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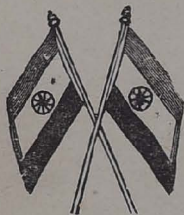


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January, 1965

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and there is a time for play,
just there is a time for laugh-
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Collegiate Education
Programmed Instruction

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Shri B. V. Mohale

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EDUCATIONAL INDIA

*A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
EDUCATIONAL AND LITERARY INTEREST*

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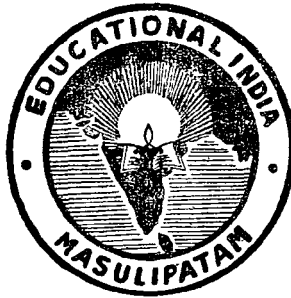
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The Place of Humanities in - - University Education

Prof. M. Venkatarangaiya.

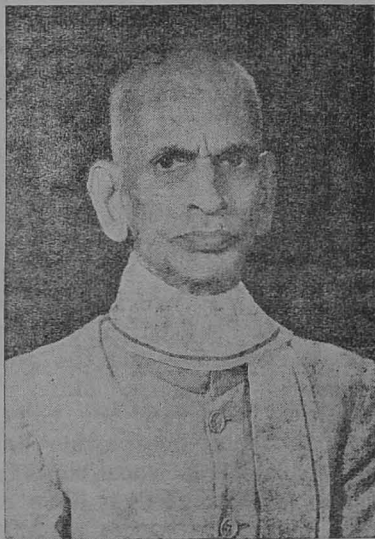
THERE has been in recent years a tendency which is growing stronger day by day to attach too much importance to Science and Technology and to belittle the importance of a study of Humanities. The number of students going in for Science has been steadily on the increase. More funds are being allotted for science studies. Moreover the better type of students take up courses in Science and it is only those who are unable to get admission into them that join the classes in Humanities. It is against this back ground that the subject deserves consideration and in discussing whether all this is a healthy tendency we may keep in mind what the aims of University Education are and whether such aims can be realised if the importance of Humanities is not given adequate recognition.

I

It is universally agreed that one of the essential functions of a University is to transmit existing knowledge to those who enter its portals and to make through research a substantial contribution to that knowledge. The point to be considered is what that knowledge is that needs to be transmitted and added to. Is it only a knowledge of Science but also of Humanities?

It is submitted here that a knowledge of Humanities is as important to the good life of the individual and of Society as a knowledge of Science and that perhaps from certain points of view is even more important. Any neglect of it will imperil the very

existence of society and the civilisation and culture which have been



built during ages and which constitute the stable foundations of any new social order that we may aim at. It is therefore, necessary that in every University ample provision should be made for such a study.

This raises a preliminary question. What exactly do we mean by Humanities?

Prof. Venkatarangaiya, one of the outstanding Educationists in Modern India presided over the Humanities Section of the Collegiate Educational Conference, held at Hyderabad on 19th Dec. '64. The paper deals with some aspects of the subject in a constructive and authoritarian manner.

Man, it may be pointed out, lives in two worlds. They are the world of Nature and the world created by him in the long course of his development. Unlike other living beings man is not merely a body. He has a mind with which he thinks. He has a heart which is the seat of all emotions and he is also a spirit which enables him to feel his kinship with the whole creation. The exercise of the faculties of the mind, the heart and the spirit has enabled him to create world of his own which is as complicated and as mysterious as the world of nature around him, just as the world of nature has no finality about it and goes on evolving, so also is the world created by him. Today his world is different from what it was a thousand or two thousand years ago and it will be different a thousand years hence if it fortunately escapes destruction which the growth of science threatens him with. Humanities constitute the body of knowledge about the world created by man just as science constitutes the body of knowledge about the world of nature and its secrets.

The world created by man is a highly complicated one because it is really not one world. It consists of many worlds. One such world is the world of his beliefs about the nature of the Universe, about his own nature and about the causation of events. He believes in the existence of an omniscient and omnipotent Force (which is called God in books on religion and theology) which is responsible for the existence of the mysterious Universe and its evolution. He believes that he is immortal, that he has a soul different from his body and that the soul never dies. He has his beliefs about the causation of events, about the origin and destiny of the world, the rise and fall of civili-

sations, the life and death of individuals and what brings all this about. There is for instance the Hindu belief—and this is a belief found in several other ancient religions—that man has several births and that he is destined to be reborn and reap in succeeding births the consequences of his deeds and misdeeds in the previous births.

All these beliefs may or may not have a rational justification behind them and this is the very reason why they are called beliefs. All the same they exist. They are as much facts as the revolution of the earth round the Sun. They influence man's behaviour in his relations with other men and it is on them that society rests. History shows us man cannot live without beliefs. If one set of beliefs disappears another takes its place, sooner or later. All 'isms' constitute a body of such beliefs—Isms like Buddhism, Christianity, Hinduism, Mohammedanism, Rationalism, Utilitarianism, capitalism, socialism and communism. Each of these has for its foundation a body of beliefs which can be neither proved nor disproved by the canons of ordinary logic. But they are there because man wants to have a faith to live by.

In addition to a world of beliefs man has created a world of values—the world of Truth as distinguished from Error, of Right as distinguished from Wrong, of Good as distinguished from Evil, of Beauty as distinguished from Means. These constitute his standards of judgment. He can't live without them. He strives after Truth, after Goodness and after Beauty and it is these strivings that have produced Science, Philosophy, Ethics, Art and Literature. How vast and complicated is the world which we associate with these fruits of man's striving? All these influence his daily life and

the life of the society around him. They are of as much influence as the sun and moon, the galaxy of Stars, the oceans and rivers, the mountains and forests, the seasons, the forces of steam, electricity and atomic energy which form the subject matter of different sciences. Is it not necessary that we should have as educated men and women an adequate knowledge of this world of values?

