry

out immediately educational census in every constituent Panchayat in the State.

The Government have stressed the importance of enrolling all children of the age group 6-11 in the elementary schools, particularly in the Panchayat Union areas. They have stated that their objective is to ensure the enrolment of not less than 90 per cent of the children of the age group between 6 and 11 in the Panchayat union areas by the end of the Third Plan period.

PRE-SCHOOL TRAINING

The Director of Women's Welfare is asked to draw up a plan in consultation with State Welfare Board.

The Government of Madras have drawn up a scheme for giving pre-school training to children of the age group two to five.

This scheme would be implemented as a pilot project in 500 pre-school centres, to be started in 500 panchayats, selected from all the development districts of the State, with effect from this year. According to the schedule prescribed for the implementation of the scheme, necessary preparation would be made for the purpose forth with so that 500 pre-school centres could be inaugurated by the middle of November 1962.

STATE AWARDS TO TEACHERS

Forty-six elementary school teachers from all over the State, who were recipients of State awards for 1960-61 were presented with the awards by Mr. Bisnuram Medhi, Governor of Madras at a function held in Rajaji Hall on 25th Feb. Mr. C, Subramaniam. Minister for Education, presided. Four of them were women. The Award was in the shape of a certificate of merit, a silver medal and Rs. 200 worth of Prize Bonds.

ANDHRA PRADESH

GEOPHYSICAL LABORATORY

Dr. M. S. Krishnan, former Director of the Geological Survey of India, has been appointed the first Director of the National Geophysical Laboratory which has been established in Hyderabad.

The Laboratory is temporarily housed in the Osmania University campus. The State Government has already allotted a plot for building the laboratory. Its oceanographic wing is in Cochin.

A 11-member Executive Committee under the chairmanship of Prof. M. S. Thacker, Director-General of Scientific and Industrial Research, Government of India, has been formed to run the laboratory. Dr. K. R. Ramanathan, Dr. S. Bhagwantham and Dr. D. S. Reddi are in the Committee.

AID FOR BOOKS BY SAHITYA ACADEMI

A prize of Rs. 2,000 and financial assistance for the publication of books to the tune of Rs.2,000 would be given by the Andhra Pradesh Sahitya Academi for the year 1960-61 for the manuscript entries received on the following subjects: (1) Social drama : and (2) Andhra and Karnataka Literature—influence of one on the other.

A Press notification issued by the Secretary, Andhra Pradesh Sahitya Academi said that in the case of the social drama none of the entries received had been found outstanding. However on the recommendation of the judges, financial assistance would be given to authors for the publication of the following three entries.

Mr. Ontela Sideeswar, Kodur for his play "Anubandhalu"; Mr. Pothukuchi Samba Siva Rao, Hyderabad, for his play "Hanthakulu", and Mr. Bhatti Prolu Krishna Murthy, Deputy Collector, Junagarh (Orissa) for "Bangaru Sankellu". Mr. Nidadavolu Venkata Rao would be awarded a prize of Rs. 2000 for his entry on the subject Andhra and Karnataka literature—influence of one of the other.

EDUCATION OF WOMEN

The State level seminar on "the education of girls and women" recommended the starting of centres and institutes for specialised crafts subjects, like tailoring and embroidery, leather

industry, cottage industry, carpet weaving, dyeing and printing under the Commerce and Industry Department.

The Seminar which started on March 1, concluded on 3rd. Mr. V. Ramachandran, Deputy Director of Public Instruction, was in-charge of the Seminar. The participants included among others, Mr. Gopala Rao Ekbote former Minister for Education and Srimathi C. Ammannaraja, Chairman of the State Council for Women's Education.

MAHARASTRA

Mr. G. D. Birla announced that the Birla Brothers had decided to set up a technological institute in India to mark the Centenary celebration of the House of Birlas. He stated that advance technological institutions in the West had offered to help in setting up this institute.

BIHAR

INSTITUTE OF ENGLISH

The Government of Bihar propose to establish an Institute of English on the pattern of the Institute of English in Hyderabad during the Third Five-year Plan, to provide specialised training to English teachers in the State, It is officially learnt.

A sharp decline in the standard of teaching of English in schools and colleges in post-independence period has been a source of anxiety to the Government. Since English is the medium of instruction for higher technical and professional education and has come to enjoy the status of an international language, the State Government thought it necessary to provide specialised training to English teachers in the art of teaching.

WEST BENGAL

FREE PRIMARY EDUCATION

The West Bengal Government had decided to introduce free and compulsory primary education throughout the rural and municipal areas in the State during the Third Five-year Plan period, Dr B. C. Roy, Chief Minister, said in the State Legislative Council during question time on March 20.

MYSORE

VISWESVARAYA CHAIR

Mysore Varsity's Proposal

The Mysore University is instituting the Viswesvaraya Chair in the University under which eminent scholars both Indian and foreign would deliver lectures periodically.

The Mysore Government have now agreed to give Rs. 2 lakhs while the University Grants Commission would provide Rs. 3 lakhs for this purpose.

SCHOLARSHIPS FOR POOR STUDENTS

The poor and merit students in the technical institutions in the State are to receive scholarships.

The Government had sanctioned Rs. 3 lakhs for the award of such scholarships which will be restricted to 15 per cent of the strength in each institution. The amount of scholarships will be Rs. 25 a month tenable for 10 months in the case of Engineering Colleges and Rs. 15 a month in the case of Polytechnics.

PENSION SCHEME FOR PRIVATE TEACHERS

The Mysore Government have now approved a scheme of pension to teachers employed in non-Government educational institutions, it is learnt.

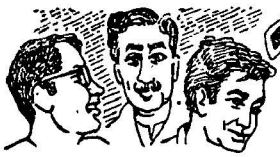
The scheme will benefit more than 25,000 teachers throughout the State and fulfils a long-felt demand made from time to time on behalf of teachers.

KERALA

RURAL INSTITUTE FOR KERALA

It is learnt that the Kerala Government's suggestion to establish a rural institute to be run by the State Government has been accepted by the Government of India.

There are at present 13 rural institutes in India and only one of them is run by a State Government and that is in Bihar.



Public Opinion

Dr. S. RADHAKRISHNA

on

The Essence of Religion

The Vice-President, who was presiding over the anniversary celebrations of the Chirstian College, Tambaram, referred on March 10, to the intricate problems confronting the world and said the answer to the challenge was not to increase the intellectual knowledge alone, but to transform man's attitude and outlook towards his fellowmen. "We have to recognise that the frontier which divided the nations must become as insignificant as the frontier between the two States of our country," he added.

Dr. Radhakrishna said spiritual enlightenment and a feeling of unity, love and brotherhood constituted the true character of religion. Inward wisdom and outward compassion were the twin qualities essential for a religious man. What they needed to-day was the growth of man's consciousness and a changed outlook towards mankind. If they wanted to be truly religious it would be impossible to acquiesce in social servitude, economic exploitation, race discrimination or any kind of narrow nationlism.

The Vice-President pointed out how our country was the home of all living faiths of the world. Stressing the development of universal brotherhood, he remarked that the world was not beyond repair to day if every individual had faith in himself and in the universal spirit.

Chief Justice B. P. SINHA

urges

Strong Action against indiscipline

Mr. B. P. Sinha, Chief Justice of India, advised universities to arm themselves with proper sanctions to deal with cases of moral delinquency among students.

Addressing the first convocation of the Bhagalpur University, Mr. Sinha said in recent years a great deal of criminality had been noticed in the student community. This was to a large extent due to their not being properly and fully kept busy in their studies and games.

He suggested that any student found committing breaches of the law particularly those involving moral turpitude should be struck off the rolls of the school or college for a considerable period, if not for good, so that he realised the serious consequences of his criminal act.

Dr. K. C. K. E. RAJA

Stresses

The Value of Home Science

Dr. K. C. K. E. Raja, Vice-Chancellor, Kerala University asked the association of home science workers in the country to give their thought to the problem of integrating into the pattern of education of girls, at every stage, a system of training by which they could make their homes perfect and help their children to grow properly.

Dr. Raja was speaking on the occasion of the "Thanksgiving Day" celebrations of the Sri Avinashilingam Education Trust institutions.

Dr. Raja in his address, said that if their boys and girls were to be developed on proper lines, the foundation should be laid in their homes. Home was their first school and parents their first teachers. He said that the development of home science deserved the fullest consideration at the hands of educationists. He added that their women should have such an education as would enable them to fulfil their obligations in running a home properly.



Higher Education is Accessible to all in Soviet Union

By M. KRUGLYANSKY.

Who may enroll at a Soviet higher educational establishment ? Is higher education really within the reach of all?

The right to education, including higher education, is proclaimed in the Soviet Constitution. And not only proclaimed but guaranteed by a whole system of state measures enabling Soviet people to attend schools, specialised secondary educational estblishments, colleges, trade schools and all kinds of courses.

More than seventy per cent of the population were illiterate in Russia before the revolution while the Soviet Union is now a country of 100 per cent literacy, in fact. The number of persons with higher, incomplete higher and specialised secondary education was some 290,000 in Tsarist Russia while their present number is some 14,000,000, four million of them with higher education.

How was that tremendous leap made ? Since its inception the Soviet power abolished all restrictions for those wishing to enter a higher educational establishment connected with nationality, property or social status, race or religion.

All Soviet citizens not older than 35 and having Secondary Education may enter a higher educational establishment. There is no age limit for those entering an evening or correspondence college.

It must be pointed out that the number of those who enter higher educational establishments after they have worked at factories, collective farms or offices is constantly growing. Tens and hundreds of thousands of young girls and boys finish secondary school and start working at a factory shop, a construction-site, a collective or state farm. There are more and more workers with secondary education who want to enter a higher educational establishment.

The distribution of higher educational establishments on the geographic map has been radically changed. Before the revolution higher educational establishments were situated in, approximately, 20 cities in the central part of Russia, in the main. At present there are higher educational establishments and their branches in 263 cities in all fifteen Union republics. There were only four colleges in the Urals, Siberia and Central Asia before the revolution, while their present number exceeds 200.

All those wishing to enter an institute must take an entrance examination. The subjects depend on the chosen speciality. For example, future engineers must show good knowledge of mathematics, physics, mother tongue and literature and a foreign language. Those entering philosophy, history or law departments must pass examinations in the mother tongue and literature, the history of the USSR and a foreign language.

People are admitted to higher educational establishments by special commissions (including public representatives) the members of which see how an applicant has passed his competitory exams and choose the most capable and promising. Preference is given to war veterans, to those who have worked in national economy for no less than two years and to demobilised Soviet army men.

Good conditions have been created for Soviet young people wishing to attend a higher school. The state takes upon itself the huge expenditures involved in this. For example, those entering a college do not pay any entrance fee. Those working in industry are granted special leaves for going to a place where the college is situated and taking an exam.

Students of higher educational establishments enjoy many privileges granted them by the state. Tuition is free, no payments are made for using laboratories, study-rooms or libraries.

Eighty per cent of all students are entitled to state stipends the size of which depends on the years of studies, speciality and progress made in studies. As a student enters another year of his studies his stipend is raised automatically. For students trained in the most important industrial or transport higher educational establishments a higher stipend was fixed than for all the rest. But the highest stipend is fixed for those acquiring a speciality connected with work underground, in hot shops or chemistry. Students of all colleges and specialities making excellent progress in all subjects receive a raise of 25 per cent in their stipend.

