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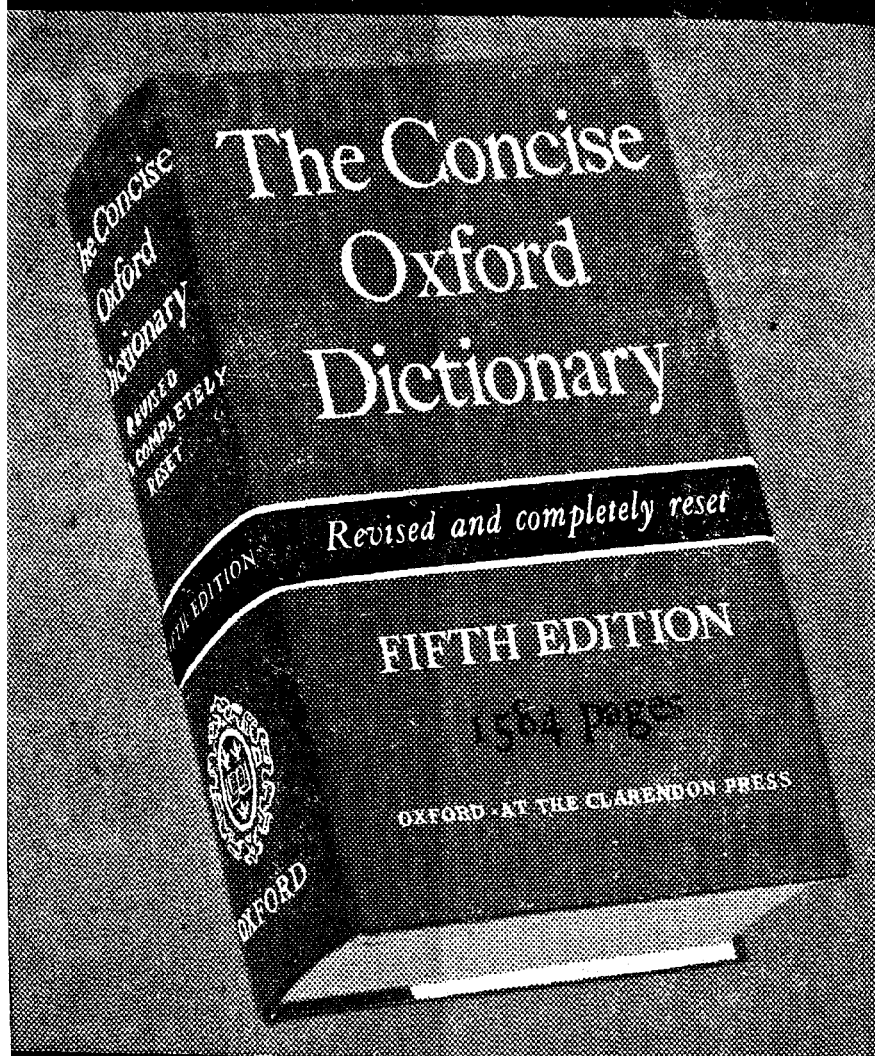
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[Editors.]

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**Thought for the Month**

## **WE NEED VISION AND NOT DREAMS**

Above all, we need vision and not dreams from our teachers. Young people look forward and not backward, and they can be led effectively only by men of vision, not by dreamers. It is significant that the best independent schools not infrequently appoint really young men to their headships. What they are doing is to invest in a man's vision, even though he has had little chance to demonstrate his administrative efficiency. Surely history shows more often than not that men grow in capacity in accordance with the increasing range of problems and opportunities presented to them. One man of ideas is worth a score of men who are merely efficient. One man who knows where he is going is worth many who are merely travelling along the road.

As Hight said, teaching is an affair of the heart.

*Educating the  
Intelligent* }

**M. Hutchinson  
and  
Christopher Young**

# WHAT MAKES A HOSTEL GREAT

[ Part II ]\*

By :—Prof. R. Bandopadhyay, M. Sc., *Tikamgarh*.

Tutors should help in developing the hostel morale. They should be ever-ready to use whatever extra talents and hobbies they possess to develop a healthy hostel life. In order to attract good members of the staff it is necessary to make provision for at least a two-room self-contained unit for each tutor in the hostel. These units should be made available to the tutors free of rent. The tutors should also be paid some allowance.

## Senior Students

But in spite of all these facilities, it may not be always possible to get enough staff members for residence in the hostel. In such circumstances it may be advantageous to entrust the job of moral and academic tutoring to some good senior students. These students may be allowed concession regarding hostel rents. Some senior students should be appointed as prefects to help the warden in the disciplinary portion of his job. These prefects should report to the warden cases of misbehaviour and breach of discipline. There should not be any sort of strict restrictions on senior members because they are usually mature and responsible enough to look after themselves. The senior students must be advised to spend some time in helping the junior students in their academic work. This is also bound to generate affection for juniors in seniors and reverence in juniors for their seniors, which is so indispensable for the generation of ideas of discipline and comradeship in hostel life.

## Outside Contact

The hostel should help the student to communicate not only with people inside the hostel but also with people outside. This is done in a good hostel by associating some distinguished members of the staff as honorary members so that they can take lunch in the hostel on the payment of usual rates. In this way some professors who find it cumbersome to go for lunch can be linked with the hostel.

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\*[In Part I, the writer treats of the importance of hostel life in the field of education and the need of residence of senior members in hostels.]



Besides associating distinguished university teachers as honorary members, the hostel can afford opportunity to students to meet distinguished foreign visiting teachers, representatives of universities, and industries, and other persons distinguished in public life. It is necessary that the young students should come in contact with persons who have made it their business to specialize on social problems; who possess a lot of valuable knowledge and have transformed their knowledge into wisdom and made it a basis for constructive effort; who can bring to the students the fruits of first-hand experience and bring them into contact with realism.

### **Recreational Activities**

In a good hostel there are other programmes of a recreational and cultural nature, besides guest nights. Recreation is a part of education programme. They make unique educational contribution and re-inforce intellectual life of the hostel. "Recreation should sometimes be given to the mind that it may be restored to you in a better condition (Phaedrus)." After serious discussion and debates, the outdoor and indoor games and the activities in the gymnasium give a welcome relief from tension and provide a shifting of gears and diversion. The brisk activities in the playing fields contribute to muscle-tone and is indispensable for the physical well-being of the residents. The dances, dramas, films and music contribute to the mental health. The residents should, therefore, be encouraged to take active part in all indoor and outdoor games. The cultural programmes should be arranged, using to the utmost the talent of the residents. Every student who wishes to participate in these activities should be given an opportunity and encouraged to do so. These programmes afford ample opportunity for contact between residents. They augment the mutual appreciation among the residents by bringing to light what one does rather than what one thinks. These programmes thus stimulate the unity and comradeship among residents and lubricate the socialising process. Through these programmes, a large number of residents gets the opportunity to participate in activities which they have never before enjoyed. A new world of music, dance and drama is flung open to them.

### **The kind of Residents**

*The success of these programmes, however, depends upon the kind of residents that the hostel has attracted. In fact all the hostel life hinges upon the nature of the people participating in it. For success, the hostel must contain a group of enthusiastic and gifted students who can lead others in organising and conducting these*

activities. These students set the pattern of recreational life. They add vitality and humour and gaiety and their presence creates warmth and radiance. The presence of a quota of such students, who are willing to nourish recreational life in the hostel, is indispensable.

### **Site, Size and Physical conditions of the Building**

Hostel life is influenced to a great extent by the site, size, and physical conditions of the building. Proper attention should be given to these factors also, while constructing the hostel.

*The site* : The site should be carefully chosen. The hostel should be within fifteen minutes walking distance from the college so that the students may easily reach their room for lunch. This is also important because students have many free periods and find it convenient to utilize this free time in the hostel. If possible, the hostel should be located in healthy surroundings. It should be, as far as possible, built up in a calm and quiet atmosphere, away from the tumult and temptations of city life because it is advantageous to keep the students away from the distraction and excitement of busy city life. There should be enough open space around the hostel.

*The Size* : The size of the hostel should be neither too small nor too big. In a small hostel the relations between the members is more intimate. In it the voice and and vote of every member counts. Every body is some body. In it residents get opportunity to participate actively in all activities. But in a small hostel a student gets little choice to choose friends. He is forced to tolerate the idiosyncrasies of other members and to fall in the general spirit—good or bad. This is a great disadvantage of small hostels. In a big hostel it becomes difficult to manage. In such a hostel the warden cannot give his personal attention to all the members and often finds it difficult to recognize many. The student is lost in a crowd and has hardly any say in anything. Such a hostel is hardly conducive to the growth of that corporate life which forms the very backbone of hostel life. The best size of a hostel would be that of accommodating about 150 students.

*Physical Environment* : The physical conditions of the hostel should be such as to create the desired way of life. It is not possible to sketch a blueprint for a good hostel, yet a few salient features may be mentioned. A good hostel invariably provides for both privacy and quietness. For this the building should be provided with appropriate insulations; the doors should be provided with stoppers and stone stairs and wooden floors should be avoided. In order to ensure independence, the building may be sub-divided into a number of small units. This may be done in a number of ways. One of

these is the staircase plan which consists of a high multi-storeyed building with the main entrance leading to the stair-case. This staircase leads to different floors with groups of twenty or twenty five rooms on either side of short corridors. The rooms should be so designed on both the sides of the corridor so that no two doors of alternate rooms face each other. Another plan is to sub-divide a big building to provide separate entrances for every twenty or twenty five rooms. Some hostels consist of number of separate flats or blocks, each accommodating fifty to sixty students and each having separate kitchen, dining room and a common room. In such a case, the distance between two flats need not be too great and, if possible, these may be linked with each other by covered ways. Each of these blocks or flats may be under the supervision of a sub-warden and a prefect. The students should be, as far as possible, provided with single seated rooms. A single seated room is by itself an instrument of education. It can secure for the student quiet and privacy. But since it is not possible to provide each student with single seated room, at least the senior students should be provided with such rooms. The junior students may be provided with two, three or four seated rooms according to necessity and convenience. The rooms should be well-ventilated and so constructed as to get the maximum benefit of the prevalent breeze. The minimum space provided to each student should at least be 90 sq. ft. in a single seated room and 80 sq. ft. in others. Not more than four students should be accommodated in one room. They should be plainly but adequately furnished. Each student should at least be provided with one bedstead, one table, one chair, one book-rack and one almirah. There should also be at least a good-sized common room to accommodate all students for social functions. The common room should be provided with a small but good library, newspapers and magazines. The books in the library should be famous books of travel, fiction etc. There should be a separate room for indoor games.

