

EDUCATIONAL INDIA



Vol. XLIII
No. 9

March, 1977

EDITORIAL

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"I had scarcely passed my twelfth birthday when I entered the inhospitable regions of examinations ... The questions asked ... were almost invariably those to which I was unable to suggest an answer. I should have liked to be asked to say what I knew. They always tried to ask what I did not know. This...had only one result: I did not do well in examinations."

— Winston Churchill.

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	ANNUAL	
INLAND		Rs. 10-00
FOREIGN	Sh. 15:	\$ 2-25

Office :

Vidya Bhavan
MACHILIPATNAM
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The year begins from 1st July. But subscribers may enrol themselves for any of the following periods :

July to June	...	Academic year
Jan. to Dec.	...	Calendar year
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All subscriptions payable in advance by M. O. or by Postal Order.

Educational India

Monthly Devoted to Indian Education

Founder Editor :

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BESIDES ORIGINAL CONTRIBUTIONS and INSPIRING EDITORIALS the Magazine serves as a professional guide to all teachers and educational administrators.

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ARTICLES intended for Publication should reach the Editor, 'Educational India', Vidya Bhavan, Masulipatam, by the 10th of the month prior to publication. THE VIEWS expressed by individual authors are their own and do not necessarily represent the views of the Journal.

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EDUCATIONAL INDIA is published on the 5th of every month. But a Double Number is issued for May and June. Complaints for non-receipt of the Journal for any month should reach our office not later than the 12th of the month. It is requested that the articles be sent exclusively for Publication in Educational India.

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SUBSCRIPTIONS may date from Jan. or July but the year commences from July. Back numbers too will be supplied if available. The annual subscription, *always payable in advance*, is Rs. 10-00 Inland, and Sh. 15/- Foreign, and it may be sent by Money Order or by Postal Order. Cheques will not be accepted unless the Bank Commission is added on to the subscription amount.

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EDUCATIONAL INDIA

By **Shri D. N. Gaiind,**

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Work Experience in the New Pattern of Education

OUR system of education has been subjected to a very great criticism of being wasteful, unrealistic and unproductive. It does not meet the demands and pressures of our present contemporary society with its manifold scientific and technological development. Our educational system is not rooted into the indigenous soil with the result that students who come out from our schools and colleges are very often misfits. Our education does not usher in a climate for social and cultural changes among individuals and society.

Primary Education :

Primary education is a focal point for the scientific and rational structuring of all the stages of education. There is a consensus that our system of primary education is outmoded and unresponsive to our needs. In the formulation of its curriculum, in its instructional methods and approaches and in the conduct of activities it does not give our students the needed equipment and preparedness to fit into the milieu of socio-cultural fabric of society. It fails to make them constructive citi-

zens who may contribute their best to the enrichment and progress of the society and community of which they are integral parts. It neither develops their personality nor it is gainful to the community.

It is unfortunate that in our country people are still enamoured of white collar jobs and they do not relish experience of work and labour. 80% of our population resides in rural areas and is engaged in various agricultural activities, look after their cattle products, grow vegetables in their kitchen gardens, run their handlooms in their spare time, fulfil the needs of producing cloth for the use of their families and do various other jobs to satisfy their basic needs. The present bookish character of instruction in primary schools is divorced from their real needs. It stresses imparting of stray pieces of information and factual knowledge which does not have social relevance and acceptance. There is therefore an urgent need for radical transformation in its mode of instructions at the primary school stage with new slants and stress in

curriculum structuring and realistically gearing it to the socio-cultural norms and needs of the country. For any self-accelerated process of development, it is first of all essential to improve efficiency at the level of the existing inputs and to add more inputs where they are crucial to the process.

Work Experience :

Totality of curriculum must be conducive to child's full development in relation to his environment. Any curriculum that we may think of for this stage must have an essential element of work experience. The concept of work experience as an integral part of the curriculum is not a new one. The emphasis and the slant in its content and organization have however been differing from time to time. Work experience has been in the form of variety of activities which related to the curriculum and which strengthened the understanding of basic concepts. The bias was academic. Later on the concept of work experiences involved participation of the students in some form of production work under conditions approximating to those found in real situations, which developed the needed aptitudes and skills to take practical pursuits more vigorously as the students grew up. In the countries of the West work experience in schools was introduced as an outcome of rapidly accelerating impact of industrialization and urbanization or new demands and pressures typical to such countries. The Socialist countries have always exalted the concept of work experience in schools where they combined education and physical culture with manual and productive labour.

In India for the first time, the Central Advisory Board of Education

(1935) envisaged the introduction of gainful work experiences at the primary school stage. It recommended "that at the lower secondary stage some form of manual training should be provided which would aim at the development of practical aptitudes and be made compulsory."

Mahatma Gandhi reiterated the same idea when he said that the present system of education was both wasteful and positively harmful. The system of basic education provided preliminary training in diverse types of work experience by stressing the psychological and educational importance of the manipulation of simple tools and make the early training an asset for getting specialization later on in advanced technical and engineering courses. The Secondary Education Commission Report (1952-53) specially highlighted this aspect of work experience when it said that "The way of traditional academic subjects is not the only door to the education of personality, that in case of majority of children practical work intelligently organised can unlock latent energies much more successfully."

The Education Commission has also suggested that work experience must form an integral part of our schooling at different stages. Concept of work experience as given by the Education Commission has close affinities with the concept of 'Learning by Doing' as contained in the scheme of Basic Education. In curriculum under 10+2 pattern of school education introduction of work experience is the central feature of education at all levels. While highlighting its importance in Curriculum for the Ten-Year School it says "Universalization of work experience will provide an opportunity to learn from the use of hands, give insight

into material and human relationships that are involved in organized productive work.”

Patterning of Work-Experience :

Whereas the introduction of work experience in primary grades will enthuse the students in learning, it will also make them acquire social efficiency and economic use of resources. The work experiences however will have to be so designed that they can have their utilization and support in the resources existing in the society. Acquiring such types of work experience will surely lead children to acquire such skills and attitudes which later on help them to pick up various vocations for earning their livelihood.

Everybody recognizes the need to introduce work experience as an integral part of the curriculum at the primary stage. There is, however, no clear conceptualization of the nature and patterning of work experience. Certain factors, however, guide the selection and organization of work experience in our schools. The work experience to be introduced must suit in developing culture of an area—urban, rural, tribal, hilly and of people coming from weaker sections of the society. It must attract its people and develop in them desirable attitudes and skills. Activities of work experience can be satisfying and meaningful only, if the students acquire skills to fit them in the environment. However the practical work which the study of different subjects yields may not itself achieve the objectives of work experience. This practical work has to be made more broad-based having its overtones in the community-services. The programme of work experience aims at orienting education towards productivity and to make students conscious of the role of production in the

development of the nation and prepare them accordingly.