Students making especially notable progress get higher stipends established in honour of famous political leaders, scientists, writers or composers.

Stipend is issued all the year round including the holidays, as well as in the case of sickness, pregnancy and confinement, looking after an ill member of the family, etc.

Higher educational establishments have hostels; there are whole students' residential blocks built in cities like Moscow, Leningrad, Sverdlovsk, Tbilisi and some others. Students have everything for making normal progress in their studies.

Payment for hostel accommodations occupies an insignificant place in the students' budgets. The thing is that the main brunt of expenditure is carried by higher educational establishments. Students pay for their accommodations at a great discount.

Students have their practical training in the course of their studies. If a factory, a mine, or a mill where a student is sent for his practical training is far removed from his college the latter pays his travelling expenses.

Enterprises and establishments provide students with living accommodations and bedding free of charge during their practice training period and issue them overalls, special footwear and safety devices if necessary. Throughout their practical training students continue to receive stipends and are paid travelling allowance besides. Very often students do useful work for the enterprise during their practical training period there. In this case they receive wages according to their work in addition to stipend and travelling allowances.

Great concern is shown for the Soviet students' health. Each student has the right to free medical assistance at the expense of his educational establishment and state Social insurance fund; in case of a temporary disability he gets a money allowance.

A number of educational establishments have special overnight sanatoria for students whose health needs improvement. Accommodation tickets to these sanatoria are given by student trade-union organisations. Students spend 24 days in a sanatoria without giving up their studies. The accommodations tickets are given them at a great discount: 30 per cent of the cost is paid by the student and the remainder by his trade union out of state social insurance funds. A part of the accommodation tickets is issued to students free of charge.

Trade unions and public health bodies greatly help students in organising their rest and recreation during holidays. Tens of thousands of students are accommodated at rest-homes or sanatoria either completely free of charge or at a 70 per cent discount. Students take rest and cure in the Cri-

In-Service Training in Andhra—2

Govt. Training College, Rajahmundry.

(Continued from March issue)

Now let us consider the scope of work to be done by these Extension Services departments:

1. *Organizing Seminars, Workshops, Courses, Group discussions etc:*

In these activities, the department invites the Secondary Schools to depute one or two teachers from each of them to participate in the discussions etc. planned in these activities. The duration of these activities varies from 1 day to 6 days, sometimes it extends to 10 days depending on the problem to be discussed and the work to be turned out. In these activities, an interesting problem relevant to teaching in Secondary Schools is taken up for discussion and the participants arrive at certain conclusions to be worked out by them when they join back their schools. The Government of Andhra Pradesh has treated the period spent by the teachers for participating in these activities, as Duty and has made provision for a sum of Rs. 6000/- per annum for payment of their T. A. and D. A.

The following are the problems on which activities of the types referred to above have been so far organized by this department.

1. Maintenance of Cumulative School Records.
2. Teaching of Poetry in Mother-tongue.
3. Evaluation in Social Studies and Science.
4. Common Errors in Telugu Composition.
5. Preparation of Audio-Visual Aids.
6. Learning Experiences in Mathematics.

(Continued from preceding page)

mea, the Caucasus, Moscow region, Volga area, the Urals, Siberia, Far East and Central Asia.

Up till now I have been writing about those attending regular colleges, that is not combining work with studies. But a huge number of Soviet students, more than a million-strong, are those who study without giving up their jobs and acquire knowledge by attending evening or correspondence courses at higher educational establishments.

It requires perseverance and strength of character to be able to combine work with studies for several years. The Soviet Government, which cares very much for the students of evening and correspondence departments, fixed big privileges for them which help them to make normal progress. For example, they are granted additional paid leaves every year. Their length differs depending on the form of studies (evening or correspondence) and the year of studies; it ranges from 20 to 40 calendar days. To prepare and defend their diploma projects students are granted a paid leave of four months and a leave of 30 calendar days for passing their final examinations. In addition to that, students in the last year of their studies are entitled to an additional day-off a week with half of the payment for it. The State also undertakes half of the expenditures involved in travelling to the location of an educational establishment for the purpose of carrying out laboratory assignments or passing examinations.

Owing to the Soviet state's concern for its student's higher education has acquired tremendous scope in the USSR. There are more than 2,200,000 students at Soviet higher educational establishments at present.

More and more specialists with higher education graduate from Soviet colleges every year. In 1960, the colleges put out 350,000 young specialists, out of which more than one hundred thousand are engineers. *U.S.S.R.*

7. Problems of Text books in Social Studies.

8. Planning of Year's work in Mathematics.

9. Structural approach in the Teaching of English.

10. Syllabuses in General Science and Social Studies.

11. Teaching of Geometry.

12. Course in the content of Geography.

2. Organizing School Visits to study certain problems with reference to the working conditions of the Schools.

A number of Schools in Visakhapatnam, East and West Godavary districts were visited by the Co-ordinator, the Honorary Director and some members of staff of the College, to discuss with members of the School staff regarding the problems affecting their day-to-day work such as Library and Laboratory facilities, examinations, syllabus etc.

3. Organizing film-shows, and lending of books, films etc :

Under this item, film-shows were organised during seminars and Workshops, and also at School visits. Books were lent to Schools in the mofussil area, during school visits. Ever since the appointment of a part-time librarian for this department, we have made it a regular feature of our department:

(i) to keep open the Extension Services Library for issue and consultation purposes from 5-00 P. M. to 6-30 P. M. on all working days so as to suit the working hours of the local Schools, and (ii) to send a messenger of this department regularly once in a fortnight for issuing about 10 books to each of the local secondary schools. Visual aids like films, and maps also were borrowed by a number of local schools.

4. Organizing a Central Science Club and guiding Science Clubs in Secondary Schools :

There are about 10 Science Clubs in the operational area of this department, each of which was aided by Government of India by a non-recurring grant of Rs. 1200/-. The Central Science Club also was given "non-recurring grant of Rs. 2000/- and it is functioning in the Training College with a Committee of teachers and pupils drawn from the local Secondary Schools. This department assessed recently the work of about 6 Science Clubs at different places like Eluru, Tanuku and Kakinada, with the help of the Science department in the College and has advised them on some of their problems referred to us for consultation.

5. Publishing reports of work done by the department in the form of News-Letters, Pamphlets etc :

We have been publishing quarterly News-Letters containing reports of Seminars etc. conducted by this department. Besides these, we have published the following pamphelts which are based on the work turned out in the workshops organized by this department.

1. Learning Experiences in Mathematics.

2. Evaluation in Geography.

In this way, we are endeavouring within our limitations to organise the in-service training activities of our Extension Services department. Much however depends upon the follow-up work i.e. by following up the work done in Seminars etc. in improvement of our School conditions. Further, with a view to bring about a change in the out-look of the teacher towards the routine of work entrusted to him, a scheme of Experimental Projects was formulated by the All-India Council for Secondary Education and it is gratifying to note that many of the Secondary Schools in our operational area are evincing interest in this scheme by taking steps to select an Experimental Project to be put into operation during the year 1961-62. Let us hope that a day will certainly come when

Correspondence

Warangal District Teachers' Conference

Inaugurating the Warangal District Teachers' Conference, convened by the Warangal Parishad Branch of the State Teachers' Union, Andhra Pradesh, on the 22nd March, 1962 at Jangaon, Sri P. V. Narasimha Rao, Minister of State for Information and Public Relations, observed that when an youngman fresh from college embarks on the unchanted ocean of practical life, it was not always possible for him to enter a profession which suited him best. "As a result of the constant tussle between one's own liking on the one hand and considerations of expediency on the other, we find thousands of young men being very badly miscast in the drama of life. It is these mis-casts whose presence in any profession ultimately results in constant irritation and maladjustment. There is no wonder, therefore, that the teaching profession is also today very much suffering from this general malady."

The minister felt that the present situation did not allow for much scope of selection and discrimination in the recruitment of teachers, in view of the rapid expansion of schools and that the teaching profession still happened to be looked upon as the last resort of the unemployed, to be utilised only in time of adversity and indigence and to be cast off whenever a more lucrative avenue of employment presented itself. Under the circumastances, the Minister maintained, it was almost futile to expect the teaching profession to attract and retain persons of the required calibre and mental make up. He, however, hoped that conditions would change before long, as the teachers' profession was fast reaching the stage of saturation, as far as the numerical possibilities of employment were concerned and he expected the quest for quality to begin before long. Once this process begins, the Minister continued to say, it would augur well for the future of education which obviously embrace the future of the teachers as well.

The Minister commended the publication of "MEDHAVI", a Telugu Monthly educational journal, as the official organ of the Union as also the publication of guidance literature for the teachers and advised the union to further strengthen and improve the publication programme as to fulfil the needs and urges of the teaching community. He, however, discouraged the publication of notes, guides, questions and answers and similar improvisations.

In the matter of grievances of teachers the Minister advised the teachers to ensure that they are saved from the posible stigma of being professional agitators and to enlist the sympathy, cooperation and intervention of responsible legislators and educationists who were in large numbers in our State, to get their grievances redressed.

The two day District Teachers' Conference was presided over by Sri V. P. Raghavachari, M. L. C. Sri N. Narasimha Rao, President of the Reception Committee welcomed the guests. Prof K. Venkatachari gave an enlightened talk on "Education is child centered." Earlier the Minister opened the Educational Exibition organised on the occasion and consisting mainly of improvised Teaching Aids. A Study Camp is being conducted side by side with the Conference. The topics for dicussion are : (1) Problems of classroom teaching in a Primary School (2) Integrated Syllabus of the Secondary, Higher Secondary and Multipurpose High Schools.

Hyderabad,
23-3-'62

V. P. R.

(*Continued from preceding page*)

our Secondary Schools also will stand a comparison with those in advanced countries like U. S. A., U. K., etc. and that our joint efforts will be as fruit.

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* National Integration and Reorientation of Education

By PROF. M. VENKATARANGAIYA, M.A.,
Professor of Politics (Retd.) Bombay University.

IN considering the role of education as a factor in promoting the process of national integration we have to note that in any society and in any age education has a fourfold function. In the first place it supplies knowledge of an essential character to the youth passing through schools and colleges. In the second place, while imparting this knowledge it develops among the youth the capacity for thinking and for solving the various problems which they will be called upon to face in the course of their lives—both private and public problems This is what we generally call intellectual education. In the third place it helps in the formation of right attitudes and in the cherishing of right values so that the emotional urges in every one of us may be directed into channels which bring men together instead of keeping them apart and make them work for a common cause. This is the education of the will, of the heart, the education of our emotions. It sublimates the love of self and teaches that it is only through service to others that one realises one's true self. In the fourth place schools and colleges provide ample opportunities for practising the virtues learnt from intellectual and emotional education so that there might be no gulf between what we believe in theory and what we actually practise in our every day life.

When we say that education has to play a significant part in bringing about and strengthening nationa integration what we mean is that the education we receive should provide us with the knowledge that is fundamental to obtaining a correct understanding of what is meant by national integration and the place which it ought to occupy in our lives. We also mean that it should help us in solving the problems that arise in connection with the relations that should exist between members belonging to different communities, castes, and to different religious, linguistic, economic and other groups. We further mean that education should so discipline the emotional urges in us that we accept the national ideal as one of the highest ideals for which we should live...and die also if necessary. And finally we mean that while learning all this we should have in our schools and colleges ample scope for activities which foster the spirit of oneness among the youth, the spirit which they will be able to carry along with them when they enter the wider world as adult and responsible citizens.