The hostel should have a fly-proof dining and kitchen room, separated from the main building and preferably in its rear portion. Kitchen should be so situated as to prevent the smoke nuisance and it should have proper arrangements for the escape of smoke. It should be fairly large and well-ventilated. The dining room should be designed to accommodate about two-third of the total strength of the hostel at one time. In the flat plan, separate kitchen and dining room should be provided for each of the flats. The management of the mess should be left to the students and the warden or the sub-warden should make occasional checks. There should be regular checking of the quality of food served in the mess. There should

be proper arrangement for the removal of all waste products. The latrines and bath-rooms should be at least 30 ft. from the main building and equipped with sanitary fittings.

In a good hostel, there is arrangement for medical check-up. A medical officer should look after this aspect. There should also be separate room for sick students.

### **The Warden**

The utility of a hostel as an instrument of education hinges to a great extent on the personality, status and qualification of the warden. The warden is the pivot of the whole residential system. It is he who determines the hostel character-good or bad. When a student arrives in a hostel he is the raw material. It requires the constant effort and influence of the warden to create 'a responsible society, spirited and intelligent, with a tradition of corporate life'.

The warden is responsible for everything that happens in the hostel. He has to supervise and control the management of the hostel. He should work for the moral and physical well-being of the inmates and foster the spirit of comradeship amongst them. He should arrange debates, 'at homes', and other functions and foster social life amongst them. He should take an active part in social functions and generally preside over the meetings of the debating societies. The warden is responsible for keeping the records of the hostel and creating a well regulated life in the hostel. He should see that the students do not leave the hostel at night without permission. He should aim at the maintenance of discipline by a firm but conciliatory demeanour and not by the threat of punishment. His influence over the students should be moral. "Obedience is yielded more readily to one who commands gently," says Seneca. The warden need not be feared but loved and respected. The student when he arrives in the hostel requires help and guidance in many matters. The warden, assisted by the other resident staff members, must guide the students in these matters. The warden is thus the friend, philosopher and guide of the students placed in his care.

In order that the warden may shoulder his responsibilities, he must possess a large amount of sympathy for the students.

He must have a life-long interest in young men and prefer to live with them. He should be ever ready to help the students in their need so that they may trust in and consider him to be their, true guardian. He should be approachable by the students for larger

portion of the time when he is inside his quarters and should himself keep in touch with the students. For greater and close contact, it is necessary that the warden should be in a quarter near the hostel. He should invariably be a man of broad culture and good character and breeding, so that he may imbue the students with his spirit, mould their character and shape their lives.

In order to attract the right type of persons, it is necessary that the warden should be paid a handsome remuneration commensurate with the responsibility of his position. He should be selected from among the senior members of the teaching staff and should hold a place of distinction as a teacher in school or college life. In case hostel possess the right type of person, it can have an atmosphere in which study is natural.

### Conclusion.

What makes a hostel great is, thus, not only the beauty of its buildings but also its site, size and physical conditions; the intellectual life in it and the personality, status and qualifications of the warden. Every-day life in such a good hostel becomes a civilizing and humanizing agent. A student who enters such a hostel rude, shy and sluggish comes out courteous, bold and industrious.

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# IMPORTANCE OF TEACHER EDUCATION

By:—Rev. P. George, M.A., B. Ed., *Kattanam, Kerala State*

There was a time when very little systematic professional preparation was required for leadership in law, medicine or education. A young man desiring to become a lawyer could attach himself to a lawyer's office, do routine office work, and 'read' law. Later he would take an examination and become a full-fledged lawyer. The young man who desired to become a doctor apprenticed himself to a doctor. He took care of the doctor's horses. He drove for him. He did bits of work when the doctor permitted him to help. The doctor talked to him about his patients. He guided his reading. And when the apprenticeship was over, the young man was ready to practice. In the field of education anyone who had the notion and could pass a simple examination on the subjects he had studied could become a teacher. He did not even need to 'read' education or apprentice himself to a teacher.

## Need of Training

Now everything is different. To become a lawyer or doctor you must be a highly selected individual to begin with. Then you must go through many years of technical and professional preparation. The same thing is true of teaching. If you wish to devote your life to teaching, you must first have personality, health, and scholarship. To this, must be added a thorough professional education.

Mark Pattison remarks that the first condition of a good teacher is that he shall be trained as a teacher and not brought to serve other professions. The training of teachers is of recent origin in our country and training institutions have come into existence since the beginning of this century. The earliest teachers were not trained and they had practically no knowledge of pedagogy. The first professional college of education in India was established in Madras in 1856, and this was followed by Bombay in 1906 and Calcutta in 1908. It may, therefore, be said that the necessity for training teachers was not fully recognised in the country till the dawn of the present century. Since then, Teachers' colleges have been springing up in all parts of the country resulting in a corresponding increase in the number of trained teachers. Teachers' colleges, colleges of education in the Universities and Departments of Education in the Arts colleges have become the dominant professional institutions of teacher education.

### **The Teacher : the key-man**

The teacher is of paramount importance in a national system of education. Building and equipment are important. So are curricula, books and teaching methods. But no other elements in educational situations are so vitally significant as the men and women who conduct the classes, the teachers. It is they who frame and mould the curricula. It is they who select, employ and interpret the books, maps, films, and other aids to instructions. Above all, it is they who, day in and day out, year in and year out, influence pupils by their conduct and behaviour. The teacher is the key-man; on him depends the future of the child, the future of the school, the future of the village, the future of the town, the future of country and the future of mankind. Much, therefore, will depend on how the education of our future teachers is carried on.

### **Training of Teachers**

In a democratic country like India, the child is more important than what is taught to him. He is to be taught what he feels the need of, and in a way which suits him most. It is, therefore, the duty of a good teacher to know the psychology, needs, and behaviour of the child and methods for imparting education to him as he develops. According to Ryburn, 'training of teachers is the key-stone of the whole educational arch.' Even after undergoing a training course, while he is working as a teacher, he must attend refresher courses and seminars. Untrained teachers never appreciate the new and modern methods of teaching, and are prone to commit serious pedagogical blunders.

There is a close affinity between the course of training for the intending teachers and that which is followed in a theological college by the candidate for the ministry of the Church. Both courses are built upon, or closely allied to, an academic or theoretical course; but both aim at applying this in dealing with human beings. The specialised professional training has, in neither case, any particular magic of its own; it cannot guarantee to make either a good person or an effective teacher. Unless the theological student has certain initial qualification—faith, a cultivated intelligence, a strong sense of vocation, sympathy, zeal and so on—his college can do little for him. What it can do is to help him to apply these qualities to the special work at which he is aiming. Similarly, no course at a training college or in a university can alone make a good teacher.

### **Need of Training Colleges**

Teachers should be given such training in colleges that they themselves are obliged to feel that they are very important, so far

as the social reconstruction of society is concerned. They should learn in training colleges how to co-operate with others and among themselves. Trainees should be taught how to teach, how to organise schools and how to apply theory to practical situations. The importance of psychology as a subject has been established and is recognised everywhere, but still it is only the theoretical side of understanding the children when the teachers have to deal with them in the schools. The teachers should be taught how to deal with the children. The trainees should be made acquainted with the practical difficulties which are met with in later life. Practical solutions should be given to them and they should know that they are preparing for a noble profession, though a hard bargain. Teacher education must infect prospective teachers with an exalting optimism and a joy for living. It must inspire them with a zeal and a passion for dedicated service that ever makes them think of their work in terms of the greatness and sacredness of the task to be done.

### **Charges against Training Colleges**

We are familiar with the usual charges that are levelled against the training colleges by all sorts of people and not infrequently by the very teachers who have had the benefit of the training. The divorce of theory from practice is one of the most serious defects of training college education, and, unless it is removed, its effectiveness will continue to be very questionable indeed. The reason for this is not far to seek. There are very few colleges which have the right type of model schools attached to them, and methods for the benefit of their pupils. It is, therefore, essential that every training college should have under its direct control a properly equipped model school, conducted on experimental lines and working on methods and principles advocated in the lecture rooms.

The responsibility of a training college will not end by giving the trainee some nodding acquaintance of the tricks of the trade, but it has to develop in him a growing understanding of human growth and development and of the process of learning. But within a short period of nine months, it will not be possible to achieve this end. This is why the Secondary Education Commission felt it necessary to extend the period of graduate training to two academic years, but it was found impracticable to implement the suggestion, in view of the number of teachers required and also because the teachers themselves can ill spare two years for such training. But with the reduction of the bulk of the theory course and a proper integration of theoretical and practical programme, much can be achieved within a period of one year.



### **Choice of Subjects**

A great problem is that of the choice of subjects in which candidates have to specialize. Very often it happens that the would-be teachers have followed courses at the university in subjects which are not school subjects, for example, philosophy and political science; while they wish to offer subjects like English and History for their B. Ed. course. Perhaps the right thing in all such cases is to refuse admission to such candidates; but because of various other considerations one finds that such candidates sometimes succeed in gaining admission to teachers colleges.