At the primary stage, work experience should begin with simple creative self-expressional activities performed with locally available materials and simple tools. Learning has to be activity-centred. The aim of work-experience in these classes is to enable them to explore the materials available in the environment and to initiate them to the process of construction and production as the students grow up. Production part is not the exclusive objective. Education work must lead to developing skills helpful in process of productivity.

It is obvious that work-experience will have its ramifications into other subjects. The points of contacts have to be worked out jointly with the work experience teacher and the subject teacher. Work-experience should grow out of content of instruction relating to specific topics or units touching the life of the individual in society. Again while performing the work the pupils should be acquainted with the technological aspect of work.

Forms of work experience can be cleaning the school, activities which give them civic sense and behaviour patterns which are conducive to their environment, family traditions and value-system cherished by the community and society. Other forms of work experience may be e. g. flower and vegetable seed production, kitchen garden, crop production, sheep and goat rearing, bee-keeping, vegetable and fruit preservation, preparation of milk products, sericulture, fisheries as well as ink-making, production of vinegear, stainremoving, paper and cardboard, clay and plastine, bamboo craft, candle stick making. The help

of skilled workers from the community can be sought in implementing successfully the scheme of work-experience and preserving its diversified character suiting various environments.

Needed Inputs :

The new syllabi produced by the NCERT lay great emphasis on such work experience. They have spelt out various types of work experience and the resources which are needed for carrying them out. They have prepared guidelines for the teachers to organise such work experiences. Some work experiences have been recently introduced on pilot basis in some schools. Unfortunately, the emphasis has been on cost benefit and not on cultural benefits.

The successful implementation of the concept of work experience through primary school stage as an integral part of instruction fitting the students into the environment and catering to the social and sociological urges of the school and the society needs several inputs. These may be preparation of curriculum, curriculum plans, teaching strategies, teacher training, research and evaluation. It is very encouraging that different States in our country have accepted the need for introducing such work experience. The National Council of Educational Research and Training has opened a special cell for this work experience which is busy in working out detailed curriculum and other essential imperatives of this scheme. The Regional Colleges of Education have also started Orientation Courses to prepare the necessary climate and to bring the needed equipment among the teachers. The State Institutes of Education whose major responsibility is to improve the system of primary school education in their respective states are also busy in

preparing blue-prints and designs to work out the forms of such work experience and how best they can be implemented within the framework of the syllabi in use.

Questions to be Answered :

To rationalise concepts, curricular implications and details of implementing the scheme of work experience we have to answer the following questions ;

1. What is the concept of work experience ?

2. How does this concept of work experience differ from primary to middle and secondary stage ?

3. What should be the criteria for developing a minimum programme of work experience ?

4. What should be the status of subject ? Should it be an examination subject ?

5. What should be the focii and media for integrating work experience with other subjects of the curriculum ?

6. What time should be available in school for conducting work experience ?

7. What types of attitudes and skills should it seek to develop ?

8. What should be different activities to form the basis of this work experience ?

9. What factors should be taken into consideration in testing such work experience ?

10. Actually listing such work experiences.

11. Lastly how balance can be struck between culture-based experience and productive based work experience ?

To conclude it may be said that although the need of work-oriented

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Gestalt Quality in Education

EDUCATION, like medicine, is an applied science, and at times pure too. It being a social science, depends on other social sciences: Psychology, Sociology, Economics [etc. Principles other social Sciences, when applied to Education, form cross-cultures-Educational Psychology, Educational Sociology, etc. The present discussion is from Educational Psychology, i. e. application of Principles of Psychology to Education.

I would like to take up the basic tenet of Gestalt psychologists, viz. **WHOLE VS. PARTS**, and apply it to Education. Now, I have to say a word about this Gestalt School. It might almost be said that Gestalt Psychology is characteristically an attempt to apply through the whole range of Mental Phenomena, especially devoted to the study of sense perception. It has its origin recently. It based its theories on experimentation. It being devoted to Mental Phenomena and to experimental facts,

its applicability is felt much in our Education of our present day.

The principle "Whole vs. Parts" is very simple and complex at the same time. It may be stated like this: "Whole is not equal to mere sum of its various parts. But, there is some thing extra. It is this extra that they termed as Gestalt Quality. For e. g., personality stands out as a definite Gestalt Quality, because personality emerges as a result of the combination of various characteristics such as nervous system, motivation, emotion, intelligence, memory, learning, etc.

They apply the same principle to sensations and perception. According to them, sensations are self-organising. In other words, sensory field as a whole is a self-organising unit. They illustrate this with the famous example of 'wall'. Bricks are sensory elements, and mortar is the association by congruity. Sensations are only raw materials, unorganised and

(Continued from preceding page)

education is being stressed for nearly a century, the concept has not been concretized in terms of its curricular equivalents. There can be no rigid and uniform approach for its adoption. Work experience can be educationally meaningful, socially gainful, culturally-enriching and economically tempting only if the programme varies it from place to place, institution to institution depending on the availability of materials and socio-economic

conditions of the students. Its introduction should not dilute educational standards nor should it tend to produce class consciousness or separatism by discriminating standards. The introduction of work-experience as integral part of curriculum offers to the educationists and educators both a challenge and responsibility, to which I am sure they will rise equal for ensuring *quality* in education which is then crying need of the times.

uncombined. These will be organised into patterns in the brain field. The brain acts like a switch board. It is a dynamic system such that the elements act at a given time interact, and those that are close together tending to combine while unlike are far apart remain separate. Further, they compare this dynamic activity of brain to the tendency of electric current between two terminals with unequal potencies. The tendency of the brain is always to bridge the gap. Details regarding this aspect are discussed in the chapter of 'Brain Dynamics'. We do not penetrate deep and let us confine our argument to this point only.

So, for the parts of the whole to be organised as patterns, the sensations should be presented such that they will be perceived by the brain field, i. e. intensity of the stimulus should be high. If we pass current through terminals of electric wire, keeping gap between them, the potential difference across them will be the same, as long as we pass current of equal strength. The spark that glows between the terminals will depend upon the strength of the current that we pass through. So also, if we feed the mind, with the same or similar sensations, the glow of forming pattern continues to be same, and the glow of concept will form. Even if we take off the stimulus, it gives rise to "after-images." After a pause of time, if we again supply the same stimulus, the concept gets re-inforced. This Principle finds place in Education. Basing on this principle, we adopt Spiral Curriculum, i. e. we develop the subject from the beginning, step by step, with the interval of one year.