Educationists have therefore to consider whether they are providing to the youth in their charge the kind of knowledge which can serve as a potent agency for national integration. Unfortunately one has to say that sufficient attention is not being bestowed today on identifying this kind of knowledge and imparting it in a systematic and worth-while way to the students in schools and colleges. There is overemphasis on the need for a knowledge of Science and

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techonology and an under emphasis on the need for a knowledge of humanities, the knowledge which gives insight into human relations as they are and as they ought to be.

The basic knowledge that is essential for this purpose is broadly of three categories. In the first category is the knowledge of our social structure; the part that groups based on caste, religion, language and occupation play in our social life, how these groups are and ought to be related to the nation which is an all-inclusive groups, and how there need not be any conflict between our loyalty to the nation and our loyalty to these lesser groups. It is also the knowledge of how it is only our loyalty to the nation which means our loyalty to the ideals of national freedom, national intergrity and the democratic way of life, is the only instrument through which smaller groups can get all the protection and all the security that they should have if their objectives are to be achieved.

In the second category is a knowledge of our history against the back ground of world history—the history of the progress of the whole of humanity. It is through our history that we learn how it was in the ages when the country was politically one and united there was progress and how it gave place to chaos and anarchy when it was disunited, how it was our disunion that led to the loss of freedom from time to time and how because we became once more united under the leadership of Mahatma Gandhi we were able to win back our freedom. History has to be rewritten and re-interpreted if it is to provide knowledge relevant to the process of national integration.

In the third category is the knowledge of democracy in general and of the democratic nature of our Constitution. This is absolutely necessary if the fissaparous tendencies in our country are to be overcome. Minority groups professing religions differnt from that professed by the majority group, or speaking languages different from those spoken by the majority communities in particular states and regions have a fear that national integration would mean the loss of their separate identity and their complete absorption in the nation. It is this fear that has to be dispelled and it can best be dispelled only by giving to every one at school and college a knowledge of the democratic and secular nature of our constitution and of how it guarantees equality to all irrespective of their caste, creed or colour and also of how it guarantees to every cultural and religious group the freedom to preserve its identity and its cultural rights. These are not merely paper guarantees but highly effective ones. An independent supreme court and a free public opinion serve as instruments for giving effectiveness to them. It is the ignorance of the democratic and secular nature of our constitution that strengthens the separatist tendencies and it is the function of education to remove this ignorance.

Our education is defective to-day because it does not develop in our youth the capacity to think. Students serve merely as receptacles for the information and knowledge conveyed to them through class lectures. They are not encouraged to put questions to their teachers. There are few discussion groups and study circles. The result is that students do not learn to think for themselves and it is this that makes even the educated the victims of propaganda carried on by the advocates of communa-

lism, linguism and casteism This defect has to be removed. Otherwise the knowledge that is imparted will not serve any useful purpose. Knowledge is only the data or the raw material out of which one can draw right conclusions through self-thinking. Otherwise it becomes a useless burden.

We now come to the emotional aspect of education. In its ultimate analysis national integration is the outcome of a feeling that we are all one, that we are the children of the same motherland, that we should love the country which has given birth to us, that we love our country when we take pride in what the country is, in the ideals for which it stands, in the lives of those men and women who have built the national tradition through their contribution to our literature, our art and our architecture. It is this love, this legitimate pride and this appreciation of the worth, the beauty and the greatnees of our country that constitute the emotions which when stimulated and properly oriented will promote the cause of national integration. And it is the function of education to do this. Educationists in other countries have devised ways and means for this purpose and we can learn a great deal from them. The daily salutation of the national flag, the singing of the national anthem in the school and college assembly, the putting on of a uniform, the celebration of national days associated with the names of martyrs who sacrificed their lives in the cause of freedom or associated with events which are otherwise memorable in the history of our country, excursions and visits to places of historical interest and importance, inter-university festivals, fraternal gatherings of students belonging to different faiths and to different regions, exchange of teachers and students are some of the means for stimulating the love of country and the sense of oneness of all, It is the sharing in common of these emotions and feelings that will help us in becoming integrated into a single nation. Psychologists tell us how extraordinary is the influence exercised over us by symbolism and how common symbols like the national flag and the national anthem rouse identical emotions in all of us and make us feel that we are all one. Educationists should devote adequate attention to the creation of symbolism appropriate for the purpose of achieving national integration.

This implies as a corollary that anything which encourages seggregation–separate schools, separate hostels for those belonging to particular communities–is detrimental to the growth of national unity.

Finally we come to the organisation of activities in our educational institutions which promote the habit of individuals belonging to different classes and communities coming together and working together. Passively sitting together in the class room does not serve this purpose. It is only through extra curricular activities that this objective can be achieved. In organising them it should be the endeavour of educationists to select the participants on the basis of individual merit and aptitude whether it be in a debating society or a dramatic association or a sports club. There is no reason to think that choice on the basis of merit will result in the exclusion of boys and girls belonging to certain communities from these activities. Debating or dramatic ability or the ability to take part in games is not the mono-

Status of Teaching Personnel in U. S. A.

By SHRI SHAMSUDDIN, M. A., B. T., M. Ed.,
Raipur (M. P.)

FROM the very beginning of my educational carrier, America was the wonderland of my dreams. Later, as I gathered more and more knowledge of this country, I developed a sort of admiration and appreciation of the advancement of the people of that land, specially in the field of education. And then I started going on imaginary trips to that wonderland of my early dreams. It was only last year that I made an humble effort for the award of teacher-grant from U. S. E. F. I. and got success in it. I am highly grateful to the Government of U. S. A. who gave me this golden opportunity and to my own Government who allowed me to avail of it and to see America from so very close.

On arrival to this country, my first attention was drawn to the status of teaching personnel in the schools and colleges of the country. In fact the prestige of any university, whether it be in India or in U. S. A., depends on the quality of its teachers and the standard of its education. In American Universities I found the teaching staff to be very highly qualified. Not only this, but the missionary zeal, with which they worked throughout, impressed me much and then I realized the secret of the popularity of American Universities all over the world. Why are the American people attracted towards the teaching profession ? Under what conditions they work ? What is the role of the teacher in the University ? What are the relationships between the teacher and the authorities on the one hand and the teacher and the student on the other hand ? These are some of the questions, the answer of which has been briefly attempted here.

Americans, specially those who are highly qualified, choose to offer their services in educational profession in

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poly of any particular community. Talent of this sort is found in all communities and classes. Selection on the basis of merit which is the only basis consistent with democracy ensures to give representation to all. The organisation of boy scouts and girl guides on a much wider scale than is the case at present and its extension to rural areas is another activity which will foster the spirit of oneness. Organisation of students for social service serves a similar purpose. Over and above all these is the national cadet movement which is one of the strongest forces working in the direction of national integration. The point that has to be emphasised is that theory and practice should go together.

It is thus clear why national integration has become a pressing problem at present and how education properly oriented in respect of the knowledge which it imparts, the capacity for thinking which it develops, the training of the emotions which it undertakes and the practical activities which it organises is a potent instrument in solving this problem and in making the people of the country an integrated nation inspite of the difference that exists among them.

spite of the fact that it is comparatively less remunerative than other professions. In business and industry people can easily earn much more than what they get in academic line; even then they prefer this dignified poverty which clearly indicates that people in America have great regard for this venerable profession. Similarly, in America a teacher is highly respected not only by students but by the community in general. My notion up till now was that it is the monopoly of Indians only to hold their teacher in high respect and westerners have no such ideal before them. It was removed when I actually mixed with the people in America. Of course the reason for this high reverence for teachers here is the teacher himself. It is not the necessity that compels him to join the teaching profession, but his natural love for the work impells him to become a teacher. He has natural craving for learning and a deep sense of devotion to his work. He is a source of great inspiration and impetus for the students to work with the same zeal and earnestness. Thus it is the devotion and sacrifice on the part of the teachers that they command unique respect in American Society.

This does not mean that American teacher lives in want and scarcity. In fact he gets enough to lead a life of standard in society along with others. He is not only comfortable and self satisfied man but maintains his social and educational obligations. For example I saw an average University teacher having his own personal library to discharge his academic duties in a better manner. As regards scale of pay of teachers in Universities, there are no set rules. On enquiry I came to know that the pay and status of the lecturers is determined according to the academic work done by them. For example an University teacher is required to do some research work, publish certain papers and contribute some solid work to the field of education. His achievements in this direction will pay him monetarily in the form of better scale of pay and increments. He will also be promoted to a higher rank and position in the University. Ordinarily a teacher teaching a Master's degree course is required to have Ph. D. degree at his credit. A person, having no real and active interest in teaching work or having failed to show any substantial progress, is sometimes required to leave the job in the middle. On the other hand a really devoted worker finds easy access to the higher positions in the University. Thus the security and status of the teacher's job depends on his work only.

The conditions under which the teachers in University work are very congenial for the promotion of academic work. In U. S. A. there is a great decentralisation of administration in education. Every University at State level is free to decide its own curriculum and method of teaching work according to the needs and interests of the students. Of course they keep in view the general policy and democratic ideals followed throughout the country. The Federal Government does not directly interfere into the day to day teaching and administrative work of the schools and colleges. Thus the teacher gets a free atmosphere so conducive to the line of his work. He has his own say in the determination of courses for the students, their admissions, promotions and even their dismissal too!

The teacher's work in the University is two-fold. He has to carry on the teaching work as well

as do research side by side. He is generally specialized in his subject and has to do intensive work in that subject only. While teaching, the teachers adopt various methods of teaching including lecture method. I found T. V. method to be very useful for bigger classes. The teacher there is not required to dictate notes to the students as the students themselves read a lot and discuss freely with their teachers. They sometimes question and challenge the opinions of their teachers. All this helps not only to develop self-confidence in the students, but keeps the teacher well prepared and vigilant. In contrast to our country teachers, I marked there one thing more and that is apathy of teachers towards private tuitions. This is perhaps due to the fact that they are well paid and are not required to undertake extra strain to earn more to meet their ends of life.

Perhaps more important than teaching is the work of research that every University teacher is required to do compulsorily. Out of the total hours of work of a teacher in University, only a little part is utilized in actual class-room teaching, rest of all is devoted to either study or research or even guiding and counselling the students. Similarly the teacher is not required to bother for the expenses while doing research work. In fact he is provided with all possible facilities including financial aid for purchasing books and going on tours. He gets full help and assistance both by the authorities and the public for carrying on the research work. Thus the quality of work and degree of efficiency is raised to a higher standard under their scheme of work.

As regards casual leave and other privileges, I was informed that American teacher is denied all these. All that he gets is the period of holidays when University is not in session. Even then the teachers are very serious and honest in their work. Similarly the students are very particular to attend to every lecture of their teachers and not to miss them at any cost. One remarkable feature of the leave arrangement in University is that every teacher is granted one year's leave with full pay after a certain period of work. The aim of it, is to allow the teacher to travel and refresh his mind to gather double energy to do further work. During this period some of them write books or visit places of interest and education to use that knowledge in teaching students. This is a rare opportunity offered to the teachers in American Universities. It is not the loss of work in the University but the best utilization of the energy and interest of teachers in the field of education. I wish it should be followed by other countries too.

