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SECONDARY EDUCATION EXTENSION COURSE

CHAPTER I

INTRODUCTION

THE ORIGIN OF THE COURSE—

The United States Education Foundation in India (U.S.E.F.I.) is an organisation set up by the U.S.A. under the Fullbright Act. This organisation is responsible for arranging exchanges of professors, scholars and teachers between the U.S.A. and India and thereby contributing towards a closer understanding between the two countries.

Two years ago some eminent Indian Educationists suggested to the U.S.E.F.I. that it would be a great help if teachers in Indian Secondary Schools were enabled to come into contact with the latest methods and techniques in the field of Secondary Education. The foundation established contacts with the Central Ministry of Education and the Directors of Public Instruction in different States of India. A plan was developed to arrange four Secondary Education extension courses in India. The idea received very warm support in Washington and the State Department there undertook to select four experienced expert Educationists in the field of Secondary Education, to conduct the courses in India. It was decided to run the courses in four different parts of India so that it would be possible to make the facilities available to a large number of teachers.

Mysore was the fourth and last centre where the course was organised. The first three courses were held in

Patna, Jabbalpur and Baroda. When Mysore city was chosen as the venue for the Southern Zone, the Teachers' College there readily agreed to provide accommodation and offer facilities necessary for conducting the course. The course was conducted in the Teachers' College, Mysore, during the period between 5th April, 1954 to 27th May, 1954.

PARTICIPANTS IN THE COURSE—

Seventy-five members consisting mostly of headmasters, a few assistant teachers, Inspectors and Lecturers from Teachers' Colleges from the States of Madras, Andhra, Hyderabad, Travancore-Cochin, Coorg and Mysore attended the course. Representation for each State was fixed on the basis of the number of Secondary Schools in that State and the State representatives were selected by the Directors of Public Instruction concerned. The actual number of participants from each State was as follows:—

Madras 23, Mysore 20, Andhra 15, Hyderabad 13, Travancore-Cochin 3 and Coorg 1. There were 13 ladies in the group.

WHO'S WHO AMONG THE MEMBERS OF THE STAFF—

The four educational experts from U.S.A. who were selected to run these courses arrived in India last August and

after a period of orientation—including consultation with Indian Educationists and personal observation of a few Teachers' Colleges and some Secondary Schools—started these courses and by the time they arrived in Mysore they had behind them rich experiences of the three previous courses conducted in Patna, Jabbalpur and Baroda. A brief note regarding the four experts is given below :

Dr. Haddon W. James, Ph.D.—

He received Ph.D. in Education and Psychology in 1923. His experience includes six years of high school teaching. After receiving Ph.D. he has served thirteen years as President of New Mexico Western College. He has served on numerous national committees and commissions and has been for the last two years General Chairman on Higher Education for the National Safety Council. He has served as Member of Five Man State Board of Education in New Mexico for eight years and also was a member of the State Board for Vocational Education for eight years.

Dr. Theodore D. Rice, Ph.D.—

He received his Ph.D. in Education and Social Science from Northwestern University in 1942. He has been a high school principal and a lecturer of Mathematics and science. He has served as instructor in the University of Denver and Northwestern University. He has been Director of Studies in the Michigan State. He has served as Assistant Superintendent of Schools, Oklahoma City and as Professor of Education, A. & M. College, Oklahoma. He is now Professor of Education, New York University.

Dr. Chandos Reid Rice, Ph.D.—

She received her Ph.D. in Secondary Education from Northwestern University. She has been a Supervisor in the Department of Instruction, Colorado. She has served as teacher in various American Universities including Universities of Denver, Maryland and Columbia. She has been an educational Consultant in Secondary Schools in

many parts of the United States and has served as Director of Curriculum in Fairlawn, New Jersey.

Dr. Hugh Wood, Ed.D.—

He received his Ed.D. from Teachers' College, Columbia University in 1937 with majors in curriculum construction and teacher education. He has had eight years of experience in elementary and secondary schools as teacher and administrator. He has been curriculum consultant in schools in Ohio, Connecticut, Pennsylvania, New Jersey, Alabama, Tennessee and Oregon. He is now Professor of Education at the University of Oregon.

PURPOSES OF THE COURSE—

The main purpose of the course was to provide the participants with an opportunity to get acquainted with the latest trends in the theory and practice of Secondary Education, and to give the members an opportunity for considering the practical application of these trends and practices in their schools.

The participants had the following objectives in view :—

1. To consider present practices and proposals for the improvement of Secondary Education in India.
2. To consider the use of methods and procedures which are in harmony with the latest researches in the field of learning.
3. To study the ways of applying modern methods and procedures in group discussion, and in the study of individual development and action.
4. To encourage and assist each teacher in developing plans suitable to his school.
5. To analyse District, State and National plans.
6. To consider the wide range of resources and to develop further resources.

ORGANISATION OF THE COURSE—

Having in view the main purpose of the Course and the democratic traditions in education the organisation of the course was left to the free choice of the participants and they were allowed to work out the details. They were first called upon to identify the particular phases or problems relating to Secondary Education in which lay the chief interest of the individual participant. To find out individual interests and problems, the entire group divided itself into four divisions and each division prepared its own list of problems and questions for discussion and study. A *Problems Committee* which later on became the Evaluations Committee gathered these problems and arranged them round about several major fields for study and discussion. The participants consulted their own interests and tastes and elected to devote themselves to a study of the problems of their choice in a particular field. The trainees divided themselves into Nine Study groups and studied their problems under nine major fields shown below :—

- (1) Curriculum.
- (2) Co-Curriculum.
- (3) Methods.
- (4) Teaching Aids.
- (5) Guidance and Discipline.
- (6) Examinations and Evaluations.
- (7) Teacher Education.
- (8) School and Community.
- (9) Administration and Supervision.

The entire work was organised and schedules prepared with the help of the following administrative committees which contained representatives of all groups who volunteered to serve :—

- (1) The Mess Committee.
- (2) The Excursions Committee.
- (3) The Reading Room Committee.
- (4) The Photo Committee.
- (5) The Sports Committee.
- (6) The Recreation Committee.
- (7) The Visual Aids Committee.
- (8) The Library Committee.
- (9) The Planning Committee.
- (10) The Evaluation Committee.

With a view to providing as many trainees as possible with an opportunity for democratic participation, the sub-groups were invited to send their representatives by rotation. The meetings of all the Committees were declared open meetings. Staff members served as consultants to the Committees.

THE PROCEDURE OF WORK—

The method adopted to tackle the problems in the Secondary Education Extension Course was the workshop method of learning. The participants arrived at conclusions through co-operative endeavour. Many kinds of learning experiences were brought into service in the workshop. Group discussions, group and individual consultation of resource materials in the library and elsewhere, group and individual conferences with staff members, panel discussions, Buzz sessions symposiums, lectures, cracker barrel sessions, films and film strips all these and more were availed of by the Workshopper to tackle his problems. Provision was also made for periodic and constant evaluation of the outcome of the workshop. Though the sub-groups were focusing their attention on the problems of their choice, each group submitted periodic reports showing its progress of work to the entire workshop and usually profited by the discussions that followed.

Schedule showing a day's work in the workshop is given below :—

SCHEDULE OF WORK—

| | | |
|--------|-------|--|
| 8-15— | 9-40 | Study Groups. |
| 9-45— | 10-30 | Break—Coffee—Reading Room and individual conferences with staff. |
| 10-30— | 10-45 | Recreation—Group Songs and Games. |
| 10-45— | 11-40 | Lecture or panel or cracker barrel or symposium. |
| 11-45— | 12-30 | Report of the Evaluation Group. |
| 15-00— | 16-15 | Planning Committee-meeting and Individual conferences. |
| | 16-15 | Coffee. |
| 16-30— | 17-15 | Film. |

STUDY GROUPS—

The Study groups usually met in two sessions every morning. In these groups sat the participants studying and discussing the problems of their choice. The technique of group discussion, the give and take, the need to keep judgement in reserve till objective data were gathered, the research in the Library and consultation with the members of the staff, these steps and others in the workshop procedure provided the most stimulating environment to widen and deepen the educative experiences of the participants. The reports of the Study groups are given in the second chapter.

The entire work in the workshop was based on the principle that "learning is the privilege and responsibility of the learner and the teacher is but a guide, a resource personnel available for consultation, guidance and help, and that the teacher is more a catalyst than a purveyor of ready-made capsules of information or judgment." The staff members in the workshop remained in the background but were always available for consultation. They demonstrated the newer techniques of panel discussions and newer methods of making and using visual aids. In response to insistent demands by the workshopers lectures were also delivered. It is a remarkable compliment to the efficacy of the workshop method that as the work progressed there was a distinct fall in the demand for lectures. The personal contacts between the staff members and the participants in the study groups, in the canteen, in individual conferences and in many other informal occasions formed the most significant aspect of the part the staff members played in the workshop.

From the start it was the desire of the workshopers to be more practical. The participants discussed what they could do to improve their own schools. The representatives of each State met together to take counsel in regard to which of their learning experiences in the workshop could be applied in their own school system. During the last three days of the workshop the study groups transformed themselves into

State groups and considered the following questions.

(1) What present policies, directives and practices in one's State are of special importance to what he hopes to do as an individual, for his school, his district or division?

(2) What are the specific things that the participant hopes to undertake which should be supported by directives from the Minister, the Director of Public Instruction and or Board if they are within the educational policy of his State.

(3) What steps can the participants take in his State to help the public develop a 'favourable mind' towards new developments?

(4) What would the participant recommend as the minimum professional library for his school, his inspectorate, and his State?

(5) What proposals can be made to bring about more effective and continuous relation between schools and training colleges?

(6) What steps can be taken in one's State for in-service training of Inspectors, Headmasters, and Teachers?

(7) How shall the teachers who have attended this course work with those who have not had this experience?

While discussing the above questions the participants, discovered that even within the framework of existing policies and current financial resources there were lots of things which they could do to bring their school practices into line with the experiences they gained in the workshop. Recommendations of the State groups are given in the third chapter.

EVALUATION—

The workshop provided opportunities for constant and continuous evaluation of the work of the individual workshopper and of the workshop as a whole. Because eternal evaluation is the price of all effective learning.

The workshop evaluation procedures had many objectives in view. In the first place it was essential to develop

evaluation procedures which the participants could take back to their institution and use as an integral part of the technique of instruction in their classes. In the second place evaluation could stimulate the learning experiences of the workshopers themselves. Above all it was essential to set up standards and periodically check up whether the individual and the group progressed in the direction of those standards.

Corresponding to the varied aims of evaluation the workshop provided many opportunities for self and group appraisal. From the beginning every one was encouraged to identify his own aims and goals in joining the workshop.

Periodically every member was encouraged to check up whether the workshop method was leading towards the achievement of those goals and aims. The individual had the opportunity of conferring with the staff members and other participants. Similarly the work of every study group was periodically evaluated when the group presented its report to the workshop. In addition to such formal and informal appraisals, there were periodic checking by issuing questionnaires. Distinguished visitors watched the groups at work at times and indicated their opinion regarding the progress of work. Thus opportunities were afforded for constant and continuous evaluation.

CHAPTER II

REPORTS OF THE STUDY GROUPS

Reports of the nine Study Groups of the Workshop are given in this Chapter.

(i) Curriculum

Eleven members of the workshop had their interests centred round the problems relating to curriculum construction. They constituted the curriculum sub-group.

The Group considered several issues and reported that the main objective of Secondary Education is the harmonious development of the individual in society. The harmonious development of the individual depends on the following factors :

- (i) Sound moral and spiritual values,
- (ii) Democratic Citizenship,
- (iii) Physical Well-being,
- (iv) Mental alertness,
- (v) Vocational Efficiency,
- (vi) Dignity of Labour,
- (vii) Social Service,
- (viii) Leadership qualities,
- (ix) World-mindedness and
- (x) Proper use of leisure.

PRINCIPLES OF CURRICULUM CONSTRUCTION—

After discussion it was decided by the Group that the following points should influence curriculum construction :—

- (a) The educational needs of the pupil,
- (b) The experiences to meet these needs,
- (c) Economic and effective ways of providing these experiences,
- (d) The psychology of learning,
- (e) Provisions for common learnings enabling all to live together and
- (f) Provision for development of uniquenesses leading to invention and innovation.

The Group reported that representatives of teachers, pupils, parents or guardians, connected State Departments, sociologists, psychologists, employers, and School Research Bureau should be in the Committee for Curriculum construction.

APPROACH TO CURRICULUM—

The Group discussed the relative merits of curriculum based on areas of experience and curriculum based on traditional subject disciplines. The recent trends in other countries in favour of integrated courses were also analysed. In the end there was consensus of opinion that experiential units provided a better basis of learning than isolated subject disciplines. But the group felt that for those that enter higher institutions of learning, knowledge of subject disciplines was essential. As a result, the following conclusions were arrived at :

- (a) Experience-centred curriculum is more educative than the subject-centred ones.
- (b) It is worthwhile conducting experiments in certain schools with experience-centred curriculum, and
- (c) Experience-centred curriculum may be tried in the Junior Secondary School and the subject-centred one in the Senior Secondary School.

GENERAL PLAN OF THE CURRICULUM—

The Group discussed the duration of secondary education as adopted by the Secondary Education Commission. It also studied the recommendations of the Mysore Educational Reforms Committee. The latter proposes a six-year secondary education following a six-year primary education. The group favoured the Mysore plan. The six-year secondary education would consist of a four year junior High School course followed by a two-year Senior Secondary Course. Discussions and recommendations of the group are based upon this scheme.

Regarding the content of the Junior High School Course, the group felt that, in the field of common learnings, there should be some degree of uniformity. Among the required subjects are to be included the language arts, Mathematics and Science, Social Studies, Physical education and Social Service.

In addition each child should choose one out of a number of vocational subjects.

A tentative allocation of working hours among the various subjects is given below :—

| | <i>Periods.</i> |
|--|------------------|
| Language Arts .. | 11 |
| Science & Mathematics .. | 9 |
| Social Studies .. | 5 |
| Physical Education and Social Service .. | 5 |
| One Vocational Subject .. | 5 |
| | 35 |
| | (periods a week) |

THE PROBLEM OF LANGUAGES—

The decisions regarding the language problems are noted below :—

1. The regional language should be the medium of instruction. If, however, linguistic minorities in any region desire to learn through a different language the State may aid any private effort in that direction.

2. The regional language and Hindi should be 'required' of all the pupils. Provision should be made for the study of a third language on an elective basis. Under this category could be included English, Advanced Hindi, Advanced Regional Language, Mother-tongue, Sanskrit or any other language. The allocation of the eleven periods of language arts be as follows :—

| | <i>Periods.</i> |
|------------------------------|-----------------|
| (1) Regional Language .. | 5 |
| (2) Hindi .. | 2 |
| (3) The elective language .. | 4 |

Those who do not learn a third language may elect to study either the regional language or Hindi of an advanced grade as elective.

3. The study of no two new languages should commence in the same year. It is suggested that the study of Hindi be commenced in the fifth year of the child's schooling, and the elective new language only in the first year of the Junior Secondary School.

A gallop-poll of the entire workshop was taken on the language problem and the following reveal the degree of agreement of the workshop with the findings of the group :-

| <i>Statements made.</i> | <i>Degree of agreement %.</i> |
|---|-------------------------------|
| (1) Regional language should be studied in all the classes .. | 98 |
| (2) Regional language should be the medium of instruction in all the classes .. | 84 |
| (3) The degree of competency in the regional language should enable pupils to comprehend, to express and to appreciate regional literature .. | 98 |
| (4) The study of Hindi should commence in the fifth year of the child's schooling, and in an informal way .. | 84 |
| (5) The degree of competency expected in Hindi would include speaking, reading, listening and writing—a working knowledge of Hindi .. | 94 |
| (6) The study of English should be elective and should commence in the sixth year of a child's schooling in an informal way .. | 66 |

RELIGIOUS AND MORAL INSTRUCTION—

The group felt strongly about the values of religious and moral instruction in schools. But in view of the diversity of religions in the country and of the articles in the Indian Constitution, the group was of opinion that provision should be made for the teaching of the lives of great religious leaders, for the celebration of the major religious festivals and for the singing of devotional songs of all religions. It was felt that inculcation of spiritual values could be achieved to a great extent by the example of the teacher.

RECOMMENDATIONS—

1. Secondary education should be of a six-year course following a six-year primary course—Junior Secondary 4 years and Senior Secondary 2 years.
2. The Curriculum in the Junior Secondary stage be experience-centred and that in the Senior subject-centred.
3. The medium of instruction should be in the regional language.
4. Language Arts, General Science and Mathematics, Social Studies, Physical Education and Social Service be the required subjects and one Vocational subject be chosen as an elective.
5. Regional language and Hindi be required of all. English or any other language be an elective.
6. Spiritual and moral values be inculcated through the study of lives of great men of religion, by observing major religious festivities and by singing devotional songs of all religions.
7. Syllabus in General Science be built round the needs of home and community.
8. Syllabus in Social Studies be built round the immediate surroundings of the pupils to begin with and gradually expanded to cover the State, the country and the world.

SYLLABUS FOR GENERAL SCIENCE—

The objectives of General Science in the School Curriculum should be :-

- (1) Appreciation of and insight into the natural phenomena.
- (2) Scientific thinking — observation —inference.
- (3) Making use of scientific discovery for mutual benefit.
- (4) Development of skills leading to consumer science and producer science.

The realisation of these objectives can be achieved by building the science syllabus entirely on a functional basis starting from the immediate needs and experiences of the child in its home and gradually expanding out to reach into wider fields. Common needs of children in relation to air, food, water, garden pets, building and equipment of home, sanitation, personal hygiene, conveyance, etc., could be chosen for constructing a general science syllabus on a concentric plan.

Stage 1—

Air : We breathe in and breathe out—their differences—the effect of bad air and the need for ventilation. Air has pressure. Tubular experiment. The different constituents of air. Preparation of Oxygen—properties and uses. The volumetric composition of air. Air as a mixture. Properties—preparation and uses of all the constituents. Separation of the constituents of air.

Water : Sources and kinds of water—common uses of water, how to ensure supply of clean water. Common impurities, decantation, filtration. Purification of water, distillation.

Food : Uses of food, to plant, and animals for growth and work. Articles commonly used for food. Wholesome and nutritious food. Importance of vegetables and milk. Food habits of local animals from point view of adaptation, cow, horse, dog, cat, squirrel. Feeding of bulls, bullocks and cows. Why should food be cooked, boiling, steaming, frying. Advantages and disadvantages of cooking. Food habits of local birds—Parrot, sparrow, pigeon and duck, with a special reference to their beak and feet.

Composition of food : Carbohydrate, protein, fat, vitamins, and their importance. Minerals, salts in water.

Garden : Types of soil—how to develop a garden, care of the plants. Formation of soils. Types of soil-manures and fertilisers. Earthworm as a friend of the farmer—rotation and its importance.

House : Selection of sites—sites of human habitation—building materials—lighting—ventilation and cleaning—manufacture of bricks—types of wood, stone, varieties of wood and stone ; available in the locality ramification of lime, mortar, cement asbestos properties and uses.

Sanitation and personal hygiene : Health habits, personal cleanliness and cleanliness of the surroundings—care of teeth, eye, nails, hair, and dress. Use of handkerchief, drainage system—disposal of refuse—underground drainage—civic consciousness—use of disinfectants—bleaching powder, phenyle, DDT, dettol, sulphur—common diseases—through air, water and food. Bacteria—harmful and useful.

Conveyance : Types of conveyance—animal ; human and mechanical ; bullock, camels ; elephants ; donkeys and horses, rickshaw, palanquine ; cycle, car, tram, steamer, submarine ; boats ; catamarans, canoes, and aeroplanes. When and how the various types of conveyances are used.

Parts of some of the conveyances and their repair.—Cycle.

Stage 2—

Air : Elements—mixtures and compounds—their distinctions. Pump—common pump, air pump—difference between cycle pump and inflator—respiration—breathing system.

Water : Volumetric composition of water—city water supply—study of the constituents—the properties and uses of water—solution—saturation—unsaturation—solubility—effect of temperature on solubility—crystallisation—properties of crystals—growth of crystals—crystallisation by fusion and sublimation—hard and soft water—effect of soiling, hard water in kettles and boilers. Physical and Chemical changes—action of water on metals like sodium and potassium. Effect of steam on iron and aluminium.

Food : Mixed diet—balanced diet—the egg and the food it contains for the baby bird ; the different birds, their housing and feeding—production and

rearing of chickens—preparation of salts neutralisation alkalie, acids, their properties. Preparation of iodine and chlorine and their properties.

Garden : Living and non-living things—characteristics of living things. Feeding, breathing, moving, and reproducing—plants as living things—that need food for the life activities. Plants to grow, work and produce like animals. Life of J. C. Bose. Germination of seeds—conditions for growth.

Home : Furnishing home, kitchen, smokeless stove, utensils, copper, aluminium alloy, tinning, glass, steel, electric oven etc., electric heater, refrigerator, thermos-flask, study and repair of electric heater, refrigerator, simple machines, balances, pulley, levers, measurements of lengths, areas, and volume. Measuring pans, beurettes, pippets, ounce glass etc., toilets, soaps, oils, creams, boot-polish, their preparation and uses. Choice of clothing, cotton, woollen and silk. Study of disinfectants. Sulphur, effect of heat on sulphur, sulphur dioxide, its preparation, working of the steam-engine, internal combustion.

Stage 3—

Air : Composition of air, simple barometer, uses of barometer, measurement of altitude, relation between pressure and volume of a mass of air at constant temperature—Boyle's Law, Air aiding, and dispersal of seeds.

Water : Evaporation of water—conditions favourable for condensation of vapour; water vapour in atmosphere; formation of mist; fog; dew and rain; evaporation and cooling effect; example of volatile liquid such as ether and alcohol etc.

Food : Food value of common food articles, milk and milk products, their food values, soil, and food supply to plants—how plants obtain food from water, soil and air; manufacture of starch and stages. Seeds and importance of sun light.