So, we can safely conclude that sensations are most elementary mental processes, and they never

become the whole of the experience and do not exist in concrete.

Even the Analytical Psychologists of old found three types of factors in the process of perception—Presentative, Representative and Relational. By their very names, we can know the nature of the first two. It is with the third we are interested now. This Relational Factor, determined by the relation of the object, perceived is its sensory, ideational and affective in context. This relational factor does not stand in isolation, but always stands attached to the concrete, i. e. the experience of any particular movement as a whole in which certain elements, as it were, stand out. Jot's law also states the same. "When two associations are of like strength, repetition increases the strength of the older, more than of the younger." So every sense or experience perceived finds congruity in the brain with a whole of which it can be a part. The best example that we can set is the cinema. Every moment we perceive finds connection with the past movements and becomes a part of the whole.

The principle of Whole Vs. Parts forms backbone of the educational structure of the day. Now I would like to show how this principle is incorporated in the Principles of Education. Finally we can clearly see that Education itself is a Gestalt Quality.

(1) In Education the experiences which we supply the student are mere sensations. The congruity and the pattern formation, if at all takes place in the brain of the student, we can say that the learning process takes place.

(2) Teaching is the electro-motive force that pushes the curren

to bridge the gap, but not the current by any means. It will be only foolishness or ignorance on the part of the teacher or parent if he tries to make the student to get by heart the matter blindly, because the essentials of learning process - pattern formation - do not appear. We shall make the student to grasp the principle behind the thing. If we teach a story, he should be prepared to know the MORAL for himself.

(3) Motivation alone can facilitate the learning process. Otherwise even if hardly the organisation of pattern appears, it is only temporary. Motivation becomes the foundation in the example of 'Wall'. It is the stage where the organisation of pattern forms out of the unorganised and uncombined sensations.

(4) The brain of the student should be matured, i. e. capable enough to form the pattern out of the perceived senses. If they are above his mental level, they cannot be organised and combined by a mind of low calibre. Such experiences are dangerous for the mental health of the boy. If we pass high current through thin wires, the wires become burnt, but we cannot get the glow.

(5) We should train the student such that he would be accustomed to tension in mind and for its reduction. Our part will be up to passing the current through the unconnected terminals (Brain of the student) in such a way that he himself can enjoy the spark, i. e. knowledge. Many teaching methods are invented from time to time by thinkers, but the philosophy of any method is *this only*. This tension we call in education with the word 'scientific enquiry' and reduction of tension with scientific investigation. Our curriculum should be framed as to form tension and its

reduction from the early stages, so that the student might accustom to this process. If we strictly follow this principle, and if students are trained from the beginning of education in this manner can produce we multitudes of scientists.

(6) All acts of life, how ever simple they may be, find place in the whole, and adds new experience to the past. So, both formal and informal education leads us to the goal of knowledge. In informal education, the process of formation and reduction of tension is natural and need not be acquired or accustomed, but in most cases unfortunately confined to the bare necessities of life. Energy of mind engages itself in the reduction of tension, tension being the process of day-to-day dealing, i. e. for Bread and Butter aim.

So in our ancient Indian education, this tension has no place in the mind of teacher or pupil. As duty of the Society, society met the demands of the teacher. So, teacher's attention was not diverted.

(7) Formation and reduction of tension in formal education should be akin to that of informal education. Both formal and informal education should be the one and the only phase of education, but should not be presented as distinct phases. In education we find the principle that School should be a transferred home. A perfect harmony between the two is the key to the successful education. So, Gandhiji, realising this fact, opined that craft, art, health and education, should all be integrated into one scheme in the over-all plan. He gave the pride of place to NAI TALIM in this plan as it was a beautiful blend of craft, art and education and covered the whole

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Whither Education?

KOTHARI was correct in saying that the nation is made in the class rooms. Since evolution is a gradual process the students have to pass through, it is reasonable to apply the statement to all levels of student-ship right from infancy.

The kids in the kindergarten and elementary classes need motherly affection. Perhaps, they need this in a greater measure than instruction in the subjects of study. At a time when they are highly impressionable they are treated in such a way that they develop feelings of fear and hatred for preceptors. The teachers in the early classes, some of them, believe in the efficacy of threat. They also believe that children can be freely sent on private errands. They believe in the values of relaxation so strongly that they do not hesitate demonstrating their belief practically either by sleeping or chatting during working hours. The children cannot hide these facts in the course of a sympathetic interview either by a parent or a relative.

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education of the individual from the time of conception to the moment of death.

(8) Whatever subjects you may teach in your schools, or whatever experience you may give the child by way of informal education, they must be presented as 'Parts of the Whole' but not as 'water tight compartments'.

The children coming to high school are flabbergasted when they find vicious practice like smoking and drinking among their teachers within the precincts of the institution. Little wonder if they pass this piece of news to whom so ever they come in contact with, the majority of children gradually arrive at the conviction that smoking, drinking and gambling are, after all, good practices worthy of regular cultivation. The example of the majority of their preceptors, the presence of rich friends carrying large amounts of pocket money and the lax control of parents become extremely conducive factors accelerating the children's contraction and cultivation of the above habits.

By the time students enter the portals of a junior or senior college, they are in the last part of adolescence. The habits that they cultivated during their stay in the high school die hard. Though they pay scant attention to instruction in the various faculties either in the English medium or a regional language medium, they never ignore social contacts particularly with members of the opposite sex, especially when there is co-education in the college. The lack of internal and external controls, and the plethora of informal agencies of education like the books of the hour, the cheap provocative literature on sex, the uncensored cinema and the fashions in dress add fuel to the fire. Besides, the men of politics use the

students as instruments for their own ends.

After taking a graduate's degree the students study either the master-rate course in a faculty of their choice in the university or a professional course like Medicine, Engineering and Education. The semester system which has certain advantages in that there is more frequent evaluation and personal supervision has the great disadvantage of boosted results in the hands of people whose integrity is submerged by the potentiality of sweet social relationships. God knows how a candidate of the medical college who comes out successful primarily because of the agents of Mammon performs surgical operations, minor and major after having been registered as an approved practitioner. God alone knows the magnitude of waste in the form of money invested on public constructions like bridges and the magnitude of damage to lives

when these bridges belie the faith reposed in them. The students who enter the colleges of education consider their promotion in the practical part as a matter of foregone conclusion in view of the consistent record of hundred per cent success whatever be the period of study. They are always lucky in that no entrance examination obstructs their arrival into the college and no power says no to the operation of merciful moderation in the matter of promotions in theory. The successful teachers go either to the elementary school, the high school or the college to educate the would-be-citizens of MOTHER INDIA.