As regards the relationships between the authorities and the teacher, and the teacher and the students, they are not only very close but also friendly and cordial. The Principal is the head of the institution but regards and deals with his teachers as his fellow-beings engaged in the same mission and not as his subordinates. The teacher-pupil relations are not limited only to the class-rooms but extended to outside life in community and home too! The students are not scared away by the teachers but take them to be their guide, friend and philosopher Thus the triangle of the Principal, the teacher and the student works as one with the common goal in view—the betterment of school and the advancement of learning.

Attitudes of Basic School Teachers

By Shri DEEPCHAND SOLANKY,

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ON the one hand, Basic Education has been accepted as the national system of education for all the children from six to fourteen years of age, irrespective of their caste, colour, creed, family status or the geographical region to which they belong; while on the other hand it has become a burning topic of discussion and review both on the platform and the press. Because teachers are the real workers who can make or mar any system of education, their opinions and attitudes towards the system play an important part in its successful implementation. In the case of teachers of Nai Talim or Basic Education, it is said that they (Teachers) can do their work effectively only if they have faith in truth and non-violence. Then they can draw even the hardest hearts towards them, as a magnet.

But because of non-availiability of suitable and efficient teachers to run the scheme of basic education and of some other factors a number of misunderstandings and mis-conceptions on different aspects of Basic Education among teachers themselves and among some people have arisen. A study of the position of the teachers in this controversy on important aspects of Basic Education can give us a picture of the attitudes of teachers towards Basic Education itself.

For conducting this study, the jurisdiction of Delhi was taken up. But it can hold equally good for other parts of the country with slight variations. Like other states, Basic Education in Delhi State has also been a topic of discussion. The fact was all the more confirmed when the leading newspapers reported news items regarding Basic Education with such captions as [1] *Basic Education in Villages, Demand for Abolition Revived;* [2] *Basic Education in Rural Areas: Strong Criticism at Corporation Meeting.*

[3] The various criticisms levelled against Basic Education at one of the weekly meetings of the Rural Area Committee of the Delhi Corporation were as below: –

(1) Basic System of Education in rural areas should be abolished and

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After independence our country is also making rapid changes in the field of education. Number of educationists are busy devoting their time to reorientate our system of education in a way best suited to the needs of our countrymen. At such times it would be worthwhile if we keep in view the salient features of the educational systems of other countries to enable us to make a profitable choice. Similarly as the teacher is the main pivot round which the whole educational process revolves, it would not be out of way if we lay special stress on his prestige, position and status in keeping with the status of teachers observed in America Universities. In fact the recognition of the status of teaching personnel in India can go a long way in achieving our desired goal in the field of education.

1. The story of twelve years, P. 14. Sewagram, Hindustani Talimi Sangh.
2. The Statesman dated 25—9—58.
3. The Hindustan Times dated 24—9—58

be substituted by the system in the urban areas. (2) Basic Education had failed to attract students because it left much to be desired as the students did not find themselves fit for admission to non-Basic schools and also the knowledge gained in Basic school remains much below the standard of traditional School. (3) The failure of Basic System of Education is not due to any basic defects but it is due to dearth of well trained teachers. (4) Basic Education was being utilised as a political weapon by the ruling party. (5) The dual curriculum—one in Basic Schools and other in non-Basic Schools, in fact was doing more harm than any good.

Of course these criticisms are not the criticisms made by Educationists. Therefore, a need has arisen of knowing what view points the Basic School teachers held. The Education Department of the Municipal Corporation is very keen towards the progress of Basic Education in Delhi state which mainly depends on the attitudes and view points of Basic School teachers who actually work for it. This study again, has got its own importance as it is the only study of its kind ever conducted in Delhi State.

With the following aims in view the study was undertaken :— (i) to find out the opinions of Basic School teachers of Delhi State towards Basic Education in general and (ii) towards its salient and controversial aspects in particular. The controversial aspects under study are (a) General Aspects; (b) Craft aspects; (c) Correlational Aspects; (d) Community Aspects; and (e) to find out what modifications these teachers would like to suggest for the real success of Basic Education.

A questionnaire based on Public Opinion Poll Method, consisting of 'yes-no' type questions and some multiple choice questions were constructed and administered. Out of 450, only 254 Basic School Teachers (175 male and 79 female) working in 26 schools scattered all over the State responded to the questionnaire, thereby making the sample family representative of the population. Its various stages were, (i) Preparation of a tentative questionnaire; (ii) Administration of the tentative questionnaire by eliminating vague and other unsatisfactory questions and adding some new questions to it; (iii) Administration of the questionnaire.

The investigator himself went personally to the majority of teachers without giving any prior intimation to them. Majority of the questionnaire were got distributed among teachers selected on a random sampling and after about 30 minutes time they were got collected on the spot. A few questionnaire were received through post also. Data thus obtained were analysed and discussed.

Some facts about the Basic Teachers under study were also collected. Most of the teachers have learnt one craft or more during their training and they actually teach the craft to students according to regular school time table. Majority of teachers are in the pay range of Rs. 200/- or less per month and at the same time they have to maintain a family each consisting of 5 or more members. Teachers reside at a distance from the School buildings and they come to school by cycles or buses.

For finding out the attitudes or view-points, 25 questions were kept

to know the reactions of Basic School Teachers towards the four aspects of Basic Education. The aspects along with the main findings arrived at were as below :

(A) General :

(1) The large majority of teachers (90.1%) consider the declaration of Basic Education as the national system of primary education, correct step.

(2) A large majority of teachers also think that Basic Education is suitable for both rural and urban areas. An equally large majority consider Basic Education psychologically and educationally sound and superior to the existing system of primary education. Only a small minority of teachers think that Basic Education has been a success. The failure of Basic Education has been attributed to a variety of factors but most of them agree on important causes namely : (a) ill-equipped schools; (b) unsympathetic educational administration towards Basic Education; (c) ill-equipped teachers and (d) confusion regarding the concept of Basic Education. Majority of the teachers think that Basic Education is more expensive than traditional education.

(B) Craft :

(1) The large majority of teachers think that education through craft is not, as alleged by some, detrimental to the intellectual development of the child. (2) An equally large majority of teachers believe that there is nothing in this craft-centred system that is incongruous with an Industrial Society. (3) About three-fourth of the teachers do not believe that craft-centred education will turn the schools into factories of child labour.

(C) Correlation :

(1) 61% of teachers think that correlation is a practical proposition. (2) The majority of teachers think that all subjects cannot be correlated with a single craft alone. 96.6% of the teachers under study are of the view that craft and social environments of the child should be the centres of correlation.

(D) Basic School as Community School.

As many as 85% of teachers think that the Basic Schools should initiate and actively participate in programmes of improving the community such as improvment of the hygienic conditions of the community, of the techniques of production in vogue in the community, etc They also think that along with catering to the needs of the children, the Basic schools should function, as an educational and recreational centres for adults. More than 93% of the schools think that it is not enough to take the school out to the community but the community should be taken into the schools also. They are of the view that the Basic school should enlist the active cooperation of the community in the execution of its programmes.

Teachers' suggestions for improving Basic Education :

Teachers have demanded all sorts of facilities viz. attractive pay, residential quarters etc. Also they have stressed the need of propaganda and administrators' favourable attitude towards Basic Education and Basic Teachers. Suggestions regarding teaching improvements, inspection methods, organisation of craft work, phased planning etc., in relation to Basic Education have been given.

Counselling and Teaching in Schools

By Shri AMULYA BHUSAN SOM,

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UNDER the new system of Education, introduction of Counselling services in secondary schools has become imperative. The educationists have found out that to avoid wastage of man power, to solve the crying problem of unemployment and to increase the national wealth by placing right persons in the right job —guidance must come to our rescue.

In appreciating the need for guidance the next thought that naturally comes to our mind is, as to who has to take up the counselling service in the School. Should it be kept in reserve for the single counsellor trained in the techniques of guidance or should it be taken up by teachers in general? There is one opinion that guidance has to be taken up by trained personnel only in view of the fact that the job has got a good amount of technical implications. If we consider this from all aspects, this view seems to be untenable. In India, it is more so, as guidance is a new movement and trained personnel are very few and far between. Let us now see if it is practicable for teachers to successfully take up counselling service in the schools.

Before ascertaining the practical aspect of the job let us first of all see what counselling service means. "Counselling" as defined by Ruth Strang, "is an individualised process which helps the individual to understand himself accurately for a better adjustment in life." It is an individualised process where student is centre from the point of view of importance. As individuals usually differ from one another in their abilities and aptitudes each one has got his own unique problems. Counselling process only tries to help each individual to take stock of his assets and liabilities and solve his problems in the best possible way. Teaching on the other hand, assumes that students are more alike in nature and is generally taken in a group. From the definition it appears that counselling does the job of assisting the pupil in understanding himself and thereby it is mainly a non-directive process. This is time-consuming and presupposes a great amount of labour and concentration upon each single individual. Is it then possible for an individual trained counsellor to tackle hundreds of different individuals single handed?

Teachers have been unconsciously doing the work of counselling even before counselling has been regularly started in the schools. Students now and then, approach the teachers with their problems and the teachers try to solve them in their own way. Moreover teachers have the privilege of living in close contact with the students in and out of the school. Thus they have a better relation and rapport with the students as a result of which they are thoroughly aware of their interest, abilities and aptitudes. Counselling to be successful and effective must be given after full appraisal of the pupils total personality. As such, teachers are in a better position to give counselling than the trained counsellor who has no direct personal contact with the students in general.

Now, if teachers are in a more advantageous position than trained counsellors what handicaps are there for them in doing the job? The first objection put forward is shortage of time. From our contact with teachers in connection with guidance activities we find that whenever we try to instil in them the idea of taking up guidance service in the schools we are assailed with the objection that they are overworked and they have not enough time. It cannot be said that there is no iota of truth in it. Following the modern method of teaching with a load work of slip shod tests and home work corrections teachers have not enough time to spare for counselling service. Secondly, even if the teachers some how can make time to do counselling service it is hazardous for them to do the job without proper knowledge of the techniques of counselling. The teachers, when taking up counselling work should realise the responsibility of the job. The entire future of the students will rest on the hand of the teachers giving counselling. The slightest mistake will off track the students and spoil their entire future career. Unfortunately for India, the teachers in absolute majority have no knowledge in the techniques of counselling. Thirdly, teachers do not possess a correct attitude towards students. Teaching has become a stale and mechanised process in the schools. There is no sincere, friendly and heart to heart relation between the teachers and the taught. It has been rather strange and artificial. Such attitude is dangerous for counselling work. In counselling, the teachers have to concentrate on each individual, elicit full correct information from them and give counselling on full appraisal of their total personality by internal and external assessment. For such work a sympathetic relation must exist between the teachers and the taught.

To remove these handicaps the first and foremost thing necessary is to change the present attitude of teachers towards students. Though this attitude is deep rooted in the socio-economic backgrounds of the country, attempts to be made to orient the teachers through lectures, publication of guidance materials and other audiovisual aids. When the teachers will be motivated by sufficent orientation they will volunteer their services for counselling students with interest and zeal. When there is motivation wonders can be achieved. It is fresh in our memory that when Netaji started his I. N. A. for the liberation of India his organisation did not suffer for dearth of funds. People were motivated in such a way that Netaji's garlands worth four annas were being auctioned for four thousands each or even more. Likewise our teachers also will not complain about the stortage of time, when they will be inspired by proper motivation. Only they have to be made to understand that like a blind man without a guiding stick a student cannot reach his goal simply by teaching without any guidance.