### **Training Essential**

It is sometimes said that a good teacher is born, not made; that no amount of training can make a bad teacher a good one. By this argument the importance of teacher training is sought to be minimised, but it must not be overlooked that professional preparation can make a good teacher a better one. The teacher will not think, as many teachers are inclined to do, that the completion of his training college course has given him a complete mastery of the art of teaching but rather will endeavour to extend the range of his knowledge through further studies in pedagogy from day to day. In modern times educational opinion is entirely in favour of teacher training, and there is no system of teacher education in the world which does not require trained teachers for its school.

### **New Type of Teachers**

Apart from the emphasis on methods of teaching, the training colleges have a duty to so condition the minds of the trainees that they will cease to look on the teaching profession as a mere refuge from unemployment and learn to value it as a mission and a trust. To their hands is committed the destiny of the country, and if their training is sound we have no cause to dread the future. In the Annual Report of Education in India 1955-56 it is remarked: "The training of teachers constitutes perhaps the single most important factor in the reconstruction and expansion of school education." Free India needs a new type of teacher. Our training institutions will have to be strengthened and reoriented to meet the needs of the changed times. The future of teacher education in India is quite bright today, although it bristles with a number of problems which will challenge the ingenuity and sincerity of the educator in the years to come. Increasing the number of training institutes will not help the real progress of education, though it may partly solve the problem of the need of trained personnel in schools. What is wanted is an intelligent educational insight and definite planning.

# TRAINING OF TEACHERS IN INDIA

## [ A Few Observations ]

By:—Sarwan Kumar, M. A., B. T., *Kurukshetra.*

Taking it as a whole, the present system of teacher training is one of the legacies of the English. Whether they enunciated this system or pattern under the medieval scholastic pressure or they gave this system to us because they wanted to degrade our teachers or to vitiate education is a different question. What we are most concerned with is the present system of teacher training which is faulty and if so, what can be the reform which, if undertaken, can reconstruct the educative process.

### **Change Needed**

It is no denying that the present pattern of our teachers' training has fallen into a rut. The difficulty is that even with the introduction of the salient features of Basic Education in our training institutions, the fundamental outlook has not changed. While England and other advanced nations change with time, we cling to the old outmoded traditions which are unsuitable, psychologically and sociologically, to the present situations. Reforms in respect of selection, execution and evaluation of the teaching practices are of paramount importance in the system of teacher training. Necessity is all the more when we feel that the impact of the personality of the teachers upon the personalities of the future Jawahar Lals and Radhakrishnans is very great. It would really be the kind of their training in the training institutions that will largely count towards the harmonious development of our children for which we aspire most. It is with this in view, perhaps, that persons are put to psychological tests in U. S. A. before they are appointed as teachers. A teacher can never tell where his influence stops. It is in this vein that Lyola once said, "Give me the first seven years of a child and I care not where he spends the rest." So it is the attitude of the teachers that is to fashion the future of the children. Teacher training, therefore, has to be the best for the best culture and civilisation. But even after 15 years of freedom, it is the feeling of all that there has not been any fundamental change in attitude towards training the teachers. The type of formalism, academic emphasis upon learning and cramming and the methods of teaching remain more or less the same, as they were under the British regime.

It is incumbent on our part to think over constructive suggestions to train our teachers in such a fashion that the trainees

feel familiar to the new school situations after their appointment as such. They should neither be over-zealous to change the present formalism in schools with immediate effect nor should they succumb to the scholastic attitude of the old generation of teachers.

### **Selection of Trainees**

Let us first take the selection of trainees to the training institutions. It is hardly a deniable fact that the teaching profession, which ranked higher than the kingship in ancient India, is a matter of last resort in most of the cases. A research study made at C. I. E., Delhi, bears testimony to this fact. This tendency bears a demoralising effect in two ways. On the one hand when the teachers are trained or have been trained, they might divert themselves to new professions of their choice emanating there-from a grave national loss in respect of both, training and money. On the other hand they become frustrated as this profession does not pertain to their choice of attitude. It is such persons who become a liability rather than an asset in the educative process. Such teachers cannot do justice to their profession, and also to their nation.

Such a problem should be faced boldly and more specially so when we visualise that the emoluments are not so substantial as can attract the best from amongst the society. Even if it were so, the problem may remain as it is. We may get scholars but not necessarily teachers. Teaching is a mission and an art, not less artistic than sculpture or painting. But as it is, teaching has to be a matter of last resort for many of us in times to come. We can admit such candidates to our Training Institutions, but we must emphasise on this that they should think in terms of adjustive process [to the profession they have once selected, whether by force or voluntarily. A forced adjustment can certainly lead to a happy adjustment, if the trainees find something worth in this profession. A direct appeal can be made to their heart and mind in the name of the nation, in the name of humanity.

Even prior to training, the ethics of this sacred profession can be taught to the students at secondary stage. The right type of students shall naturally incline towards this profession.

There can also be intermediary checks. The trainees who do not respond properly to the calls of the profession can be shunted out, as they do in U. K. The Punjab Government has taken a corrective step to force a failure for the students who do not fare well in home examination in J. B. T. Institutions.

Then once the students choose teaching as their future profession of life during the period of their secondary education, they should be given such an integrated course of studies that they are the be-all and end-all for this profession. In this regard the College of Education at Kurukshetra on the American pattern is worth citing as an example. Just after Matric, they have got an integrated course of four years of study and are given the degree of B. A. (Education) or B. Sc. (Education). They learn the academic subjects of Arts or Science, as well as they study the teacher's training curriculum.

### Execution

After selection, the training in itself is very much important. In India what is learnt is not generally practised. In U. K. the pupil teachers are provided with situations when they can experience the methods learnt not only in relation to normal children but abnormal too. There they memorise little and practise more. Here in India practice is not in consonance with theory. On the eve of final test, the pupil teacher is told long before about the topic on which he is to deliver the lesson. He prepares and trains himself and trains the children too to whom the lesson is to be delivered. Then he delivers the lesson for five minutes, and the judges judge his/her calibre. In U. K. the examiners attach a great importance to the reports of the subject teachers and the headmasters under whose guidance trainees do their teaching practice for a sufficient long time; so there they do not have a wide gap between theory and practice. Here there is hardly a difference between a B. A. and a B. A. with training. So necessary steps are immediately required to fill the wide cleavage between theory and practice. Teaching practice should be in as actual school situations as possible. Due importance should be attached to the report of the subject teacher and the headmaster under whose guidance the trainee practises.

It would be worth while if the principle of 'secondment', as it prevails in Scotland, is adopted in India too. Or at least it should be incumbent on those who teach in the training institutions to have a few years' teaching experience in primary or secondary schools. It means that there should be close relationship between the training institutions and the schools for whom they provide the teachers. This scheme will be doubly rewarded. It 'blesseth him that gives and him that takes'. It would also result in the unity of the profession, and moreover the actual school problems will come to light while solutions can be found out by mutual give-and-take. It will automatically result in the realistic approach in teaching in training institutions and such an institution will not be less than a workshop,

not only for repairs but for manufacturing new devices. In Switzerland, in the University of Geneva, the Principal of a Training Institution has got his own room in the attached Primary School and sits there every noon upto the time the trainees of his institute do the teaching practice there.

### **Development of the Trainees**

We have seen that the impact of teacher's personality upon that of the student is very great. Naturally the harmonious development of the teachers will result in the harmonious development of the students. So it is essential that cultural and social situations are provided to the trainees. It is why that in U. K. the athletes and persons with other extramural activities are given preference. In India the class of teachers is peculiar to itself. Perhaps it is this wrong development of a teacher that sometimes leads a lady teacher (co-profession worker) to consider it below her dignity to marry a teacher. It is unfortunate and such an attitude is the result not only of a low salary but also of a lopsided development of the so-called builder of the nation. We should never forget that 'a teacher affects eternity'. He cannot adjust himself to every situation with ease. In England although the teachers are coming from middle or lower strata of society and their salary is not more than a bus conductor, yet they do not possess such an inferiority feeling as we find it in India. So it is in the fitness of things that a teacher should be well phonetically; he should be well on the playgrounds and in the community where he is to be a philosopher, a guide and a friend, and specially amongst the millions of our rural folk.

### **Post-Training Programme**

So after a training institution has selected the due staff whether that staff possesses a forced aptitude or a natural one, should inculcate such feelings that they are harmoniously developed so that their interaction with the pupils may prove for the latter's best. But the duties of a teacher's manufacturing organisation do not end here. Instances are not uncommon when department of Education or Institutes of Education in England provide in-service teacher's training programmes. Our training institutions should be streams of flowing water where fresh water is available to drink, and not a stagnant pool where filthy and nasty water can be there to make us sick. In the evolving technological age at such high speed the values are also fast changing and it would be suicidal

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## EXAMINATIONS

[ A Few suggestions ]

By :—Prin. K. S. Vakil, *Uttarpara ( W. Bengal )*

I am aware much has been written on this subject and will be also written. Still I venture to offer a few remarks which may be given the consideration they deserve.

### Change Needed

The present antiquated system of school, college, and university examinations needs to be revised.

The present *horizontal* system of annual examination and promotions *en masse* of pupils from class to class in primary and secondary schools requires to be abolished, since it is based on the false belief of pupils in each class being equal in their natural ability and attainments. As is now universally recognised, no two children, not even two brothers or sisters, are alike in natural ability and aptitude. They generally differ from each other, in these important respects. Hence, it is wrong to subject all the pupils of each class to the same examination tests and promote all who obtain a certain percentage of marks to a higher class, leaving others who fail to score that percentage of marks to stagnate in the same class for a whole year. This *horizontal* system of annual school examinations and promotions needs to be replaced by a *vertical* system of promotion of each individual pupil, stage by stage, subject-wise, according to his or her progress in the study of each. In the U. S. A., Germany, and Japan there is nothing like annual examinations and promotions, class by class and standard by standard. Promotion of each pupil from stage to stage should depend on his or her progress in the study of each subject prescribed.