Garden : Main parts of the plants and their functions; flower, colours;

odours; opening and closing of flowers; food, shelter and care for the young ones; parts and functions of roots, leaves, flowers and seeds. Effect of light on the growth of plants—formation of fruit, pollination, fertilisation, edible and poisonous fruits, significance of fruiting etc., popular conception of fruits; preservation of fruits.

Home : Electrifying home, electric light; fans, switches; fuses and their repairs; electric cells, batteries, dynamos, motor, radio and gramophone. Mirrors, lenses, prisms; law of reflection, refraction etc., uses of lenses; spectacles. Study of eye, short-sight, long-sight, camera, projector, telescope, microscope, field glasses etc. Matches, phosphorous, types of phosphorous, their uses. Heat: effect of heat on body—solids and liquids and gases. Good and bad conductors of heat. Temperature.

Stage 4—

Air : Wind—aeroplanes, balloons—Biography Wright Bros.

Water : Manufacture of ice, freezing and boiling point—expansion of water, effect of the dissolved substances—boiling point and pressure. Laws of liquid pressure; its measurements; laws of floatation—Specific Gravity, balancing columns, principle of Archimedes, its variation and application. Water for irrigation; modes of irrigation—construction of dams and hydro-electric plants.

Food : Alimentary canal, spleen, absorption and assimilation of foods; excretion.

Garden : Storage and plants—adaptation to environment, flowering and non-flowering plants; movement in plants—plant cell and its parts. Fundamental properties of protoplasm—uni—and multi-cellular organisms—photo-synthesis; difference between respiration and photo-synthesis. Storage of starch, proteins, fats and action of sunlight. Study of ferns, fungus, uses of plants to man; pond—life in ponds, frog, fish, study of frog, different stages.

Home : Effects of electric currents, magnetic, chemical, heating, electrical units, connections, induction coil, electric bell, microphone, broadcasting, radio, dynamo and motor. Uses and application of musical instruments. Study of snakes—poisonous and non-poisonous. Study of steamers—submarine, aeroplanes, balloons, etc., their parts and their functioning.

SYLLABUS FOR SOCIAL STUDIES—

GENERAL OBJECTIVES.

The group discussed the various objectives of Social Studies in Secondary Schools and formulated that the main objective should be to enable pupils to learn to live together. This could be achieved through :—

- (1) A knowledge of the physical and social environment ;
- (2) Preparation to participate in citizenship activities, and inculcation of civic virtues ;
- (3) Developing love of one's country and promoting national solidarity ;
- (4) Appreciation of national heritage and of natural resources of the country ;
- (5) Promoting world-outlook ; and
- (6) Inculcating skills essential for the above.

SPECIFIC OBJECTIVES.

Details of syllabuses for Social Studies were discussed under the following three heads :—

- (1) Understanding the world.
- (2) Attitudes to be formed.
- (3) Skills or abilities to be developed.

Under (1), it was found desirable that the pupil should have a knowledge of :—

- (a) The physical features of—
the locality,
the state,
India, and
the world and Universe ;

- (b) The social economic and civic life and institutions of—

the family,
the village or town,
the state,
India, and
other parts of the world ;

- (c) The heritage of the past as relevant to the present of—

the locality,
the state,
India and other parts of the world ;

- (d) The contributions of great Indians ; and

- (e) The current problems of India.

Under (2), the following attitudes were listed :—

- (a) Open-mindedness, tolerance towards others ideas, sympathy towards others needs ;
- (b) Orderliness ;
- (c) Love of one's country ;
- (d) Concern for others, unselfishness, service to society, respect to elders and leaders, devotion to ideas ;
- (e) Accepting responsibility, courage and self-confidence, self-reliance ;
- (f) Co-operation with others ;
- (g) Honesty and sincerity ; and
- (h) To be creative.

Under (3), the following skills were listed :—

- (a) Reading books, newspapers, maps, charts, diagrams, graphs, etc. for information and reading for pleasure ;
- (b) Written expression, letter-writing, story-writing, map-drawing, preparation of charts etc. ;
- (c) Drawing pictures and sketches, and paintings ;
- (d) Ability to refer to source books for information ;
- (e) Ability to collect data from life direct ;

- (f) Album-building ;
- (g) Preparation of models and articles of utility ;
- (h) Ability to understand others ideas, oral and written ;
- (i) Ability to observe, comprehend and appreciate places of visit ;
- (j) Ability to discuss with others ;
- (k) Ability to decorate and ability to arrange exhibitions ;
- (l) Dramatization and other forms of entertainment ;
- (m) Calculations ;
- (n) Gardening ;
- (o) Organizational skills—drawing-up programmes, leadership, conducting a function, etc. ;
- (p) Ability to think independently and judge for one-self.

AN OUTLINE OF THE SYLLABUS.

Stage I—The Individual and the Locality—

(a) *The Individual and the School* : Studying and mapping local surroundings—An idea of directions—The class and the squads, decoration, cleanliness, orderliness and discipline. The Library and the Reading Room, Pupil participation in the running of it. Reference work, School Newspaper, Team spirit : Play—peeps into the past or of the village games—Community games—Games of foreign countries. Festivals—Organisation—Inter-communal and Inter-state festivals—Pictorial representation.

(b) *The Individual and the Home* : Sketch the plan of the house—houses in the town and in cities—in other states ; in other lands ; in olden days. Study through Library work and hand-work.

Relation between types of houses and climate—How can we keep our houses clean and tidy—How were they kept so in the past and in other countries.

Who live in the house. Family—its importance—stories of filial and fraternal affection—family chores—compare with families in other countries like U.S.A. and U.K.

What the family eats. Food and health habits—Balanced diet—Food habits of other peoples—self-help—canteen in school.

How the family earns its living—The joint family, its pros and cons. The need for co-operative earning—How children contribute to the family coffer.

Family worship, its hold in the past—the chaos to-day—need for rehabilitation—children and prayer—compare with children of other countries.

The family and the unemployed, the aged and the infirm.

Hospitality—stories and practices. Family-life, food, shelter, clothing and amusement. The family budget.

Family Government : parents and children. How children are inducted into participation in family government. Western and Eastern outlook.

(c) *The Individual and the Village* : A description of the village—Group-study of villages in other lands—Similarities and differences.

The home and the village—The idea of co-operation.

How villagers earn their living. Interviews with farmers. More about agriculture—The school garden.

Life in the village—Food, clothing etc. Compare with that in other countries—The present low standard and how to improve it—Community projects, N.E.S. etc.

The village government—little republics. Self-help and co-operation—Interview with the oldest member—The leader.

How villages govern themselves in other lands—Dependence on rural life and the rest of the world—Articles of daily use in the village—How many from outside—No self-sufficiency—Exchange of goods—Road-blocks in the path of marketing—the money-lender.

Co-operative Movement—In other countries. Its importance.

Problems of health, water supply, sanitation, food habits. In other states and countries—The village health services. The village festival.

Leisure time and gainful occupations—the young farmers clubs and four H. Clubs.

Stage II—A Study of the State—

(Begin this study with the locality or district and enlarge it to the state.)

(1) A study of the map of the state. Physical features and a survey of Natural resources.

(2) Occupations of the people as determined by crops, manufacture etc. of the state—In the past and at present—Transition from agriculture and industry—The National Plan.

(3) The great personages of the state, religious, social and political, of local national and international importance.

(4) A pageant of the state from the earliest times.

(5) How the state is governed—How past government—the citizen's part in the government of the state.

Stage III—A Study of India—

Objectives : To enable pupils to develop basic skills of reading, consulting, interviewing, observing etc., with a view to gather information regarding our country and to express information in different forms.

To obtain knowledge regarding the physical and natural resources of the country, our heritage and the current socio-political organisation.

To develop an appreciation of

- (a) The composite nature of Indian Culture.
- (b) The greatness of Indian Culture.
- (c) The need for toleration and understanding between different groups.
- (d) The idea of the fundamental unity of India in the midst of diversity.
- (e) The idea of how India has contributed and has been contributing to the world pool of culture.
- (f) How India has drawn and has been drawing from the world pool.

Topics :—

(1) Why should we be proud of India and how India could be proud of us? (Study mostly through maps, charts etc.)

Description of the country—India—definite geographical unit, vastness, uniqueness, variety—rich natural resources, heritage, great personages, government.

How could we contribute to the greatness of India?

(2) Natural resources and what we have made of them. (India is a rich country inhabited by poor people.)

Food, occupations, industries, marketing, trade, transport, distribution of wealth and goods. Present weakness and future possibilities.

(3) The making of the India people.

People of India—Unity in Diversity. The Dravidians, the Aryans, the Greeks, the Parsis, the Muslims, the Mongols, the Portuguese, the French, the English, the Sikhs etc.

The great rulers and statesmen of India. (Begin with the South and go on to the North.)

(4) How India wrought and won her freedom? How does this struggle for independence. Compare with that in other countries?

The present government of the country. The Centre and the States. The problem of Linguistic States. Other problems.

(5) Our culture through the ages—Fine Arts, Literature, Architecture, Dress, Philosophy, Religion etc. (Study in the form of pageants.)

(6) Frontiers of our country. Special reference to Asian countries—Problems on the future of India in the Asian setting.

Stage IV—A Study of India in the World set up—

(1) India's contact with rest of the world in the past. Movement of population into India—Barter of goods and ideas. Invasions that broke down isolation but brought in its wake Social and Economic problems.

(2) Routes from India to other parts of the world. Land, sea and air routes—Ancient and Modern—General physical features of the world. The oceans and the mountain ranges—important sea ports and aerodromes—Time all over the world, the Greenwich Meridian Time and the Indian Standard Time.

(3) Indians abroad to-day. Movement of population out of India—Ancient and Modern—Indonesia, Indo-China, Siam, Burma, Ceylon, Malaya, Africa, America and U.K. Indian contribution to the knowledge and cultures of other lands—National and International problems arising out of emigration.

(4) A survey of the distribution of natural and human resources of the world.

(5) Industrial revolution and its effects on India.

(6) Trade, commerce and communication—Exchange of goods and ideas—Colonization and exploitation—International co-operation in the making.

(7) Peoples of other lands, their dress, food habits, habitation, history and culture as determined by climatic conditions and physical features. Growth of ideologies and governments. Revolutions in the world—Political and Economic.

(8) Great personages. Religious and Social leaders, statesmen, discoverers, scientists and industrialists.

(9) Result of inter-action between peoples—Civilization and war at early stages, peace, agreement and mutual adjustments at later stages. International codes and organizations—The story of International Co-operation up to the present time.

(10) The Earth and the Solar System.

(11) A special detailed study of particular areas like the following by group study techniques :—

(a) The current problems of South-East Asia.

(b) Study of U.S.A. and U.S.S.R. in the modern world.

(c) Study of Western Europe.

(d) Study of China.

(e) Study of Japan.

(ii) Co-Curriculum

CO-CURRICULAR ACTIVITY—

Co-Curricular activity is not by any means an anti-curricular activity nor is it merely supplementary; "It just grows out of the curriculum and returns to it." It acts as a link between education and community and makes education interesting and meaningful to the student. It is also the best prophylactic against students' indiscipline. It is the chief channel through which pupils can give expression to their talents and experience a sense of achievement. Not all co-curricular activities grow out of the curriculum. They may supplement, overlap or be quite independent of the curricular subjects, but all aim at securing a better physical, mental and emotional health of the pupil.

RIGID TRADITIONAL
CURRICULUM—

The present curriculum is rigid and traditional, stressing verbal and abstract learning. It satisfies itself with merely an acquisition of knowledge unrelated to the life of the community. There is a growing dissatisfaction on the part of the parents since the present system is divorced from life and does not train pupils to take an intelligent and healthy interest in the life of the group. Unskilled labour is looked down upon; a white collar job is sought after as the only desirable one at the close of the school course. Child brought up in the rigid traditional curriculum is "the over-taught child who is the father of Newspaper reading, advertisement believing, propaganda swallowing, demagogue led man—the man who makes the modern democracy the farce it is." The curriculum should be dynamic.

OBJECTIVES OF CO-CURRICULAR
ACTIVITIES—

The co-curricular activities aim at :

- (1) Preparing the student for an active life in democracy.
- (2) Enabling him to think scientifically about all social and economic problems and to solve them by group action and co-operation.
- (3) Building up of sound character.
- (4) Helping the student to find out worthy use of Leisure.
- (5) Making it possible for proper utilisation of knowledge placed at man's disposal by science and technology.
- (6) Developing increased appreciation of music, art, literature, and aesthetic experiences.
- (7) Developing leadership.
- (8) Rendering service to community.
- (9) Enriching material heritage.
- (10) Building up of sound healthy body and proficiency in games.

An attempt is made to show how the Objectives of the Co-curricular activities can be correlated with the subjects of the curriculum.

| <i>Objectives.</i> | <i>Activity.</i> | <i>Subjects on Curriculum.</i> |
|--|--|--|
| 1. Preparing the child for an active life in democracy. | Activity programme in Social Studies and Citizenship. | Social Studies and Citizenship. |
| 2. Enabling him to think scientifically about all social and economic problems and to solve them by group action and co-operation. | Excursions, survey of villages, adult education and symposium. | Science, Mathematics, History, Civics and Geography. |
| 3. Building up of sound character. | Sports, games and Intramurals. | History and Moral Instruction. |
| 4. Helping the student to find out worthy use of Leisure. | All Hobbies. | Science and Arts. |
| 5. Making it possible for proper utilisation of knowledge placed at man's disposal by science and technology. | Talks and topics of adult interest and exhibitions. | Languages, Science and Social Studies. |
| 6. Developing increased appreciation of music, art, literature, and aesthetic experiences. | Games, Sports, Clubs and Elections. | Citizenship and Social Studies. |
| 7. Developing leadership. | Arts, U.N. activities, museum, hobbies and publications. | Social Studies, Dance and Arts. |
| 8. Rendering service to community. | N.C.C., Scouting, Seva Dal, Girl Guides, Red Cross, First Aid. | Social Studies. |
| 9. Enriching material heritage. | Celebrating National festivals, folklore and museum. | Languages, History and Arts. |
| 10. Building up of sound healthy body and proficiency in games. | Games, Athletics and N.C.C. | Physical Education. |

CO-CURRICULAR ACTIVITIES

| LITERARY. | CULTURAL. | SOCIAL. | PHYSICAL. | HOBBIES. |
|---|---|---|---|------------------------|
| 1. Debates | 1. U.N. activities | 1. Glee Club | 1. Intra-mural | 1. Gardening |
| 2. Lectures | 2. Music, Folk Dance, Folklore | 2. Excursions | 2. Inter-School Competitions | 2. Bee-keeping |
| 3. Publications | 3. Mimicry | 3. Co-operation and Banking | 3. Callisthenics— Play for all | 3. Photography |
| 4. Celebration of National festivals | 4. Fancy Dress | 4. Adult Education | 4. Exhibition of Phy. activities | 4. Albums |
| 5. Literary Competitions | 5. Exhibitions of Arts, Science etc. | 5. Economic Survey of villages | 5. Junior Red Cross Scouting Seva Dal St. John's Ambulance First Aid | 5. Aids and appliances |
| 6. Clubs | 6. Museum | 6. Rural Libraries | 6. N.C.C. | 6. Needle Craft |
| 7. Symposiums and Seminars | | 7. Talks on topics of Adult interest | | 7. Fret work |
| | | 8. Poor Boys' Fund | | 8. Book-binding |
| | | 9. Watch and Ward | | 9. Weaving & Spinning |

CO-CURRICULAR ACTIVITIES

8

| ACTIVITIES WHICH REQUIRE NO MONEY. | ACTIVITIES WHICH REQUIRE SOME MONEY. | ACTIVITIES WHICH REQUIRE MUCH MONEY. |
|--|--|---|
| <p>1. Physical :</p> <p>(1) Callisthenics</p> <p>(2) Play for all</p> | <p>1. Physical :</p> <p>(1) Intra-Murals</p> <p>(2) Red Cross</p> | <p>1. Physical :</p> <p>(1) N.C.C.</p> <p>(2) Scouting</p> <p>• St. John's Ambulance Seva Dal</p> <p>(3) Exhibitions</p> <p>(4) Long Excursions</p> |
| <p>2. Literary :</p> <p>(1) Debates</p> <p>(2) Class Dramas</p> <p>(3) Symposium</p> | <p>2. Literary :</p> <p>(1) Magazine</p> <p>(2) Lectures</p> | <p>2. Literary :</p> <p>(1) Literary Competitions</p> <p>(2) Clubs and Dramas</p> <p>(3) Seminars</p> |
| <p>3. Cultural :</p> <p>(1) Fancy Dress</p> <p>(2) Folk Dance, Folklore, Music</p> | <p>3. Cultural</p> | <p>3. Cultural :</p> <p>(1) U.N. activities</p> <p>(2) Exhibition</p> <p>(3) School Day Celebration</p> |
| <p>4. Hobbies</p> | <p>4. Hobbies:—Albums</p> | <p>4. Hobbies :—All items under hobbies</p> |
| <p>5. Social :</p> <p>(1) Lost & Found</p> <p>(2) Poor Boys' Fund</p> <p>(3) Glee Club</p> <p>(4) Topics of Adult Education</p> <p>(5) Economic Survey of villages</p> | <p>5. Social :</p> <p>(1) National festivals</p> <p>(2) Short Excursions</p> <p>(3) Co-operation and Banking</p> | <p>5. Social</p> |

At present the co-curricular activities are not given their due importance in our schools. They stand relegated to a subordinate position. Very few have realised that they grow out of the curriculum and actually increase the understanding and assimilation of the subjects in curriculum on the part of the pupils.

With a view to understanding the co-curricular activities better, the group has classified the activities under the following heads :

- (a) *Literary activities.*
- (b) *Cultural activities.*
- (c) *Social activities.*
- (d) *Physical activities.*
- (e) *Hobbies.*

Co-curricular activities can also be classified on the basis of pupil participation under the following heads :—

- (1) Compulsory activities for all pupils,
- (2) Activities where pupils with special abilities can participate,
- (3) Optional activities.

RECOMMENDATIONS :

(1) The resources, financial and otherwise now available for co-curricular activities are very inadequate and they differ from State to State. The only existing source of income is the amount collected by way of special fees from pupils. A uniform levy of special fees is necessary to cover different co-curricular activities.

(2) The State may pay contribution equal to the amount so collected and may meet all non-recurring charges in respect of the purchase of all articles of permanent equipment.

(3) Liberal donations from the public may be collected since a co-curricular activity is in the nature of a service rendered to the pupil and ultimately to the community.

(4) All monies collected must be administered by a Central Finance Committee consisting of student representatives of all activities, student re-

presentatives selected by the whole school, teacher sponsors and a few members of the community to be chosen by the Headmaster. The Committee has to administer the budget with little or no interference from outside and the amount earmarked should not remain unspent or diverted. The allotment of funds for co-curricular activities is to be made in proportion to income and importance. Such a financial regulation helps the growth of activities under constructive supervision. It gives pupils ample opportunities to gain experience in dealing with public funds. By direct participation in the financial set-up students gain experience in making budgets, keeping accounts, planning, securing money and auditing the accounts.

(5) At present the student participation in co-curricular activities is haphazard and to some extent teacher-dominated. It is not on organised lines. Sometimes it is not even spontaneous. Student interest comes as a by-product. In many schools there is over emphasis on one or the other activity while in some others it is nominal. Pupil participation suggests a co-operative planning approach in which students and staff join with each other in a mutual attack upon problems of the school. The area of participation can be broadly divided into two regions, (a) within the school, (b) outside the school in order to make the activities varied, meaningful and interesting. Pupil participation can be capitalised in the teaching of subjects like social studies. Clubs can be organised around a variety of common interests under teacher guidance. The organisation of Home-town clubs which provide genuine opportunities to discuss all problems may be encouraged. The assembly programme, the school-wide committees, a student corps, honour service clubs, special committees formed for health, budgetting, school grounds, school calendar, magazine, reading room or for any other suitable activity will go a long way in helping student participation. The student-council under the guidance of teachers, may plan the programme for the whole school.

(6) The programme of work is to be planned in the beginning of the year. It is to be planned in terms of the resources of the school, keeping in view the interest and abilities of the teachers.

(7) Programme should be flexible to cater to the changing interest of the students and provide opportunities to as many students as possible. In activities like Excursions, Exhibitions and dramatics teacher domination should be avoided.

(8) Activities organised must be based on amateurism and avoid professionalism. They must engender respect for local, state, and national rules and policies under which the school programme is conducted.

(9) They should be subjected to constant appraisal as a basis for improving the resources of the youth.

(10) The activities should be scheduled in the working hours and this gives the programme official sanction and dignity.

(11) The teachers should be given opportunities to get rid of their scepticism and to get themselves trained in one or more activities in schools where they are well organised.

(12) Students should not hold responsible executive jobs for more than two years successively.

(13) The student participation in co-curricular activities should be recorded year after year in the cumulative record.

(14) The Co-curricular Activities need periodical assessment at the hands of the Headmaster. Such an evaluation will help him to modify and supplement the activities with a view to making them more effective. To evaluate the headmaster may collect statistical evidences regarding (a) number of co-curricular activities already obtaining in his school, (b) number of activities newly sponsored, (c) number of meetings, (d) number of symposiums, (e) Sports events, (f)

Tournaments, (g) Excursions, (h) amount of money realised and spent, (i) number of visitors at various school functions, etc.

(15) The Headmaster may also find out—

(a) How far are the activities integrated with the curriculum.

(b) Whether student participation in co-curricular activities results in a definite progress in curricular subjects.

(c) How far are the activities original and unique, how many are adapted to the school and community resources and how many are merely copied.

(d) The extent of teacher sponsorship—Is it one of teacher domination or guidance?

(e) Whether the syllabus is being covered?

(f) The extent of public co-operation.

(g) Whether the activities lead to the development of profitable student leadership?

(16) The workshop method lends itself most easily in planning and organising co-curricular activities.