Secondly, proper in-service training should be given to the teachers to make them well equipped for the job. No counselling is better than wrong counselling. To make counselling effective and helpful for the students, teachers have to be trained in the art of counselling. But giving training to a single teacher is not much helpful from the practical point of view From our experience in the cumulative record training it has been found that the single teacher trained cannot transfer the similar training to other colleagues due to various

reasons. As it is not practicable to train all the teachers of the secondary schools at a time, it is reasonable and better to start with the teachers of the Multipurpose schools where counselling is all the more necessary in choosing the elective courses. Gradually the training may be extended to other secondary schools.

Thus when the defects will be remedied by orientation and in-service training, teachers will be able to take up guidance service efficiently. By entrusting the work to the teachers we cannot dispense with the service of the trained specialists. For proper administration of guidance service there should be just and equitable distribution of work between these two organs. As guidance is a responsible job, counselling should be given in the area about which the teachers have got definite and correct knowledge. Complicated matters and things about which they are not definite should be referred to the specialist. Information about different courses and vocations may be conveniently supplied and personal problems of simpler nature may be taken up by the teachers. Granting for argument's sake that the specialist has got enough time to give counseliing, even then the teachers' counselling will yield better result than that of the trained counsellor. The counselling given by teachers having direct knowledge and better rapport with students will be more natural and effective, where as the counselling given by the specialist having indirect knowledge about students will be mechanical, artificial and given in a hurried manner.

In conclusion we may say that for an efficient running of the counselling service both teachers and trained counsellor must work in close and healthy co-operation. The teachers have already started the maintenance of cumulative record which forms the ground work of guidance. To make counselling perfect, this basic record should be properly maintained by the teachers. Whenever the specialist wants some data about students they should be ungrudgingly supplied by the teachers either by administration of tests or through other non-testing techniques. When both of these organs will do their duties with a sense of responsibility, guidance service will thrive and prosper in the school. The students thus getting the double blessings of counselling and teaching from the modern teachers will be free from all sorts of mal-adjustments and thereby will be able to lead mother India to greater progress and prosperity.

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— *Manager,*
'EDUCATIONAL INDIA

WOMEN AND WE, MEN

By SHRI K. SRINIVASAN, B. A., B. T.,
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I

"At last the present age has sent its cry to woman, asking her to come out from segregation in order to restore the spiritual supermacy of all that is human in the world of humanity." — *Rabindranath Tagore.*

PRESS, Picture and Platform extol the glory of womanhood in India down the ages. We quote the Vedas and hum the latest film-hit deitying woman, praising her and calling her 'Mother', and 'Devi.' We call unto her to come up and take her rightful position in the society etc, etc, etc. And the women have shyly, cautiously and in many cases out of necessity, responded in their own unassuming, dignified and efficient manner. Every day we hear of higher and fresh achievements of women in almost every field. In politics (mainly), sports and administration women have 'advanced' rapidly.

But what is this, women's right, share, freedom which we men, are pleased and prepared to grant to her? What has been her position 'then'? What has she lost (if she has) now? Is she really our equal? How? If, and when, she claims her so called 'titles and interests' what is to be our reaction and response? or defence?

These are some of the questions which assail a man sometime or other-atleast when in the peak hour he is made to make way for a group of flighty, flimsily dressed females in a crowded bus.

Woman's rights and her place in society have varied through space from place to place and in time from age to age. Her fortunes have been fluctuating corresponding to the political, economic and spiritual achievements of the society to which she belonged.

In Ancient India the motif in the life pattern of the Aryans as well as the Dravidians was *Co operation.* These civilizations being agricultural flourished on the basis of co-operation and not competition. Hence, this was the key to which the relationship between man and woman was tuned in the harmony of life. Woman inspired and guided man into literature, art, music and religion. She was honoured and revered as 'Sakhthi.' Everything grand or great was named female—Ganga Matha, Kumarikkadel, Lady Lotus and so on. (What a contrast to our naming streets and squares after politicians and actors—males mainly!)

But during the long times of troubles and the resultant foreign rule her position changed. Her biological functions made man's help indispensable. The insecurity prevailing in those times compelled her and condemned her to slavery and servitude. She had to accept, out of sheer necessity the protection of man's strength and the security of the shadow of stone walls. Woman who was Power became the weak ling, the gentle sex, the oppressed. Thus in addition to her biological weakness, there now came psychological inequality too. Her economic depen-

dence on man made him more powerful. This pulled her lower still. This was a necessary evil and woman submitted to indignity and injury. Her degradation was complete. Thus freedom in the mutual relationship between man and woman became unequal. 'Thus woman has suffered for aeons and that has given her infinite patience and infinite perseverance.'

Man was satisfied; his vanity was flattered; his power of 'muscle and money' increased. This continued for hundreds of years. Man was not in a hurry to raise her up again.

II

Atlast, thanks to our nation's political freedom and the constitutional rights bestowed on all and sundry, woman is free and equal to man-de-jure. As Tagore says, 'she has been aroused to remember, that womanliness is not chiefly decorative.' She has taken advantage of what has been offered to her. With her inborn shrewdness, atleast for economic reasons she has taken up careers (and has done well'). Everywhere we see our Sakthies on bicycles and on office stools. They work equally well if not better. This has put us men in a strange unprecedented position. For centuries we, men, have been accustomed to boss over or pamper women in the safe quietness of a home just as our passions pleased and as much as pride permitted. But, here and now, we come in contact with woman as boss, as equal or as subordinate. We have to think, talk and behave quite differently. In those good old days man and woman can talk of nothing apart from culinary and kiddies' problems. But, now woman discusses files, office orders, enquiries, explanations and even the chances of her becoming our boss. We have to sit side by side for hours and not get sentimental. In an all-men-staff meeting we, men could shout and abuse each other to our hearts' content in our pet, choice language. But, now there the women are present curbing our freedom of speech. As man and bread-winner our wish was law with woman, but now the sanguine counsel of a woman assistant often proves better wisdom. (By-the-way, we won't mention how we feel when woman brings home her pay envelope for that is quite a different matter!) So on and so forth. This is preposterous, impossible, unjust and on her part quite unwomanly.

How are we to negotiate this novel problem? How shall we respond to this fresh challenge in the march of our civilization? There are three responses. We can tease, denounce, despise, discourage and make life miserable for these modern madams and thus make an effort to hold the mirage of our superiority. Or we can get to the other end, praise her and pamper her with undue attention, shower kindness and flattery and make her lazy and vain and contemptuous of man The foolishness of both these extremes is obvious. The third is, of course, the golden mean.

This balanced policy requires in essence the faith and belief that woman is man's complement. It is not at all equality for 'equality presumes sameness' Sameness would be drab and dry. A Chinese symbol of cosmos is made up of a figure of two drops of water of equal proportions forming a circle. Each drop has its own colour and composition. But to make whole the society, it has to be supplemented by the other drop. Man as man and woman as woman should form the healthy society. Only then could there be progress.

*WORLD PROFILE IN FIGURES

ONLY two out of five school-age children around the world receive some kind of education. European newspapers have the largest total circulation but papers in North America have more pages of reading material than in any others in the world. The number of radio sets has now reached a staggering 365 million (a little over one per every 10 persons in the world) but television is the fastest growing information media to-day.

This variety of information can be found in "Basic Facts and Figures", a Unesco annual publication of statistics in education, culture and mass communication gathered from 220 different countries and territories. The 198-page handbook is crammed with tables listing country-by-country school enrolment at all levels, the number of museums and libraries, the number of books produced, the number of daily and weekly newspapers, the amount of paper consumption, the number of films produced and cinema seats available, and the number of radio and television sets.

Education statistics take up more than a quarter of the pages in the book. An estimated 43 per cent of the world population between the ages of five to nineteen attend school. Asia counts the largest number of enrolled students more than two hundred million. Of this number, 78 per cent are in primary schools, 20 per cent in secondary schools and 1.5 per cent in colleges and universities. The United States has the highest number of college and university students (almost three and one-half million) and the U.S.S.R. follows with more than two and one-half million.

Teacher shortage show up in some of the statistics. At least one

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(Continued from preceding page)

Don't try to make a woman a man. Help her to find her place in society. 'Her greatest obligation and bounden duty is to establish and maintain human relationships requiring highest moral qualities.' It is our duty to help her discharge these duties to the best of her abilities.

If only we care so see, there are numerous practical means by which we, men, could assist women to attain full stature in society and keep in step in our great arduous march towards progress and national integration. One important way of pulling her up may just be mentioned. Just as many a rose is born to blush unseen many a gem of exemplary qualities and intellectual acumen lies amid the cinders of the routine of home, office or school. When society suffers such loss through carelessness, ignorance and masculine arrogance nothing less than sincere, selfless sacrificing service can redeem it. Here comes the acid test to gauge the depth of the sincerity and purity of all our tall talks about woman's emancipation. Irrespective of her estate, caste or creed, never bending low to gossip's whisper, without fear or favour we must come forward boldly to pick up and polish her latent lustre so that the brilliance of her qualities of head and heart might lead us and our nation forward for ever.

or two countries have only one teacher for a hundred or more pupils, and even in some of the more developed countries, classes may average out to forty or fifty per teacher. St. Pierre and Miquelon and the Falkland Islands are in the most favoured position in this respect, having only 12 or 13 pupils per teacher.

By far the bulk of the world's students are enrolled in primary schools almost 77 per cent. Twenty per cent are studying in secondary schools with only 3 per cent enrolled in higher education.

The peoples of Great Britain, Sweden, Luxemburg and Finland are the most avid newspaper readers. In Britain, there is more than one newspaper for every two persons and almost that in the other three countries. Of a world-wide estimate of 8,000 daily newspapers, Europe (excluding the U. S. S. R.) accounts for 2,100 of the total. North America has 2,300 and Asia (excluding the U. S. S. R.) has 1,900. The U. S. S. R. has 500.

In paper consumption the North American continent accounts for more than half of the world's total (seven million metric tons out of thirteen million for all countries). The United States consumes the greatest amount of newsprint, about 36 kilograms per inhabitant, with Australia and Sweden coming in second and third.

The people of Hong Kong go to the cinema more often than anyone else in the world - 22 times a year for every inhabitant. The Lebanese go about as often although the proportionate number of cinema seats at their disposal is lower than in many countries with smaller attendance records.

Oceania may be the most favoured spot for not having to queue up to see a film. There are 93 seats available for every one thousand inhabitants. Both Africa and Asia have the fewest seats with an average of only 6 per 1,000 persons, but there are countries in both continents where the figure is less than one. The world average is 22 per 1,000; in Europe, the figure is 55; in North America, 52; in the U. S. S. R., 42; and in South America, 37.

The number of radio sets continues to grow, particularly in developing countries where this figure rises spectacularly every year. Africa now has more than four and one-half million sets; this averages out to 19 for every 1,000 persons. But the most striking increase is recorded in television. In 1953, fewer than 20 countries were making regular television broadcasts and, in many of them, TV was in its infancy. By the end of 1960, 59 countries and territories were broadcasting regular television programmes and another eight countries were operating on an experimental basis. In addition, another four were receiving television broadcasts from neighbouring countries and at least 30 were planning to establish television services of their own.