### Internal school Examination.

Further, the present system of *external* primary and secondary school-leaving examinations needs to be replaced by a system of *internal* school certificate examination, held by a committee consisting of the head of the school and the subject teachers concerned, under the supervision of the local Government inspecting officer. Educationally advanced countries like the U. S. A., Germany, and Japan can do without an external system of examination, why cannot our country? It is obviously impossible to hold satisfactorily an examination of nearly a lakh of school pupils at a secondary

School Certificate Examination by persons who are not actual teachers of the pupils they examine.

In the U. S. A., admission to colleges and universities in most of the States is available to high school pupils on production of their school certificates of completion by them of at least 15 "units", a "unit" meaning three-to-five hours work per week throughout a year in each of the subjects prescribed for college entrance, in an accredited (recognised) four-year secondary school, working for at least 180 days or 30 weeks in the year and for at least 40 minutes in each period, staffed with at least 3 teachers and possessing adequate library and laboratory equipment.

#### **What other Countries do.**

In Germany there is a secondary school leaving examination called 'Abiturienten Examen' (leaving examination) or 'Reife—prüfung' (Ripeness Proof or Maturity Examination), held at the end of the higher school course. It is an *internal* examination held in each school and conducted by the school teachers in the syllabus prescribed for it.

It is both oral and written. In the written part, papers are set in four subjects only, German and Mathematics of these being compulsory for all candidates. The other two subjects for pupils on the Arts side are two more languages, classical or modern, and for those on the modern or science side, one branch of science and a second language. The actual marking of the papers is carried out by the teachers responsible for the teaching of the subjects examined; it is then reviewed by other teachers of the same subjects in the school, not concerned in teaching them to the pupils examined, and, finally, by the headmaster or headmistress of the school before it is submitted to the Ministry of Education for review by Senior Inspectors. Marks are awarded according to performance in each subject on a five-point scale; mark 1 for Very Good; Mark 2 for Good; Mark 3 for Satisfactory; Mark 4 for Pass; and Mark 5 for Fail.

The oral examination is conducted by an examining committee consisting of a Senior Inspector who acts as its chairman, the head-teacher, and the subject teachers concerned. Pupils who have done well in a subject throughout their school career may be exempted for the oral examination.

As in the written examination, marks 1 to 5 are awarded in the oral examination and also for class-work in each subject. On the basis of these marks, a final mark is decided on and entered in

*Abiter* Certificate in each subject. The universities play no part in the matter. The *Abiter* certificate entitles its possessor to admission to any university in Germany, no matter where it is obtained.

Of course, real improvement depends upon other factors too, such as the quality of teachers, teacher's sincerity, appropriate text-books, etc..

However, if some of these can be introduced in our educational field and carried out sincerely, much of the present-day evil will be rooted out. Of course, they will have to be modified, if needed, to suit local needs. However, if the principles on which they are based are kept in view, we can definitely bring about a healthy change.

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(Continued from Page 435)

for education itself, if the teacher is static with the already learnt modes and methods. He should be made aware of the changes brought about in methods of educational working. The training institutions should work as Research Centres to find solutions to the new problems arising in the educative process. In this regard the National Union of Teachers in U. K. is doing yeoman's service to organise such refresher courses.

A training institution is the key-arch of our educative process. Shri K. G. Saiyadan rightly upholds the dignity of a training institution in these words: "They are in many ways our key-points for reform and if we can make them the dynamic centres of teaching and research which will quicken the pulse of the teaching process as it were, we shall have set in motion a very healthy chain of action for reform".

Let us hope then that a Committee of England's Mac-Nair Committee's stature will rise to the occasion to reorganise the training of teachers in India on a sound footing, and help the progress of education in the country.

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#### No Comment

"I enclose a letter of recommendation from my professor. I also would like a supplement to help me in a field course. Could you please amalgamate the supplement with my ordinary grant. I have an exam at the beginning of next term. Yours sincerely."

"The student has undertaken not to take payed employment. The financial necessitates a very heavy contribution by the student."  
 —Extracts from letters by a science student and his university professor to a Chief Education Officer.



## GENERAL LINES OF SOVIET EDUCATION BUDGET

By Maria Ryabova, Chief, Department of Culture (*Moscow*).

Soviet schools today have a total enrolment of about 50 million—a quarter of the country's population. These schools are maintained by funds from the national budget. One of the principles of Soviet education is that the people who study should not have to worry about their expenses. Students in colleges and specialized secondary schools (for training technicians, doctors assistants, and the like) receive stipends, pay very little for dormitory accommodations, and get their meals at non-profit cafeterias.

The pre-school institutions are attended by 6.2 million children. Apart from meeting the expenses of these institutions the state also maintains a wide network of clubs, museums, and subsidizes theatres and concert halls.

### Expenditure

Funds for education in the past 10 years have doubled. In 1963 they totalled 13.8 billion roubles, or 16 per cent of all the budgetary expenditures. (In comparison the country's defence expenditures today are 13.888 billion roubles.)

Of the 12.4 billion roubles spent by the state in 1962 on education, 2.9 billion came from the Central Soviet budget, 3.4 billion from the Republics' budgets and 6.1 billion from the local budgets. Nine-tenths of all these budgetary expenditures were met out of the profits from the socialist enterprises. The large share of local funds is due to the fact they go to the maintenance of an overwhelming majority of the most common types of educational institutions—the general education schools, the kindergartens, libraries, etc.

Most of the money is spent on general education schools (eight year and—11 year schools). In the academic year 1962–63, the number of secondary school pupils increased to 38 million. This 7.6 million or 25 per cent more than the figure during the academic year 1958–59. Budgetary expenditures for schools of that type increased in the same period by 38 percent and totalled 3.67 billion roubles in 1962. This has meant more money for more teachers, better school buildings, classrooms, laboratories and workshops.

On an average, 87 roubles are being spent in a year to train every eight-year-school pupil, and 90 roubles for every 11-year-school pupil. Costs are slightly higher in rural schools because the number of students in a class is less, and in the schools of the Union Republics, because Russian is taught in addition to the native and foreign languages.

### Boarding Schools

A good many boarding schools have been set up in the past several years. This is one of the state aids to the working parents in bringing up their children. In 1962 these schools were attended by 870,000 children as against 54,000, six years ago. The children at these 11-year general education boarding schools go home for weekends, holidays and for vacation.

A part of the expenses for the maintenance of students at the boarding schools is met by the parents, the amount depending on their income. Families in the low-income brackets need not have to pay anything.

The state also maintains day-boarding schools and after-school facilities in regular schools where the children of working parents are looked after until they can be called for. The extra expenses involved are covered by the state. These schools and after-school facilities were attended by a total of 1,561,000 children. During the academic year 1962-63 the budget had 21 million roubles earmarked for that purpose.

School construction is also paid for by the state. In the past seven years school space has been provided by the state for 8.6 million pupils. Over the same period the collective farms have built schools for 4.5 million pupils on their own initiative and with their own funds.

### Teachers

All Soviet teachers are paid by the state. Their salaries depend on the grades they teach. For his basic salary the teacher of grades, one to four, teaches four hours a day; the teacher of grades, five to eleven, three hours. If he puts in more hours of work, he is paid extra. Salary also varies with the teacher's qualifications—educational background and the teaching experience. Teachers in rural areas are given rent-free apartments.

A teacher with 25 years of service is entitled to a long-service bonus even if he is only 45 years of age. The long-service bonus amounts to 40 per cent of the regular salary and has nothing to do with the pension. Upon reaching pension age (55 years for women and 60 years for men), teachers may retire on an old-age pension, if they so desire.

Teachers are trained at universities, teachers' training colleges and pedagogical institutions (for the elementary grades) for periods of five to six years, four to five and four years respectively. The state spends 587 roubles a year on an average to train a teacher at a college and 430 roubles at a pedagogical institution.

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## EXTERNAL EXAMINATIONS AND EDUCATIONAL STANDARDS

By :—Prof. Walkar H. Hill\*, *New Delhi.*

It is frequently stated—by educators, by political leaders, and by laymen—that educational standards in India are falling, that they are in danger of deteriorating to dangerously low levels. Even those who take a less pessimistic view of the present situation recognise that much work, and much planning, need to be done to maintain and improve the standards of a fast-growing educational system.

Those who are concerned about standards of secondary education have their attention drawn constantly to the system of external examinations as an important feature of the problem. The examination programme is seen to be related to the problem of standards from two points of view : (1) the kind of standard they encourage and (2) the level of standards which they reflect.

It has been said, over and over again, that the secondary school leaving examinations—which have as their prime purpose the maintenance of standards—are defeating the efforts of teachers and of schools to develop a type of secondary education suited to the needs of modern India. Much is written about their “baneful effect” on the high school curriculum, on the nature of teaching in the schools, and on the kind of learning which students pursue.

Specifically, it is charged that these examinations are limited to testing the acquisition of memorised information; that, furthermore, the amount of information needed for passing them is limited and predictable; that teachers, therefore, consider their whole function to be that of supplying the information needed for this purpose; and that students have no interest in any other kind of educational achievement.<sup>1</sup>

Many other evils are said to attend the examination programme, but this is the heart of the complaint.

In spite of the powerful effect the examinations are supposed to have on the educational programme, we find that approximately one-half of the students who write these examinations fail to pass them. What this indicates about standards of education in the secondary schools may be, as it has been, a matter of debate.