This being the story of education, in brief, in our country, is it not too much to expect any thing like national regeneration, resuscitation or regeneration from the class rooms of elementary schools, high schools, colleges, tecnicums of Universites ?

INDUSTRIAL DEVELOPMENT IN ANDHRA PRADESH AND GENERAL PROBLEMS

BY : DR. RAM K. VEPA, I. A. S.

The book is broadly divided into two parts: the first refers exclusively to Andhra Pradesh and deals at length with the story of its growth in the last ten years and on several aspects of this growth such as Small Industry, Rural Industry, Large and Medium Enterprises etc. There is a chapter on the Medium Industries Development Programme of Andhra Pradesh Industrial Development Corporation with which the author was closely connected. The second part deals with general problems of industrial development in the country such as the small industry programme, industrial estates, impact on National integration etc..

PRICE : RS. 15-00

Publishers :

M. SESHACHALAM & CO.,
Machilipatnam — Madras — Secunderabad

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The Importance of Physical Education at the Elementary School Level

EDUCATION is a life long process and employment of educational methods is to promote human standard of life continuously. Educational methods must meet the needs and wants of a social set up to promote human standard of life. Education which aims to develop an around development of an individual must be introduced and encouraged. In this connection, India is in need to concentrate on child education than adult education at the College and University levels, because the potentiality of a child must be recognised thoroughly to divert the adult life of the child to a correct path.

Educationists concerned about child development, believe that childhood experience is the main part in the development of the "adult personality." A child's development depends on heredity and environment and out of these two- environment is the primary factor in the development of intelligence. Piaget, believes, intelligence is a special form of adaptation, which consists of continuous creative interaction between the organism and environment. Assimilation and accommodation are the two processes by which awareness of the world, is increased and the child gradually develops its intelligence. Assimilation and accommodation are mainly by motor movements- "practice play", symbolic play.

Ability is a capacity for utilizing different kinds of information of

an environment. To develop the abilities of a child, experience and exploration should be wide and specific. To quote Piaget 'greater the variety of situations to which a child accommodates his behavioural structures, the more differential and mobile they become.'

Mobility or motor movement needs a wider and richer environment. Deelman pointed out in the development of a normal child the environment is likely to include "sensorimotor stimulation, opportunities for making perceptual discrimination, interaction with verbally adequate adults, individual attention, exposure to the meaningful liking of words and objects in stories or experiential contexts, experience of Positive self identification, encouragement towards task performance and frequently verbal and tangible rewards." Considering the above requisites to the development of a child, class room education alone becomes inadequate.

The social world of the child begins to grow from 4 to 7 or 8 years and in this stage children begin to play games with rules which are imperfectly framed. Piaget named this stage 'Intuitive thought' in the development of a child. The age group 7 - 12 years is known as 'The skill hungry age'. The child is able to organize experience into the groupings of class, relation and number. This stage enables a development of

systematic patterns of thought for the child to enter into more complex social relationship. Hence the child develops an intense interest in playing games with rules. The curiosity is best satisfied by the child by the actual manipulation of the things rather than abstract discussion about the principles involved. That is, the child wants to see, smell and touch for himself/herself. Hence class room education alone becomes inadequate. Therefore physical education can provide a richer and wider environment when it is planned for the child to satisfy its curiosity by providing first hand experience.

In this age group, the children want to explore more personal movements. He/she is active, keen, ready to learn and master a vast range of motor and cognitive skills. This age level is play centred and action minded. Any class room education can not satisfy the Physical skill hungry age of the children.

This stage in the child development is also known as "*operational thought*." The child becomes aware of the sequence of action in his mind and order his own experience. Concepts are derived from first hand contact with reality. An increased proficiency in the movement skill is exhibited in this age group. Children are able to differentiate in their use of the body.

Education through body movements or play serves the purposes of learning to adapt to new situation or to find compensation for unfulfilled longings of the children. Only Physical Education can bring harmonious development of body, mind and spirit of a child. As Deelman pointed out, an environment is possible only through Physical Education. Sadler believes that education through play

is a basic human structure involving love and freedom.

Physical Education programme at the Elementary school, concerns about the child in three important directions namely child growth, child development and child's potentialities. The fundamental principle of child growth and development is that the child (learner) is a total person & that our attention must be paid to the physical, motor, intellectual, emotional, social and other aspects of the child. This can be possible only through a careful planning of physical education.

Each child is unique and they must be looked in carefully even though the children may be more alike than different. The potentialities of the child are brought out successfully when progressive learning situations are provided. The principle is that priority of man is given due weight in the child development through Physical Education programme. It is what the child gets from or finds in the activity that counts to the development than passive mental reputation. Physical education provides opportunity to the child to see, feel, smell and touch in the wide and richer environment with natural body movements thus contributing to an allround development—physical, mental, emotional, social and spiritual aspects. The earlier contribution of Physical Education in the child development "learning to move is to move to learn in the society." Hence Physical Education is the education which aims at an allround development of the child. The national fitness shall also increase with an introduction of Physical Education programme at the elementary school level which ultimately may produce Olympic Athletes.



By **Shri K. Satyanarayana**, M. A., M. Ed.

District Educational Officer, Cuddapah, A. P.

Performance of Various Socio-Economic Groups in Schools (Cuddapah District)

Purpose :

TO identify the differences in the performance of students belonging to Forward Castes, Listed Backward Classes and Scheduled Castes and Tribes.

To discover whether the income of parents influences the performance of their wards.

Procedure:

195 VII Class students were taken from 30 Upper Primary and Secondary Schools. These schools are spread in different parts of the District. They include high achievers as well as low achievers.

The total performance of a student in all his school subjects is studied in this investigation. The following tables reveal the study.

T A B L E—I
CASTE-WISE PERFORMANCE

Particulars	S. C. & S. T.	B. C.	O. C.	Whole Group
1. Mean (Marks)	35.8	41.9	35.3	38.0
1. Standard Deviation (Marks)	13.81	18.11	14.62	14.66

T A B L E—II
INCOME GROUP-WISE PERFORMANCE

Income Groups (per annum)

Particulars	Below Rs. 500	Rupees 500-1000	Rupees 1000-2000	Rupees 2000-5000	Rupees 5000 & above group	Whole
1. Mean (marks)	44.0	39.25	32.66	39.50	44.52	37.97
2. Standard Deviation (marks)	13.73	18.53	12.57	16.79	11.61	14.66

Findings :

The Backward Class students show better performance when compared with the other two groups.