North America, with 59 million television sets, has the biggest share of the 99 million sets now in operation around the world. Monaco, with more than one television set for every two Monacans, holds the world's record for an individual country. — *UNESCO*

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* BASIC FACTS AND FIGURES

International Statistics Relating to Education, Culture and Mass Communication.

Unesco, Place de Fontenoy, Paris (7e). Price $ 3



Our President and Vice-President

THE Election of Dr. S. Radhakrishnan to the office of the President of India and of Dr. Zakir Hussian to that of the Vice-President is a matter of pride to the whole educational world. We of "Educational India" are specially happy as both of them have always had a warm corner for the journal and have shown appreciation of the service which it has been rendering to the cause of education in the country. We extend to both of them our respectful felicitations.

DR. RADHAKRISHNAN is among the greatest of educationists and philosophers of all time. His services as Vice-Chancellor to the Andhra University in the formative period of its history and to the Benares University in some of the most critical years of its existence are too well known to be recounted here. He adorned the chair of Philosophy in the Universities of Mysore, Calcutta and Oxford with distinction which is his own and which could be rarely equalled. Through his numerous writings and lectures he interpreted to the people of the West the philosophical and spiritual thought of India as embodied in the Upanishads, the Bhagavad Gita the Brahma Sutras, and the Dharmmapada and served as a powerful intellectual link between the East and the West. His liberal and humanistic interpretation of Hinduism has done a great deal to give to the people of the country a fresh insight into the realities of their religion. In a world dominated by materialism he has stressed the superiority of spiritual values and spread the message of peace and harmony at a time when mankind is torn by racial hatred and bitterness of all kinds. The next five years are bound to be the most critical in the history of our country. Both at home and abroad we will have numerous problems of a serious character to face. It is only the highest kind of statesmanship and wisdom that will help us to steer through our difficulties. In Dr. Radhakrishnan we have the kind of statesman of which we are in need and we may be quite sure and confident that under his leadership victory will be ours, however numerous the obstacles in our path.

DR. ZAKIR HUSSAIN'S distinction in the field of education is equally great. His name is familiar to every one as the best exponent of Mahatmaji's system of basic education.

He is a nationalist and knows perfectly well that ours is a secular democracy which guarantees equal rights and freedom to all citizens irrespective of their creed, community or caste. To-day we are making strenuous efforts to bring about national integration. His election to the office of Vice-President becomes an event of special significance from this point of view. We may rest assured that he will use his influence to strengthen the forces of national integration and that as a result of this we will, at the end of the five years of his Vice-Presidentship, be a nation more united than we are to-day.

Teachers' Professional Organisations

AN article on "The plight of the Indian School Master" published some months ago in the Illustrated Weekly of India concluded with the observation that, "Teachers' Associations are weak in our country. These are days of collective effort and collective bargaining. Individual teachers are powerless. If teachers are to come out of the miserable plight in which they find themselves, they must strengthen the collective organizations which alone can effectively speak for them and fight for their rights and privileges."

THIS observation has now received fresh strength from a report prepared by Mr. Lyle W. Ashby, Deputy Executive Secretary of the United States National Educational Association in March 1962 and submitted to the United States Educational Foundation in India and the All India Federation of Education Associations. He visited the country as a Fulbright scholar, attended several seminars in which the subject of Teachers' Organisations was specially discussed and prepared his report on the basis of what he saw and learnt in these seminars. As such it deserves careful study by all the teachers in the country and especially by those responsible for working the Teachers' Organisations. It is his belief — and it is a belief that will be shared by the general body of teachers here that even though they are very hard pressed financially "they must begin to take hold of their problems through effective organization, if they are to obtain the working conditions and salaries that they need in order to operate effective schools."

FROM his observation of the conditions prevailing, here he has come to the conclusion that teachers' organizations as they exist today, suffer from several points of weakness. They lack unity. In most states Primary teachers and Secondary teachers are in different organizations. In some states there are more than one "State" association. Individual teachers pay membership dues only to local associations and they have contact

with state and All-India Associations not directly but only through the local associations which are affiliated to those at higher levels. This system does not provide adequate financial support to State and National Organizations. Moreover the dues payable are so low that no effective work can be carried on and they are not regularly paid.

AS a consequence of this inadequate financial support the programmes of most associations are spasmodic. They also suffer from a high rate of mortality or from stagnation. They are not in a position to have full-time professional workers at any level and have to depend almost entirely on the honorary work of their leaders who have very little leisure to spare—loaded as they are by heavy teaching work. It is no wonder that business affairs are loosely handled and adequate attention is not paid to the preparation of careful budgets of income and expenditure.

ONE feature that has specially struck the American observer is that Teachers' Organizations concern themselves mostly with problems of teacher welfare and that they pay little attention to the elevation of teacher standards or the improvement of instruction "Most organisations have not the funds or the staffs to do serious research work, to inform the profession and the public through publications and other media, or to provide leadership through field work and committees." It is in this respect that he finds the greatest contrast between professional organisations in India and in the United States. He has recognised that in several respects the South Indian Teachers' Union is an exception to the general rule and he has also commended the example of the Andhra Pradesh State Teachers' Union which recently introduced the membership fee of Rs. 6 per year.

WE feel that the picture which Mr. Ashby has drawn of the short comings of our professional organizations is on the whole fair and correct. It is no doubt true that there are a few associations here and there which have been doing useful work in a sustained manner for a fairly long period of time but they should be regarded more as exceptions. It is usual for foreign visitors to praise everything that they see in India instead of frankly expressing their opinions. Mr. Ashby is not of this sort. He has told us what is wrong with us and we have to be grateful to him for doing this.

IN his report he has given a number of constructive suggestions regarding the lines on which our professional associations should be reorganised if they are to function effectively and fulfil the purpose which they are expected to fulfil in every country having a progressive system of education.

His first suggestion is that there should be a unification of all professional organisation at the local, the state and the national level. There should be no separate association of primary, secondary and other grades of teachers. It should be recognised that teaching is "one" profession regardless of the subject or school level. This is a suggestion which should be accepted on various grounds. If, as he points out the organization should pay attention to improving the standards of instruction the unification proposed by him becomes all the more necessary. No improvement in Secondary school standards is possible unless there is improvement in Primary school standards. Improvements in university education depends on the level of achievement in Secondary schools. If this is the relation between standards at various levels it is but reasonable that it is only in associations consisting of teachers of all grades that questions bearing on standards can be fruitfully discussed.

HIS second suggestion is that in general every teacher should be expected to pay 1/200 th of his annual salary as his membership fee and this should entitle him to be regarded as a member of the local, the state and the national organizations. There are today about 18,00,000 teachers in the country and on the above basis it will be possible to collect Rs. 6,300,000 a year even if only one-half of them choose to become members. This would give ample funds for the local, the state and the national organisation, enable them to employ paid professional workers and undertake all essential programmes of work.

THE third suggestion of his is equally important. It is that teachers' organizations should not devote themselves wholly—as they are doing at present—to problems of teacher welfare but should pay equal attention to the discussion of problems relating to the raising of professional standards, and the improvement of the quality of instruction in the class-room.

IT is quite possible that in implementing these suggestions a number of practical difficulties may crop up. But there is bound to be agreement that it is essentially on these lines that our professional organizations have to be built. We therefore commend the report to all the teachers in the country and welcome any comments that they may be disposed to make on it.

A Longer Educational Course

THE question whether the total duration of the educational course from the primary to the first degree stage is to be fourteen years as it is today or raised to fifteen years is being seriously considered by educationists. In England it is

fifteen years and in the United States it is sixteen.

THERE are two sides to it and both of them are equally important. One is the economic and the other the academic. Every addition to the length of the course is also an addition to the total cost of education, whether the cost is met by parents or by public authorities. In a rich country like England or the United States it may not matter much even if the youth do not begin to earn their livelihood until after they complete fifteen or sixteen years of education. The nation has ample resources to maintain them. Not so in India. Academically however there is no doubt whatever that a fifteen years' course is better than a fourteen years' one. It will go a great deal to improve the standards of education especially in view of the fact that knowledge is increasing and more time is required to get initiated into it.

IN all higher education, quality is of greater importance than mere quantity. It is therefore desirable that we should go in for the fifteen years' course even though it means more expenditure. We have to somehow find the funds for it. It is a capital investment which in due course will yield ample returns even though the initial cost is high. It has been pointed out by all those who can speak with authority that investment in human resources will pay better than investment in tools, implements and machinery or buildings.

A FIFTEEN YEARS course was also the idea of those who first thought of a three-year degree course. It was the Sadler Commission that first suggested this nearly half a century ago. It was given a prominent place in the Report of the Radhakrishnan Commission. But both these Commissions emphasized that the three year degree course should come after a two year intermediate course following the completion of secondary education whose normal duration was ten years. If this suggestion had been carried out in the form of in which it was originally put forward by these authoritative Commissions we would have had ten years of Secondary, two years of Intermediate and three years of Degree education and the problem of the total duration of the educational course would not have arisen.

UNFORTUNATELY those who were responsible for educational reconstruction in the post-independence period did not bestow adequate attention on all aspects of the problem. They were in a hurry to carry out some reform or other with the result that the reform introduced under pressure—and the pressure came from the the Union Government and the University Grants Commission—is now found to be defective.

IT is in this context that one should welcome the view expressed at the Madras State Educational Conference by two distinguished Vice-Chancellors—Sri C. D. Deshmukh of Delhi and Sri S. Govindarajulu of Sri Venkateswara University—that the total duration of the educational course should be fifteen years. As both of them are in favour of retaining the three year degree course it is clear that what they advocate is the lengthening of the pre-university course to twelve years.

THE question that arises is whether all these twelve years should be spent in Secondary Schools or partly in them and partly in a real pre-university stage. The practice of having a one-year pre-university course, introduced in recent years has been found to be unsatisfactory. It is too short a period of preparation for entering on the degree course. Students have also been finding it difficult to adjust themselves within this short period to the change in the medium of instruction from the regional language to English. The general opinion is that the pre-university course should be of two years' duration which in substance means a reversion to the old intermediate course.

THIS appears to be satisfactory from all points of view. Ten years in Secondary Schools will enable those who are not fit for university education to take to clerical jobs or to proceed to polytechnics for which there is a growing demand. The rest will enter the intermediate course and after completing it, will take to either higher professional studies like medicine, engineering and agriculture or the first degree courses in universities. It is time that the Union Minis-

The Role of Educational Journals

It was in April 1957 that the first National Conference of Educational Editors was convened by the Ministry of Education, New Delhi. As a result of its deliberations, the All-India Educational Editors' Association came into being with a view to raise the standards of Educational Journals in the country so as to make them effective instruments of liaison and education. We believe much good has come out of this and the Association met for a second time in July 1961.

Today there is so much of confused and conflicting thought in every sphere of education, inspite of discussions at Seminars, Workshops, Conferences of Education Ministers and the like. There is no coordination between the Centre and the States.

The recommendations of the Central Advisory Board of Education, the U.G.C., All-India Secondary Education Board and Basic Education Board — are not properly assessed by the States. Hence there is all the more need for Educational Journals to play their proper role.

May we suggest to the Union Ministry for Education to convene another National Conference of Educational Editors in July next and place before them all their recommendations for effective publicity and help in their speedy implementation, at least in this third five year plan thus bringing about the educational and emotional integration — the need of the hour.