There is considerable agreement that the proportion of failures is too high, though even this is a somewhat clouded issue. If this view

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<sup>1</sup> See, for example, *Report of the Secondary Education Commission*, New Delhi: Ministry of Education, Government of India, 1953, Chapter XI.

is accepted, it may mean that low standards of instruction prevail in the schools. Or it may mean that the examinations do not adequately measure the achievement of students. Or it may mean that the marks required for passing the examinations represent an unreasonable standard. Or it may mean that all of these deficiencies exist.

It seems clear that quality of teaching and learning, in most high schools and higher secondary schools, needs to be improved. We need better schools, better teachers, better textbooks and teaching aids, etc., etc. Since our concern in this discussion is with the examinations, let us consider what needs to be done with them in order to improve educational standards.

The first thing to be said about examination programme is that it should be altered so that it will permit and encourage better teaching and learning. Some critics have suggested that the way to do this is to eliminate external examination altogether. If these examinations have such an undesirable effect, they say, let's remove them and leave the schools free of their restrictive influence. Let the schools develop their own improved curricula and teaching methods and their own means of assessing and certifying student achievement.

This view, of course, is not prevalent among Indian educators, and, in my opinion, it should not be. The tools and procedure of internal evaluation have not been sufficiently developed. Some external control of secondary school standards is needed, and India does not have adequate substitutes for the control exercised by the external examination system.

It seems to be quite true that the present influence of the external examinations is not a good one. But, if their influence is as strong as it is said to be, it should be possible to use that influence for the benefit of education. An examination system which is powerful enough to hurt the educational programme is also powerful enough to benefit the programme if it is properly directed toward that end. Reform of the external examination system is, therefore, a wiser policy than elimination of the system.

Improvement of examination requires, first of all, the inclusion of questions which test achievement of a wider range of objectives of instruction, drastically reducing the emphasis on testing rote memory. It requires also a more precise formulation of questions so that answers can be judged more objectively, a better balanced sampling of content, reduction or elimination of optional questions, and increased use of fixed-response (objective-type) questions.

The Secondary Education Boards generally require, as a standard for passing the examinations, that students must get approximately

one-third (33 to 35 per cent) of the total marks on each examination paper. The best that can be said in justification of this standard is that it is traditional, and that it has, through the years, qualified about as many candidates as the universities have wished to admit. There has been some pressure on the Boards to raise the required percentage. On the other hand, there is considerable pressure in the other direction, as we seek to reduce the proportion of failures.

It is argued, quite correctly, that the high rate of failure represents an "appalling wastage" of human resources, which the nation can ill afford. But how can that rate be reduced without a lowering of standards?

Before this question can be resolved, it is necessary to review the *purpose* for which examination standards are fixed, to determine what kind of standard we wish to maintain.

At present the external examinations are used to serve two purposes: to certify completion of secondary education and to qualify students for university admission. A single measure and a single standard are used for both purposes. It may be seriously doubted, however, that the same standard is appropriate or legitimate for both of them.

The reason for making this statement lines in a consideration of the nature and purpose of secondary education. We begin with a quotation from the Secondary Education Commission:

"...The integral unity of secondary education as well as the entire outlook of teachers and parents towards it has been seriously vitiated by the fact that they have been apt to regard it as mainly a stepping stone to the University. It has consequently been geared almost entirely to the passing of the examination which will open the gateway to the University. This has inevitably resulted in many other important aims being ignored or side-tracked. *It must be remembered that, for a large majority of students, it marks the completion of their formal education and, therefore, it should be viewed primarily as a stage complete in itself with its own ends and special purposes.*"<sup>2</sup>

The need for a secondary programme of broader scope, with its own purposes and its own usefulness, both for those who will continue their education beyond the secondary stage and for those who will not, is recognized by India's educational leaders. The plans for development of education in the country are based upon it.

The principal plan for the adaptation of secondary education to meet this need is the establishment of multi-purpose schools. Some headway has been made in this direction, and it will probably be accelerated in the next few years.

2 Ibid., PP. 23-24 ( My italics )

The broadened conception of secondary education has been reflected hardly at all in the examination system. And so the system has become an anachronism, operating as though it were still true (if it ever was) that the secondary school is only a stepping stone to the university. Students must pass the examination which qualify them for university admission, or they fail. They achieve this qualification or they achieve no recognition at all. Secondary education can never be "a stage complete in itself with its own ends and special purposes," as long as those who do not succeed in qualifying for a higher stage are considered to be failures.

Completion of secondary education must be given recognition as an achievement in its own right. This is what the Board's certificate should represent. It is necessary, therefore, to separate the two purposes which the external examinations are now attempting to serve.

When we say the proportion of failures is too high, which purpose do we have in mind? It is doubtful that a larger proportion ought to be qualifying for university admission. But it is certain that a much larger proportion ought to be judged to have met a reasonable standard of secondary school completion.

The standard for completion of secondary education should not be the standard for admission to a university. In order to make the distinction effective, the examination Boards would need to confine themselves entirely to examining for high school completion, leaving it to the universities to conduct their own admission examinations, or they could provide two sets of examination—one for the secondary school certificate, and another for university admission.

Then, and only then, it will be possible to design examinations that are suited to the nature and purpose of secondary education. Then, and only then, it will be possible to set reasonable standards for certification of high school completion.

### **Summary**

External examinations are needed to maintain standard of secondary education. At present they encourage wrong kinds of standards. The level of standards which they seek to uphold is a matter of controversy, centered largely in "the problem of failure." This problem cannot be resolved until the purpose of the examinations is made consistent with the basic purpose of secondary education. Reasonable standards for certification of high school completion can be determined when examinations are designed for that purpose, not being used at the same time to qualify students for university admission.

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# A COMPARATIVE STUDY OF THE INITIATION INTO TEACHING OF B. T. TRAINEES.

[ Men and Women ]

By:— Prof. K. K. Verma, M. A., M. Ed., *Jullunder*.

The present age of specialisation requires a thorough and systematic training for any up-take of activity, and the art of imparting education is no exception. Training is always, through stages and by degrees, given and consequently assimilated. The art of teaching also conforms to the same fundamentals.

## Purpose :

It was with this back-ground that the present study is undertaken. The would-be-teachers do get new experiences during their training. Difficulties reveal to them the true art of teaching which provides opportunities to exercise their originality, moulding them into a teacher's pattern.

Women in India are also fast discarding their sheltered life and taking up this 'kind-hearted' profession. Hence it was thought most befitting to assess and gauge the comparative experiences of men and women trainees at this initiation stage.

## Procedure :

B. T. students, both men and women, did the skill-in-teaching practice for a week in various schools. Just after this one week's school practice a questionnaire was issued to them wherein they were asked to rank their new experiences and difficulties. In the light of their experiences so gained, they were further asked to answer some typical questions to further elicit their attitude towards the teaching profession. Responses were analysed and tabulated.

## One Week's Practice in Skill-in-Teaching

Table no. I ( Age range )

Age range		Men		Women
19-21	—	40	—	17
22-24	—	66	—	12
25-27	—	37	—	1
28-30	—	8	—	×
31-33	—	3	—	×
34-36	—	3	—	×
Above	—	2	—	×
		<hr/>		<hr/>
		160		30

Average age of man trainee = 23.8      Average age of woman trainee = 21.4

Table No. (II) ( Qualifications )

	Men	Women
B. A. —	132	18
M. A. —	28	12
Total	160	30

**Amount of Work done**

Table No. III (Assignment of Periods)

Period	Men	Women
9—11	39	×
12—14	95	9
15—17	20	3
18	6	18

Average number of period allotted :

15 men trainees: 12.62 per week. 15 women trainees: 15.9 per week.

Table No. III A (Periods actually taught)

Period	Men	Women
6—8	27	×
9—11	94	17
12—14	35	13
15—17	4	×

Average periods actually taught :

by men trainees : 10. women trainees : 11.33

**Previous Teaching Experience**

Table No. 4

No. of Years	Men	Women
upto 1 year	17	6
1—2	48	×
2—3	15	3
3—4	4	1
4—5	5	×
above 5	9	×
Nil	62	20



### Award for Discussion Lessons

Another factor that may determine the quality of the experiences during the school practice Week is the experience gained during the Discussion Lessons. The average award for women and men trainees respectively stood at 57% and 55%.

### New Experiences

The trainees were required to rank new experiences they had gained during this practice teaching. The greatest experience was to be ranked as I, and others to be marked as II, III and so on, according to their own estimate of the experience. The ranks were transformed into numerical scores, and the position of the new experiences was determined on the aggregate scores so calculated. The new experiences were:—A, A routine affair (nothing new) B, Opportunities to apply methods of teaching learnt. C, Contact with teachers working in schools. D, Sense of entering a profession. E, Joy of teaching. F, Facing a class with confidence. G, Conversance with school situations. H, Teacher-pupil relationship. I, Nature of teacher's job. J, Writing of Lesson Notes (on continuous topics). K, Opportunities to cultivate the qualities of a successful teacher.

Table No. 5 (Ranked position of New Experiences)

Experiences :	A	B	C	D	E	F	G	H	I	J	K
Ranked position by											
Men :	XI	II	IX	IV	X	V	VII	VIII	VI	I	III
Women :	XI	II	IV	IX	V	VI	VIII	X	VII	I	III

### Difficulties Experienced

The procedure adopted was the same as in Table No. 5. The difficulties were:—

A, Lack of knowledge of certain methods of teaching particular topics. B, Writing of lesson-notes daily. C, Lack of proper guidance. D, Allotment of lower classes. E, Lack of proper equipment in the class-room. F, Medium of instruction. G, No response from students. H, No co-operation from class or subject teachers. I, Holding of larger classes. J, Too much work for correction. K, Students disciplinary problems. L, Gaps between the periods allotted and hence unnecessary stay at school.