It is significant to note that the difference between the forward caste students and their counter parts in

Scheduled Castes and Tribes is statistically very insignificant, because the difference between their means is not significant.

The table number II reveals the middle income group (Rs. 1000—2000) performed the least. In other

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Moral & Spiritual Edn, in Teacher-Education

RAMAKRISHNA Institute of Moral and Spiritual Education is the only Institution in the whole of India where they are imparting Moral and Spiritual Education both in content and methodology to one year B.ED. students. It is affiliated to the University of Mysore and has been functioning since July 1974. The Institute is located in Yadavagiri and the environment of the Campus is full of natural beauty and conducive to educational and spiritual pursuits.

The Idea of imparting Moral and Spiritual Education is not new but,

an old one. Even Kothari Education Commission (1964-66) in its recommendation gives importance to moral education. At present we are badly in need of this education.

The moral values occupy an important place in society and system of education. A great and continuing purpose of education has been the development of moral values. By moral values we mean, those values which when applied to human behaviour, exalt and refine life and bring it into accord with the standards of conduct that are approved by our ancient culture. Moral values

(Continued from preceding page)

words, the low and the high income groups fared equally well. This phenomenon is more felt in the Backward class group than in the other groups. This needs further investigation.

Interpretation :

The Backward Class group does not have the want of economic incentives by way of scholarships like the forward class group nor the stigma of social inferiority and greater economic backwardness of the Scheduled Caste and Tribes. Hence it is essential to provide economic incentives to forward caste groups also by way of scholarships and remove the social stigma in the scheduled castes and tribes, if these social imbalances need not be an impediment to progress in education.

benefits regards the income groups, the High income group alone could

avail itself of the facilities such as conducive atmosphere from parents while the low income group also showed a better awareness of need for putting in better efforts for progress. This tendency is more traceable in the Backward Class group than in the other groups.

Follow-Up :

1. Economic incentives are to be provided to economically backward students, among the forward castes.

2. Feeling of fraternity and equality should be fostered among all the three caste groups.

3. Institutionalised institutions should be encouraged to neutralise the possible evil effects of the factors relating to Home on Students' academic work in the various income groups. ★

are evaluations of actions generally believed by the members of a given society to be either wrong or right.

The most fundamental aspect of moral development consists not in unwilling adherence to a set of rules and regulations, but in the building and strengthening of positive feelings for people and ideals.

It is now self-evident truth that moral education should be an established element in the curriculum of schools in every country. At present the subject of moral education is becoming increasingly popular in educational discussions at all levels.

At present leaders in different walks of life point out that the country is going downhill, because the people seem to have lost their sense of moral values.

Hence there seems to be a growing body of opinion in favour of devoting more time and effort in the schools to help pupils to achieve greater moral understanding and awareness.

Cultural and moral upheavals throughout the world have made it clear that schools can no longer escape their responsibilities in this area of Education. Despite many practical problems it is essential that schools should embark on this educational venture.

True education must teach not merely some means of earning livelihood but it must develop moral and spiritual qualities of the students.

We want men of character and moral virtues. Character is destiny. We cannot have a great nation with men of low character.

Cultivation of right conduct, good character, love, courage, tolerance, sincerity, truthfulness, confidence, service, sacrifice all these are the very crux of education. Hence all encouragement should be given to impart moral education in schools.

We have undertaken this great task of training B. ED. Students on these lines. We believe in the dictum that moral education cannot be taught but can be caught; hence the institute is purely residential with all facilities.

Our students observe very strict discipline in the institute. They study (1) Ethics (Minor Specialisation) (2) Moral and Spiritual Education (Content-cum- Methodology).

In content area they study briefly essential principles of major religions of the world; Hinduism, Jainism, Buddhism, Zoroastrianism, Judaism, Christianity and Islam.

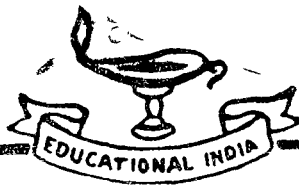
In addition they study the selections from the scriptures of the major religions of the world-The Vedas, the Upanishads, the Bhagavad Gita, The Dhammapada, The Suttrakritanga Sutra, The Yasna, Ten Commandments, The Sermon on the Mount and the Quran.

The Methodology :-

Students draw lesson plans by taking into consideration different concepts viz; Truth, Beauty, Goodness, Duty, Devotion, perseverance etc.

They adopt the following techniques to impart Moral and Spiritual Education viz :- Conceptual approach, story telling, Biographical approach, pictorial depiction of events involving morals, anecdotes from daily life situations.





Need to Restructure Indian Education*

IT is at once a paradox that although we have always been anxious to give education its due place in the national hierarchy, it has somehow not been possible to translate the noble sentiment into a practical reality and give education its due high priority. Everybody agrees that education is the lever of all national development, more specially in a democratic set-up like ours. Education, every body also agrees, sets the pattern of human thought and behaviour. As such it seems very necessary to give a qualitative twist to all our educational endeavours. We have to quickly break away from the present mediocrity and move towards higher levels of excellence.

WE should also realise, earlier the better, that good education for all has never been and can never be developed in the cheap. We have, therefore, to comprehend the reality of the situation and take bold decisions.

Faulty Planning:

EXPERIENCE during the last twenty nine years of freedom has shown that our educational planning has been ad hoc, short range and largely statistical. There has been no break through. We are paying for it already. There is, therefore, great need to make educational planning

need-based, functional and realistic, and above all forward-looking.

ANOTHER point that seems relevant is that most of our educational budget is spent on teacher costs, with the result that the level of facilities and equipment has ever remained low, more specially in our schools for the masses.

TIME now seems to be ripe when we re-examined our strategy in a manner that sufficient attention is paid to non-teacher costs. It is idle to have more students and teachers without even the minimum physical, laboratory and library facilities. It is dangerous to have education in the cheap.

EDUCATIONAL administrators should also take note of the Prime Minister's recent advice against large, ostentatious buildings in favour of the necessary equipment for the class rooms. More money has to be, no doubt, diverted to education, but more than that it has to be, sagaciously used.

WE all agree that our resources are limited. As such we have to work in three directions. Firstly we have to utilise our exi-

sting resources more wisely with an eye to cost-benefit phenomenon. We have also to tap additional sources of income for the financing of quality education. And thirdly we have not only to minimise wastage and unnecessary expenditure, but insist only on worthwhile functional programmes and not on 'frills.'