LIMITATIONS—

(1) Some activities do not fit into any subject. (2) There is a danger of student interest being diverted from the regular school curriculum. (3) Certain activities are bound to give opportunities only to a fraction of the school community in the matter of planning and execution. (4) There is a tendency on the part of some parents to decry the co-curricular activities as hindering the regular school programme. (5) The inspectorate may not give it due share while evaluating the school work. (6) Paucity of well-equipped teachers interested in co-curricular activities, is also noticed.

(iii) Methods

Even the best curriculum and the most perfect syllabus remain dead unless quickened to life by the right methods of teaching. What are the right methods? The answer must be given in terms of the reaction of students, for only in them can the results of any method be tested.

Thus, if memorization of answers to examination questions is seen as the goal of education, the best methods are those which produce the best results in the examination. But if creating a desire for further learning is seen as the goal of education, then the best methods will be measured in the efforts made by individuals to pursue learning in their free time or in the time after they have left their formal schooling. The "Methods group" in the workshop concerned itself with methods which are designed to achieve the following goals :

- (1) Make the student more active and less passive in the learning situation.
- (2) Create a desire for continued study.
- (3) Develop self-direction in the students.
- (4) Help the student acquire practical and productive knowledge.
- (5) Develop the skills and habits of critical thinking.
- (6) Cultivate in the student a desire for honest, efficient, and thorough work.

GENERAL METHODS—

If we accept the goals named above, then methods must be sought which encourage independent effort in the students. For this reason the group wishes to make the following general recommendations on the use of resources in the class :

The general aim of all methods of teaching should be to acquire practical and productive knowledge and to cultivate in our pupils a desire

for honest, efficient and thorough work. The common prevalent methods of teaching are the text-book and lecture method. These are only useful from the examination point of view. The efficiency and thoroughness with which knowledge is acquired by an activity programme eclipses the amount of knowledge acquired by the text-book method. The school programme should therefore contain varied and ample opportunities for self-expression in speech, writing, independent research work, constructive activities and planned projects that bring the hand and mind into fruitful co-operation.

A common practice in our schools is the use of a text book for all subjects. This method has both good and evil sides. It is a time saving device for pupils and teachers. When the children are absent, they will have something to fall back on. Knowledge is ready-made and is presented in a compact whole. The teacher is able to direct the thought of the child. But there are some objections to the use of a single text book. The single text book stands in the way of promotion of an open mind. It closes the pupils' mind to the possibility of searching for reading and exploration of fresh material, both during and after school career. A single text book does not help one to find out things for oneself.

If we are to use multiple texts and a wide variety of materials, we must have more books. Here we strike a note of hope that our gifted men in all sections of the country would write information books on various subjects rather than the text books of to-day. It is clear that the single text book needs to be supplemented if the democratic way of life for which freedom of thought is essential is to be achieved. Children should be taught to think for themselves and formulate opinions of their own. The personality of the teacher cannot be minimised for he should co-operate

with the pupils in collecting materials and guide them to good conclusions. The pupils library should be furnished with as many books as possible of different selected text books and there should also be a generous supply of information in the form of visual aids in the teaching process. They are the most essential tools of this profession.

The living voice of the teacher need not recede to the background when activity is emphasised. The better teachers do not teach but they guide the pupils through the right path of knowledge, encourage pupils to formulate opinions by self activity.

METHODS FOR THE TEACHING OF ENGLISH—

English is taught in our schools because

- (1) It has utilitarian value as the international language.
- (2) It is important in the teaching of science and vocational subjects.
- (3) It still continues to be the official language of the Indian Union.
- (4) It has cultural value of its own.

RECOMMENDATIONS :

Since English is given a smaller number of periods than before, more activity has to be planned for the right acquisition and usage of the language.

Lower Secondary Forms : Fluency in speech is one of the chief objectives of any language study. Oral work based on the list of words to be taught should be done for the first two terms in the First and Second Forms. If attempts are made to use a large unrestricted vocabulary, they are unlikely to achieve this vocabulary. Preference should be given and emphasis should be laid on words of everyday life. The children should be made to feel that they are learning a language which will be of use to them.

The speech lessons should be conducted by direct association of words

with objects. If this is not possible the association should be brought about by means of pictures, illustrations, models and actions. Flash cards and magic lantern slides with only pictures can be conveniently used at this stage. Play-way method appears to us to be the most convenient one. Plenty of opportunities should be provided for the pupils to hear English being talked. As soon as pupils develop a little vocabulary, other teachers from the school who know English should be invited to talk to the class within the vocabulary mastered by the pupils, even though it be for a short period.

We strongly recommend the use of gramophone records, tape records, radio, etc., whenever possible.

We recommend one month of oral work for III Form based on the vocabulary to be mastered by the class if there is a public examination at the end of the year. If not, more time may be allotted for oral work.

Silent reading is to be encouraged with set problems or questions to be answered by pupils. The teacher may set a page or two to be silently read by the pupils and may give them some questions to be answered based on the matter contained in the page or pages of the book.

Supplementary reading may be done by the pupils at home and after covering a certain prescribed portion, they may dramatize in groups what they have learnt or may express it in the form of a dialogue or story.

In case some pupils are found not able to understand the supplementary books ordinarily read by other members of the class, the teacher may try to improve their standard by giving them such supplementary readers as are within their understanding.

Higher Secondary Forms : The class may be divided into groups and a set lesson may be discussed by each group, the teacher helping each group whenever necessary. This may be followed by general discussion.

After each lesson, an assignment may be set up and pupils attainments may be evaluated.

Supplementary reading of the pupils is to be followed by discussions, debates, dialogues, dramatization and story telling. Models, charts, and drawings may also be made by the group to illustrate what they have read.

General Composition, wherever necessary, should be based on topics interesting to the pupils and based on their own experiences.

METHODS FOR THE TEACHING OF THE REGIONAL LANGUAGE OR THE MOTHER-TONGUE—

RECOMMENDATIONS :—

Lower Secondary Forms : (1) A text book suitable to the age, ability and interests of the students should be selected. (2) Before beginning a lesson the teacher may prepare the pupils by intelligent questioning, showing a model or a film show, etc., so that the lesson is related to their experiences or their interests. (3) Important points may be noted on the black board. (4) The teacher may read the lesson. (5) The pupils may read the lesson. (6) Important passages and difficult words may be explained by intelligent questioning by the teacher. (7) Opportunity may be given for supervised silent reading by the pupils. (8) The work should be evaluated in terms of the objectives of the lesson. At times evaluation may be done by the pupils themselves. (9) Extra reading in the topic should be encouraged for the bright students. Extra reading on the topic necessitates a large collection of reading material in the library, such as books, pamphlets, newspaper cuttings, magazines, manuscript magazines, etc. Some of the students may be asked to prepare their own essays on the topic which again can go to enrich the manuscript magazine of the class. Whenever possible the topic may be dramatized.

Higher Secondary Forms : Oral reading is necessary for poetry. So far as prose is concerned, assignments may be set and pupils made to comprehend the passage by their own efforts. The pupils must be made to depend less and less on the teachers.

To make good speakers, practice has to be given in the class room itself. Plenty of opportunities can be provided for the pupils to talk. A beginning can be made by having the pupils tell stories and narrate their own experiences.

METHODS FOR THE TEACHING OF SOCIAL STUDIES—

We teach social studies in our secondary schools :

- (1) To make our pupils good citizens.
- (2) To bring about national solidarity.
- (3) To create world outlook.
- (4) To inculcate in the minds of our pupils habits of scientific and critical thinking.
- (5) To help our pupils to gain a knowledge of physical and social environment and appreciate our natural resources with reference to the resources of the world.
- (6) To make our pupils appreciate our national heritage.

RECOMMENDATIONS :—

Lower Secondary Forms :

(1) Each school should have a room specially intended for the teaching of social studies. This room should have all the books, maps, charts and all the visual aids necessary for teaching the subject.

(2) Use of a single text-book in a subject like social studies is not favoured because it makes the pupils place too much reliance on the printed word, and closes the pupil's minds to the possibility of a wider reading and ex-

ploration of fresh material both during and after school career, and it does not enable pupils to find out things for themselves.

(3) Pupils coming from elementary schools will not be in a position to gather information from books, nor will they be in a position to work on any project. Story telling is a good method to be followed to begin with in First Form. The students may be asked to tell stories to one another in groups. This may be followed by drawing, dramatization, and map drawing and map marking.

(4) Pupils may be introduced to simple reading material in the library.

(5) After the first term the supervised method of study may be tried. After students have advanced a little, assignments may be set, evaluated and graded.

(6) Knowledge of physical and social environment can be taught by excursions. The children may be asked to list places which they want to visit and then asked why they want to visit each one of the places. They may then select those places which are to be visited.

(7) A beginning may be made in the way of group discussions.

(8) There should be at least three projects carried out in a year. The planning and execution of projects should be done by pupils themselves, the teacher merely acting as a guide. It may be possible to co-ordinate the study of other subjects in the social studies project.

Higher Secondary Forms :

(1) Lesson planning may be on the following lines—

(a) Introduction may be given by the teacher.

(b) Class may be divided into groups and topics may be assigned to each group and they may be allowed to work.

(c) Each group may report to the whole class.

(d) Assignment may be based on the new type tests.

(e) Evaluation at times may be by the pupils themselves.

(2) Sometimes the method of supervised study may be employed and that may be followed by general discussion in the class, leading to assignment and evaluation.

(3) For developing the attitude of critical thinking in the pupils they must be led to gather information for and against a particular point of view. They must be made to see both sides of the picture and form their own conclusions, the teacher acting as a guide.

(4) For each of the higher forms at least six projects and three excursions may be planned and executed by the pupils themselves.

(5) There may be a "social studies day" once every year when various charts, maps and other visual aids may be exhibited. If this is inconvenient steps may be taken to have them exhibited on the "School Day".

(6) For the lower secondary forms there need be no examinations. There may be simple tests based on the new type questions. The marks or grades must be recorded. A student failing to get passing marks or grades may be tested again. On the basis of these marks or grades the students may be promoted or detained.

As for IV, V and VI Forms there may be an examination at the end of the year apart from the class tests.

(iv) Teaching Aids

The Teaching Aids Group made a preliminary survey of the type of work done in the field of Audio-Visual Aids in instruction, in the various States of South India.

The Visual Education programme in our schools has not been sufficiently wide, rich and effective, on account of limited financial resources. Still a school could develop an effective programme if the teachers have the needed imagination and ingenuity. There are many things a good teacher could do with the materials at hand—the black board, maps, charts, globes and models, flat pictures, field trips, etc., etc.

The intelligence and ability of the teacher in selecting and making the best use of the available materials in terms of the learning need and interest of the children, should always be the determining factor in an effective Audio-Visual programme. The effective use of Audio-Visual materials involves the use of the Right material at the Right time in the Right way for the Right pupil.

The group devoted all its attention primarily to the following problems :—

- (1) Preparation of cheap teaching aids (projected as well as non-projected) with the materials at hand.
- (2) The effective use of teaching aids to vitalize instruction.

The reports of the group were placed before the workshop. Some of the problems that were considered by the group are noted below :—

TEACHING WITH A FILM :

For effective teaching with a film the following procedure is recommended—

- (1) Selection of films may be on the basis of class-teacher purposes, needs and pupils' interests.

- (2) The lesson may be planned with reference to the film selected.
- (3) Other teaching aids such as books, pictures, globes, etc. may be made use of.
- (4) The class may be told about the film—the film title, time, place, characters, new words, new phrases.
- (5) The film may be discussed before showing.
- (6) There may also be discussion after the film show.
- (7) Follow-up activities like related reading; written reports; trips; other films; tests are necessary.

THE BULLETIN BOARD :

The Bulletin Board can be used—

- (1) to create interest,
- (2) to furnish an outlet for creative and artistic ability of students,
- (3) to follow-up the lessons done,
- (4) to arouse class-spirit feeling of ownership and responsibility, and for the display of
 - (a) News clippings, pictures, posters, etc.
 - (b) Hot-spot map (to draw attention to current events).
 - (c) Work done by pupils.
 - (d) Announcements.
 - (e) Posters, etc.

HOW TO DISPLAY BULLETIN BOARD ?

- (1) Specific sections on the Bulletin Board may be allotted for different topics. Each section may be given a proper heading. The name of the editor in charge of that section may be noted.
- (2) The display should be attractive and not crowded.

- (3) Displays may be changed frequently.
- (4) Headings that are brief, clear and forceful are to be used.
- (5) Detailed explanations are to be avoided.
- (6) Each class may evaluate once a month, the effectiveness of the Bulletin Board and it may point out the defects and shortcomings and give suggestions for improving the matter and method of display.

HOW TO MAKE THE DISPLAY

ATTRACTIVE ?

- (1) The clippings may be mounted on a coloured background.
- (2) Designs such as dots, circles, triangles, stars, arrows, hands with pointed fingers, strings and ribbons, etc., may be made use to draw attention.
- (3) Large letters cut out or painted may be used.
- (4) Cut-outs of pupils may be used to attract the eye.
- (5) Small models may be used to catch the eye.
- (6) Paper-dolls may be used to focus the attention.

FLAT PICTURES :

Anything that can be photographed or represented pictorially can be shown as flat pictures. They lend themselves to detailed individual study at the learner's own rate and interest. They emphasize key ideas and impressions. They are a "still" medium.

PREPARATION AND EDITING :

- (1) Mount the pictures on thin cardboard sheets attractively. If many pictures on the same topic are from the same magazine, enclose all in an attractively prepared folder.
- (2) Leave enough space for titles, notes, or references.
- (3) Note the source and date.

HOW TO USE PICTURES :

- (1) Tell the students what to observe.
- (2) Indicate each point in a logical order.
- (3) Place special emphasis on the more important facts.
- (4) Allow the students to glance through and then proceed to point out the important points because the picture is interpreted by each student in the light of his own experience.
- (5) Provide time for discussion, description, reactions, interpretations, questions and comments.
- (6) Avoid simple counting of objects and brief descriptions of what is seen. Children should be guided to derive deeper significance, to relate the picture to problems on which they are working.

A few examples for the preparation of a few cheap Teaching Aids are given below :—

A good Teaching Aid out of mere Cocoon shells :

Take three cocoon shells without eyes. Clean them well and grind the rims so as to get an even surface. White-wash or paint with white-lead inside of the shells.

Place the shells in line on a sheet of glass, leaving a space—two inches wide all round. Paste colour paper on to the glass sheet after cutting out circular pieces from the paper to make the shells just visible.

Place in the shells any required specimens such as beetles, butterflies, etc. Fasten the shells to the glass with glue and paper. Tape the glass border all round, with calico or colour paper to match.

A specimen case out of an empty cigar case :

Divide an empty cigar case into four or five compartments using wooden or card board partitions. The inside may be pasted neatly with white paper.

Place in the compartments any required specimens such as beetles, insects, seeds, etc. Cover the top with a glass or cellophane sheet and fix the same with glue and colour paper.

A specimen case out of tooth brush container :

Even the tooth brush containers can be used to preserve specimens such as scorpion, leech, etc. Tie the animal on to a strip of glass and insert it inside the tooth brush container. Fill it with formaline and seal the top with sealing wax.

A magic lantern at a low cost :

This is a simple optical instrument which you can make for yourself at a very low cost, for the projection of slides or film strips.

Fix a double convex lens on one side of a tin cylinder. The lens from an old cycle lamp may be removed for this purpose. Fix another tin cylinder on to a wooden box with circular openings on either side. Insert the cylinder with lens into the second cylinder.

Sunlight reflected with a mirror gives excellent results during projection.

Even live specimens can be projected on the screen with a cheap teaching aid :

Fix a watch glass with Durofix or sealing wax on to a glass slide such that a small opening is left at the top. Fill this with water containing mosquito larvae or other minute water animals. Use this in place of the slide in the magic lantern. Even the movements of the live specimens can be seen on the screen.

Teacher can prepare his own slides :

A plain glass slide 4" × 3¼" is coated with a thin solution of shellac or glue

water and dried. The required sketch is drawn on it with Indian Ink and coloured with slide crayons or transparent colours. This side is covered for protection with another clear glass slide. Seal with tape or black paper and gum on all four edges.

Cellophane paper slide :

The required sketch may be traced and coloured on a slide size cellophane paper. The sketch may be covered on both sides with clear glass slides and tape on all four edges.

Type-written Cellophane paper slide :

Insert inside a folded carbon-sheet, a slide size cellophane paper. Type the words required. Remove the cellophane strip, enclose it within two clear glass slides and prepare a slide by fixing tape all around the edges.

Silhouette on the silver screen :

Trace on black or opaque paper the required picture—for example, a dog. Cut it out, mount between two clear glass slides and tape all around. When projected on the screen a silhouette will be the result.

The paper from which picture has been cut out may also be used. This would give a clear silhouette with a black background.

Simple aid to illustrate respiration :

Take a glass "Y tube". Tie a small red rubber balloon to each of the two limbs of the tube. Pass the third end of the tube through an one-holed rubber stopper and fix into the mouth of a bell jar. Tie tightly a rubber sheet on to the bottom. The sheet represents the diaphragm. Press and release the diaphragm. The balloons expand and contract similar to the working of the lungs.

Simple Teaching Aids with Egg shells :

You can make an excellent model out of an egg shell, to illustrate the principle of equilibrium.

Put some lead shots through a tiny hole at the top of the egg shell to make

its bottom heavy. Allow a few drops of molten wax from a lighted candle, to fall into the shell, to fix up the lead shots in position. Seal the top with wax. You may paint the shell to appear like the head of a man. However much you may move it, the model will always stand on its narrow end.

Simple Teaching Aid to teach the Law of Buoyancy :

Tie a small bottle to the bottom of a toy steamer. Fix two rubber balloons to the two limbs of a "Y tube" and attach the same to the bottom of the steamer. Attach a long rubber tube to the remaining end of the "Y tube".

Place the steamer in a tank full of water. As the bottle fills up with water, the steamer slowly sinks.

Just blow some air through the exposed end of the long rubber tube. The bladders get inflated. The steamer comes up.

The Teaching Aids described above are easy to make. They cost nothing. The teacher may get the co-operation of his pupils in making these aids.

RECOMMENDATIONS :

(1) The group endorses the opinion of the "National Board of Audio-Visual Education in India".

(2) A "Bureau of Visual Instruction" may be established in each State. The members should consist of educationists, subject specialists, technicians and others interested in this field to lay down policies for the effective organization of the Visual Instruction Programme at the state level.

(3) The appointment of a technically qualified whole-time officer in each State Education Department for systematic development of a programme of Audio-Visual Instruction is necessary.

(4) In-service training in Visual Instruction through training colleges and refresher courses, with special emphasis on the production of teaching aids in the schools economically, and their effective use may be given to all teachers.

(5) A Pre-view Committee consisting of subject specialists to advise on the purchase of commercial aids may be constituted.

(6) A central library to afford facilities for schools to get the supply of films, film-strips and other teaching aids may be established.

(7) Exhibitions may be organised in different centres to popularize the use of and to clarify ideas about Visual Education.

(8) Teachers and pupils in training colleges and schools may work together for locally producing suitable Audio-Visual aids.

(9) In each district, an educational museum consisting of books, journals and different types of Audio-Visual aids, may be set up.

(10) Proper co-ordination and use of Educational Broadcasting is necessary.

(11) Educational excursions and field trips may be included and considered as an integral part of the courses of studies and suitable financial provision may be made to help all the pupils to take part.

(v) Guidance and Discipline

Every individual has his essential wants physical, (needs that must be satisfied for his living) ; namely, the need for food, water, air and rest. In addition, there are urges like the desire for new experience, the desire for security, and the desire for recognition. The quest for satisfaction of these urges is a daily struggle in all. But all do not achieve success in the quest of their desires in the same way. Individual differences in temperament and abilities give different people varied measures of success.

Every wish that is unfulfilled may set up tensions in people. The tensions set up by unsatisfied wishes must be reduced if the individual is to adjust himself to his environment ; otherwise his mental health is impaired. Mental health is as essential to an individual's well-being as his physical health.

In the case of a young person who is a misfit either by temperament or by attainments, there is a growing sense of frustration, a feeling of failure and bitterness that results from disappointment. He is unhappy as an individual and a liability as a member of the society. Guidance is necessary if the individual well-being is to be promoted. Making a living is one of the chief concerns of human beings. Individual's happiness is greatly dependent on his occupational adjustment. Hence the choice of a proper vocation needs wise guidance. No less important is proper behaviour adjustment. The practicing teacher may limit his guidance to these two major divisions of the guidance programme :

- (1) Educational Guidance.
- (2) Vocational Guidance.

**GUIDANCE FOR BEHAVIOUR
ADJUSTMENT—**

Democratic education consists in helping children to understand themselves and others and to develop social skills and attitudes. Teachers are realizing

more and more that the function of the school is not merely academic education but that of helping children to understand their own life situations and to develop adequate ways of meeting their problems and releasing their tensions.

Teachers are learning that :

- (1) Behaviour is caused.
- (2) That it always occurs in a setting.

Behaviour problems are usually found to be associated with one or more of the factors given below :—

Physical Condition : Physical handicaps, sickness, injury, glandular and nutritional troubles of children are associated with some cases of behaviour problem. A child which is different from others but being made to meet the demands of adults is subjected to severe conflicts.

Home Conditions account for a large number of cases of behaviour problems. Rivalry between children of the family, lack of affection, over protection by parents, parental attitudes and ambitions, broken homes and unfavourable economic factors at home exert great pressure on the growing child.

School Conditions : Certain conditions in school also affect the mental health of the child. Undue emphasis on examination incentives, unsuitable work, unfavourable attitude of the teacher, and rejection by the class group may cause great strain to mental development of the child.

The following ingredients are essential to provide a good basis for behaviour adjustment :

Affection : The child must have affection. One who is deprived of affection loses the will to live, the urge to please and the motive for developing a code of conduct.

Security : The child who is looked after properly at home and school and is accepted as he is feels secure. An unwanted child feels insecure and develops behaviour problems.

Success : Occasions should be provided in the development of the child for achieving success. One who constantly meets with failure feels frustrated. Success in any activity and recognition of such success by adults is a condition for normal adjustment.