— *M. V. S.*

APERCU

ATARAXIA

The National Cadet Corps

The National Cadet Corps has now come to stay as one of the extra-curricular activities of our youth during this educational career. The rules of enrolement of the NCC, apart from eight other qualifications, gives priority to good character. The Auxiliary Cadet Corps also gives first place to character-building and discipline.

The NCC, as an organization came into existence in the year 1948, when the Government of India decided to implement the recommendations of the Kunzru Committee. Until 1953, the NCC, concentrated its energies on giving Service Training to the Cadets. But, before long it was realized that the youth of India were more in need of proper development of character, comradeship and Ideal of Service than Service Training. Soon after the achievement of Independence, it was observed that there was much of indiscipline exhibited by students. This was due to the misundestanding of freedom as well as the values of life. The importance of proper type of extra-curricular activities was realized and stress was laid on the development of NCC as one such organization that ought help control indiscipline.

Experience has now shown that the NCC, like many such organizations, has not been quite successful. The architects of this movement thought that it would help build the youth mentally, morally and physically and it would make them disciplined citizens by developing their character and capacity for leadership. But statistics show that many of the ring-leaders of student-strikes are rank-holders and responsible cadets of the NCC or the ACC. It is reported from various quarters that the cadet who is in the uniform works under a psychological restraint as the laws of the organization tell him that to obey man's orders as issued by rightful authority is discipline. In the Services, where the soldier has no two personalities, he respects authority. But the NCC cadet is like an actor on the stage. He feels his part, perhaps, but the moment his make-up is removed he is to be seen in his original element. Very soon the Cadet learns that the authority he is expected to obey is powerless and that it cannot in any way punish him. This is a very weak point in a demoralized organization of discipline. No proper work can be extracted and no discipline can be taught. The obedient and hard-working and the disobedient and the work-shirking Cadets, will be all treated alike and this is the weakness of the organization.

Mere cross-belts and pom-poms do not attract a student into the NCC. Though much is said about preference being given to NCC cadet in professional as well as armed courses, in practice a non-cadet as well as a cadet seem to be treated alike. This gives rise to frustration and frustration in the young mind leads to perversion and indiscipline is the immediate result thereof. No doubt the orgarization has expanded in the country, and. especially in Andhra Pradesh but along with its size its demerits seem to grow faster than its merits. It is high time necessary changes are brought about to eradicate the above reffered defects.

(Continued from preceding page)

try of education gives to the State Ministries and the Universities a lead in this regard and takes early steps to see that as suggested by Sri Deshmukh and Govindarajulu and other eminent educationists the duration of the educational course is extended to fifteen years.



DELHI

PRINTING OF TEXT-BOOKS PRESS IN S. INDIA

The Government of India will shortly take a decision on the setting up of a modern printing press in South India for the purpose of printing cheap text-books for primary schools as well as teachers' manuals.

An expert committee consisting of Dr. Meyer-Dohm, and Mr. Snyder of West Germany, Mr. R. Ramaswamy, General Manager, Government of India Press, New Delhi, and another official of the Ministry of Education, who recently toured the country with a view to studying the best possible location for the printing press has submitted its report to the Government. It is believed that Red Hills near Madras and another place in Mysore are the places viewed with favour by the committee for setting up the printing press. Initially a sum of nearly one million Deutsche Marks may be available from West Germany as assistance. It is expected that assistance will also be available from the UNESCO. The Government of India will also make their contribution for setting up this printing press with the latest equipment.

SEC. SCHOOL TEACHERS

The All-India Council for Secondary Education has strongly urged that the question of improving teachers' salaries and dearness allowance as also equalising the emoluments of teachers in Govt. and aided secondary schools should be taken up on an urgent basis as a centrally-sponsored scheme.

The Council is of the view that these and other factors have effected the qualitative improvement which is so urgently needed today.

FRIENDSHIP 'VARSITY
42 Students Chosen

Thirty-four Indian students have been provisionally selected by the selection committee of the Union Ministry of Scientific and Cultural Affairs to be trained in different technological and scientific subjects at Moscow's Friendship University where 1,300 students from Asia, Africa and Latin America are already receiving education.

Another selection committee of the Ministry of Education has selected eight candidates for training at the same university in geography, statistics, economics and the Russian language.

This information was given in a statement at Delhi on April 10th by Prof. P. D Erzin, Vice-Rector of the Friendishp University, who has come to India to help in the selection of candidates from India.

ANDHRA PRADESH

MARINE ENGINEERING IN ANDHRA 'VARSITY

The Andhra University requested a higher officer of the Admiralty to draw up a course in Naval Architecture and the Admiralty Officer drew up a course in detail and observed that Andhra University was well situated geographically to be the first Indian University to offer this training. It now devolves on the Andhra State Government, the Central Government and the University Grants Commision to avail themselves of the opportunities available here and extend for the financial help needed for the project and also the resources for maintaining the courses.

BACHELOR'S DEGREE IN JOURNALISM

In accordance with the decision of the Academic Council, the Diploma Course in Journalism will be converted into a Bachelor's Degree Course in Journalism. The Course has been streamlined and brought up-to-date to fulfil the needs of the present day.

The students joining the diploma classes in Russian will have the benefit of instruction from two Russian teachers, deputed by the Government of USSR, Mrs. Vantonova and Miss Averiyanova. They will start teaching from the acadamic year 1962-63.

RETIREMENT AGE TO BE RAISED TO 57

The Finance Minister, Mr. K. Brahmananda Reddi, stated in the Andhra Pradesh Legislative Council that the Government were actively considering a proposal to extend the age of retirement of teachers in the State from 56 to 57.

80% ADMISSION ON MERITS

The Syndicate of the Sri Venkateswara University has decided to fill 80 per cent of the seats in the University College of Engineering on "the basis of achievement at the Pre-University Examination of the University or higher secondary examination taken in the Sri Venkateswara University area." No interviews will be held.

About 10 per cent of the seats will be filled after interview, taking into consideration the special abilities of condidates in extracurricular activities. The rest of the seats will be available to candidates belonging to other States.

MADRAS

STEPS TO IMPROVE ENGLISH STUDY

The Madras Government have approved the proposal for employment of additional secondary grade teachers in elementary schools in order to improve the quality of the teaching of English and other subjects in Standard V and have directed that the proposal be implemented with effect from the school year 1962-63.

PRE-SCHOOL TRAINING FOR CHILDREN

The Madras Government have drawn up a scheme of pre-school training for children, recognising the need for imparting pre-primary training to children in the formation of correct habits of mind and body, which will constitute the base for formal education at the primary level.

Under the scheme one pre-school centre should be located in a village panchayat area to cater to about 50 children. The programme of training includes simple indoor and outdoor activities, inculcation of hygienic habits, artistic activities, elementary rules of social etiquette and behaviour.

The pre-school child is defined as a child between the ages of two and five. On this basis the total number of pre-school children in the State is estimated to be 27 lakhs.

VOCATIONAL GUIDANCE & CRAFT TRAINING

An institute for the training of craft instructors will be set up in Madras with aid from the United Nations' Special Fund. As part of the project for vocational guidance, this scheme will also include programme of apprenticeship training.

In addition to one at Madras two other similar institutes are also to be established at Hyderabad and Ludhiana. At present one large-sized institute is functioning at Calcutta, while there is also one unit at Kanpur. The total assistance by the United Nations' Special Fund towards all the above schemes by way of equipment and personnel, is about $2.75 million.

MORE SEC. SCHOOLS FOR MADRAS

The State Government proposed to establish a large number of high schools during the coming academic year all over the State to meet the growing

demands in regard to secondary education. Last year, about 300 secondary schools were started.

INSTRUCTION IN ENGLISH

Increased provision will be made for instruction in English medium in high schools with effect from the next academic year.

The Government have issued directions to the Direetor of Public Instruction that there should be at least one boys' high school and one girls' high school in each district headquarters town imparting education in the English medium.

Steps are now being taken by the Education Department to implement these directions from July next.

MYSORE

FREE SECONDARY EDUCATION

The Government of Mysore were favourably considering the question of extending free secondary education facilities by raising the annual income limit to Rs. 3,600 so as to give the benefit to the children of all persons not paying income-tax.

The scheme which was already under the operation in the State fixed the limit of annual income at Rs. 1,200. In view of this persons getting a fixed income slightly exceeding the prescribed limit were made to pay fees for their children while many persons with unfixed income were availing this facility even though their income was far more than the limit. Hence a suggestion had been made to the Government that this anomaly should be remedied by raising the income limit to Rs. 3,600.

KERALA

STEPS TO IMPROVE STANDARD IN TEACHING

The Government of Kerala have accepted the recommendations of the State Education Advisory Board for improving the standard of teaching in schools.

Under the scheme only those having second class degree would be selected as teachers in training Colleges and schools. They should have teaching experience of at least three years and five years respectively.

It is also stipulated that admission to training colleges should be restricted to one hundred each and that the strength of the classes in training schools should not exceed 40. When selecting non-teacher candidates for training, preference should be given to holders of first and second class degrees.

Besides, there is also a scheme for close association between the teachers of the training colleges and schools around such colleges.

PUBLIC SCHOOL BUILDINGS FOR KERALA

The Kerala Government intend to complete the construction of the buildings for the public school to be started in the State so as to open the school by January 1963.

The State Government had moved the Government of India for assistance under the "Educational Co-operation within the Common-wealth Scheme" in securing the services of a headmaster from the United Kingdom through the good offices of the British Council. His presence was necessary to finalise educational aspects of the scheme.

WEST BENGAL

TRAINING IN COST ACCOUNTING

The proposed National Cost Accountants Training Institute at Calcutta is expected to be formally opened some time in July this year and will provide facilities for training about 30 young university men in the principles of Cost Accounting. The Institute which will be run by the Finance Ministry will be under the over-all responsibility of the Chief Cost Accounts Officer (Department of Expenditure, Ministry of Finance.)

Candidates are recruited for the two-year training course on the basis of

interviews held by a Committee consisting of the Chief Cost Accounts Officer, Deputy Secretary, Ministry of finance, and the Regional Members, Cost and Works Accounting (India) at Madras, Bombay, Calcutta and Delhi.

BENGALI: OFFICIAL LANGUAGE

The West Bengal Assembly passed a non-official resolution last year declaring Bengali as the official language of the State. It demanded that Bengali should become the language of administration forthwith. Having passed the resolution, the Government are now reported to be studying the prospects of making Bengali the language of administration in place of English.

MAHARASHTRA

STUDY COURSES FOR THE EMPLOYED

The decision of the Syndicate of the University of Bombay to abolish "morning Colleges" in a phased programme from the next academic year (June 1962) will set at rest the controversy over this question for the past twelve menths. It is a fact there had been a noticeable deterioration in the standard of education of the students attending morning classes as well as those who are full-time students. The students after being let free at 10-30 in the morning have the rest of the day at their disposal. Instead of usefully employing their leisure for study, the full-time students are found to waste their time in other activities.

In order to do away with the morning colleges, the Syndicate wanted to have in its place with effect from June 1962, the working hours in constituent colleges in Arts and Science in such a way that no college will hold lectures before 9 a. m. or beyond 5 p.m. The Syndicate unanimously approved of the introduction of a new arrangement under which an affiliated college may be permitted to enrol, in addition to the regular batch of students, students on a part-time instruction basis, who would be taught in the morning or in the evening hours according to the convenience of the colleges and the students concerned.