THERE is also great need to fully utilise the human resources, which is more important than money specially for the success of education. We have to strive and strive hard to introduce some element of excellence in all our educational process. We have to raise the quality of 'man'.

Upgrade School Education:

THE elementary and the secondary school stages are responsible for the supply of the bulk of our manpower requirements and as such there is need to pay greater attention to school education. The states, therefore, need to pay greater attention to school education for at least 20 years to come both in respect of quantity and quality. Unfortunately, however, past experience has shown that higher education is considered more prestigious and there have been countless occasions where money has been unwisely diverted from the school side to higher education even for the not-so-necessary items like construction of convocation halls, guest houses etc. India has not yet reached the welcome stage when money could be recklessly spent on such 'luxuries'.

AS such we would strongly suggest that higher education should in practice be made the sole responsibility of the centre, and the states be required to concentrate mainly on the improvement of school education for the masses. The present step to make education a concurrent subject should lead to such a healthy sharing of responsibility.

Socialise Education:

WE also need to take immediate steps to socialise education in a phased manner. The existing caste system in education has to be done away with and we should now implement the much-talked-about idea of common, neighbourhood schools. Let us introduce this idea at the elementary stage to start with. This would mean that every child in the country, irrespective of his/her parentage, will compulsorily be required to attend the junior school in the neighbourhood. As a pre-requisite, however, it is essential that all such schools are given uniformly high level of academic standards and facilities irrespective of the fact whether the school is run by the state or by any private agency. A common school system is, to my mind, the first positive step towards socialism.

IN such a situation the phenomenon of free education will naturally have to be modified and children will pay fees according to the income level of their parents. No fees will be paid by those whose parents are not paying any income tax.

AS a result, the new 10+2 pattern will have to be modified in a manner that there would be only two types of schools:

(i) Junior schools of the neighbourhood type offering education from classes I to VIII; and

(ii) Senior schools offering education from classes IX to XII; people having the option to leave after X class. Here we could retain some variety for some time.

Augmenting Resources

THE fee pattern, as suggested above, may substantially augment our resources and there may be no need for any innovations like an educational cess. However, some small special tax could be levied on purchase of luxury goods like motors cars, refrigerators, radios and television sets, alcoholic drinks etc. This tax should be levied in a manner that it is equally shared both by the buyers and the sellers.

THE local community should also be increasingly involved in providing resources for the improvement of school education. Community help should not only come in the shape of money but also in the shape of land, buildings, furniture, scientific goods, writing material and books both for the library and for the economically weaker students. Eventually we should reach a stage when a major part of the non-teacher costs be provided by the local community.

WHILE talking of additional resources for non-teacher costs in education, we point out

to the large amounts lying at the centre and in the states in the Teacher's Welfare Fund Accounts.

TEACHERS subscribers to the **TEACHERS** should not do so out of charity to the other teachers. This is a great invasion on their self-respect.

WE would, therefore, suggest that money be continued to be collected as at present on the 5th of September, which should be renamed as "Education Day" instead of "Teachers' Day" but the funds so collected should be used specifically for the provision of facilities and equipment to lay schools and on financing of educational experiments by teachers as well as on specific school improvement programmes. This body may also run its own schools and provide employment to retired teachers as well as to teachers' widows and other dependents. Some part of the money could also be spent on scholarships to deserving school students on a merit cum means basis.

Teachers' Welfare Federation

AS for as financial help to needy teachers is concerned, we can think of some other more respectable measures.

AN All India Teachers' Welfare Federation could be constituted for this purpose run and managed entirely by teachers themselves. Every teacher from all levels of education in the country should automatically become a member and contribute,

say one rupee per month. The money so collected should provide a strong financial base for the purpose in view. Grants from the centre and state Govts. should also be forthcoming. Needy teachers should be able to get loans on nominal (or no) interest for special occasions/purposes. This Federation, could also function like an Insurance Company for its members for the coverage of risks to life and accidents.

FOR the sake of administrative convenience it may be feasible to have state units of the Federation with full-time staff both at the centre and at the state units. Only retired teachers may be employed by the Federation to man its various offices.

Non-formal & Informal Education

INSPITE of all the expansion in the field of Indian Education, only about 18 per cent persons in the relevant age groups are actually on the rolls. The country today spends mere 1,000 crores on education as against the expenditure of 114 crores in 1950-51. Obviously our resources can at no date be expanded to provide formal education to all although the ultimate aim has to be to provide equal educational opportunities. Where then lies the remedy? The obvious alternative lies in putting the existing institutions to longer hours of use and also in developing strong informal and non-formal models of education. It, therefore, becomes expedient

that while restructuring our educational system we should pay increasing attention to these alternatives which can involve larger numbers at lower costs with freedom of space and time.

AT the same time we must also realise that our present institutions have an urban and elitistic bias while most of our people belong to the rural areas of society and culture. If we perpetuate the traditional school, we perpetuate the status quo and continue denying the benefits of good education to the majority. Such colonialism in education is certainly anti-national.

IF we subscribe to the introduction of informal and non-formal alternatives in education, then certainly we have also to revamp our teacher training as well our examination programmes accordingly. The traditionally trained teacher addicted to pass percentages is hardly the agency for the system that we envisage. We need a forward-looking, experiment-minded person having complete faith in the utility of education as an agency of social change as well as in the learning capacity of the lay citizen.

AND most certainly if out-of-school youth, the adult farmer and the factory worker are to be exposed to the benefits of education, the present anachronism that goes under the name of examinations has also to go. Examinations must help rather than retard and stunt individual learning and growth.



Public Opinion

Prof. JITENDRA DHOLAKIA

on

Students' Participation in Learning

Serious efforts are now made to induce the students to take part in the academic discussions at seminars, which are now in vogue. But the common experience everywhere is that the students are mute spectators. Excepting one or two bright students, the rest of them seem to be determined not to break their vow of silence.

The main reason for this indifference in learning, is that teachers do not prepare the students for the academic discussions at the seminars by guiding them adequately about the time of the seminar, reading material and various approaches to the substantive content of the discussions. By giving them talking points teachers should motivate their students to think independently. Even a few role playing sessions where mock-discussions take place may help students understand the subject of the seminar before it is formally organised by the

(Continued from preceding page)

SO then, it may be worthwhile to remind ourselves that any restructuring of the educational pattern must get full support from the political structures of the times. It is very fortunate that our present national leadership is fully conscious of the concept of good education as a means to 'modernise' Indian society. Only the elevating factors of formal and non-formal education can collectively provide a basis and direction to the inner growth of society.

department of the college or the university.