Acceptance of differences : A child who is different from others in a group either in physical factors (in height, complexion etc.) or in caste, or in economic condition finds behaviour difficult. Adjustment to these differences is essential for normal behaviour.

Social acceptance : Acceptance by peer groups is essential for the normal development of the individual child. Children care a lot for the opinion of their classmates. A wise teacher, instead of looking at this behaviour as annoying and rebellious should help the difficult child to be accepted by the peer group.

STUDYING BEHAVIOUR PROBLEM IN CHILDREN—

Remembering that behaviour is caused, a good teacher does not deal directly with the symptoms of maladjustment. He tries to find out the cause of the behaviour. He secures all available information about the pupil—the personal data—information regarding his home conditions, his physical condition, his school record, and data regarding his interests, hobbies, and games. By observing the child in his play and co-curricular activities the teacher can understand the child. Contact with parents and other members of the family is also needed. Further insight into the cause of behaviour problems may be gained by a few of the following tests.

The child is asked to list three things he would like most. This might reveal any unsatisfied desires of the child. (Three wishes test.)

The child may be asked to state :

(a) What would he do if he is given Rs. 100 to spend as he likes ?

(b) What would he like to be when he grows up ?

The child may be asked to describe 'the persons he admires most'.

The composition of the child dealing with such topics as 'How he would spend his vacation' may also reveal child's motives for behaviour.

The unfinished story test :

By giving the pupil an unfinished story involving a problem situation for a boy or girl, the pupil may be asked to complete the story as he would like it to end.

Role Playing test :

A problem story dramatised by pupils enables the teacher not only to understand pupils' motives for behaviour but also to help the pupils to develop right attitudes towards conduct. In role play the teacher reads to the class a typical life situation story which is incomplete but ends in a conflicting situation. The children are then encouraged to finish the story by dramatization.

Sociograms :

The social adjustment of the child with reference to his peer group could be studied by means of sociograms.

Personality test :

Behaviour preference tests and personality tests which have been standardized might also be employed.

The aim of guidance is not only to find solutions for pupil's behaviour problems, but also to help the pupil in self-guidance. The pupil should be trained to understand his talents and limitations without feelings of anxiety. He should plan his work and recreation and other activities in the light of his mental and physical qualities and his economic possibilities and limitations.

VOCATIONAL GUIDANCE—

Many of the boys and girls on leaving the secondary schools enter on a career. Some pursue for a few years more their studies in colleges or schools of techno-

logy. It is good, therefore, for the school leaver to know about different careers and which among them is best suited to him or her. All the help given to a person to choose his career, prepare for it, enter it, and progress in it is known as vocational guidance. Such help is needed years before the stage of leaving the high school in diverting pupils to the different courses in the diversified course of studies.

To give proper counselling to a pupil in vocational areas it is necessary to have a clear picture of the pupil, of the vocations, of which among the vocations will suit the pupil best.

Often young people are guided by parental wishes to choose vocations to which they are little suited. Before a young man chooses his vocation he should know, the general education needed by those entering the profession, the period of special training needed for it and his intellectual and financial competence for it.

He should also know the resemblance between his own mental abilities and those expected of people in that profession.

The teacher, if he is to counsel his pupil in the choice of his vocation, should know the environmental conditions, the physical conditions and the psychological conditions that have influenced his pupil's development. In the proper assessment of the pupil, the cumulative records maintained at school are of great value. These records should give his family history, his medical history and his abilities, attainments, interests etc.

The teacher before counselling in vocational areas should know about occupations and the range of performance in each of these vocations.

Statistics about vocational opportunities are not readily available to teachers in this country. If such data can be made available in a clear comprehensive and up-to-date form it would help the teacher in his work of counselling his pupils.

It is also necessary that suitable aptitude tests to find the fitness of indivi-

dual pupils for different vocations should be devised or adopted and standardised. A study of the capacities of workers in different jobs should also be made and norms be established.

The report of the Secondary Education Commission emphasises the need for the provision of guidance in our schools. It also deplors the fact that in this country not even a beginning has been made in this direction except in a few States.⁶ It recommends the preparation of films to show the pupils the nature of work in various industries. It further suggests the need for guidance officers and career masters and the opening of training centres for guidance officers.

A modest plan of how the schools can help in this great task without waiting for the appointment of the specialists is given below.

An enthusiastic teacher who has had at least ten years' experience after his degree may be chosen as a special guidance officer. He may help his colleagues on the staff of the school to develop and maintain cumulative records about the pupils of the school. He may interview the pupils and their parents and give them necessary guidance. He might gather necessary information about the possible vocations open to his pupils. He might with the school records and with tests find out the aptitudes of his pupils and suggest to them such courses as will further their developments agreeably. He might be in charge of books, periodicals and filmstrips concerning this subject and periodically confer with similar workers in the fields. A good lot of pioneering needs to be done before specific procedures on a uniform basis could be suggested. The experience of other workers in other lands would be useful, but before they are applied, one should examine how far those materials would be suitable to our conditions.

It would also be necessary to include guidance training as a necessary subject for those taking a degree in teaching. For such of those as are already in schools, in-service training would be very valuable.

(vi) Examinations and Evaluation

The problem of examination is one of the frequently debated topic in recent days. The broad aims of secondary education as formulated by the Secondary Education Commission *viz.*, Training in Democratic Citizenship, Improving Vocational Efficiency and Developing the personality of the individual have been kept in view in all our deliberations.

PURPOSES OF EXAMINATION—

The purpose of examination reduces itself to merely assessing, qualitatively and quantitatively how far we have realised or are going towards the objective in our practical application in the class-room. Our aim should not be merely the testing of factual information and perfection in basic skills. We should test all other traits which are fundamental to the development of a well-integrated individual. The tests should help

- (a) to measure the progress of the pupils in academic subjects of study,
- (b) to measure intellectual traits in pupils and their application to specific and real problems,
- (c) to stimulate pupils to work hard and to develop an eagerness to have an extensive knowledge about all aspects of the environment,
- (d) to guide the pupils when it comes to electing courses of study at the secondary stage,
- (e) to measure all other desirable traits, like social, emotional and personal traits and thus provide full scope for the development of the personality of the individual, and
- (f) to maintain proper "Standards in Education", allowing for local differences without dull uniformity of the same standard in all areas.

THE PRESENT EXAMINATION SYSTEM—

The purposes mentioned above are not served in the present set-up of examinations. The effects of the present examinations on the educational system, methods, curricula, treatment of subjects, etc., were discussed so that these defects could be reduced to a minimum if not avoided completely in any scheme of Reorganisation. The External Examination at the end of the Secondary stage cannot be expected to serve all our objectives. This is equally true of the Annual Promotion examinations in schools. If examination and evaluation should be comprehensive, they should form an integral part of the learning process itself. Though, for the present, we cannot summarily dispense with the external examination, we do feel that its importance should be reduced to the barest minimum by stressing more and more the informal class-room tests and periodical class tests. The assessment by the class-teacher is definitely more reliable than that of the examiner when it comes to evaluation of pupils' personality.

TYPES OF TESTS—

A broad classification of tests, would be as follows :—(1) Achievement tests, (2) Intelligence tests, (3) Aptitude Tests and interest inventories, (4) Personality Tests.

Achievement Tests may be either of the objective type or of the Essay type. In recent days, we have newer objective types of tests for measuring reasoning, attitudes, and opinions. A few examples of the objective tests are: True-False with Reason, Best-answer test, Reading of Maps and Graphs, True-False with corrections, Interpretation of Data Tests, Appreciation Tests, Multiple-choice with Reasons, and Three-column matching tests. The stress in these tests should be on questions involving critical thinking and intelligent understanding. The

Essay-type examination helps to measure organization of ideas, logical thinking and verbal expressibility. The subjectivity of the essay-type test could be reduced to a minimum by following scrupulously, approved principles of marking.

In our country, we have not made much headway with regard to the other types of tests. Intelligence Tests have to be standardised. Standardization is difficult and will take some time. But there are a number of opportunities for the teacher to observe his pupils in a number of situations and form a judgment of the intelligence of the pupils relatively. Aptitude tests and Personality tests have to be prognostic, and they must be done seriously and systematically. A special research course on the framing and standardizing of Aptitude Tests may be conducted by Training Colleges with the aid of the States' and Central Government. Meanwhile, teachers should be trained to observe pupils' voluntary behaviour in a number of situations in and out of school and rate the pupils' traits in a Five-Point Scale. A beginning can be made to give training in preparing Sociometric Tests.

ORGANISATION AND ADMINISTRATION OF EXAMINATIONS—

The dethroning of the external examination from the high pedestal that it occupied has practically resulted in extolling the virtues of internal examinations. But some may be under the impression that examinations have tended to become 'Unnecessary nuisances'. This is the result of thinking about 'examinations' in the same old fashion. Once we remember that evaluation is part of the learning process and therefore form part of the objectives of education, their criticism can be answered. Organisation of examinations can be discussed under two headings—The informal class-room tests and the formal periodical tests. The former type aims :

- (a) to develop proper and regular study habits,
- (b) to help the teacher to assess the results of his teaching,

- (c) to help the teacher to diagnose the specific weaknesses in the learning process of special types of pupils,
- (d) to enable the pupils to see the relationships and to understand principles of learning, and
- (e) to help the teacher to discover the special capacity of pupils.

The informal class-room tests should not be regarded as disturbing and dislocating normal work of the class-room and should include the oral, practical and written types. Reports, Exhibits, and Diaries may also be taken into account here for measuring pupils' progress in the class. The teacher should study the pupils' progress in all these ways by maintaining records.

We can use the periodical tests or terminal examinations for purposes of review and for other instructional purposes and more for application of principles learnt in the class. The 'grades' obtained by pupils in these types of tests may be taken into consideration for deciding promotions and the impact may be reduced to a minimum on the Annual Examination.

TECHNIQUE OF TEST CONSTRUCTION—

The Technique can be discussed in detail more with regard to objective tests, than with essay-type tests. Any scheme of testing will naturally be subservient to the purpose of teaching. Before we construct the test, we must be clear about the purpose of teaching. A test in social studies should not be merely a test of facts. It should also test social attitudes, and understanding of principles in social studies. A few suggestions for constructing tests for the class-room objective examination are given below :

- (a) Such of those aspects of units as lend themselves to be tested in terms of the general purpose may be selected and from those aspects, appropriate tests, viz., multiple-choice or matching or true-false may be constructed.

- (b) Items which can be answered by the backward, average and intelligent pupils of the class may be included. The test may contain roughly 25% easy items, 50% average and 25% difficult items.
- (c) The test may be graded in estimated order of difficulty.
- (d) The test should be of such length that all or very nearly all the pupils can complete it before the end of the testing period.
- (e) When preparing a test-battery consisting of all types of tests sufficient number of items in the matching test, in multiple-choice test, in the true-false test, in simple recall test and in completion exercise test should be included.
- (f) It is not desirable to have the permanent arrangement of fixing the pass-grade at 35%. The grade may be determined with regard to the specific tests prepared. Either the 'Percentile method' or the 'Standard Deviation Method' may be followed for dividing the pupils into groups according to the score.
- (g) Guessing may be penalised by making suitable deductions in the final score.
- (h) Unnecessary clues are not to be given. Each item should have only one correct answer.

which is meant for pupils' activities, we rate each pupil qualitatively. Even in scholastic attainments, we can use symbolic marking than numerical marking since we are going to take into consideration both his participation in activities and scores in class-room tests. So instead of making much fuss about the percentage of marks secured and determining the policy of promotion, we should think of a sounder and a more valuable method which, takes into account, pupils' actual progress in various activities of the school; both curricular and co-curricular. Such a method should be based on 2 important aspects: (1) Pupils' scores in terms of the class,—this is the quantitative aspect. (2) Pupils' own rate of progress as determined by his scores in a series of tests. These two will reveal the pupils' relative strength and weakness in different areas of school life and may help the pupils to direct their effort towards those aspects in which they need improvement. Though this policy is somewhat more difficult, an attempt should be made by the teachers to take these into consideration to judge their own skill in teaching in terms of pupils' achievements. So our promotion policy should be based on the following factors; intellectual, physical, social and emotional factors. The term 'failure' should be regarded as an anachronism and the teacher should contribute his best to remove that word from applying to class-room practice.

SYSTEM OF RECORDING—

The progress of the pupils in different aspects may be recorded in special notebooks. From these records, the class teacher should form a judgment of the pupils and the findings should be recorded in the 'Cumulative Records' maintained for all the six years of secondary school. We have prepared one such specimen form of Cumulative Record with a guide manual for teachers for filling various items (*vide* Appendix). Though the record is a confidential record the Headmaster can use that record for other purposes in case he finds it necessary. If a pupil leaves a particular school in the middle of his

EVALUATION AND MARKING—

The recent trends of marking in the programme of evaluation favour both the qualitative and quantitative evaluation. In the traditional type of examination the more intellectually favoured pupils and the persistent 'plodders' were able to attain success. In some cases they developed superiority complexes and others—they form the majority in the class—developed an attitude of indifference to school work and inferiority complex. In the rating scale

secondary school career, and joins another school, a copy of his 'Cumulative Record' may be furnished to the new school, if the headmaster of the new school calls for it.

SUMMARY OF RECOMMENDATIONS :

1. Real Evaluation should be in terms of the whole child and should be an integral part of the teaching—learning process.

2. Internal examinations serve our purpose much better than External examinations and so should receive more importance.

3. Internal examinations should consist of :—

- (a) informal class-room tests,
- (b) periodical examinations, if need be,
- (c) examination of progress of pupils in other abilities, and
- (d) assessment of other traits of pupils as observed by teachers.

4. In the class-room tests, both the new type and essay-type should find a place. There should be only one test on a day.

5. The newer-types of tests as Reasoning tests, Interpretation tests, should be profitably employed along with the usual tests on factual information.

6. Monthly progress reports of pupils may be sent to parents.

7. Promotion should be based on the record of achievements throughout the year and not of examination alone.

8. Cumulative Records should be maintained by class-teachers for all his pupils and they should also be taken into account in the matter of promotion.

LIMITATIONS TO OUR SUGGESTIONS AND RECOMMENDATIONS—

(1) There is the heavy teacher load. The teacher's work is made much more onerous than what it is now. (2) There is the problem of maintaining daily records and filling in entries in the Cumulative Record by the class-teachers. The teacher, at present, is not trained for the same. (3) There is the problem in educational guidance for which our teachers are not trained at present. (4) There is the problem of giving weightage to objective type tests and essay type tests in different subjects in the curriculum and integrating the scores or gradings with the gradings in the regular practical activities.

(vii) Teacher Education

INTRODUCTION—

The object of this sub-group was to see how teacher education could be improved so as to produce the right type of teacher to man our schools.

The following five topics were discussed by the members of this group :

1. Principles of selecting candidates for teacher training ;
2. Nature and scope of training ;
3. Inservice training ;
4. Co-ordination of work between the training institutions and practising schools ; and
5. Evaluation of trainees.

PRINCIPLES OF SELECTING CANDIDATES FOR TRAINING—

Because of the fact that there are many more applicants for training than the number of seats available in Training Colleges, our problem is one of selection rather than recruitment. Selection of candidates for Training Colleges is made at present in the Madras and Andhra States chiefly by the authorities of the Colleges and in Hyderabad, Travancore-Cochin and Mysore by the Public Service Commission or the Director of Public Instruction. The committee is of the opinion that selection should be made by the training college authorities.

Criteria for selection of teachers :—

- (1) Academic record.
- (2) Psychological tests :
 - (a) Intelligence test (verbal tests preferable).
 - (b) Personality test (projective type of test).
 - (c) Aptitude test, like situation test.
- (3) Previous experience and head teacher's report based on it.
- (4) Character estimate :

This is to be obtained not on the lines of the usual certificates but on a confidential reply given by persons known to the candidates, to questions such as the following : (a) Would you like him to be your child's teacher ? (b) Would you like to have him on the staff of your school ? and by rating him on a five point-scale with regard to co-operation, leadership, social competence, adjustability and industry.

- (5) Medical Examination :

This is to be done by the college medical officer with special reference to eye-sight and hearing.

- (6) Interview :

It is for estimating self-confidence, speech defect, etc. Interview is to be conducted by the Principal, a staff member and the headmaster of the model school.

- (7) Probation :

The period of probation may be for three months after which suitable candidates may be allowed to continue the training course.

NOTE :—Psychological tests are to be used only as supplementary to academic records and character certificates till research reveals the extent of their usefulness.

NATURE AND SCOPE OF TRAINING—

The nature and scope of teacher training depends on competencies expected of teachers. An efficient teacher must have :

- (1) Genuine concern for one's fellowmen,
- (2) effective and pleasing use of speech,
- (3) resourcefulness,
- (4) the conviction that children's spontaneous activities bring important satisfactions to them,
- (5) social adaptability including ability to get on with fellow teachers and to contact and move with parents and the public,
- (6) ability to act as a leader in group activities,
- (7) willingness to learn and to follow professional journals,
- (8) a good knowledge of the subject he has to teach,
- (9) the ability to appreciate and participate in cultural activities,
- (10) professional information about the theory on which his practices are based,
- (11) the ability to give guidance to children in their everyday problems both educational and behaviour,
- (12) the ability to make simple and inexpensive teaching aids,
- (13) emotional stability,
- (14) a good knowledge of evaluation procedures,
- (15) the ability to use such mechanical aids as are commonly available to the class teacher,
- (16) the ability to take care of the physical and mental health of his pupils as far as they lie in his powers,

- (17) the ability to do critical thinking,
- (18) an appreciation of the varying needs of children at different age levels,
- (19) a knowledge of the relation between the school and the community,
- (20) the ability to make a community survey, and
- (21) an open mind with regard to techniques of education as well as the aims of education.

CURRICULUM—

In the present one year scheme of teacher training for graduates there is not sufficient time either for gaining a sufficient insight into the development of children or for practising teaching methods applying the principles of education during the training period. It has been felt that the training of teachers for high schools may commence after Intermediate and extend for three years. In this three years course both professional and general education may be given side by side and be spread throughout the course. Theory and practice should be integrated.

The following syllabus is suggested for the three year course :

First Year :

- (1) English and Regional language.
- (2) One elective subject—Mathematics, or Social Studies or Science.
- (3) Child development and general psychology.
- (4) Aspects of Health Education, Physical training and citizenship. (Theory to be based on practical work including at least one health survey, 10 periods of physical training observation and 10 days in a citizenship camp.)

Second Year :

- (1) English and Regional language.
- (2) One elective subject—Mathematics, or Social Studies or Science.
- (3) Educational Psychology including Mental Hygiene.
- (4) Methods of Teaching—General (to be based on observation and discussion).
- (5) Audio-Visual Education—(Greater stress on practical work.)
- (6) Art and handicraft including Home Science — theory and practical but largely practical work so as to help in the making of teaching aids and also for raising the cultural level of the teacher.

Observation work to be not less than 50 periods.

Third Year :

- (1) One elective subject—sciences or mathematics or social studies, the same as that chosen during the past two years.
- (2) Educational Sociology and School Organisation* (to be based on community survey and at least 10 school visits).
- (3) Theory of Education including the Great Educators in the History of Education. More emphasis should be placed on the curriculum and the place of the various school subjects in the curriculum.
- (4) Principles of Testing and Evaluation with reference to construction of informal test and simple statistics needed by the class-room teacher.
- (5) Methods of teaching two optional subjects.

(6) One elective out of the following :

- (i) Comparative education.
- (ii) Experimental psychology including statistical procedures used in test-construction.
- (iii) Child development and child guidance.
- (iv) History of Education.
- (v) Philosophy of Education.
- (vi) Educational administration.
- (vii) Adult Social Educations.

(7) Teaching practice : Each trainee to give at least five lessons in the model school in each optional subject under the guidance of his lecturer, in addition to observing and criticising the lessons of other trainees before going out for three weeks of intensive teaching practice. During the period of intensive teaching practice the trainee will do the regular work of a teacher, under the guidance of an experienced supervising teacher in the school to which he is assigned.

NOTE :—The course in science should include the basic principles of all the aspects they have to teach in school—namely, physical, chemical and biological and the course in social studies should similarly include the basic principles of history, economics, politics, geography and sociology.

INSERVICE TRAINING—

Education should cater to the needs of the individual and must contribute to his progress—physical, mental, emotional and material. The process of education is life-long and there is the constant necessity for learning more and more and equipping one self with the latest developments in his profession. The teacher must have the zeal to work and to work better. This zeal will make him take to all such opportunities

than can promote his academic and professional qualification or his knowledge and experience in his community. Though it is desirable to have a trained graduate as a teacher for every grade in the secondary school, under the present circumstances we are taking also the secondary grade teachers for middle school classes. Sufficient opportunities should be given to the graduate and the secondary grade teachers to improve their professional knowledge with reference to changing ideals and latest developments in the field of education.

RECOMMENDATIONS :

(1) Inservice Training may be provided : (a) for helping the teachers to improve their academic qualifications ; (b) for giving further professional training ; (c) for giving training in auxiliary professional courses ; and (d) for cultural improvement of teachers.

(2) Professional training classes for the untrained graduate teachers may be conducted in two successive summers for a duration of three months in each summer with the intervening academic year of practice teaching under the degree holder supervision of approved B.T. The summer classes can be conducted from 1st April to 30th June. The course should include Citizenship Training Camp for 10 days.

(3) Professional Training for the secondary grade teachers who have privately acquired the B.A. degree may be conducted for a period of a three months during the summer vacation.

(4) Brief summer courses of about 15 days to 2 months may be organised at suitable intervals for giving training in (a) Scouting, (b) First Aid, (c) Social Service, (d) Physical Instruction, (e) Craft instruction in Spinning, Pottery, Carpentry, Mat-making, etc., (f) Home Science, (g) Use and preparation of audio-visual aids, (h) Hindi, (i) Regional language, (j) School accounts, (k) School library service, (l) Administration and Supervision.

(5) Successful completion of additional professional training should entitle the teacher for a higher grade and every auxiliary training should entitle him for additional increments.