Table No. 6 (Difficulties experienced)

Difficulties	a,	b,	c,	d,	e,	f,	g,	h,	i,	j,	k,	l,
Ranked position by												
Men :	II	V	IX	X	I	VI	VII	XII	III	VIII	XI	IV
Women :	VII	II	VI	X	IV	IX	XI	XII	III	V	VIII	I

### Method of Teaching

The trainees were asked to state whether they tried to adopt the proper methods of teaching and, if so, whether there was a proper response from the students. Queries regarding some other aspects of teaching-skill practice were also made. The queries were:—

I. Did the lack of knowledge of certain methods of teaching particular topics stand in your way of making a lesson a success?

II. Have you tried to adopt the proper methods of teaching?

III. Was there proper response from the students when you followed the right methods?

IV. Should this practice in skill-in-teaching come, after you have read all about the methods of teaching various subjects which you have taken?

V. Have you been benefited by this practice in skill-in-teaching?

Table No. 7 (Responses)

Queries	I		II		III		IV		V	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Responses by Men	59	101	114	46	98	62	114	46	132	28
Women	14	16	30	×	27	3	19	11	25	5

### Attitude towards the Profession

It is the school practice whereby the trainees are first initiated into the school situations. Their attitude towards the profession here becomes conspicuous, and they realise the nature of the teacher's job and can feel their competence for the profession. The responses are analysed below :

Table No. 8

Query	Men		Women	
	Yes	No	Yes	No
i, Have you experienced a liking for the profession?	131	— 29	— 26	— 4
ii, Is the teacher's job an easy one?	52	— 108	— 5	— 25
iii, Do you feel your competence for the profession?	143	— 17	— 24	— 6

### Conclusions and Suggestions

**A** Women trainees are better qualified and are younger in age to take up the teaching profession, but majority of them have no previous teaching experience.

**B** From tables 3 and 3A, it is clear that women trainees were assigned comparatively more work, and they have actually done greater amount of work by a margin of 13%.

**C** Both in the case of men and women trainees, the first position on the scale of experiences goes to item No. J in Table No. 5, i.e., Writing Lesson Notes on continued topics (unlike Discussion Lessons). The least position in both cases is held by item No. A (A routine affair). It shows that teaching in a school is not a routine affair. The result is significant, for a teacher's preparation for his day's task begins with his fore-thinking of the plan of teaching.

**D** In table No. 6, in the case of men-trainees, the first position goes to item No. e, i. e., lack of proper equipment in the classrooms, which occupies the IV place in the case of women trainees. This indicates that Girls schools where women trainees did their teaching practice are better equipped. In the same table, the graded position of item No. A, shows that women trainees possessed better knowledge of teaching particular topics. It may indicate that women trainees are more serious in preparing the class-room lessons.

**E** Women trainees seem to have the medium of instruction problem in a less way.

**F** Little difficulty has been felt in handling lower classes.

**G** Women trainees elicited better response from students.

**H** Both men and women trainees have tried to adopt the proper methods of teaching.

**I** Majority of students have not felt "Lack of knowledge of certain methods of teaching", as a great difficulty. Table No. 6 shows that men trainees felt it a great difficulty to teach particular topics, due to lack of knowledge of proper methods of teaching. Yet item No. 5, in the same table, shows that due to good guidance, they steered clear of the difficulty.

**J** 63% of the women trainees and 72% of the men trainees have expressed that the teaching practice should take place after they have read all about the methods of teaching various subjects.

**K** Majority of the trainees have expressed liking for the profession, but about 17% have expressed no taste for the profession. 12% of the trainees have expressed their incompetence for the job.

The sample can by no means be considered as comprehensive, but it sufficiently indicates in general a comparative approach to the new experiences of trainees, men and women. The findings can be of some help in improving the skill-in-teaching practice of the trainees and planning their work.

## SHRI V. G. SHIRALKAR :

### An Educationist and a Social Worker [Maharashtra]\*

By:— Shri K. H. Pujari, B. A. B. T. (*Sangli*)

Shri V. G. alias Anna Shiralkar, an educational and social worker of Sangli, completed his Sixtieth year just recently. On the auspicious occasion of the celebrating his 60th Birthday Anniversary, it is no wonder that our hearts dilate with pride to review the great work done by him during the last 35 years.

Anna Shiralkar is a familiar figure in Sangli. If you just take a stroll on the road from the Municipality to the river bridge, you are sure to meet him, walking with a long stride. A tall slim figure with specks— certainly a very grave appearance— is bound to catch your eye. His grave face impresses you but his grim appearance conceals his heart that is as merry as a bird, while his face fails to reflect his witty nature.

Persons born in the first decade of the Ninetieth century were really fortunate. Those were the days of the struggle for freedom. The roaring slogan, "Swaraj is my birth-right", of the Father of political unrest in India was echoing in the hearts of many a youth. Though the schools gave them the three R's, the political leaders moulded their personalities on the public platforms and prepared them for the call of the nation.

#### His Early Life

Anna Shiralkar was born on 12th June 1903. He completed his college education in 1928. He got his M. A. in 1937 and B. T. in 1939. At school, he was a mediocre student. "This school boy with a satchel" went "creeping like a snail unwillingly to school." None could have dreamt that this boy would one day make a name.

Anna Shiralkar comes of a well-to-do family. He could have very easily led a life of ease and comfort, had he but meant to do so; but it was the will of Providence that he should lead the life of a great worker. After graduating himself from the Willingdon College, Sangli, instead of seeking any Government job, he took a plunge into social service. The youths of this period were really fortunate to be inspired by the lives of Lokmanya Tilak and Mahatma Gandhi. The thoughts of these great men sowed the seeds of nationality; their words nourished them and their deeds fanned the fire of patriotism. They

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\*The public of Sangli is soon honouring Shri Shiralkar by presenting him with a volume containing educational articles, written by Dr. Khair, Pri. Bapat, Shri Sohoni, etc. This article is in connection with that ceremony and is a tribute paid by one working with him.

were literally cradled, nursed and reared in the stimulating school of national leadership.

### **As a Teacher**

In 1930, Anna Shiralkar came to Sangli to work as a teacher in a private school and decided to dedicate his life to education. The Women's Education Society at Sangli that has so much progressed bears testimony to his self-less service. He has devoted the best years of his life to female education. Rani Saraswatidevi Kanyashala, Sangli, a top-ranking school, is the fruit of his labour. During the period of 1930-63, He worked as a teacher and life-member of that Society, and has graced many responsible posts. He was in charge of Adult Education for Women and conducted Mahila Varga Sewing Class, C. S. W. Class and Mahila Vasatigraha, to name a few.

### **As Head-master**

It was really a pleasure and pride to work under his guidance. He was to all of us a friend, a philosopher and a guide. For his students, he was an idol; for the staff, he was an ornament. During his regime, discipline came from within, not from without. It was not forced but it was voluntary. He won co-operation by his loving attitude and able guidance. He was aware that the he was first a teacher and then the superintendent. The mastery over the subjects he taught and the skill with which he handled the classes made him a successful teacher. He was the most successful organiser, as internal organisation and external equipment went hand in hand in his regime. His subordinates never felt his bossing.

### **A Writer**

Mr. Shiralkar, however, is not only an educationist. A glance over some of the editorial articles in the local news-papers shows his worth as a social thinker. He has never been a second-hand thinker. He has left no stone unturned to remove social injustice. Without caring for the favour of a friend or the frown of a foe, he has expressed his views sincerely, honestly and fearlessly. He is a good writer and has contributed many articles to school and college magazines and news-papers too. It was on account of his writings that the political movements in the State gained momentum, and the grievances of the people were partly redressed. He has been an author and has proved his abilities as a composer of verses. He has translated Sardar Panikkar's "Problems of Indian Defence" into Marathi, a work of distinction.

### **A Speaker**

Mr. Shiralkar is a good speaker. His speech is both interesting and instructive. He appeals to our heart by his honesty and sincerity. Simple in his dress, he grips the audience by his high thoughts.

The intelligent flashes of his wits and humorous hits set the audience a-laughing. His grave demeanour and serious approach effect a magnetic attraction and a pin-drop silence among the audience that always respects his deep learning and sincerity. He has been always popular with his friends for his witty, intelligent and interesting conversation.

### **A Social Worker**

He is a social worker in the real sense of the term. By his articles he has tried to wipe out social ills and wrongs and has attempted to up-hold the right cause. He has worked as the Chairman of the Secondary Teachers' Association and has worked heart and soul for the betterment of Secondary teachers. Even after his retirement, he is still following the noble profession of a teacher. He has voluntarily accepted the task of giving moral instruction to the prisoners in the Local Jail at Sangli. In short, he has taken part—and is still taking part—in many educational, social and professional organisations, particularly for women, children and teachers.

### **The Key to his greatness**

The roots of his success can be traced out in his school and college days. The library secretaryship gave him a chance to foster his reading hobby. The debating society offered him an opportunity for training himself in oratory. While at college, he was a lance Corporal in U. T. C., a golden opportunity for learning discipline. Being the head and backbone of a joint family, his charity began at home, and he knew how to shoulder that responsibility. Swimming and walking have given him a sturdy constitution. His parents, teachers, and professors were all men of principles and of high calibre. By his cosmopolitan outlook, ardent zeal and generous nature, he has won friends from all castes and creeds. The life of the Late Dhondo Keshav Karve has been a dynamic force that inspired great ideals in his mind and made him work his way up.

Different people possess different qualities, but we generally do not find persons of the type of Shri Shiralkar in whom so many qualities go to form an all-round personality. A teacher, an organiser, a social worker, an editor, a loving father and faithful friend, a great orator and a voracious reader—all these facets of his personality attract our attention and rouse our interest. He has already finished his 60th year. May he live long and may his life, 'remind us to make our lives sublime\* !'

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[\*We also join in the felicitations offered to Shri Shiralkar by his friends and students and wish him a long and healthy life to carry on his educational work.]