Students must also change their usual pattern of behaviour during the seminars. They should listen and learn to make comments on the points raised. Once they begin to think and question the fundamental premise of the teachers, some of the myths, sedulously fostered about the knowledge and superiority of the teachers will be instantly exposed. Learning will then become a really exciting adventure.

Given the proper atmosphere and thorough grounding in the subject-matter of the seminars, our students would be second to none in challenging the established theories and views of their teachers. In order to do this we have to develop in our universities and colleges a genuine academic community, interested only in the pursuit of knowledge and nothing but the pursuit of knowledge.

Arranging effective participation by the students in the common process of learning is one of the many methods of nurturing academic community in Indian universities and colleges. This is no doubt an uphill task. But given the necessary will and ability to plan intelligently the task can be done.

In this context, I recall an incident at a university in Gujarat. Prof. Collin Clark an economist of international repute, visited the university school and gave two seminars on the problems of population growth and economic development. He made many provocative remarks against the need for population planning in our country. At the first seminar, both the students and teachers were overwhelmed by the logic of his trenchant arguments against the policy of controlling the rate of growth of people. There was a gap of one day

between the first and the next seminar. Some teachers discussed the points raised by Prof. Clark informally with the students. Some students also felt that there was need to challenge some of the remarks made by Prof. Colin Clark. An informal academic debate began at the university. Credit for this must go to Prof. Clark because a scholar of his calibre had initiated the academic debate.

At the next seminar, there was an interesting discussion when one student made the sharp point that Prof. Clark seemed to believe that the best way to promote economic development is to expand the population of a country. Prof. Clark also rose to the occasion and said that the people of the country had tremendous potential for production and economically gainful activities. This was a memorable seminar where even the back-benches among the students were really excited about the outcome of the debate.

There were in this connection three essential prerequisites for a successful

seminar. The subject of the seminar-discussion was interesting, topical and controversial. Second, a devoted scholar had initiated the discussion in a very lively way. Third, there was prior discussion and some preparation among both the teachers and the students of the university department

It is true that such exciting adventures in academic learning cannot often be repeated because we do not have teachers of Clark's stature. But surely something can certainly be done to create an awareness and interest among the students in the day-to-day problems of social and economic change. If teachers work a little harder and prod their students to put in extra inputs of hardwork, seminars in our universities can fundamentally alter the styles and techniques of learning in India.

What is needed in our educational institutions is fewer lectures and more vital seminars to induce the students to think for themselves. Such effective participation by students will radically alter the substance of education.



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Education in the Soviet Union

By Shri HARCHARAN SINGH,

General Secretary, Delhi ISCUS

I had an opportunity to visit USSR twice during recent years. Being a teacher myself I was keenly interested to study Soviet educational system. Because besides the CPSU, the other single factor, that has helped them in building socialism, fostering national unity and including the spirit of proletarian internationalism, is their system of public education. In this connection I visited a number of creches, kindergartens, schools, universities, and research institutions in Moscow, Leningrad and various Republican capitals like Tashkent Dushanbe, Baku and Alma-Ata.

In tsarist Russia, education was meant for the rich. The general mass of the people—peasants and workers—could neither afford it, nor was it within their reach. About 80% of the population was illiterate. In Central Asia the literacy varied from 0.2 per cent to 2 per cent only. About forty nationalities in these areas had no alphabet of their own, and consequently there were no printed books or newspapers in the languages spoken by them. A few schools in those far-flung areas were meant for the children of tsarist officials, feudal lords, and rich Russian and local merchants.

Just four days after the triumph of October Revolution in Russia and establishment of Soviet power, A. V. Lunacharsky, Peoples Commissar of Education, issued a decree formulating a remarkable long-term programme of educational reconstruction. Another decree was signed by Lenin in December 1919 on the elimination of illiteracy, by which all persons between the ages of 8 and 50 years received the right to educa-

tion in their native languages or Russian, whichever they preferred, in state schools or adult education centres. A massive campaign for the education of the masses was launched and special schools were set up in factories, plants, collective farms and and soldiers' barracks for the purpose. These were very hard times. There were no text-books, study aids, paper or even ink.

Peasants sharpened pencils with their axes and studied at night in the light of torches, as there were no lamps and electricity. There was shortage of teachers and also of school buildings. But there was eagerness to acquire knowledge every where. As a result of this vigorous campaign, by mid-thirties millions of workers and peasants got education for the first time and the task of wiping out illiteracy among the adult population was complete.

Rabindranath Tagore who visited the Soviet Union in September, 1930 wrote in his *Letters from Russia*: "They have realised that education alone can give strength to the weak; food, health and peace depend on it". How correct was Tagore's assessment is amply shown by the history of the Soviet Union in the subsequent years. Economic achievements higher standards of living and cultural attainments of the Soviet people are a result of the sound public education system whose foundations were laid just after the revolution by Lenin himself.

The pre-school stage of Soviet educational system consists of creches for children upto 3 years of age and kindergartens for the age group of 3 to 7 years. The creches and kindergartens are a great boon for the working mothers.

These institutions developed with the emancipation and increased involvement of women in production, in every sphere of Soviet economy. Before the revolution there were only 150 pre-school type institutions, owned privately and they catered to the needs of the rich parents only. Today there are about 100,000 creches and kindergartens maintained by the state, with a total enrolment of about 10 million children. There is trained staff of about 600,000 looking after the children in these institutions. The state spends about 33 to 40 roubles a month on the maintenance of each child at these pre-school establishments. The children are served four nourishing meals during the day. Doctors and nurses look after their health. The kindergarten trains the child to develop his speech, instills good habits, and enables him to count, draw, and sing. The children play 3 to 4 hours a day and are provided with toys and sports materials by these institutions.

Children in the kindergarten are divided into four groups according to the age. The work in each group is conducted according to the specific age requirements. The programme of instruction is drawn up on the basis of numerous experiments carried out by the Scientific Research Institute of pre-school Education of the USSR Academy of Pedagogical Sciences.

Like creches and kindergartens, all schools in the Soviet Union are run by the state, and their doors are open to all children irrespective of caste, creed or social status of the parents. There are no schools specially meant for the children of the parents of higher rank or professions, which in other countries have much influence on the pupils and the educational system. Sidney and Beatrice Webb in their monumental work, "Soviet Communism; A New Civilization", published in mid-thirties noted, "The universalism in education in USSR is in one respect in outstanding contrast with the school system of Britain and other capitalist countries. All infants and children of school age

attend the same schools whatever the position or income of parents."

Universal 10 year school education is compulsory for every child in the Soviet Union in the age group of 7 to 18 years. There are two stages in which it is completed--3 years in the primary schools and 7 years in the secondary schools. There are about 180,000 such general education schools in the country. No tuition fees are charged.