(6) Wherever possible, mobile training units should be organised by the Training Colleges in large towns. The idea is that if sufficient number of teachers can be gathered in these large towns, the staff of the neighbouring training colleges may move there and conduct regular courses during week ends.

CO-ORDINATION BETWEEN THE TRAINING INSTITUTION AND THE PRACTISING SCHOOL—

Very often complaints are received to the effect that the teachers of the practising schools do not co-operate with the training colleges and *vice versa*. The following suggestions are given with a view to co-ordinating the Training Institutions and the practising schools attached to them.

1. Class teachers should remain in the class when pupil teachers teach and keep a record of the work done by the pupil teachers. The teacher should note down the points omitted or not well-taught by the trainees and which he would like to stress again in the class. This report must be submitted regularly to the Headmaster.

2. Wherever the trainees go for teaching practice in the model institution, the regular class teacher must be allowed to take at least one period after the trainee has finished a particular topic and must be expected to fill up during that period the gaps left by the pupil teacher.

3. Good teaching by trainees will reduce the supplementing work of the class teacher expected in (2) above. The supervising teacher should therefore help the trainee in getting suitable materials, reference books, aids, etc., and guide the trainee in the preparation of teaching notes.

4. Trainees and lecturers handling classes in practising schools should finish whole units of work instead of taking the units piecemeal and leaving the rest to be finished by the class teacher. An effective implementation of recommendations 1 to 4 will do away with complaints that the children's progress is hampered by the trainees.

5. The time-tables of the Training College and the practising institutions should be framed by joint consultation.

6. The Headmaster of the model school should be adequately qualified and should have work in the Training College also so that he may feel that his school is responsible for the better training of the pupil teachers who are also his pupils.

7. All staff members of the model institutions should form part of the Training College.

8. Teachers in the practising school should all be properly qualified and should be given a decent stipend for supervising the trainees' work.

9. To effect greater co-operation between the training institution and the practising schools the staff of both institutions may engage themselves in co-operative research and experimentation.

10. The Headmaster of the Practising school may be a member of the committee for selecting candidates for training.

It is hoped that recommendations 6 to 10 if implemented effectively will create the necessary degree of 'we feeling' among the members of the training college and the practising school which is at present lacking.

EVALUATION OF TEACHER TRAINEES—

Evaluation of Teacher Trainees is also an important aspect of Teacher Education. The competencies of a teacher cannot be measured only at the end of

the course by a formal examination. They should be evaluated right through the course with the help of the lecturers, the trainees themselves, the supervising teachers and pupils in the practising schools. The following few suggestions are offered for evaluation.

1. Evaluation in teacher training should be a continuous process, begun even from the time of selection, in the course of which cumulative records about the trainees should be set up by the lecturers.

2. While evaluating weightage has to be given to the remarks of supervising teachers in practising schools.

3. External examinations are to be gradually eliminated. They are not

completely reliable and are too formal and do not evaluate the complete progress of the candidate.

4. Examination should include new type tests and 50 per cent of the marks may be allotted to the new type tests.

5. 25 per cent of the theory marks in the final public examination should be set apart for class records as in Bihar.

6. There should be periodic conferences of staff members for recording information regarding the academic and professional attainments of trainees.

7. Credit system of evaluation to enable the candidates to complete the course in parts may be adopted.

(viii) School and Community

INTRODUCTION—

The aim of education can be broadly conceived in two aspects: the individual and Social. Considered from the individual's point of view, the ideal of education lies in the development of the full and many-sided personality of the pupil with reference to his physical, mental, emotional and spiritual faculties. But the individual lives and grows in a society and hence the school must take into account the social medium in which he reacts. The gradual unfolding of the child's personality must be through his frequent interaction with society. This is the most natural and desirable way of developing his personality. From the social point of view the school is a prominent social agency. Education is essentially a social affair and the school is charged with the duty of transmitting the social and cultural heritage to the future generation.

So both from the point of view of the individual and of the society school-community relations assume an important role in educational theory and practice.

A study of social and cultural factors of our society becomes very necessary to shape and formulate our school programme and this becomes an important aspect of study in school community relations.

SOCIAL AND CULTURAL FACTORS—

The following is the analysis of cultural and social factors as drafted by the group. They are identified as positive and negative factors. Among the factors making community relations different are:

(1) Indian Society is diverse and complex with many races, castes, and creeds, habits of living, languages, food and dress and other customs and traditions. India is a sub-continent with varieties of living.

(2) There is to some extent in Indian Society an attitude of other-worldliness leading to indifference towards material progress.

(3) Indian culture has, no doubt, withstood the onslaughts of foreign cultures by its spirit of toleration, harmony

and synthesis. But the latest impact between Western and Indian Culture is recent and therefore the synthesis is incomplete. This has resulted in a conflict of values and confusion of ideals leading to a cultural crisis.

(4) Indian Society is affected by great poverty and struggle for existence to meet the basic needs of life. The average standard of living is very low and there is considerable unemployment coupled with a high rate of population increase, and

(5) Illiteracy and absence of general social education are factors which have led to a low standard of civic consciousness, ill-health, ignorance, superstition and party factions.

Among the positive factors are :

(1) There is an under-current of unity behind all the diversity of Indian life — a common cultural heritage. There is an essentially spiritual outlook on life which recognises each individual as potentially divine and fixes the goal as trying to manifest that divinity within and without.

(2) A life of plain living and high thinking is accepted as the highest ideal of conduct. Limitation of individual wants, control of the senses, and development of will-power are considered to be essential for realising the full personality. These will promote self-discipline and character. They were the chief tenets of our ancient *Gurukula*.

(3) The three main paths leading to perfection—the path of unselfish desireless work for the society, the path of meditation and concentration on the knowledge of reality and the path of faith, firm devotion and self surrender to Godhead are all conducive to social good and social harmony.

(4) Subordination to Dharma—the general laws which sustain and preserve society is considered to be an essential guide to conduct in life. The National Flag contains “Dharma Chakra” in the centre to indicate this heritage.

(5) India's temperament is essentially peace-loving and non-violent. It is against hatred and war. Hence there

is scope for a genuine feeling of brotherhood which extends beyond the limitations of race and nationality.

(6) The importance of family as a social unit is well recognised. Family life is the normal standard of Indian Social life. Marriage is considered as a divine union and not as a legal contract for material ends. Loyalty to the joint family is felt desirable.

(7) The supreme position that the woman occupies in India's social life as the mother, the source of all power, is a dominant feature of our national heritage.

(8) Reverence to mother, father and the preceptor is considered as essential duty ; and

(9) The ideal of Sarvodaya—establishment of a classless, casteless society is based on truth and non-violence.

SCHOOL PROGRAMMES WITH REFERENCE TO SOCIAL NEEDS AND CULTURAL IDEALS—

A consideration of the effects of these social and cultural factors on the school programme reveals that certain important aspects of the school programme should be particularly emphasised if the school has to serve these needs and ideals of the community. The group recommends various activities and programmes in this connection under the following heads.

- (1) School should develop a national bias.
- (2) School should develop a vocational bias.
- (3) School should develop a spiritual bias.
- (4) School should develop a social bias.
- (5) It should train for the ideal of democracy.
- (6) It should develop a life centered curriculum and become a community centre.

1. The school should develop a national bias with a view to promoting reverence to and understanding of National Culture and heritage and develop the ideal of an Indian Nationality irrespective of caste, creed and community and other minor considerations. The following suggestions are made towards this end :—

(a) In the study of Indian History at the Secondary School level, emphasis should be laid on the cultural aspect of historical facts and events so that the pupils can get a synthetic view of the essentials of Indian culture and its process of development.

(b) While studying the history of the 18th and 19th centuries in India importance should be given to the Renaissance movements that contributed to the growth of Indian Nationalism.

(c) The study of the lives of great National heroes and celebration of their days in the school would be a co-curricular activity which would stir the imagination of the pupils and rouse their national consciousness and serve to supplement the above study.

(d) While celebrating National Days and National Festivals, the programme should be such as to rouse patriotism and love of the nation.

(e) Dramatising important historical themes or plays reflecting cultural ideals of the nation would be a good activity to rouse national feelings.

(f) Visits to places of historical and cultural interest would serve as good motivation for developing national consciousness.

(g) Geography should be taught in such a manner as to enable the pupils to understand and appreciate the national resources of India.

(h) A healthy national outlook implies the development of an international outlook also and hence the school should develop the feeling of International brotherhood.

(i) The pupil is surrounded by various social groups which at times demand his loyalty in conflicting directions—the family, the community, the

village or town or city, the National and the world at large—all these have different spheres of influence which are gradually expanding in scope.

The pupils should be taught to evaluate these loyalties and value the higher and wider loyalty in preference to the lower and narrower one in case of conflict, e.g. when there is a conflict between a national ideal and community ideal, national ideal must prevail. Such an attitude would harmonise the various loyalties of the individual towards progress.

2. The school must take into consideration the poverty and unemployment in the country and develop its programmes so as to provide education for all with a vocational bias.

The following suggestions are offered:

(a) Education should be free and compulsory.

(b) Every school should provide free mid-day meal or milk to all the poor and needy students.

(c) Provision should be made for medical inspection and careful follow up treatment in every school.

(d) Visits of teachers to the homes of pupils in order to study their home conditions, and suggest ways of improvement should be encouraged.

(e) More facilities should be given to backward and poor pupils by way of scholarships and grants for the purchase of educational equipment.

(f) Schools should provide for diversified courses. The choice of the vocational course should be encouraged with reference to the peculiar needs of the environment and the aptitude of the pupils.

(g) In a country like ours which is essentially rural and agricultural, agriculture and agro-industries should find an important place.

3. The school must give a moral and spiritual bias to its programme otherwise it cannot be a truly national system of education. The following are

some of the activities towards this important objective.

(a) In every religion certain cardinal virtues are stressed and these agree with each other considerably. Virtues like harmlessness, truth, honesty, cleanliness, restraint of senses, kindness, and service to others can all be practised in the school in all school situations.

(b) Prayer is an essential practice in all religions. The religious spirit and spiritual outlook can be inculcated through prayer to a great extent. Schools should emphasise prayer and provide opportunities for simple common universal prayer by all the students of the school. For such a prayer a natural and free setting is much better than the formal atmosphere of the school. So such prayers must be conducted in the open air in a free natural setting.

(c) Prayer may be followed by a short talk on the biography of great men of all the religions of the world and their contribution to the growth of spirituality.

(d) Whenever religious holidays are granted the rational and scientific background behind the religious functions practiced on those holidays may be explained to the pupils so that they may have an idea of the rationale behind religious and social observances.

(e) Visits of pupils to different places of worship—the church, the mosque, the temple, etc., may be organised so that the pupils may have an idea of the variety in religious worship and indirectly realise the universal idea of devotion behind them.

(f) There must be considerable emphasis on simplicity, plain living, control of the senses and discipline as guiding principles for the conduct and behaviour of the pupils during their student life. These ideals can be effectively practised in a residential school where there will be opportunity for the pupil and the teacher to live together and plan their daily programmes in an ideal manner.

(g) Regarding the other-worldly tendency, which manifests itself by a certain disregard for the efficiency of living a good, active useful life in this world, the school must emphasise on the fact that life here is as much important as the life hereafter and that life in this world is the basis for all future development and achievement. Regard for present conduct and behaviour should be stressed as being essential guide to conduct.

(h) The teacher should remember that his living example is the best guide to the inculcation of moral values and hence should practice the virtues he preaches.

4. Indian Constitution has accepted the Democratic ideal of living as the ultimate goal of our National life. Training for democracy can effectively be given only by practising democratic ideals in school life. Social behaviour is a learned behaviour and hence the school should develop into a functional community. The following suggestions are offered in this matter.

(a) In class-room study the technique should be such as to develop democratic modes of learning, evaluation and judgment. The teacher should serve as a guide stimulating and providing situations where pupils themselves come to grips with problems and find solutions by group discussions and techniques.

(b) A well organised plan of pupil self-government has to be developed. This school council or school panchayat would help the headmaster to find out pupil reactions to the school programme and serve as a connecting link between students and staff.

(c) In the organisation and management of co-curricular activities greater scope should be given for pupil selection, pupil initiative, participation and co-operation, the teacher standing behind and offering suggestions and guidance whenever absolutely necessary.

(d) School discipline should be built on self-discipline.

(e) Even in the field of evaluation, self-analysis and self-evaluation by the pupil should be encouraged and this should be one of the factors which guide the teacher for assessing the work of a pupil.

(f) A democratic relationship between the teachers and the Headmaster is essential to foster the above ideals.

5. The school should become a life-centered institution.

(a) Knowledge should be presented to the pupils in psychological order, keeping pace with the natural development of the child's interests in its environment rather than in the logical order. Community life and its situations provide ample opportunities for proper motivation and learning. It also provides scope for applying what is learnt to various life situations.

(b) Learning by doing is an essential principle of education. Social behaviour is always a learned behaviour and hence emphasis should be laid on doing and practice rather than on knowing by study. Information should be substantiated by experience.

(c) Community study affords great opportunities for life-centered education. All schools should attempt at community study and try to investigate some of the needs and problems of the neighbourhood. The community should serve as the laboratory in which pupils may observe, analyse and evaluate life activities. Such a study promotes understanding of the community, its structures, processes and problems, and develops in the pupil an increasing awareness of and sensitivity to social situations and problems in economic, social and political life. It also helps the development of the personality of the pupil through co-operative work, contact with adults in a new community situation and participation in a worthwhile activity.

The place of the teacher in such a study is only that of guiding group work in interpreting data, analysing relationships and examining critically beliefs

and values. He should help in planning observations and developing techniques.

Community study may take several forms, but on the whole it must cover the following aspects of the community:

(a) The ecological frames of life : The space, the soil, land uses, road pattern, town plan, service area, population make up, geographical factors which influence life and culture of the community.

(b) The historical development of the community : A study of the settlement, the growth, development, the peak of existence, decline and revival of life of the community.

(c) The study of the present life activities of the community : What people do at present. How they earn their living. How they spend their leisure. Social structure, caste-class survey, standard of living. Organisation of power system or management of community.

(d) The study of the impact of the outside world on the community : How ideas flow into community. Communications, etc.

(e) Community values on life : A total assessment of the basic values cherished and nurtured by the community.

The following are some of the important techniques of community survey :

Using written source materials in the community is one method. Such information as is available in home, school, public libraries, office files, Government maps, reports, publications of business organisations, local publications, etc.

Observation of and participation in community life is another technique.

Mapping is an important device for teaching the scientific method of observing, collecting, classifying records and data.

Excursions to nearer or remote environment if carefully planned would be of great use to pupils in the field of community survey.

Interview is a useful technique for community study.

Interviews may be taken up by groups or by individual students with a definite plan and purpose.

Inviting the resource visitor is another useful technique for community study.

The study of community should lead to an attempt by the school to improve the quality of living in the community. This leads us to the conclusion that the school should serve as a community centre for youth and adult groups. It must develop itself into an agency for social and cultural education of the community, by extending its sphere of influence over the adult population of the area.

The following are some of the activities which the school can take up to serve as a community centre :

(a) Adult literacy or social education class could be regularly conducted in the school during evening hours by the students.

(b) The school visual education unit may be used to serve the adults of the locality by arranging special shows during nights.

(c) The school library and reading room may be kept open for the use of adults of the locality during out of school hours.

(d) Festivals, celebrations and social functions may be arranged under the auspices of this centre.

(e) A circulating rural library service and mobile visual education unit may be organised in schools that can afford so that its activities may extend beyond the borders of the town and spread all over the entire rural area served by the school.

(f) During long holidays like the summer holidays, short-term residential extension courses like the courses in the Vidyapeeths or Folk high schools may be conducted by the school management for adults.

(g) During holidays student social service camps may be organised in villages for a period of at least one month.

(h) Social service in religious fairs or *Melas* or big festivals is an important activity.

CONCLUSION—

There are many difficulties in India for developing a good community school. As Mr. K. G. Sayidin remarks, "The present weakness in the position of the school system in India is that people do not realise and cannot realise that the school is one of their institutions. For all practical purposes it is just as much an official concern, a government institution as the Law Court or the Railway or the prison!"

There is therefore a great need for organising parent-teacher associations in order to educate the parents about the importance of their participation in school programme.



(ix) Administration and Supervision

There were 23 members in the work group that studied problems connected with administration and supervision. The problems were listed under fifteen headings. The work group divided itself into five sub-groups and each sub-group discussed three problems. The reports of the sub-groups were submitted to the entire work group and the approved reports of the work group were placed before the workshop. Short summaries of the reports of the Administration group are given below under fifteen headings :

EQUAL OPPORTUNITIES IN EDUCATION—

Equality of opportunity is not identity of opportunity but it connotes the provision of the necessary environment and facilities in which a child can find its fullest development in accordance with its interests and aptitudes. Individual differences among children are important factors to be reckoned while considering the provision of equality of opportunity in education. Equality of opportunity can be provided to a great extent if curriculum and methods of instruction are modelled in the light of individual differences.

In our constitution it is laid down that the states should seek to provide universal free compulsory education up to the age of 14 for all children. It is not wise to compel people to educate their children unless they are given the necessary help and guidance. Our State Governments are doing much to provide scholarship and other help to some children. But this is not enough. All deserving children are to be given the same opportunity. The federal Government can do much by subsidising the State Government schemes of supply of free lunch, books and other materials to all deserving children. The community can also help their schools to some extent in providing equal opportunities for their children. The Government will do well to make education in secondary schools up to a certain

grade free to all pupils in the first instance, and as the financial position improves extend it to higher grades so that after a certain stage, secondary education could be made free and compulsory.

As regards Physical differences among children suitable activities in curricular and co-curricular school programme will meet the individual needs. A good teacher can adjust his method of teaching to suit different individuals in his class. A common minimum programme of activities and instruction in accordance with the curriculum are essential to provide equal opportunities. A good guidance programme in all schools will enable the teacher to differentiate pupils on the basis of their requirements and mould them according to their ability, interest and aptitude.

Homogeneous grouping of children on the basis of their intellectual attainments only is not desirable. A good multi-purpose school can cater to the needs of all children if the pupils are encouraged and guided to take necessary diversified courses as determined by aptitude, achievement and other tests. Individual aspirations and parental requirements may also be taken into consideration in the guidance programme.

To-day we witness the sad spectacle of myriads of children going without adequate education on account of the non-availability of sufficient number of schools in the country. Equality of opportunity will be best realised only if all the children attend the school and receive instruction appropriate to their interests and requirements. Education is fit to be the first charge on the national budget.

CO-EDUCATION—

“Co-Education” is the education of boys and girls together in the same classes of a school, admission to the school being secured by pupils of both sexes on equal terms and opportunities

and freedom being provided for the association of the sexes in intra and extra-school activities when their abilities and interests are similar.

India, like most other countries, has accepted the system of co-education in the Primary school stage and the University stage and it is only in the case of Secondary school stage, which relates to the ages between 12 and 18, that such a system of education of the two sexes together has not found complete acceptance.

The opposition to the idea of co-education in the secondary school stage is largely rooted in sentimental objection and social prejudices. Some feel that the psychological and physiological differences in development of the two sexes between the ages of 12 and 18 stand in the way of imparting education to boys and girls under a common system and programme of activities. Segregation at this stage has also been advocated for the same reason lest the dangers of free intermingling of sexes should mar the social life. Thus from a moral, social and pedagogical point of view co-education in the secondary school stage has been disfavoured.

According to some educationists co-education is in perfect accord with the democratic idea in educational programme. The administrative and financial convenience of the system cannot be ignored. It is needless to say that two schools cost more than one and it is also equally understandable that a large number of diversified courses cannot be introduced without adequate number of pupils in a school. Co-education, by providing naturalness, is congenial to the development of a harmonious and healthy social life which may result in inculcation of inner disciplines which are an impossibility in an atmosphere of segregation. The most important thing to consider is the unreasonableness of an artificial segregation at a particular stage of life, of the two sexes which are by natural law and dispensation bound to be together before that stage or ever afterwards.

RECOMMENDATIONS :

The Secondary Education Commission in their report has discountenanced the idea of co-education at the secondary school stage. We have in a certain degree agreed with their recommendations for the time being for two reasons, *viz.*

- (i) Any abrupt change in the system of education will do more harm than good.
- (ii) In view of the existing social prejudices any attempt at advancing co-education against the unified wishes of the community will seriously retard the progress of women's education in India.

But from the point of view of the irresistible urge on the part of our young men and women to come together to share in the national responsibilities, co-education at all levels is a necessity which we have to admit, if not sooner, later.

We wish to recommend the introduction of more and more activities in schools having boys and girls in order to satisfy the needs of feminine sex. It is realisable through a flexible curriculum and diversification of studies. Also, a large number of women teachers will have to be kept on the staff of the school.

To avoid the dangers arising from free association of sexes, we wish to point out that sex education should be made an integral part of instruction in secondary schools and universities. In the initial years the administrators will be called upon to bring resourcefulness, vision and foresight to their tasks in facing new problems arising out of a new system.

The sum total of our recommendation is that co-education in secondary school stage should be introduced in progressive stages towards the ultimate realisation of democratic spirit in education and to make education more complete and natural.

RESIDENTIAL SCHOOLS—

The idea of Residential Schools is not new to India. There were Gurukulas and Buddhist Monastic Schools with life-centred curriculum where pupils and teachers lived together and where learning was mostly through activities and experiences.

The residential schools are advantageous to some extent. There is more scope for making the curriculum life-centered. There is more scope for social and personality training. There is more scope for intermingling of teachers and students. Social service and community activities can be better organised. There is full scope for all round development of the individual. Residential schools will be advantageous for pupils coming from distant places.

Apart from the advantages there are a few difficulties and disadvantages. Residential schools are more costly. The school is one of the agencies for individual development. The home is also another important agency. There should be regular and close contact between the school and the home. School and home contact is cut to some extent by residential schools. Sometimes pupils find it difficult to adjust themselves to home and village conditions and some kind of exclusive attitude is developed by pupils who come out of residential schools. Compulsory, free, universal education will bring in more pupils to secondary schools and we want to have more schools to give free education up to the age of 14 to all children to satisfy the demand in our constitution. We cannot have residential schools for all.