## REVIEWS AND NOTICES

शिक्षण-विचार

[ MARATHI TRANSLATION OF  
'ON EDUCATION' BY BERTRAND  
RUSSELL ].

By :—B. R. Khanwilkar, M. G.  
Vidyalaya, Uruli Kanchan (Poona).  
214 pp. Price Rs. 6/—

Students of Education and intelligent parents who are anxious about the sound up-bringing of their children and are hence in search of good books on Education, when they want to study or read the subject in Marathi, are often disappointed for want of original and standard books. Fortunately many a writer has recently come forth and tried to enrich Marathi educational literature. Here is one such praiseworthy attempt. Shri Khanwilkar who has accepted education as his life mission, has given to the Marathi readers a rendering of a world-famous book, 'on Education', written by Bertrand Russell, (in 1926) a 'Bible' for thoughtful and conscientious parents. That the popularity of the book never waned is proved by the fact that in 1957 its twelfth impression was brought out by the publishers.

One of the criteria of a good translation is that the translated piece should read as if it were original. It is a difficult art, no doubt, and to translate a work dealing with a technical subject is still more difficult. But now there are available in Marathi a number of books on education and educational psychology. Many of the technical words in psychology have good and appropriate equivalents in Marathi, either newly coined or borrowed from Sanskrit literature. But it seems that the translator is not conversant with

them. One is disappointed to find the original English words are retained in Marathi without any equivalents or explanations, e. g. the term 'masturbation' which comes as a paragraph title (p. 128) is left untranslated and hence, it is feared, the whole paragraph will remain unintelligible to Marathi readers. Same is the case with an important phrase 'esprit de corps' (p. 76) and the word 'venerable' (p. 189). Some of the expressions chosen are not very happy. For example 'sexual love' is rendered as 'लैंगिक प्रेम' for which कामोद्भवप्रेम would have been a dignified and appropriate one; 'fancy' is surely not 'आभास'; 'पाशविकता', rendering of 'brutality', is etymologically incorrect. It should have been पाशवीवृत्ति (p. 76). So is उच्चतम an incorrect form. 'Will-to-power' (p. 76) is translated as शक्ति-संवर्धनाची-इच्छा. 'प्रभुत्वकामना' would have been a better rendering. There are a few cases of omissions as well. For example—these sentences in the original text— 'All this is connected with the fanatical belief' and 'Of course, it goes deeper..' do not appear in the translation. In some places the spirit of the original is not properly grasped. 'Think what it would mean' has an optimistic note; but it is rendered as 'स्यामूल काय का य निष्पन्न होईल कुगान ठाऊक?', which is clearly an expression suggesting a sense of helplessness (p. 189). The verb 'needs' in the original (what the educator needs) obviously means 'quality required' or 'equipment'. But it is translated as 'उद्दिष्ट' (p. 188). This is misleading.

But, in spite of some such glaring blemishes and defects, we commend the

book to Marathi readers—particularly parents; for, on the whole, the book makes an intelligible reading. Though the style lacks in grace, it does not lack in ease. B. Russell has addressed the book to parents, as is clear from his introduction. The book came out of his own experiences and is the fruit of deep and mature thought. The author says, 'The book may help to clarify the thoughts of other parents.'

One prominent feature of the translation work is the masterly introduction by Prin. B. R. Kolhatkar, the eminent educationist. He has outlined in brief important biographical events and given succinctly a nice exposition of the thoughts and ideals of B. Russell, one of the greatest philosophers of our days. We agree with Prin. Kolhatkar when he says that, though care has to be taken while accepting the thoughts of other countries and past generations, the life and ideals of B. Russell will still prove to be inspiring to Indian people in their present conditions. Marathi readers should be grateful to Shri Khanwilkar for rendering this valuable service.

G. V. A.

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#### SKELETON CREEK

By:—John Parlin (illustrated by J. Russel). Abelard-Schuman, 8 Kings Street, London W. C. 2. 160 pp. Price 13s. 6d..

This is an adventure story which is bound to interest the young. It tells of the 'Feather War' in Florida where greedy hunters came to slaughter as many snowy egrets as possible for their valuable plumes. The efforts that young Jim had to make in that respect, (his father being appointed warden, with the Audubon Society, fighting to save the birds), and the troubles he had to undergo are all described in an arresting style. We find that the young 'hero', in the company of his friend, paddled up the skeleton creek and faced unexpected dangers. We are told how in the end his efforts were crowned

with success, the description of which is sure to appeal to the imagination of every youth. The book is a proof of the statement made about the writer: 'A natural story-teller, his books are known for their fast pace, sense of humour and their natural, lively conversation'.

The book deserves a place in every High School or — even College-Library.

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(i) MALAYA [ROUND THE MAP SERIES; BOOK (5)]

(ii) AUSTRALIA [ BOOK (6) ]

By—S. C. George. Published by E. J. Arnold & Son. Limited : Leeds. 48 pp. (each). [ Price not mentioned].

These books are very good as supplementary readers upto the 9th standard of an English-medium school. 'Travel' method is followed with obvious diversions here and there to describe the typical features of the country chosen for the tour. The factual information is offered in a simple language that would sustain the interest of the teenagers to the end. Illustrations by J. S. Scargill, though not fine or rather artistic, are certainly catching. In each book a map of the country is provided to make the information realistic, but the reviewer feels that there should have been less crowding of place-names in the maps given.

The books and the 'Series', that combine geography with literature, deserve to have a place in English-medium secondary schools, and are bound to be useful to geography teachers and students that long for information about foreign countries.

G. Y. D.

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ज्योतिष-समाचार

JYOTISH-SAMACHAR

(Astrological Monthly)

Edited and Published A. Jakatdar, 885, Shivajinagar, Bhandarkar Institute Road, Poona 4. Annual Subscription Rs. 5/- (including Special issues.)



Shri Jakatdar is giving out every month a Magazine "Jyotish Samachar", specially devoted to the study, research and development of the Astrological Science, in the light of modern scientific thought.

Astrology is one of the sciences known, studied and used in India from ancient times. It has now spread all over the world and in all civilized countries. Many well-known astrologers and palmists are consulted by the public on many occasions. The name of the famous astrologer in recent times, Mr. Chireo, whose predictions have wonderfully proved true, has attracted many studious men towards this science.

In India too, Prof. Raman of Bangalore, the famous International astrologer, has been publishing his Astrological Magazine in English regularly for a very long time. Shri Jakatdar deserves congratulations for his bold step, with the collaboration of the executive editor, Shri Ghotivadekar, in bringing out a similar magazine in Marathi. Interested readers and those who would like to have a peep into this science should encourage this attempt of the editors by becoming subscribers of "Jyotish Samachar" at an early date. We understand Shri Jakatdar through his Institution has started many activities, such as teaching of Astrology and awarding proper diplomas to those who pass the examinations conducted by the Institution. We wish success to all his activities in the cause of Astrology. We also recommend the Magazine to those who are interested in this science. *A Reader*

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FOCO OPTIKIT FOR 120  
EXPERIMENTS  
[Series No. 1]

Published by Raman : Scientific Sales Corporation, Shakti Nagar, Delhi 6. 48 pp. (Price not mentioned).

This is a very useful book on 'experiments with optico'. The aim of writer appears to introduce a kit of compo-

nent with which the student may be able to verify the various laws of optics and construct a few improvised instruments and gadgets based on these laws. An interested student can afford to build his own small-scale optical laboratory with these very inexpensive materials and this book-let provides him with the necessary information. It includes about 120 experiments based on various principles like laws of refraction and laws of reflection, and referring to building of telescope, and film projector. The writer has rightly included ray diagrams and illustrations. Inclusion of theory behind these experiments would have enhanced the utility of the publication.

With the help of this useful book-let, a science teacher can carry out his demonstration experiments with inexpensive materials which have more educational value than the standard ones, and more utility too.

The series will serve as a very useful guide to students of S. S. C. and P. D. standards, and even to Intermediate students in their practical work. The book-let has been recommended for use in Higher Secondary schools and Training colleges by the Director of Education (Poona). We unhesitatingly recommend it to our educational institutions. It will also be a useful and indispensable addition to the book-shelf of science teachers, and an unerring guide to science students.

P. S. D.

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EXAMINE YOUR ENGLISH

By—Margaret M. Maison & Shiv K. Kumar. Published by Orient Longmans Ltd., Nicol Road, Ballard Estate, Bombay 1. 247 pp. Price Rs. 6/—

The book is designed as a course in English grammar and composition for students in Indian universities. The book has been planned both soundly and comprehensively. The book has been divided into four parts : (1) Correct your English (2) Improve your English (3) Reproduce English

effectively and (4) Speak English well. Each part is sub-divided into convenient chapters dealing with the different aspects of English grammar and composition, such as Errors in Accidence and Syntax, Errors in Vocabulary and in Punctuation, Essays, and Letters,—Reported Speech, Precis,—Paraphrase and Expansion, and practice drills for oral work.

The authors have taken into account the new technique of teaching English. The use of heavy grammatical terminology is avoided. The exposition of the various topics is direct and interesting. The exercises given on each topic are numerous as well as practical. They will be found very effective in impressing the teaching points upon the minds of the learners.

Going even hurriedly through the different chapters, one does not fail to notice the authors' sense of humour. While explaining the use of wrongly attached pronouns, they warn us to beware of ambiguity that results in "howlers". (For example—'If the baby does not thrive on fresh milk, it should be boiled'). In the chapter on 'Paraphrase' the readers are warned not to attempt any pretentious style. ["Twinkle Twinkle, Little Star' is sometimes rendered by "scintillate, scintillate, minute asteroid".] This is how the author tries to inculcate the correct usage. He has laid right emphasis on what to do rather than on what not to do, and that too, in an entertaining style.