In the primary school, children are taught to read and write in their native language. There are more than 80 languages in which education is imparted in Soviet schools. Russian is optional in the non-Russian areas. The other subjects taught are arithmetic, physical culture and handicraft. Nature study has also been introduced in second and third class. The curriculum from 4th to 8th classes is based on the following subjects: native language and literature, physics, chemistry, biology, history, geography, foreign language, drawing and draftsmanship. The subjects taught in the general secondary school in 9th and 10th classes include most of the subjects taught earlier. Besides the fundamentals of general knowledge, schools instruction includes polytechnical knowledge also. This includes instruction in the fundamentals of industrial and agricultural production and in the use of instruments and tools. Students also keep their class rooms tidy, water the plants in the pots, work in the canteen and refreshment room and do other types of social service.

There are some boarding schools also, where children remain for all days except holidays. The parents have to pay for the maintenance of their children only a small percentage of the total expenses, depending upon their income. Children coming from the low income group families do not pay anything for their food and lodging. Many general schools have prolonged day classes. Children whose parents come late from their work shifts, can remain in these schools after their classes. They do home work under the guidance of trained

personnel, spend their time in the playground, take meals in the schools canteen, and go home by time their parents are back from work.

There are special schools for the handicapped children. The entire burden for these handicapped children is borne by the Soviet Government. For the sick children, schools are located in the forest and other places where climate is suitable for them. All schools have libraries and facilities for sports, and each school has a doctor and nurse to look after the health of the children.

Besides general education schools, there are about 5700 vocational schools in the USSR, with an enrolment of about 2.7 million boys and girls. These schools train skilled workers. Students who have completed 8 years of schooling are admitted to these schools on the basis of an entrance examination. Besides learning a trade for 2 years, about one-fourth of the students complete their secondary education also, which enables them to join institutes of higher education. These schools are well equipped centres for production training. In some vocational schools instruction is imparted for 3 to 4 years. The list of trades and vocations covers 1100 fields and the training is geared to the needs of the national economy. Besides free training, 75% of the students receive state stipends. They are also paid for the work they do at the enterprises as part of their production training. Qualified teachers impart instruction in general secondary school subjects, and special subjects are taught by well trained foremen and engineers. Practical training is completed directly at the enterprises or in the fields of state or collective farms. Students after graduating from these schools have not to worry about jobs. They are ensured work in the speciality they have acquired at the vocational school.

Those who fail to join vocational schools can go in for specialised secondary education in technical schools or professional training schools. There are about 4300 such schools in the country with an enrolment of about 4-5 million

students. These schools train mechanics, technicians, electricians, radio-mechanics, agronomists, animal husbandry experts and office workers. Professional training schools train teachers for kindergartens and primary schools, music teachers, pharmacists, nurses, dental technicians, and so on. Those who have finished 8 years general school, complete their training in 3 to 4 years and those who completed 10 years of secondary education usually finish in two and a half years. The jobs are assured after passing the final examination. There are at present about 11-3 million graduates from these schools employed in the Soviet Union.

Along with daytime schools, there is a network of evening classes and correspondence courses. There are about 300 independent evening schools for specialised secondary education and in about 60 there is arrangement for correspondence courses: Besides this there are 'evening departments' in 1200 day schools, and 'correspondence departments' in 2000 specialised secondary schools. Evening and correspondence courses are available in general education schools also. Special facilities like paid holidays, travel allowance, exemption from night work, are granted to those who study and work at the same time. This provides a living link between the Soviet school and the society.

While visiting a number of schools, one thing that impressed me most was that the gap between teacher and pupil is non-existent in Soviet schools. That is why they don't have 'student trouble' in the Soviet Union, which erupts from time to time in other parts the world. Children in the schools are given every facility for fullest development, and at all levels they are taught to respect work. Desire to work is instilled in them. The polytechnical nature of Soviet schools helps to combine love of labour with highest cultural development. The Soviet schools undoubtedly play an active role in the job of equipping young men and women on their march towards communism. ★

REVIEWS

EDUCATION AND SOCIAL PURPOSE — By P. W. Garforth, M. A., (Cantab) Department of Education, University of Hull. Price not mentioned.

It is interesting and informative to read this book, especially for the teachers who train the young students and mould their destiny as the responsible citizens of tomorrow. Education reflects the nature of society. The nature of society and the needs of society have played a vital part in determining the nature of education. The author views this aspect of education against the following background

(a) the inter-dependence of education and society.

(b) the inter-dependence known as "symmetrical" work both ways, education determining the nature of society and society determining the nature of education.

(c) All our educational thinking and planning depend upon the fact of inter-dependence which must be firmly rooted in our minds.

(d) Use of education to enrich our culture and in a rapidly changing world, to guide our society into worthier form of self-expression.

In all our educational Institutions, the purpose of education and its aims have not been properly understood or realised. It is the education that makes or mars the future of a country. The society that is the creation of education, is responsible for the progress and prosperity of the country and its people. It is in the prosperity of the country lie the contentment and happiness of the people. The author rightly concludes and appeals to the lovers of education.

"Whether in the home or the school or in society at large, Education is the means by which we can instil into children and reinforce in ourselves the values we have deliberately chosen as expressing the central ideals of our way of life, the means by which those ideals may be maintained in peripheral and creative development for the future and society thereby led to richer self-expression. It is an instrument for the preservation, expansion and enrichment of social values. We have yet to learn the truth which Plato clearly understood that education is society's most urgent and indispensable function, than which not even defence and the basic economic needs are ultimately more important."

This nice book, full of useful details, deserves to be read with care by the teaching fraternity to whom imparting of education is a sacred duty.

— R. S. V. Rao.

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| 2. Periodicity of its Publication | Monthly |
| 3. Printer's Name
Nationality
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Indian
Machilipatnam |
| 4. Publisher's Name
Nationality
Address | M. V. Subba Rao, Hindu Press
Indian
Machilipatnam |
| 5. Editor's Name
Nationality
Address | Prof. M. Venkatarangaiya, M. A.
Indian
Secunderabad |
| 6. Names and addresses of individuals who own the newspaper and partners or shareholders holding more than 1% total of the capital. | M. N. Rao, M. A.
M. V. Subba Rao, B. A., B. L.
M. Seshachala Kumar, M. Sc. |

I, M. V. Subba Rao, hereby declare that the particulars given above are true to the best of my knowledge and belief.

(Sd.) M. V. SUBBA RAO,
Signature of Publisher.

Dated 12-3-1977