RECOMMENDATIONS :

(1) Residential Schools may be necessary where school transport cannot be provided.

(2) With school transport facilities and school lunch system, day schools, may suit Indian conditions better.

(3) Residential schools, if established, should be on democratic and non-communal lines.

(4) Residential schools should provide residence for teachers also.

(5) Residential schools should have considerable number of seats for poor pupils at the cost of the community, state or some endowments.

(6) There should be a full-time paid Warden to look to pupils' all round development.

(7) Pupils should have a definite scheme of social work in residential schools.

SCHOOL STANDARDS—

The school should meet and cater to the needs and development of both individuals and the community. In order to do this efficiently it has to maintain certain standards. It is the duty of the state and community to help the school to maintain these standards and thus see that the school promotes 'social individuality' among its pupils.

The school standards are judged by how far the pupils have : (1) acquired the basic tools of learning, (2) have maintained mental health and physical fitness, (3) attained vocational efficiency, (4) inherited moral and spiritual values, and (5) received training in citizenship.

The standards of a school are set by the teacher, the supervising personnel, the educationists and also the parents.

The school standards depend on

- (1) Nature and quality of the staff,
- (2) General intelligence and home background of the pupils,
- (3) Accommodation and equipment,
- (4) School community relations and
- (5) The School Budget.

The school standards should be measured periodically. This may be done by visits from inspectors, by administering achievement and personality tests

and also by using self-evaluation criteria. While measuring school standards efforts must be made to raise school standards. To improve school standard the following suggestions are made :

- (1) School work may be adjusted to suit individual interests and abilities of the pupils.
- (2) A programme of in-service education for the teachers may be followed.
- (3) Curricular and co-curricular activities should be balanced.
- (4) Adequate social service programmes may be provided.
- (5) Suitable buildings, spacious playgrounds, adequate equipment and teaching appliances are to be provided.
- (6) An efficient body of educationists may be invited to assess school standards.

SCHOOL FINANCE—

The Secondary Education Commission has discussed at great length the resources of school finance which are in the nature of fee collections from pupils, Central and State Government grants, endowments, estate duties, etc., and has further suggested means to raise necessary resources like technical education cess to develop special education.

The school administrator has to face several problems in the administration of the school finance. The system in this country is far far different from that existing in other countries. Our school finance apart from pupil's fee collection is the sole concern of the state educational department. There is a disparity in position of the government schools and schools under private management. As regards the former the entire financial control vests in the educational department and it is there that the school administrator has to face problems. A system under which the department decides the financial grant for the aided school leaves the headmaster completely at the mercy of the

department and takes away from him the desired initiative and responsibility in regard to administration of finance which hinders the progress of the school to a great extent. "Allowing the factor that in the present position of the country the state grant for schools cannot be very much enhanced, the department will do well to concede larger powers to the headmaster in regard to the administration of the grants sanctioned for each school. A large consolidated amount placed at the disposal of the headmaster will enable him to meet the exigencies arising out of the everyday school administration. The government schools in some states are eligible for a games grant from the department which bears a direct relation to the total games fee collection of the school for the year. This discrimination in favour of one set of schools is undesirable and the above concession has to be extended to other schools as well. It is also suggested that the department should consider giving similar grants in respect of the other special fees. Appropriate check on the administration of the school special fee fund should be exercised but not in a way which will make the school administrator's work difficult.

SCHOOL EQUIPMENT, THEIR PROCUREMENT AND USE—

To make a school efficient suitable building and equipment are needed.

School Building :

To establish a school, a healthy resort within the favourable reach of the children of the community is necessary. There should be facilities for proper sanitation and good water supply. A minimum of 10 acres of land including the school site may be considered a necessary requisite. Dimensions of the building may be according to the needs of the village community. The following are desirable :

- (1) Enough class-rooms.
- (2) Assembly hall or auditorium.
- (3) Library with study facilities.
- (4) Laboratory.
- (5) Lunch room and cloak room.

- (6) Arts and Crafts room.
- (7) Medical Aid room.
- (8) Museums.
- (9) Staff room.
- (10) Separate common room for boys and girls.

As it is advantageous to have the staff members near the school area, it is better to make provision for suitable quarters for the members of the staff. Hostels may be attached if there is no school transport and school lunch.

Equipment :

The following minimum equipment should be provided as required :

Black Boards, science apparatus, chemicals, charts and models, maps, audio-visual aids, scripts, and pictures for languages ; necessary tools and equipment for arts and crafts and diversified courses ; games materials including gymnasium equipment for physical activities ; public magazines, periodicals, manuals and suitable library books to cater to the needs of the library, and mathematical instruments.

As co-curricular activities tend to fight for an equal share with those of the regular curricula of the traditional type in the modern set up, tools and equipment for co-curricular activities as well, should be provided.

Procurement :

The management, the government and the community form the chief sources through which funds are to be collected. Other sources may also be resorted to, like the raffle system. At the same time enough funds may be raised through the activities of the staff and pupils.

The teachers and the pupils may also prepare the possible teaching aids from the materials available locally.

Use and Care of equipment :

1. Regular and up-to-date records of all the articles of equipment should be maintained.

2. Effective checking of the records pertaining to these by the headmasters should be resorted to once in three months.

3. Repairs may be attended to promptly. Efforts should be made to replace immediately the old and un-serviceable articles.

4. Class teachers may be made responsible and class councils may be entrusted with work of taking care of the articles in their rooms.

5. Annual white washing is necessary for the school building.

LESSON PLANNING—

1. Programme of the work for the year should cover the general objectives. There should be flexibility in the programme, so that, the topics would be dealt with in line with the interests and experiences of the pupil.

2. Wide resources should be taken into account for purposes of utilisation.

3. Planning should be done in consultation with children and community.

4. Teachers in each subject should work in a body as guidance committee to formulate policy of instruction and to evaluate progress.

5. Teachers should be assisted by providing teaching aids, reference books, manuals, etc.

6. Notes of lessons should be prepared for the use of the teacher himself rather than to satisfy the inspector or headmaster.

TIME-TABLE—

Time-table should be framed with reference to

(1) Mental and physical capacities of pupils.

(2) The nature of the subjects.

(3) The needs of the curriculum and co-curriculum.

(4) Teacher personal and their qualifications.

(5) Accommodation and playground.

RECOMMENDATIONS :

1. Headmaster with the staff and student council should prepare the time-table.

2. All curricular and co-curricular activities should find a place in the time-table.

3. Provision should be made for activities and projects.

4. Hours of work should be according to the local and seasonal needs.

5. There should be six working days per week—5 hours of seven periods per day—45 minutes periods in the morning and 40 minutes in the noon.

6. The time-tables should be flexible.

SELECTION, APPOINTMENT AND TENURE OF TEACHERS—*Selection of candidates for training institutions :*

Candidates should be selected by a Committee.

The head of the training institution, one representative of the state department of education, two nominated headmasters of the region and two representatives of the community may form the committee.

Candidates with previous teaching experience, may be given preference. The medical authorities connected with the institutions should certify to the physical fitness of the candidates. Aptitude tests may be conducted during the period of probation and pupils showing aptitudes for teaching may be permitted to complete their training.

Appointment :

When appointing teachers the needs of the school and the recommendation of the headmaster should be considered. Certain number of schools or a suitable area may be fixed to form a unit for purposes of recruitment.

As far as possible transfers may be avoided. In the matter of transfers, the headmaster's opinion should be considered and transfers effected on valid

reasons. Ordinarily transfers should not be made within a period of 3 years. Needs of the institution should have priority over personal needs. Transfers should be as few as possible and should not be in the middle of the year.

Tenure :

There should be a period of probation for two years. The purpose of this probation is to see whether one will become a successful teacher. The person who recommends the completion of probation must be the immediate superior. Within the probation period the teacher must pass the tests relating to school administration and departmental regulations. Removal from service should be only on valid grounds after giving the teacher an opportunity to explain and correct himself. It should have the approval of the Department. The time of retirement should be 60 years of age for all teachers.

THE ROLE OF THE HEADMASTER AND THE TEACHER—*Headmaster :*

Now-a-days a majority of the headmasters are inclined to run their school all by themselves without effectively enlisting the co-operation of either their colleagues or their pupils. Success of official school leadership is however best judged by the progress of the school when there is :—

- (1) More responsible participation of students, teachers, and community members in the improvement programme.
- (2) Increase in opportunities and activities for all.
- (3) More efficient learning situations that help all phases of pupil growth.
- (4) Greater contribution of the school to the improvement of the community.

All headmasters should constantly seek better ways of releasing the potential leadership in the community, the pupils and the staff and to work within

the group towards the development of practices which interest that community. The headmaster should realise the sacredness of the personality of every individual; should respect method of intelligence; should test judgment and values through social participation; should co-ordinate group thinking and activity; and should encourage pupil-teacher planning for improvement in the school programme.

Teacher :

The present day teacher assigns lessons, mostly motivates study by warnings of failure and other punishments, hears recitations and gives grades and attempts to keep order among young pupil to whom by nature such procedures are repulsive. A good teacher should understand the principles of human rights, provide individual pupils with adequate opportunities for developing social responsibility. He should understand the principles of pupil growth and development. He should apply the above considerations in such a way that learning under his supervision will grow through the acquisition of information, concepts, habits, skills, ideals, interests, attitudes and tastes. He should acquire competency in group organisation and control towards sharing decisions, helping students carry out their decisions and in planning, organising and developing class-room curriculum.

HEADMASTER'S RESPONSIBILITIES AND WORK—

“The field of school administration as commonly talked includes more than the technical use ‘administration’ implies. Wherever there is consideration of public policy affecting education, wherever there is law-making or court action touching education, wherever there is planning or policy making for the creation or management of education of any kind, wherever there is educational activity of any sort administration in some form is involved directly or indirectly. The school administrator cannot know school administration without knowing much

about the service he is to administer, although he cannot be a specialist in health, guidance, teacher and pupil-care; yet he must know the fundamentals of these fields and keep in touch with the trend of development.”

Headmaster's supervision is a friendly help extended by the headmaster throughout the entire working of the school with a view to making the school a better one.

Headmaster's supervision can be improved :

- (1) By establishing individual and group contacts with pupils and teachers;
- (2) By helping individual and groups of teachers to solve their problems;
- (3) By interviewing, studying and helping individual pupils;
- (4) By visiting classes to observe the teaching;
- (5) By keeping a record of personal discussion with teachers;
- (6) By leading general discussions and calling for reports at teachers' meetings.
- (7) By providing teachers with extensive instructional material;
- (8) By arranging demonstration lessons;
- (9) By giving tests to classes;
- (10) By conducting in-service training;
- (11) By arranging research studies;
- (12) By asking supervisors to examine and to report on classes; and
- (13) By self evaluation.

Administrative functions of the headmaster include :

- (1) Admissions and withdrawals,
- (2) Framing of Time-table and distribution of work,
- (3) Securing accommodation and equipment,
- (4) Preparing school calendar.

- (5) Maintaining Office records and correspondence,
- (6) Planning Co-curricular activities,
- (7) Conducting examinations and deciding promotions,
- (8) Maintaining staff relations,
- (9) Improving community relations,
- (10) Keeping departmental relations and
- (11) Prescribing text-books.

Teaching : (1) A good headmaster should be a good teacher. (2) Teaching work of the headmaster should be adjusted without prejudice to his supervisory and administrative work.

Discipline is adherence to prescribed rules of conduct and behaviour. Discipline should be :

- (1) Self-taught and willingly practised.
- (2) Discipline should not curtail pupil initiative and freedom.
- (3) The community should be made to feel that the school is theirs and the co-operation of the community should be enlisted to fight out the fissiparous tendencies.

Breach of Discipline : (a) Minor breaches of discipline may be referred to the student council, and preventive rather than remedial measures be taken. (b) Major cases of indiscipline should be dealt with by the headmaster in consultation with staff-council.

Tone of the School : Factors that determine the tone are :

- (1) Discipline.
- (2) Orderliness.
- (3) Relationship and co-operation.
- (4) Examination Results.
- (5) Teacher personnel.
- (6) Co-curricular activities.
- (7) Methods of teaching.
- (8) Building and equipment.

- (9) Physical education and games.
- (10) School motto and school uniform.
- (11) School and community relationships.
- (12) Parents' Association and participation of parents in school functions.

Powers of the Headmaster : Headmaster should be invested with powers commensurate with his duties and responsibilities. He should be consulted in the matter of appointments, transfers, sanction of increments and leave, and disciplinary action of both teaching and non-teaching staff. His voice should definitely carry due weight in all the above matters.

PRIVATE TUTIONS AND OTHER EARNINGS—

The problem of private-tutions and other earnings by teachers often causes bitterness and bickerings among the teachers. The group, reviewed the present position in respect of private tutions and other earnings by teachers in the States of Madras, Andhra, Hyderabad, Travancore-Cochin and Mysore. According to the standing orders of the various State Governments, private tutions up to a certain limit are permitted either by the Headmaster or the Management. Apart from having private-tutions, teachers are officially allowed to work as Branch Postmasters, Secretaries or paid Agents in Co-operative concerns, to write books and articles, to broadcast talks, to work as teachers or supervisors in the field connected with adult education to supplement their income.

We find some teachers engaged in unapproved activities like the following :

- (1) Running private firms.
- (2) Working as part-time men in cinema theatres and firms.
- (3) Undertaking job-typing work.
- (4) Working as Vaidyas, Hakims and Astrologers.
- (5) Agriculture and other trades.
- (6) Photography.
- (7) Advertisements etc.

The group discussed the need for tuitions from two points of view, those of the pupil and the teacher. From the point of view of the pupil tuition is needed to advance the percentage of passes, to improve the pupils' average ability and to help the pupils to secure rank, scholarships etc. From the point of view of the teacher tuition is needed by the teacher to better his economic conditions, and to improve his class standards. Sometimes, he takes up tuitions as useful leisure-time occupation.

Apart from work in the school the community needs the services of the teacher in Adult Literacy class, in branch Post offices, in Co-operative Societies. The community also wants the teachers to write books and articles; to narrate Harikathas and deliver lectures, to work as Librarian and as Camp officers for conducting social service camps.

As long as the curriculum is examination centred and the teacher is inadequately paid and the classes are unwieldy, there may be some need for private-tuitions. Yet we all agree that the system of allowing private-tuitions has the following disadvantages:

- (1) The efficiency of the school work suffers.
- (2) There is scope for malpractice in the evaluation of pupils work.
- (3) There is practice of nepotism by the teacher.
- (4) There is scope for creating factions in the school and in the community.

Though undesirable, tuitions should be limited being unavoidable in the present set up. To control and limit tuitions the following suggestions are offered:

- (1) Teachers may be permitted to take two pupils for private-tuitions.
- (2) Tuition work should be limited to four hours a week.
- (3) Remuneration for the private-tuitions should be determined by the Headmaster.

(4) Tuitions should be conducted in the school building without prejudice to school work.

(5) Severe disciplinary action must be taken for conducting unauthorised tuitions.

(6) No other earnings should be allowed without the permission of the authorities concerned.

(7) There should be restriction on private coaching tutorial institutions. They should not be permitted unless they are licensed and registered. The need for private tuitions will slowly decrease when

- (a) The teachers are amply paid.
- (b) The curriculum is suitably revised to serve the needs, abilities and interests of the pupils.
- (c) The strength of the classes is reduced.
- (d) Individual attention is paid by employing suitable methods.

TEACHER-RESEARCH—

Our basic assumption regarding teacher-research in a school is that it does not necessarily involve a long technical study. The study may be related to the problems and the difficulties, the teachers come across in their school activities.

SOME FIELDS OF RESEARCH

(1) *Home conditions:*

Home conditions have a great deal of influence over pupil's progress at school. The methods suggested in this connection are visits to homes, enquiries, observation, case study and maintenance of suitable cumulative records.

(2) *Pupils' activities and aptitudes:*

Pupils' interests and activities may be observed and their aptitudes found out. Suitable record of pupils' activities and aptitudes may be maintained and progress watched.

(3) *Teaching Methods:*

Teachers may evolve such elective methods as are suitable under given conditions to satisfy the needs of the individual pupil.

(4) Text Books :

Teachers may examine whether the text-books satisfy the needs of the individual in relation to the curriculum.

(5) School Health :

Teachers may study problems relating to school health in consultation with medical experts and maintain suitable record to watch the health of every pupil.

(6) Individual differences :

Teachers may try to evolve solutions to problems relating to individual differences.

RECOMMENDATIONS :

(1) Every teacher should enliven teaching work by research in fields like those mentioned above.

(2) Short reports showing their findings and recommendations may be maintained in the school for consultation.

(3) Reports of each school may be exchanged with sister schools.

INSPECTION—

The main aim of inspection is to make a better school. To make a school better the Inspector should give help to

- (1) improve the methods of teaching,
- (2) secure suitable accommodation and equipment,
- (3) improve the staff,
- (4) improve the school and community relations,
- (5) improve financial positions of the school,
- (6) improve pupils' health condition and environment.

The Inspector should also see whether

- (1) The school funds are used properly.
- (2) Records are maintained properly.

(3) Text-books are satisfactorily selected.

(4) Admissions are properly made.

(5) Syllabus is suitably followed.

The present system of inspection of schools in India is the product of the British system of education. The duties of inspectors are really too many. The schools that come under his jurisdiction are so numerous, that it is practically impossible for the inspector to carry out his duties to the extent and satisfaction as often expected. While his attention is focussed on the administrative side, the academic part is merely rushed through. Sufficient attention towards the professional improvement of teachers in service is not given during our school inspections. In most cases, teachers complain that only destructive criticism is launched, and constructive help and fruitful guidance is not offered by many inspectors. Generally the inspector with his superior training experience and knowledge is in a position to help teachers, who look up to him for help and guidance. The impression very often created is that he assumes the role of a policeman to detect the inherent weaknesses and defects of teachers in general.

RECOMMENDATIONS :

(1) Inspectors should take the role of a friend, guide and philosopher.

(2) Destructive criticism should be tabooed, since constructive suggestion and guidance alone will suit the present democratic set up.

(3) The Inspector should be a consultant and collaborator with constructive attitude and sympathetic understanding.

(4) Inspector must be a man of educational vision with broad and liberal mind. He must be a man with a grasp of modern trends in education ; he must be a man of constructive attitudes and sympathetic understanding ; he must occupy a role of a consultant and a collaborator. These experiences, rich and varied arising out of his learning and multifarious duties, must be sources of

inspiration and guidance through which headmasters and teachers might derive benefit. Through discussions and helpful suggestions alone, he could easily stimulate teachers to think and work for the all-round efficiency and improvement in all spheres of the school activity.

SCHOOL-COMMUNITY RELATIONS—

In the schools of to-day the lessons are learnt mostly from books. The compound walls of the school and windows of the class-rooms are built high to keep out the world which is beyond the school. The community is left behind when one enters the school. In most schools learning is conceived of as storing up of facts and achieving mastery of skills, not for use in the solving of real present problems but for possible use in a largely hypothetical future.

The more closely an educational institution responds to the needs of its community the more effective it will be. Administrators and teachers must be community-minded, public-spirited and full of faith in young people. The community in its turn should take intelligent interest in planning and evaluating pupils services to the community. Young people are keenly interested in group activities which improve their school and community. Such service appeals to their idealism, enthusiasm, and team spirit. It gives learning a climate of reality, capitalises upon real interest and needs and furnishes a host of genuine stimuli for good group activity. This experience of assuming

responsibility for community improvement is an ideal preparation for adult citizenship.

RECOMMENDATIONS :

(1) Class-room groups in almost every subject may make trips to various places, to study every aspect of community life.

(2) Co-operation between schools and other youth-serving agencies such as Boys Scouts, Girl Guides and Junior Red Cross is desirable in the enrichment of the educational programme.

(3) The school youth council may provide suitable activities for the Adult Education programme.

(4) The activity programme of schools should assist school youth by providing facilities for physical growth and leadership in a centre for community action.

(5) The school may serve the community by contributing to public safety, civic beauty, community health and agricultural and industrial development.

(6) Class groups may conduct actual surveys of trends and conditions in their community.

(7) Class groups may interview persons who have a contribution to make to the problems which they are studying.

(8) Community groups may visit school camps and observe pupils activities and help them in their planning.

APPENDIX

CUMULATIVE RECORD

Pupil's photo as
on joining the
school.

Date :

Name.....
Address.....
Father's Name..... Mother's Name.....
Occupation of Father..... Mother's occupation.....
Position in family..... out of Elder Brothers.....
Elder Sisters.....
Younger Brothers.....
Younger Sisters.....
Date of Birth.....
Name and Occupation of Guardian.....
(if not living with parents)
Address of Guardian.....
Pupil's Ambitions.....
Parent's Desire Regarding Career.....
Any Special Home Circumstances.....

EDUCATIONAL HISTORY

1. Schools Attended with Year.....
2. Date of Admission.....
3. Date of Leaving with Reasons.....
4. School Attendance.....
5. Regularity.....
6. Reasons for long absence, if any.....

Special Remarks :—

TEACHER'S ASSESSMENT OF PUPIL'S SCHOLASTIC ATTAINMENTS.

FORMS

I II III IV V VI

1. Regional Language.....
2. Second Language, if any.....
3. English.....
4. Mathematics—
Elementary/Composite.....
5. General Science.....
6. Social Studies.....
7. Hindi.....
8. Subjects under Diversified Courses.....