The book is quite different from others of such a type, since the authors have taken due cognisance of the developments of new trends and techniques of teaching English.

In these days of the falling standard of English in India, both teachers and students will find it very valuable to have a copy of this book on their desks (ready for reference). Elderly persons will certainly find their views reflected in the statement made in the

'Foreword' by E. Patridge: "My only regret is that I was born too early to have profited by this book."

We, therefore, highly recommend this publication to all those who are desirous of improving their English and congratulate the authors and the publishers for having brought out such a unique and meritorious book.

V. S. B.

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WATER FOR PEOPLE

By : Sarhr Riedman: Published by Abelard Schuman Ltd., 8, King Street, London, Pages 156. Price 15 s/(net).

An ideal book for school children.

Here is a book on 'water', one of the essentials for life on earth, written in the form of a story. It tells how it was used by man in the historical past, how it has manifold uses in the present and finally points out how water resources could be tapped in future to fulfil man's dream for limitless water.

The past, the present and the future of this 'essential material,' this chemical and natural resource, is incorporated into this book. It tells of so many things—fog, cloud, snow, etc. It tells how water works in our body, what things it hides and, what is more significant, it provides experiments to show how this ingredient can be used to make human life better and richer.

Experiments indicated in the book are thought-provoking; interesting are the black-and-white illustrations. Index at the end adds to the utility of the book, which is written by an eminent Professor, Dr. S. R. Reidmann. Besides giving knowledge about water the book presents an approach, with which scientific knowledge should be acquired. If any school desires to organise an exhibition on 'water', here is the book for them to start with. The book also deserves to be translated into regional languages.

We have no hesitation in stating that the publications of this Agency (Abelard Schuman Ltd, London) are models that stand for the presentation of scientific knowledge, accurate and up-to-date, in the most lucid and interesting way.

G. Y. D.

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We have to acknowledge with thanks the receipt of the following :—

(1) *Light and Sight* : by Charles Gramet (illustrated by S. L. Heywood). Abelard Schuman Ltd. [New York, Toronto], 8 King Street, W. C. 2 London. 160 pp. Price 15 s.

(2) *English Verbal Idioms* : by Fredrick T. Wood. Published by Macmillan & Co. Ltd. (London): Macmillan Building, D. N. Road, Bombay 1. 325 pp. Price 18 s. (net).

(3) *An Elementary Refresher Course* : by L. A. Hill. Oxford University Press [London]. Oxford House,

Appolo Bunder, Bombay 1. 150 pp. Price 4 s.

(4) *A Text-book of Psychology in Education: Vol. I.* by Bhattacharya Mukherjee. Pub. by Shreedhar Prakashan, 208/4D, Bidhan Sarangee, Calcutta 6. 184 pp. Price Rs. 6/.

(5) कुरुण बीजः by Tarabai Modak and Anutai Wagh. Pub. by Gram Bal Shiksha Kendra Publication, Koswad Hill (Dis. Thana); St. Gholawad. 68 pp. Price Rs. 1/50.

(6) संज्ञा : (3 issues) Edited and Published by D. B. Dawarc, Principal, A. E. Society's High School, Bhingar, (Dist. Nagar).

(7) *Education : What India Needs: (East and West Series :Double Number)* by Prin. T. L. Vaswani, 10 Connaught Road. Poona 1. Annual Subscription. Rs. 3/. Outside India 8 s./—

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Space prevents us from acknowledging the receipt of other books sent to us, for which we are sorry. (Editors)

### PEDAGOGIC NEW METHODS OF G. M. CHAKRADEO\*

These are the product of the writer's long research in the methods of teaching. Their demonstrations to schools are offered for Rs. 25/-each and a teacher-training short course also, at Rs. 75/- each teacher.

The author contends that the present methods of teaching the subjects are fundamentally wrong. Therefore, these new methods are evolved. He pleads that these methods bring ease, economy and efficiency in the field of Education—if the connected projects are pursued. The inventions overhaul the present dogmas of the subject itself—replacing them with new ones. This is a totally new approach in teaching the subjects. This is the central feature of these original methods. They are all pressed in, on one full sheet of paper in one view. The author wishes them to be either refuted or accepted by those concerned with educational reform.

Those interested are, therefore, requested to refer direct to the author at his address 318 Churni Road, Girgaon, Bombay 4.

- \*1 ( Foundation Mathematics Price Rs. 3. Monograph 1)  
 .. 2 ( Foundation marathi ,, Rs. Monograph 2)  
 § ( Foundation English ,, Rs. Monograph 3)

(Contributed)

## EDITORIAL NOTES

### **An Ill-conceived Proposal**

It is reported in the Press that the Law Ministry of the Centre has decided to propose to the Parliament an amendment to the Constitution for removing Teachers' Constituencies in the State Legislature Councils. The report is certainly disturbing. As a matter of fact, the representation given to the teaching profession in the State Legislature is too inadequate, in as much as primary teachers are excluded from this Constituency. It is in the fitness of things that Primary Teachers' Organisations are demanding representation to their class in the said constituency. Under these circumstances it is rather strange to find such a proposal coming from the Ministry. The Government of India has not published the causes leading to this decision. It is not known whether the Government has consulted on this point the Bodies concerned. Public opinion, so far as we know, is not elicited on this point. We would, therefore, urge upon the Government to place before the public the causes leading to the intended decision and also to elicit public opinion thereon. It is astonishing to note that Teachers' Organisations have not yet expressed their views on this vital proposal. Their silence is very likely to be misconstrued. If they feel that they are going to be deprived of their rightful privilege, they have to agitate unitedly and effectively, against this ill-conceived move— a retrograde step.

We firmly believe that teachers have to play a very significant role as members of the State Legislature. As education is assuming greater and greater importance in the present times, educationists or rather the workers in the field must have a voice in the Legislature where educational policies and programmes are discussed and framed. The part played in our Legislatures by the representatives of teachers in all these years is really significant and praiseworthy too. They have actively helped the Government in shaping the educational policies of the States. Hence we very strongly feel that the move is ill-conceived and hasty. If at all some change is needed from the legal point of view, it can be effected without denying representation to those who are shaping 'half of the country's future'. Let wiser counsels prevail, urging the Government to reconsider such an intended decision, in view of the opinion expressed on this issue by the Organisations concerned.

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**Educational Finance Corporation [Maharashtra State]**

It is very annoying to learn that the Government of Maharashtra has decided to dissolve the Educational Finance Corporation formed a few months ago. Schools were assured that they would be given loans for construction of buildings, for improvement of their libraries and laboratories etc., from the funds of this Corporation. The deposits to be collected from schools under the Revised Grant-in-aid Code were to be used for augmenting the funds of this Corporation. Moreover, the huge amount of Provident Fund deposits of the teachers was to be utilised for this purpose. It was, thus, a well thought-out scheme. The only reason, so far as our information goes, for giving up the scheme of this Corporation is that the present Minister of Education is convinced of the impracticability of imposing the condition of deposits on schools, some of which are, no doubt, hard hit by the present financial stringency. One is tempted to remark that there comes a change, as Ministers change.

We fail to understand why the State Government should bank upon the amount of school deposits as the only source for financing this Corporation. If Government is convinced about the taxing nature of the deposits, it is fully justified in giving up the idea of collecting compulsory deposits from schools. But why should not Government tap other sources like the L. I. C. and try to float a loan for the required capital outlay? It can have a scheme just on the lines of Industrial Fund, as they have in Britain, for the Advancement of Science Education in Schools, which also serves to bring industry and education closer to each other.

**Change undesirable**

Apart from this issue, we very strongly feel that such sudden changes in the policy and programmes of Government are certainly unwarranted. This is likely to undermine the confidence felt about Government-sponsored undertakings. It is learnt that a number of schools have invested their amounts in the original share capital of this Corporation. What is going to happen to this amount? Has Government decided to return these amounts with reasonable interest? It will be in the fitness of things to return them with due interest as early as possible and to issue a detailed Press Note explaining why the Corporation was dissolved and what steps Government would take to help schools with regard to loans required for the construction of buildings, in the absence of this Corporation. What we insist on, in all such cases, is that it is the consideration of academic reform or progress that should prevail and not so much the financial, administrative or political aspect.

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### English in Foreign countries

Readers of foreign news will find that now-a-days English is being recognised as an important second language and its study encouraged in schools, even in Soviet Russia and China. It is found that schools teaching English are being opened in many places in China; while in Russian schools the teaching of English has been introduced even in the lower classes. It is rather strange to find that English, which was formerly condemned by the political leaders there as 'the language of capitalists' has been installed in the very centres of their activities and even in rural areas.

### The Problem in India

Fortunately in India English still holds an important place and facilities for its study are available in nearly all places. There are, no doubt, some who out of pride and prejudice over-emphasise the study of one language at the utter neglect of other languages. Then there is also the political atmosphere that often clouds rational thinking. However, one is glad to find that a sound compromise is being gradually evolved and a realistic balance happily arrived at, with due emphasis being given to the study of these three languages at every stage of learning. It was just recently that in this connection Mr. Gajendragadakar, the Chief Justice of India, pointed out that if the unity of the country is to sustain, we should not be in a hurry to supplant English by Hindi or any other language. While recognising the importance of the study and growth of the vernaculars, the language of the masses, we have to see that English, so much needed for new scientific information and international communication, should receive close attention and due encouragement. Attempts also should be made to raise the standard of English as well as those of the fast-growing regional languages so that people would be not only well-informed but able to communicate with others in far-off places, and make significant contribution to world thought.

### A Common Script

In a thought-provoking article, Mr. K. V. Rao, a member of the Planning Commission, suggests the introduction of a common script. He also points out that an essential condition of replacing English by Indian languages as media of instruction is the gaining of adequate competence in English language and its intellectual linking with the teaching of the regional languages.

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