GUJARAT

ENGLISH TEACHING FROM 8th STANDARD

The Chief Minister of Gujarat Dr. Jivraj Mehta strongly defended the State Government's policy on teaching of English in secondary schools from the eighth standard over which a controversy has arisen in Gujarat.

BIHAR

WOMEN'S EDUCATION

Women's education in the State is being given high priority in the new pattern that is being gradually evolved for a really balanced socio-economic development. The debate on the education demand in the Assembly reflected the anxiety among members for increased educational facilities even in the remotest villages.

RETIREMENT AGE OF TEACHERS RAISED

Mr. Birchand Patel, Finance Minister, told the Bihar Assembly that the State Government had decided to raise the retirement age of secondary school teachers to 62 years.

ORISSA

MEDICAL COLLEGE FOR BERHAMPUR

It is reliably learnt that the third Medical College in Orissa State would start functioning from July 1962 at Berhampur. Arrangements are going on to locate the classes etc., in the compound of the District Civil Surgeon's Office.

The construction of new buildings for the Medical College and Hospital will start very soon. Proceedings for the acquisition of necessary land are nearing completion.



Public Opinion

RETAIN PRE-'VARSITY COURSE

Says

Dr. C. D. Deshmukh

At the 52nd Madras State Education Conference Dr. C. D. Deshmukh said that the introduction of the three-year Degree course minus the Pre-University course would result in lowering of standards.

The elimination of the Pre-University course would only mean eleven years of school education followed by the three-year degree course which, in his view, would be at least one or two years shorter than what it should be, and it would have the additional disadvantage when the age of admission was not regulated, of sending to colleges pupils who are really too young and immature for university education.

11-YEARS OF SEC. EDUCATION

Stresses

Mr. T.P. Srinivasavaradan

Opposition to restricting the duration of Sec. education to ten years was voiced by Mr. T. P. Srinivasavaradan, M.L.C., adressing the 52nd Madras State Educational Conference at Madras.

Mr. Srinivasavardan, who was presiding over a sectional meeting on "Secondary Education" pleaded that the proposed Standared XI should be attached to the secondary schools as had already been settled.

He pointed out that the Sadler Commission and the Radhakrishnan Commission had stressed that secondary education should be made the strong link between school and college education, and said that unless the foundation at the secondary education level was firmly and rightly laid, the quality of education as a whole would suffer. He felt that this aspect had been ignored by those who advocated limitation of secondary education to a period of ten years.

Mr. Srinivasavaradan was of the view that the starting of separate Pre-University Colleges would be very costly and prove to be uneconomical. The suggestion to have "Junior Colleges" with a two-year course between secondary and degree courses would not only prove to be uneconomical but result in the Degree colleges losing much of their income. He asserted that the introduction of Standard XI in high schools would be less costly and also help to improve the standard of education in the long run because of the limited number of students in high school classes.

POLICY ABOUT TAMIL MEDIUM

Cautions

Mr. M. Bhaktavatsalam

Talking to Pressmen at Coimbatore on May 8th, Mr. M. Bhaktavatsalam, Minister for Education, Madras said, that they should adopt a cautious policy in the matter of implementation of Tamil as the medium of instruction in the colleges. He also suggested that taking into account the need of the areas, there could be at least one section in each class in the schools for admitting the English medium students.

Mr. Bhaktavatsalam opined that in the matter of implementation of Tamil as the medium of instruction in the colleges, they should adopt a cautious policy, instead of hustling through. He reiterated that there was no going back on the decision already taken, but in its extension there would be no hurry. If English was to be substituted as a medium of instruction, it could be only by Tamil and not by any other language. Hence the future should be planned carefully after taking into

consideration the working of the Tamil medium pilot projects.

The Minister also emphasised that in the matter of providing facilities for children in the lower classes in the English medium, they could not afford to be dogmatic. If the people wanted their boys and girls to be educated in the English medium the Government would have to think in those terms and not deny the facilities, he said. The Minister made the suggestion that taking into account the areas, there could be at least one section in each class in the schools for admitting the English medium students. He felt that the existing rules could be liberalised in this matter, particularly in the district head-quarters, where a cosmopolitan cross-section lived.

NATIONALISATION OF TEXT-BOOKS IS MISCONCEIVED

Says

'The Hindu'

Referring to a question raised on the subject in the Legislative Council and the Education Minister's reply thereto, 'The Hindu' editorially comments that the whole idea of publication of Text-Books by the Govt. is misconceived.

It says "Schools differ in various parts of the country: in some areas the standard of Tamil is higher than in others; in the cities the standard of English is higher than in the villages. Books suitable for children living in industrial towns are not appropriate for village children. Above all, it is for the headmaster to decide what books his children require and this element of choice vanishes with the advent of the official book which is compulsory at all places and all times. If the Government are really as competent as they are supposed to be, they should not be afraid to face the competition of private publishers. We are fortunate in India to have local branches of publishers of International repute. To ask the officials of the Government to produce books of comparable quality is actually unfair to them. They have neither the experience nor knowledge in the field. They are, therefore, given a monopoly of certain text-books and the children suffer as a result. The Madras Government, which is well-advised in educationol matters and often gives the lead to the rest of the country, should be satisfied with publishing non-detailed readers and to choose outstanding personnel for the Text-Book Committee. Instead of trespassing into the educational publishing field they should encourage publishers to issue a much greater variety of books.

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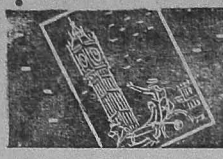

FOREIGN *Currents*



Education, A World Problem

Unesco organizes meetings in Santiago, Paris and Tokyo

By GEORGES FRADIER.

Three rather unusual international meetings were held by Unesco in March and April. They were unusual because they apparently were not devoted to international problems : their subject was education and ways of advancing it in each of seventy-six participating countries all from the ranks of the "developing countries", so-called because they are trying to close a huge economic gap and change ancient social structures in the space of a few years.

In Latin America, Africa and Asia, these countries suffer in varying degrees from an ill whose seriousness is generally recognized today by statesmen and economists alike : a large proportion of their population lacks the education required for modern industrial development and social progress.

There was a time when factories, businesses and public works made ample use of the inexhaustible reservoir of an illiterate proletariat. At the beginning of the 19th century, England and France, the world's first industrialized countries, numbered no more educated persons than nations which had remained purely rural and traditional. But facts show that economic progress in Europe and North America advanced at a rate proportional to the spread of education. And to-day, neither human relations nor modern technology can exist in a climate of mass ignorance. Political life requires that all citizens live at the same pace and in the same era, while modern machines demand qualities of understanding and adaptability from workers and technicians which can be obtained only through education.

CO-EXISTENCE WITHOUT EQUALITY

In our world, there is a very close co-existence between over-industrialized countries, where the majority of boys and girls go to school for at least ten years, and countries which are only beginning a process that started in Europe a century and a half ago, countries where barely one in two children has the right to primary education. When you realize this, you can see that national problems of education go beyond frontiers : the future of education has now become a world concern.

In *Latin America*, where 12 million children are still without schools, educational progress has been rapid for the past six or seven years and must be speeded even further. At Santiago, Chile, representatives of twenty-four countries examined the development of education within the framework of their own plans for economic and social development. Enormous sums will be required, not only to establish educational facilities where they do not exist but also and above all to improve them where they do exist : among children who now go to school in Latin America, 83% drop out before finishing their primary classes. The Santiago Conference was informed that 15 per cent of the Alliance for Progress aid programme will be devoted to education, and this represents 150 million dollars per year.

SACRIFICE FOR EDUCATION

In the case of *Africa*, a conference of thirty-four ministers of education met in Paris and stressed the need for the creation of educational planning services. They also recommended steps to improve teacher training and to intensify rural and adult education. Last year, these African countries adopted a plan aimed at providing schools for all children and adolescents. This is the Addis Ababa Plan and naturally, its first stages have brought out serious deficits partially covered by foreign aid. Outside aid will remain indispensable, not only in the financial field but also in educational planning, the recruitment and training of teachers and the supplying of equipment for schools.

At *Tokyo*, heads and high officials of ministries of education and economic planning reported on steps taken to put into effect the plan they had adopted at Karachi in 1960 for the development of primary education in Asia. Will free and compulsory primary education really exist in all these countries by 1980? In most cases, the answer is yes, even in the most populous countries – Indonesia, India and Pakistan– where problems once appeared insoluble. Progress already achieved is remarkable. Asian countries - where the population is largely rural, especially in the biggest countries, and where annual per capita income today is not much more than $65 or $70 - have decided to increase their education budgets until, by 1980, they will be spending 4 per cent of their gross national product on education. Latin American countries hope to reach the same percentage in 1965. African countries have decided to make a similar effort : the proportion of the resources devoted to education is to rise to 5% by 1970 and 6% by 1980.

More than a century ago the countries of Western Europe were also developing rapidly and they needed fifty years to introduce free and compulsory primary education and another fifty years to offer secondary education on a wide basis. The U.S.S.R., which numbered a higher proportion of illiterates in 1920 than any country today, needed thirty years to overcome this obstacle completely. The nations of Africa, Latin America and Asia are determined to follow a similar path but in less than twenty years. Partially with the help of international aid but mainly through their own sacrifices and the determination of their peoples, they will succeed and this will be one of the greatest triumphs in the history of mankind. — *(Unesco)*

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Correspondence

An Appeal to the Chief Minister (A. P.)

M L. Cs. representing teachers, Messers V. P. Raghavachari, D. V. Subba Sastry, S. Ramakrishnaiah and P. Sreeramamurthy, who have just concluded a joint tour of the Krishna District have issued the following statement from Hyderabad on 14-4-1962.

"We are sorry that Goverment have put in cold storage even the barest minimum demand of the teachers and other employees to give Rs 5/- or one increment, whichever is more, while fixing their pay in the new scales, evolved after merging Dearness Allowance with pay. Having been disappointed by the out-going ministry's shelving the issue, the employees had hoped that the new Ministry would make an announcement as soon as it assumed office or on the floor of the Legislature during the recent Session. We have been told that responsible people in the Govt. had assured the employees that their demand for relief would be more sympathetically considered after the Third Finance commission had made known its recommendations but were disappointed that even after a substantial allocation to our State by the Finance Commission, the Government have not considered the employees problem. We may draw the attention of the Government to the proposal of the Central Government to sanction a further increase of Rs. 7.50 in the Dearness Allowance of their employees drawing a pay upto Rs. 300/- in view of the increase in the cost of living, since the Central Pay Commission last reported. This proposal of the Central Government further justifies the demand of the State employees, who are already far below the level of the Central employees, in respect of their pay scales. In our recent tour of the Krishna District we have found that teachers and other categories of employees are greatly agitated over the unsympathetic attitude of the Government on this issue. We earnestly hope that the Chief Minister wolud personally intervene in the matter and make an announcement at the earliest on the following lines:

(i) To fix the pay of every employee in the new scales in such a manner that each one of them get Rs. 5/- or one increment, which ever is more.

(ii) To grant an addtional D.A. of a minimum of Rs.5/- uniformly to all low-paid employees under all managements in view of the increase in the cost of living during the past one year.

(iii) To evolve new pay scales for the Telangana pay scales, left uncovered by the merger scheme.

Hyderabad, 14-4-1962.

V. P. Raghavachari.
D. V. Subba Sastry.
S. Ramakrishniah.
P. Sreeramamurthy.

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