EVALUATION OF PUPIL'S ACTIVITIES.

| | FORMS | | | | | |
|--|-------|----|-----|----|---|----|
| | I | II | III | IV | V | VI |
| 1. Craft Activity—General : | | | | | | |
| (i) Turnover..... | | | | | | |
| (ii) Craftsmanship..... | | | | | | |
| (iii) Application..... | | | | | | |
| 2. Social and Citizenship Activities : | | | | | | |
| (i) School Projects..... | | | | | | |
| (ii) Social Service..... | | | | | | |
| (iii) Proficiency Badges..... | | | | | | |
| (iv) Excursion & Camps..... | | | | | | |
| 3. Physical Activities : | | | | | | |
| (i) Fundamental skills..... | | | | | | |
| (ii) Proficiency in Games..... | | | | | | |
| (iii) Participation in Games..... | | | | | | |
| (iv) Participation in N.C.C..... | | | | | | |
| 4. Aesthetic Activities (like Drawing, Music, Painting)..... | | | | | | |
| Remarks..... | | | | | | |
| 5. Hobbies and or other special activi- ties like Scouting, Red Cross, Social Service..... | | | | | | |
| Remarks..... | | | | | | |

PUPIL'S SPECIAL INTERESTS.

(To be discerned by administering an interest inventory.)

PUPIL'S ABILITIES

1. Speech.....
2. Writing.....
3. Reasoning.....
4. Reading.....
5. General Intelligence (I.Q.).....

HEALTH REPORT.

1. Height.....
2. Weight.....
3. Chest-
 Expanded.....
- Normal.....
- Contracted.....
4. Physical Deformity, if any.....
5. Medical Officer's Report.....

PERSONALITY TRAITS.

1. Initiative.....
2. Integrity.....
3. Resourcefulness.....
4. Persistence.....
5. Leadership.....
6. Self-confidence.....
7. Emotional Control.....

ATTITUDES OF PUPILS TO SCHOOL-WORK.

General Remarks.....

THE GUIDE MANUAL FOR PROPOSED CUMULATIVE RECORD—**1. PURPOSE OF CUMULATIVE RECORD :—**

- (a) To provide a valuable basis for guidance of the student in selecting courses, curricula, higher education and a profession.
- (b) To furnish a clue for further enquiry in understanding the special types of pupils in the class.

Cumulative record is a means of keeping readily available permanent data about the child.

2. GENERAL SUGGESTIONS REGARDING FILING AND TRANSFER OF THE RECORD :—

- (a) It should be filed in Headmaster's Office.
- (b) The class teacher should fill in entries about his pupils in the record in the Headmaster's Office itself.
- (c) Entries should be made at the end of each academic year, for all the pupils.
- (d) The Cumulative Record should be based on :
 - (i) The class teacher's records for every month.
 - (ii) The special teacher's records of pupils.
 - (iii) The Medical Officer's Report.
 - (iv) The information supplied by the pupil.
 - (v) The information supplied or revealed by the parent or guardian.
- (e) If the pupil changes his school a copy of the record may be furnished to the new school, if the Headmaster writes for the same.

3. INSTRUCTIONS FOR KEEPING UP THE RECORD :—**(1) Family Data—**

Information can be got from parents at the time of admission. The teacher may also write the remarks after his periodical home-visits. The entries regarding elder brothers, younger brothers, etc., may be entered in pencil and checked once in two years at least.

(2) Educational History—

For items 1, 2 & 3, Transfer Certificates and Record Sheets from previous schools may furnish the necessary information. Items 4, 5 and 6 should be filled in by the class teacher at the end of each academic year.

(3) Special Remarks—

Both positive and wholesome virtues as well as difficulties and problems should be taken into account. (E.g. Punctuality, Regularity, late-coming, etc., may come here.) Some of these statements should be signed and dated by the class teacher.

(4) Scholastic Attainments—

The class teacher should give the academic achievement each year in each subject, offered by the pupil. This should be determined by the average of recorded grades, markings or examination results for each year as per a five-point scale.

| | |
|------------------|------------------|
| A—Excellent..... | 75% & above. |
| B—Good..... | Between 60 & 75% |
| C—Very Fair..... | Between 40 & 60% |
| D—Below | |
| Average..... | Between 40 & 30% |
| E—Poor..... | Below 25% |

NOTE :—(i) The marks given are only suggestive.

(ii) The teacher should also take into consideration the practical activities in each academic subject besides the results of class-room tests.

(5) *Pupils' Activities*—

(i) In craft activity, the teacher can study the pupils' record of progress and diary. He may use the information for purposes of Turn-over, Craftsmanship and application. The teacher may take two things into consideration. He might have observed pupils' enthusiasm, dexterity, skill, control, co-ordination, etc., in a craft activity and these should also be considered.

(ii) The concerned teacher should observe the pupils' voluntary behaviour and record his opinion in a special notebook (on a number of situations) and then write in the cumulative record his total evaluation using the Five-Point Scale.

(iii) This should be entered by the Physical Education teacher during the course of the year.

(iv) The class teacher should be guided by the special instructors concerned.

Only brief remarks may be entered to begin with.

(v) The class teacher, in consultation with the teachers in charge of various activities, should fill in this column, by his own general remarks.

(6) *Pupils' Special Interests*—

To be discussed at the III Form stage by administering an Interest Inventory of about 100 items.

(7) *Pupils' Abilities*—

The teacher should study the pupils' ability to converse with clarity and effectiveness in class-room.

(8) *Health Report*—

Health Report will be adopted from the Medical Inspection Report.

(9) *Personality Traits* should be judged from a number of specific situations.

(10) Here a general response with regard to a number of school activities may be taken into consideration and an assessment may be made on a three-point scale such as "Good"—"Indifferent"—"Hostile."

CHAPTER III

RECOMMENDATIONS OF THE STATE GROUPS

Towards the end of the workshop, the participants met in four State groups for three days and considered the reports of the workshop. The State groups formed were: (1) Andhra, (2) Hyderabad, (3) Mysore and (4) Madras. The three representatives from Travancore-Cochin State joined the Madras State group while the only representative from Coorg joined the Mysore group and observed the discussions there. Each State group had its own programme for discussion. The recommendations of the various State groups are given below.

(A) ANDHRA—

GENERAL :

1. The Andhra State group agrees with the recommendations of the Secondary Education Commission and requests the authorities to implement them as early as possible.

2. The group requests the authorities to arrange for workshops at suitable places for giving in-service training to secondary school teachers.

I. ADMINISTRATION :

(a) The headmasters may be consulted in matters relating to appointments and transfers of teachers.

(b) There may be co-ordination between the training colleges and the headmasters of secondary schools for the purpose of knowing the needs of the schools.

(c) The workshop procedure may be adopted in dealing with the problems of administration.

(d) The present system of inspection may be replaced as per the recommendations of the Secondary Education Commission.

(e) The State should sponsor education conferences periodically.

(f) The recommendations of the Central Pay Commission regarding

scales of pay for all grades of teaching personnel should be implemented and no distinction should be made between teachers under different managements.

(g) There should be exchange of teaching personnel between different managements.

•II. CO-CURRICULAR ACTIVITIES :

(a) The Co-Curricular Activities should be treated as part of curricular activities.

(b) Saturday may be a half-working day to provide periods for the co-curricular activities during working hours.

(c) The measures suggested in the main report for securing effective participation by the pupils and the teachers in co-curricular activities may be adopted.

(d) The State should pay a contribution equal to the amount collected by way of special fees to meet a portion of the expenses incurred for the conduct of co-curricular activities.

(e) Social Service should be compulsory in schools.

III. CURRICULAR ACTIVITIES :

(a) Curricular activities in non-language subjects should be based on areas of experience.

(b) No single text-book need be prescribed for non-language subjects.

(c) Home Science should be provided under diversified courses in all secondary schools where there are girls.

IV. SCHOOL-COMMUNITY RELATIONS

(a) For each school there should be a "Parent-teacher" Association and an "Old Boys" Association.

(b) The social service activities of the school should be planned in consultation with the representatives of the associations.

V. METHODS OF TEACHING :

(a) The workshop method of teaching and learning may be adopted wherever possible.

(b) Teachers teaching English should possess B.A. degree followed by a diploma in teaching English.

VI. AUDIO-VISUAL AIDS :

(a) The cost of materials required for preparing teaching aids should be met from the visual education fund and the government may be requested to include it under admissible expenditure.

VII. EXAMINATION AND EVALUATION :

(a) A Cumulative record on behalf of each pupil should be kept.

(b) Promotions should be made on the basis of the Cumulative records of the pupils.

(c) The different types of tests are to be standardised and used widely for teaching purposes.

(d) As far as possible a five-point scale may be adopted for evaluation purposes.

VIII. GUIDANCE :

(a) The State government should open training centres to train guidance officers.

(b) The home room system for giving guidance to students should be introduced in schools.

(c) In each school the responsibility of giving guidance may be entrusted to certain selected teachers till government takes steps to provide guidance officers.

IX. TEACHER WELFARE :

(a) The State Government should provide for in-service training for teachers in service.

(b) The services of the trainees of the Secondary Education Extension Course should be utilised for organising workshops to give in-service training to teachers.

(c) The State Government should organise a teachers' professional library in district headquarters attached to district libraries.

X. SPECIAL :

(a) The trainees of the State group should send by the first week of October to the President of the group a report of the follow-up work done by them in their respective schools.

(b) The D.P.I. is requested to consider the question of convening a week's Conference of the trainees during December-January (1954-55) for an exchange of experiences and opinions.

(B) HYDERABAD—

I. TEACHER-SELECTION, TRAINING & SERVICE CONDITIONS :

(a) The recommendations made by the teacher training group may be accepted and implemented.

(b) More Training Colleges may be opened providing separate ones for women if sufficient numbers justify it.

(c) A three year B.Ed. degree course may be opened for Intermediate candidates and graduates may be allowed to join the course in the third year.

(d) 'Guidance and Counselling' may be introduced as a subject in training colleges.

(e) The University authorities be requested to organise M.Ed. evening classes at suitable centres in Hyderabad and Secunderabad from July, 1954.

(f) The age of retirement may be fixed as 60.

(g) In selecting candidates for appointment as Inspectors and Headmasters a minimum service of five years in the profession may be considered as a prerequisite.

II. EXAMINATIONS AND PROMOTIONS:

(a) For purposes of promotions the Cumulative Record of the pupil may be taken into consideration.

(b) When candidates pass only in some subjects in the Public Examination, a certificate to that effect may be given.

(c) Class marks may also be taken into consideration along with the external examination marks before announcing the results of the Public Examination.

(d) New Type Questions to the extent of 50% may be included in all the examinations.

(e) The parents should be furnished with the progress of the child by sending them monthly progress reports regularly.

III. CO-CURRICULAR ACTIVITIES :

(a) Co-Curricular activity should form an integral part of the school experience.

(b) All teachers without an exception should take part in such activities.

(c) Adequate provision should be made by allocating funds for co-curricular activity for each school commensurate with the strength of the school.

IV. GUIDANCE AND COUNSELLING :

(a) Suitable teachers may be appointed by the headmasters for starting guidance programme in the schools.

(b) All teachers engaged in guidance work may be deputed for attending refresher courses from time to time to improve their knowledge in the field of Guidance and Counselling.

V. METHODS OF TEACHING :

(a) Separate rooms may be allotted to each subject so that it may be possible for the teachers concerned to build up and furnish it with the necessary teaching aids.

(b) Social Studies may be introduced in the place of History, Geography and Civics.

(c) As fewer periods are given for the teaching of English, qualified teachers may be appointed and up-to-date methods be adopted.

VI. AUDIO-VISUAL AIDS :

(a) District Mobile Audio-Visual units may be organised with a regular programme to visit schools.

(b) A Central Audio-Visual Bureau may be started for the whole State.

(c) Each school should hold annual audio-visual exhibition.

(d) Libraries should be organised by the government at each district headquarters.

(e) The A.I.R. may be requested to arrange programmes suitable to students during the school hours.

(f) It is desirable that each school should possess a radio set and a projector and the government may be requested to grant adequate aid towards the purchase.

VII. TEXT-BOOKS :

(a) The text-books may be published by the Department.

(b) Qualified teachers may be permitted to prepare text-books and submit them to government for publishing them.

(c) The profits accrued after giving suitable remuneration to the authors be used for educational purposes by the Department.

(C) MADRAS—

The discussions were conducted in three sessions and for the first session the Deputy Director of the State Sri N. D. Sundaravadivelu was present.

RECOMMENDATIONS :

1. The State Government may organise workshops of 4-6 weeks duration every year during the summer. Experts in education may be invited to organize these in the different training colleges in the State.

Similar workshops may be organised for the benefit of secondary grade teachers working in secondary schools utilising the services of workshop trained personnel, at suitable centres.

2. Groups of schools may be encouraged to carry out investigations in the various fields of education such as—library organization, use of Cumulative records, intelligence testing, Guidance and Counselling, evaluation techniques and administrative problems.

Necessary permission for such experimentation may be given by the Department and liberal grants should be allotted for specific expenditure connected with the experiments such as printing, publishing etc.

3. The results of such investigations may be circulated to all institutions through research bulletins, articles in the South Indian Teacher and in the New Education. The findings may also be discussed in the Teachers' Conferences and Guild meetings.

The Department may organize periodic conferences among the staff of these schools under the guidance of experts in educational research.

4. The existing libraries in the Director's Office at Madras and in the District Educational Offices at District headquarters may be expanded by the inclusion of a large number of books and pamphlets on modern trends in education in different countries. Educational journals and bulletins should also be included. The libraries in the district headquarters will supply resource materials for the workshops of shorter duration.

5. Professional Libraries should be built in each high school with liberal grants from the department for the purchase of educational books, journals and bulletins. Help in the choice of suitable books may be got from the Training Colleges which should periodically issue bibliographies containing short reviews of the books recommended.

6. Teachers' Associations may be entrusted with the task of writing and evaluating text-books, guide books and general source books.

7. Teachers should be given in-service education covering the various fields of co-curricular activities. The State may sanction liberal grants to supplement the special fee collected for Co-curricular activities. The special fee fund should be administered by a Committee consisting of representatives of staff, students and the public.

8. A Bureau of Audio-Visual Education may be established at State level which should decide the policies and programme of Audio-Visual instruction. Film libraries may be established at each district headquarters so as to serve the needs of the schools in the area without delay.

9. Schools may be encouraged to start guidance programme and to begin with a Committee of staff may be assigned this work. Ultimately all class teachers should be made to look upon guidance as their regular work. Refresher courses in guidance should be organized for teachers. Guidance should be included as subject in Training Colleges.

10. A suitable allowance may be given to the supervising teachers in practising schools on the recommendation of the head of the training institution in consultation with the headmaster of the practising school.

11. Training Colleges may conduct refresher courses of six weeks duration during the summer in such techniques as test construction, guidance and workshop methods and the production of aids.

12. A three year course of teacher training after the Intermediate course, as suggested by the Teacher Education group may be brought to the notice of the Universities.

13. Headmasters of all complete secondary schools whether under local bodies or under private agencies should be given the same scale of pay and should be governed by the same conditions of service in the matter of appointment, tenure, retirement, and re-employment.

14. The annual inspection of secondary schools should be conducted by the District Educational Officers with the help of experts in different subjects and different school activities. The experts may be chosen from among the headmasters or senior assistant teachers with not less than ten years experience.

15. The syllabus in all subjects should be revised by a group consisting of training college staff, headmasters and teachers of experience to suit modern democratic conditions.

16. Representation should be given to the headmasters on the Committee for selecting teachers for appointment.

17. Headmasters may be given wider powers in the matter of administering school finance and in determining general policy of their schools.

18. There should be an uniform scale of pay to all teachers having the same qualification and having same conditions of service.

19. Medical inspection of pupils should be organized in all schools.

20. As Headmasters of High Schools have to attend to administrative work during the summer vacation they may be regarded as belonging to non-vacation department.

(D) MYSORE—

1. WHAT THE HEADMASTERS AND TEACHERS MAY DO WITHIN THE PRESENT SET UP :

(a) The schools should organise class libraries. The staff and pupils may lend books to this library. The pupils themselves should manage the class library. The school library may effectively adopt open shelf system.

(b) The Headmasters and members of the staff should improve their mutual relation on democratic lines. The staff may be consulted while replenishing the library, in regard to the allocation of work, preparation of the schedule of work, etc.

(c) Group methods of learning may be followed in class work as far as possible.

(d) The present system of having class teachers may be put to better use by providing for regular and frequent contact between the class teacher and his group of pupils, and by enabling the class teacher to give guidance to the pupils. The House System and the Squads system may also be re-emphasised.

(e) It is time that suitable forms of pupil participation in the administration of the school be encouraged—of course without detriment to the general morale and efficiency of the school. Such participation is the only training ground for effective Democratic Citizenship.

(f) The present practice of issuing annual progress cards and medical examination cards may be improved upon so that a Cumulative Record-Folder may be evolved and used.

(g) The schools should organise country surveys as part of Co-curricular activities.

II. NEW DIRECTIVES AND DEPARTMENTAL ACTION MAY BE SOUGHT IN THE FOLLOWING CASES :

(a) School libraries should be supplied with latest books relating to the field of Secondary Education.

(b) Cumulative Records may be brought into use from the elementary school itself.

(c) Class promotions may be left to the discretion of the Headmaster and the Staff Council.

(d) Pupils may be permitted to appear for the S.S.C. Examination subjectwar. If they pass in the subject chosen a certificate to that effect may be issued.

(e) Citizenship Training may be introduced as an integral part of the curriculum.

(f) Arrangements may be made for inter-State exchange of teachers.

(g) Refresher courses and Conferences of Headmasters may be organised Districtwar.

(h) With a view to improving the provisions for audio-visual instruction in the State the following suggestions are offered :—

- (i) A Bureau of Audio-Visual Instruction may be set up.
- (ii) The appointment of special technical officer for Audio-Visual Instruction in the State is necessary.
- (iii) A preview Committee may be set up to help the Special Officer in matters connected with Audio-Visual education.
- (iv) Teachers in schools and pupil teachers under training may be given training in the use of Audio-Visual Aids.
- (v) A central film and audio-visual aids library may be set up.
- (vi) Special films suitable for use in local schools may be got prepared—local production of charts, graphs, filmstrips and other aids may also be attempted.
- (vii) Districtwise Education Museum may be set up.

(i) Preparation and standardisation of Achievement, Aptitude, Intelligence and other types of tests should be undertaken.

(j) Liberal fellowship may be made available to teachers in Secondary Schools to travel abroad and get acquainted with the principles and practices of secondary education in the western countries.

(k) The Sports and Reading Room Committee be empowered to administer the respective funds including the accumulated reserves without the restriction imposed at present regarding the allocation of these funds. These Committees may have some representatives of the students also.

(l) The Social Studies syllabus drawn up for the junior secondary stage by the curriculum group of the workshop may be adopted in the Junior High Schools of Mysore.

(m) English may be made only as an elective language in the High Schools. The Regional Language and Hindi may be required languages.

(n) The question of appointing Subject Specialists to help in the inspection of High Schools may be considered early.

(o) Government should contribute to meet the expenses of the co-curricular activities in the school. A sum equal to the amount collected from the pupils may be contributed by the Government and they may also meet all non-recurring charges connected with co-curricular activities.

(p) While teaching Social Studies adequate emphasis should be placed on the different forms of national movements in our country.

(q) There should be a Physical Education Instructor in every District.

(r) Heads of Institutions may be authorised to fill up short-term vacancies in the schools by appointing suitable candidates.

CONCLUSION

Headmasters, Inspectors, Teachers and Lecturers who participated in the workshop carried on intensive work on problems connected with Secondary Education in the Six States from which they were drawn. They had the opportunity of constant consultation with each other and with the four American experts. The rich experiences they gained in the workshop are bound to be reflected in the organisation and teaching in their institutions. It is also hoped that the new enthusiasm of the participants would spread over to their colleagues. The Mysore Session of the Secondary Education Extension Course sponsored by the United States Educational Foundation in India would justify itself to the degree that the participants translate their experiences into practices in their schools.

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Illustrations Editor: HELEN MARY PETTER *Each volume 30s*

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The following have appeared :

- | | |
|----------------------|---------------------------|
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For India, Pakistan, Burma and Ceylon

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OXFORD UNIVERSITY PRESS



A group photograph of the participants in the course.

WORKSHOP ROSTER

| SERIAL NUMBER. | NAME. | TITLE. | SCHOOL. | ADDRESS. | STUDY GROUP. |
|----------------------------------|----------------------------|-------------------------|---|-------------------------------------|--|
| <i>1st ROW (Left to Right)</i> | | | | | |
| 1. | Srimathi C. Krishnaveni | Asst. Mistress | Christ the King Convent Girls' High School | Mysore | Curriculum. |
| 2. | " K. M. Suguna | Head Mistress | Government Secondary and Training School for Women | Eluru W. Godavari Dt. | Administration and Supervision. |
| 3. | " S. D. Souri | Head Mistress | Sherman Memorial Girls' High School | Chittoor | Administration and Supervision. |
| 4. | " R. Vajreswari | Asst. Lecturer | Lady Willingdon Training College, Triplicane | Madras | Curriculum. |
| 5. | " P. C. Reddy | Head Mistress | Srimathi Girajmma Mukundadas Government Girls' High School | Basavangudi, Bangalore | Administration and Supervision. |
| 6. | " G. Janardhan | Asst. Teacher | Keyes' Girls' High School | Secunderabad | Teaching Aids (Library, Text-Books & Audio-Visual Aids). |
| 7. | " R. Yashoda Bai | Head Mistress | S. S. K. V. High School | Big Kancheepuram, Chingleput Dt. | Administration and Supervision. |
| 8. | " P. S. Beliapa | Asst. Mistress | Vani Vilas Institute | Fort, Bangalore | Curriculum. |
| 9. | " Mirabai Pushpanathan | Lecturer | St. Christopher's Training College | Vepery, Madras | Teachers' Training. |
| 10. | " T. Paul | Head Mistress | Kshatrya Girls' High School | Virudhunagar | Administration and Supervision. |
| 11. | Sister Reparata | Professor | Mount Carmel B. T. College | Kottayam, T.-C. State | Methods and Technique. |
| <i>IIInd ROW (Left to Right)</i> | | | | | |
| 1. | Sri Mir Murthuza Hussain | Asst. Master | Marimallappa's Practising High School | Mysore | Teaching Aids. |
| 2. | " A. V. Naidu | Headmaster | Government Training School, Mangapuram | Chittoor Dist. | Administration and Supervision. |
| 3. | " N. S. Ramarao | Headmaster | Silver Jubilee High School | Bhadravathi | Examination and Evaluation. |
| 4. | " Narayana Rao Joshi | Headmaster | Government High School | Koppal, Hyderabad (Dn.) | Administration and Supervision. |
| 5. | " K. Mallappa | Educational Probationer | Teachers' College | Mysore | Examination and Evaluation. |
| 6. | " Bhaskar Rao Bakshi | Lecturer | Government Technical High School | Aurangabad | Administration and Supervision. |
| 7. | Dr. T. D. Rice | Professor of Education | New York University | New York City, U.S.A. | Staff Member. |
| 8. | " Chandos Rice | Curriculum Consultant | Fairlawn School | Fairlawn, New Jersey, U.S.A. | Staff Member. |
| 9. | " H. W. James | Professor Emeritus | New Mexico Western College | Silver City, Mexico, U.S.A. | Staff Member. |
| 10. | " Hugh B. Wood | Professor of Education | University of Oregon | Engener, Oregon, U.S.A. | Staff Member. |
| 11. | Sri R. Narayana Iyer | Asst. Master | Government High School for Boys | Channapatna | Teaching Aids. |
| 12. | " S. Ramanujam | Asst. Lecturer | Teachers' College | Saidapet, Madras | Administration and Supervision. |
| 13. | " M. Sethuramalingam | Headmaster | Gomathi Ambal Board High School, Sankarankoil | Thirunelveli Dist. | Administration and Supervision. |
| 14. | " T. P. Raghava Menon | Headmaster | Municipal High School | Cannanore, N. Malabar | Examination and Evaluation. |
| 15. | Sister Fidelis | Principal | Mount Carmel B. T. College | Kottayam, T.-C. State | Teachers' Training. |
| <i>IIIrd ROW (Left to Right)</i> | | | | | |
| 1. | " M. Basavaraju | Lecturer | St. Joseph's High School, Marimallappa's Practising High School | Quilon, Mysore | Administration and Supervision. |
| 4. | " V. N. Subramanyam | Professor | Teachers' College | Mysore | Curriculum. |
| 5. | " V. Sarangapani Naidu | Headmaster | Dr. Alagappa Chettiar Training College | Karaikudi, Madras | Teachers' Training. |
| 6. | " C. N. Reddy | Headmaster | Kalyanasundaram High School | Tanjore | Teaching Aids. |
| 7. | " K. A. Jonathan | Asst. Teacher | Board High School, Polaki | Srikakulam Dist., Andhra | Administration and Supervision. |
| 8. | " R. Chakradhara Rao | School Assistant | Wesley High School | Secunderabad | Curriculum. |
| 9. | " D. Vijayam | Headmaster | Government Training College | Rajahmundry | Administration and Supervision. |
| 10. | " S. Ramadas | Lecturer | R. S. R. Municipal High School | Nellore | Co-curriculum and Student Life. |
| 11. | " J. Ramachandran | Lecturer | Teachers' Training College | Khairtabad, Hyderabad (Dn.) | Teachers' Training. |
| 12. | " M. K. Ramamurthy | Asst. Headmaster | Annamalai University | Annamalainagar, Chidambaram | Examination and Evaluation. |
| 13. | " M. R. Ramiah | Headmaster | T. T. V. High School | 361, Mint Street, Madras | Guidance and Discipline. |
| 14. | " Earnest Samuel | Teacher | Government High School | Mudigere | Curriculum. |
| 15. | Srimathi Lalitha E. Samuel | Teacher | St. George Grammar School | Hyderabad | Examination and Evaluation. |

WORKSHOP ROSTER—(Continued)

| SERIAL NUMBER. | NAME. | TITLE. | SCHOOL. | ADDRESS. | STUDY GROUP. |
|--------------------------|--------------------------------|---------------|--|---|--|
| IVth ROW (Left to Right) | | | | | |
| 1. | Sri C. S. Krishnamurthy | Mechanic | Teachers' College | Mysore | Curriculum. |
| 2. | „ A. Sesha Iyengar | Lecturer | Teachers' College | Mysore | Curriculum. |
| 3. | „ A. M. Moinuddin | Headmaster | Municipal Muslim High School | Cuddappah | Methods and Techniques. |
| 4. | „ V. Rangarajan | Headmaster | S. V. V. High School | Vairichuttipalayam, Tiruchirapalli Dt. | Curriculum. |
| 5. | „ K. Srinivasa Rao | Headmaster | Bangalore High School | Bangalore | Administration and Supervision. |
| 6. | „ A. K. Narayana Nambiar | Headmaster | Government High School | Tirur, Malabar Dist. | Administration and Supervision. |
| 7. | „ M. D. Devason | Professor | Meston Training College | Royapettah, Madras | Guidance and Discipline. |
| 8. | „ K. Jagannatharao | Headmaster | A. F. T. D. High School | Mallikipuram, E. Godavari Dist. | Administration and Supervision. |
| 9. | „ K. Venkatachalam | Headmaster | Sri Ramakrishna Mission Vidyalaya | Perianaickenpalayam, Coimbatore Dist. | Examination and Evaluation. |
| 10. | „ S. V. Rangarao | Headmaster | M. G. High School | Guntur | Administration and Supervision. |
| | A Venkatappiah | Headmaster | Board High School | Kovvur, W. Godavari Dist. | Examination and Evaluation. |
| | | Headmaster | High School | 107/20, Audiappa Naik Street, Madras-1. | Teaching Aids. |
| | | Headmaster | Government High School for Boys | Davangere | Teaching Aids. |
| | Sri M. V. Srinivasa Iyengar | Headmaster | Acharya High School | National & Rural Education Assn., Goribidanur | The School and Community Relations. |
| Vth ROW (Left to Right) | | | | | |
| 1. | Sri Antony Pitchai | Professor | St. Xaviers' Teachers' Training College | Palayamkottai, Tirunelveli Dist. | Teachers' Training. |
| 2. | „ S. M. Patki | Headmaster | Government Middle School | Mukkhed, Hyderabad | Methods and Techniques. |
| 3. | „ P. D. Shendarkar | Headmaster | Government High School | Nanded, Hyderabad | Co-curriculum and Student Life. |
| 4. | „ M. Arunachalam | Headmaster | P. K. Nadars High School | Thirumangalam, Madurai Dist. | Examination and Evaluation. |
| 5. | „ R. Krishna Pandaram | Headmaster | Board High School | Hosure, Salem Dist. | Administration and Supervision. |
| 6. | „ G. Satyam | Dy. Inspector | Kathapeta | East Godavari Dist. | Administration and Supervision. |
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| 8. | „ C. S. Ramachandra- murthy | Dy. Inspector | Chodavaram | Visakhapatnam Dist. | Administration and Supervision. |
| 9. | „ K. R. Subbaraya | Asst. Master | Arya Vidhyashala High School | Gandhi Nagar, Bangalore | Curriculum. |
| 10. | „ K. Mari Gowda | Headmaster | Mysugar High School | Mandya | School and Community Relations. |
| 11. | „ V. S. Vedachalam | Headmaster | Board High School, Thirukalikundram | Chingleput Dist. | Administration and Supervision. |
| 12. | „ T. Narasimhachari | Asst. Master | American Arcot Mission High School | Tindivanam, S. Arcot Dist. | Co-curriculum and Student Life. |
| 13. | „ H. S. V. Ramana | | Vivekananda Bd. High School, Lepakshi | Ananthapur Dist. | Co-curriculum and Student Life. |
| VIth ROW (Left to Right) | | | | | |
| 1. | Sri K. Basaviah | Headmaster | Government High School | Tiptur | Administration and Supervision. |
| 2. | „ B. Suryanarayana Rao | Dy. Inspector | Viraypet | South Coorg | School and Community Relations. |
| 3. | „ N. S. Veerappa | Lecturer | Teachers' College | Mysore | Teaching Aids. |
| 4. | „ M. Subbarayadu | Headmaster | Board High School, Kothapeta | East Godavari | Co-curriculum and Student Life. |
| 5. | „ Narayana Rao Gokale | Assistant | Government High School, Gulbarga | Gulbarga | Examination and Evaluation. |
| 6. | „ B. N. Ramareddy | Inspector | Anekal | Anekal | Co-curriculum and Student Life. |
| 7. | „ H. V. Venkataramanappa | Headmaster | Municipal High School | Ramanagaram | School and Community Relations. |
| 8. | „ H. Lakshmana Iyer | Assistant | Government Practising High School | Khairtabad, Hyderabad | Teachers' Training. |
| 9. | „ Paul Meyn | Asst. Teacher | Sr. John De Brittor Anglo- Indian Boys' High School | Fort, Cochin | Curriculum. |
| 10. | „ M. Vasudeva Murthy | Secretary | Teachers' College | Mysore | Secretary to the Staff members. |
| 11. | „ R. Perumal | Headmaster | Government High School | Paramagudi, Ramnad Dist. | Co-curriculum and Student Life. |
| 12. | „ P. Ravi Varma | Headmaster | American Baptist Mission High School. | Ongole, Guntur Dist. | Curriculum. |

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the S.I.T.U. was held at 11 a.m. on Saturday the 3rd July, 1954 in the Hindu High School, Triplicane, with Sri S. Natarajan, President of the Union, in the chair.

Members present—

Messrs. J. G. Koil Pillai (*Vice-President*), M. P. H. Albert (*Vice-President*), C. Ranganatha Iyengar (*Journal Secretary*), H. Visweswaran (*Tinnevelly*), A. M. Kanniappa Mudaliar (*Chingleput*), C. M. Fazlur Rahman (*North Arcot*), S. Subba Rao (*Salem*), K. M. Ramaswami Gounder (*Coimbatore*), L. Mariapragasam (*Treasurer*), S. D. Krishnamurthi Rao (*Secretary, Protection Fund*), J. G. Clement (*Tiruchirappalli*), M. Rajah Iyer (*Ramnad*), P. M. Venkatavaradan (*Madras*), E. Shanmugam (*Salem*) and T. P. Srinivasa-varadan (*Secretary*).

Letters were received from the following members expressing inability to attend :

Mr. P. R. Swaminathan (*S. Arcot*)

Mr. S. Srinivasan (*Joint Secretary*)

1. The minutes of the last meeting were taken as read as copies were already sent to the members and approved.

2. Election to the Working Committee—

Nominations for the election of five members to the Working Committee were called. The following five names were proposed :

1. Mr. M. Rajah Iyer (*Ramnad*)

2. Mr. A. M. Kanpiappa Mudaliar (*Chingleput*)

3. Mr. C. M. Fazalur Rahman (*North Arcot*)

4. Mr. J. G. Clement (*Tiruchirappalli*)

5. Mr. K. M. Ramaswami Gounder (*Coimbatore*)

As there were no further nominations these five persons were declared elected to the Working Committee for the year 1954-55.

The President reported that he has nominated Sri Srinivasa Kini of Mangalore and Sri P. R. Swaminathan, Chidambaram to the Working Committee.

3. Election of an Auditor—

Messrs. V. Soundararajan & Co. were declared elected to audit the accounts of 1954-55.

4. Election of Internal Auditors—

Messrs. A. M. Kanniappa Mudaliar and C. M. Fazlur Rahman were elected as Internal Auditors for 1954-55.

5. Programme of work for the year—

(1) Education Week. It was resolved to observe the 24th South Indian Education Week from 30th October to 6th November, 1954.

The Secretary was authorised to take steps to organise a Central Education Week Committee and an amount of Rs. 100 was sanctioned towards expenditure on that account.

(2) The following resolution was passed by the Executive Board on the belated order of the Madras Govern-

ment on the introduction of Hindi as an examination subject from the year 1954-55 :—

“The Board considered in detail the belated announcement of the Government that Hindi would be included as one of the languages under Part II of the Regional Language in the current year. The Board was unanimously of the opinion that the Government Order providing for the inclusion of Hindi in the current year placed the schools in an unhappy position in view of the announcement after the re-opening of most schools which had already made their arrangements with regard to staff, timetable, prescription of text-books, etc. The Board therefore requested the Government to modify their order so that it might come into force in Form IV in the year 1955-56 and the first examination might be held in March 1958.

The Board was further of the view that before any such change of a fundamental nature was introduced syllabuses should be framed and published at least a year before the date of implementation, so that text-books might be had in time and the schools might prepare themselves for the introduction of such a change.

The Board strongly felt that it should re-state the views that changes in the curriculum and courses of studies too frequently and suddenly made during the past few years had caused not a little uncertainty and confusion in the field of education, besides causing embarrassment to teachers, pupils and the public.

The Board, therefore, reiterated its request for the constitution of a Board of Education on the advice of which body alone Government should effect changes in the courses and curricula of studies.”

3. It was resolved that the teachers throughout the State should observe 7th

August, 1954 as “Teachers’ Charter Day” as per the directions of the A.I.F.E.A.

4. It was resolved to request the member organisations and members to subscribe to the A.I.F.E.A. News Bulletin published by the A.I.F.E.A.

5. It was resolved to hold a plenary session of the Union either in the last week of September or early in October.

- o (1) to consider the recommendations of the Secondary Education Commission and its implementation; and
- (2) to discuss the administration problems as they exist at present and as they would arise if the recommendations are implemented.

6. *Teaching of Gandhian way of life and philosophy in schools—*

The Board constituted a sub-committee with the following members, with powers to co-opt, to study the question and make recommendation at an early date.

- (1) Mr. M. P. H. Albert.
- (2) „ A. M. Kanniappa Mudaliar.
- (3) „ C. M. Fazalur Rahman.
- (4) „ M. Rajah Iyer.
- (5) „ C. Ranganatha Iyengar.
- (6) „ S. Natarajan.
- (7) „ T. P. Srinivasavaradan.

The above Committee was also requested to consider the question of ‘Moral and Religious Instruction’ in schools.

7. (a) It was suggested that the District Teachers’ Guilds should organise seminars on Educational projects and dynamic methods of teaching.

(b) The District Teachers’ Guilds were requested to enrol more members to the S.I.T.U. Benevolent Fund and to

make the existing members renew their membership to the Fund every year.

(c) The District Teachers' Guilds were requested to organise District Elementary School Teachers' Conferences.

8. The application of the District Elementary School Teachers' Union, Tannirpandalpalayam for direct affiliation with the S.I.T.U. was considered and it was resolved to request the Salem District Teachers' Guild to get it affiliated to the Guild.

With a vote of thanks to the Chair and to the School Authorities, the meeting terminated.

T. P. SRINIVASAVARADAN,
10th July, 1954. Secretary.

WORKING COMMITTEE

The newly formed Working Committee met soon after the meeting of Executive Board.

1. The Working Committee elected
 - (i) Mr. C. Ranganatha Iyengar as Journal Secretary.
 - (ii) Mr. V. B. Murthi as Asst. Journal Secretary.
 - (iii) Mr. S. Maria Joseph as Asst. Journal Secretary for the Library.

2. The Budget as presented by the Secretary was approved.

3. It was resolved that the accounts of the Union be operated upon jointly by the Secretary and Treasurer and the accounts of the Journals be operated upon jointly by the Journal Secretary and Treasurer.

T. P. SRINIVASAVARADAN,
10th July, 1954. Secretary.

A useful selection from our "Reference" Library

(for Teachers & Students)

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|---|-----|----|----|
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| 2. Everyman's Dictionary of Dates | 12 | 3 | 0 |
| 3. A Pronouncing Dictionary by Daniel Jones | 10 | 2 | 6 |
| 4. Everyman's Thesaurus of English Words & Phrases by Roget | 10 | 2 | 6 |
| 5. Dictionary of Familiar Quotations by Bartlett | 34 | 2 | 0 |
| 6. Dictionary of Non-Classical Mythology | 12 | 3 | 0 |
| 7. Everyman's Dictionary of Quotations & Proverbs | 10 | 2 | 6 |
| 8. Teaching in Practice for Infant Schools by Lay. In 5 volumes with 75 Class Pictures and a reference Book | 85 | 0 | 0 |
| 9. Teaching in Practice for Primary Schools by Lay. In 7 volumes with 168 Class Pictures and a reference Book | 200 | 0 | 0 |
| 10. Teaching in Practice for Senior Schools by Lay. In 8 volumes with 150 Class Pictures and a reference Book | 100 | 0 | 0 |
| 11. Short Biographical Dictionary of English Literature by Cousins. (E. M. L. No. 449) | 4 | 1 | 0 |
| 12. A Complete Concordance of Shakespeare by Bartlett | 97 | 12 | 0 |

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THE CENTRAL EDUCATION WEEK COMMITTEE

A meeting of the representatives of the South India Teachers' Union and of organisations interested in the promotion of Education was held at 5-30 p.m. on Saturday, the 31st July, 1954 in the Hindu High School, Triplicane, with Sri S. Natarajan, President of the S.I.T.U., in the chair.

The following members were present:

- (1) Sri S. Natarajan,
- (2) „ T. P. Srinivasavaradan,
- (3) „ V. B. Murthi,
- (4) „ S. D. Krishnamurthi Rao,
(The South India Teachers' Union).
- (5) Sri K. M. Sivaraman (Madras Library Association).
- (6) Sri S. R. Venkataraman (Servants of India Society).
- (7) Sri T. Neelakantan (Asoka Society).
- (8) Sri P. M. Venkatavaradan (Madras Teachers' Guild).

1. It was resolved that the members present do form the Central Education Week Committee.

2. It was resolved that Sri T. P. Srinivasavaradan, Secretary of the S.I.T.U., be the convener of the Central Education Week Committee.

3. It was resolved that the 24th South Indian Education Week be celebrated from 30th October to 5th November, 1954.

4. The Committee decided that the Central theme for this year's Education Week be "Sound Education—The Basis of a Welfare State."

5. A sub-committee consisting of the following members, with powers to co-opt, was appointed to draft the programme and to prepare the hand-book for the effective observance of the Week:—

- (1) Sri S. R. Venkataraman.
- (2) „ T. Neelakantan.
- (3) „ V. B. Murthi (Convener).
- (4) „ K. M. Sivaraman.
- (5) „ S. Natarajan.
- (6) „ T. P. Srinivasavaradan.

6. It was decided that the sub-committee shall meet on the 10th August, 1954.

7. The Convener was authorised to appeal to the participating associations for contribution towards the expenses of the Central Education Week Committee.

8. It was resolved that the next meeting of the Central Education Week Committee be held at 5-30 p.m. on Sunday, the 22nd August, 1954 in the Hindu High School, Triplicane.

9. The Convener was authorised to write to the Association that have not yet replied inviting them to become member of the Committee.

With a vote of thanks the meeting terminated.

T. P. SRINIVASAVARADAN,
31—7—1954. *Convener.*

Approved by all the State-Governments

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THE SOUTH INDIA TEACHERS' UNION

Diary for the months of July and August 1954.

- 1—7—1954 Representation made to Government regarding delayed payment of salary to Elementary School Teachers in South Kanara District and to treat the days of attending professional meetings as on duty.
- 3—7—1954 Executive Board Meeting.
- 6—7—1954 Resolution of the Executive Board communicated to Government.
- 12—7—1954 Annual Return Forms sent to District Teachers' Guilds.
- 15—7—1954 Journal Committee meeting.
- 15—7—1954 *Balar Kalvi*—May 1954, published.
- 15—7—1954 "South Indian Teacher"—May-June, 1954, published.
- 25—7—1954 Teachers' Charter for India forwarded to all affiliated associations.
- 30—7—1954 Mr. and Mrs. Bach visited office of the Union and were entertained at Tea.
- 31—7—1954 Central Education Week Committee constituted.
- 31—7—1954 Journal Secretary, Sri C. Ranganatha Iyengar started on propaganda tour in Ramnad District.
- 7—8—1954 Teachers' Charter Day observed throughout the Madras State.
- 7—8—1954 President of the Union, inaugurated the Conference of the Ramnad District Teachers' Guild at Karaikudi.
- 7—8—1954 Secretary of the Union addressed the Teachers of Madras.
- 22—8—1954 Meeting of the Sub-Committee of the Central Education Week Committee.
- 26—8—1954 Central Education Week Committee meeting.
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EDITORIAL

We are happy to have the privilege of publishing in this issue a report of the Secondary Education Organisation Workshop conducted at Mysore by the United States Education Foundation in India, with the kind co-operation of the Government of India. This Workshop was the fourth of the series conducted by the Foundation with the help of four fulbright educationists and it was for the benefit of teachers of Andhra, Hyderabad, Mysore, Madras and Travancore-Cochin.

The Workshop covered practically the entire field of Secondary Education Organisation. The Workshoppers had the advantage of having before them the latest trends in the theory and practice of Secondary Education and their discussions and conclusions show how best these trends and practices could have practical application in our Secondary Schools.

We felt that this report would be of immense use to all our readers and hence we readily agreed to publish the report when we were asked to do so by the authorities of the Foundation.

We desire to record our grateful thanks to Sri S. Ramanujam, Lecturer, Teachers' College, Saidapet, and a member of the Workshop for kindly editing the report and helping us in seeing it through the press.

We trust our readers will appreciate the contents of this issue and excuse us for the delay in its publication and also for publishing it as a double number.

E. H. Parameswaran's New

Assignment :

Sri E. H. Parameswaran, M.L.C., has retired from service in the Thirthapathi High School, Ambasamudram, after 24 years of Headmastership and on completing the age of 55 years. It is unfortunate that the Management could not have the pleasure of celebrating the Silver Jubilee of his Headmastership, which would have been theirs if he had continued in service for a year more. During these twenty years and more, Sri E. H. Parameswaran has done great service to the institution which has recorded notable progress during the period. On the occasion of the Golden Jubilee of the School in 1950, great tributes were paid to his services to the school. His intimate association with the Tinnevely District Teachers' Guild and the South India Teachers' Union, in both of which organisations he has held important offices, has given him an unique place in the educational world of this State.

We are glad to learn that he has taken up the Headmastership of the High School at Chittalangeri, near his home town in Malabar.

We wish him good luck in his new assignment and we trust the Malabar District Teachers' Guild would take advantage of his presence in their district and that he too would renew his old association with that Guild.