There is next the world of practical action, the world in which men produce wealth and distribute it, the world of politics which attempts at a reconciliation between the needs for authority and for freedom, the social world with its structure of caste, class or some other kind of hierarchy, and the world of institutions like Marriage, family, the church, the industrial corporation and so on. This is the world about which economics, politics, law and jurisprudence, sociology and other social sciences concern themselves.

All knowledge is of two kinds. One deals with the world of nature existing independently of man. Science is the instrument for acquiring this knowledge. The other is the knowledge of the world as created by man and it is Humanities that provide us with this knowledge. We want knowledge because it enables us to live better and the knowledge we require for this purpose is of both kinds. Literature, Art, Philosophy and History are of as much importance from this point of view as physics, chemistry, geology and biology. If University education is of value because of the knowledge which it accumulates and transmits there is every justification for giving in its scheme of studies as much place to Humanities as to Science. Both are equally important as factors in determining the quality of the life of the individual and of society.

2

Too much importance attached to Science and too much neglect of the study of Humanities leads to another consequence of a serious character. Science has placed enormous power in the hands of man but it has not been able to bring about any changes in his ethical and spiritual outlook so necessary if the power placed at his disposal is to be utilised for right and good ends instead of for wrong and evil ends. Science is incapable of bringing about such changes because it is not within its province to do so. Changes in spiritual and ethical outlook can be brought about only by philosophy in the broadest sense of the term but unfortunately the study of philosophy has been abandoned in several of our universities. Science cannot define for man what the ends of life are. They are defined only by Humanities. Science can only supply the means required to satisfy ends.

The history of the growth of Scientific knowledge during the last four centuries proves how disastrous such a growth can be in the absence of change in man's ethical and spiritual outlook. The West is the region where all this vast development of science has been taking place. This resulted in placing in the hands of Westerners more terrible and destructive weapons of war leading to the enslavement of the nations of Asia and Africa in the first place and to a number of civil wars among the Europeans themselves in the next place. More than one thinker has pointed out how "the nations which have bathed the world in blood and tears and indulged in the greatest wars of all time have been precisely those in which science has been most highly developed." It is also these nations that are now threatening with their stock-piles as atom

and hydrogen bombs — the latest fruits of Science — to destroy the whole human race. It is only when the progress of science is accompanied by a more than proportionate progress in what makes man more humane, more considerate of society as a whole that the study of science can be a blessing. Otherwise it is bound to be a curse which it is at the present day. The balance can be restored only when adequate provision is made for the study of Humanities in Universities. Here is what the Radhakrishnan University Commission said on the subject "Any course of education intended to prepare men and women for the business of living should include philosophical studies, which deal with conduct and the ends of life. It would indeed be very strange if we neglect philosophy, art and literature at a time when civilisation is in danger, not from any poverty of material resources or the power to use them but from want of the knowledge and the spirit to use them rightly. Our present condition is in part due to the failure of our education to cope with moral and spiritual uncertainties."

3

There is one point to which I wish to invite your attention at this stage. Formal education at School, College and University is a part of the continuing process of informal education which goes on from the time of a man's birth with a view to make him social and behave like a decent member of society. At birth man is human only in the physiological sense of the term. It is as he grows that he acquires these traits, habits and attitudes which really humanize him, which determine how he behaves towards others and how far he is dependable, social and reliable, to parents and the other members of his family, and the persons with

whom he comes into contact in childhood informally to educate him for this purpose, the purpose of making him a decent member of society. At school, college, and university this process of socialization has to be continued in a formal and organised way. To make men literate, to train them to enter particular professions and to enable them to become specialists in some branch of learning is no doubt a part of education but an equally essential part of it is to make men and women worthy members of Society, understanding their duties and responsibilities towards it and willing to discharge them even at the sacrifice if necessary of their personal interests. This is what is called character-building. It involves the education of the hearts and of the emotions and the quickening of conscience. Unfortunately it is this aspect of education that has been most neglected in our educational institutions including our universities. Student indiscipline which has assumed serious proportions today and which has become a cause for concern in all circles is the outcome of this neglect. The problem is a highly complicated one and many factors have to be taken into consideration in dealing with it and in devising ways and means not only for dealing with it but also for the more positive function, socialising the youth who enter the Universities. There is however one thing which Universities can do in this connection. It is to introduce them to what is best in literature and philosophy and in History. Contact with great minds has always a chastening influence on man and Humanities serve in a University the purpose of bringing the Alumni into such contact. It should be the endeavour of our Universities to make ample provision for the study of Humanities in their essentials and in broad out

line by every one of their students—whether they specialise in science or in any other subject. This is a much more important function of a University than providing for professional education and producing large number of uncultural and unsocialised Doctors, Engineers and Lawyers and Teachers whose only object in life is as it is today in the majority of cases the making of as much money as possible. This worship of Mammon which has overtaken all departments of our life and which is only one aspect of materialism has to be curbed and it can be only done in a University through a study of Humanities.

Closely connected with the problem of character-building and socialisation is the problem of leadership. Every society is bound to consist of a class of leaders and a class of followers. Even believers in the doctrine of absolute equality have to concede this. Every one cannot become a leader. It requires the possession of certain inborn qualities which all individuals do not possess to the same extent. But inborn qualities by themselves do not make a leader. They require to be cultivated and developed through a process of right education. It is now recognised that it is the function of Universities which are centres of higher learning to produce the right kind of leaders needed by society. And leaders are needed not only in the field of politics but also in business and in the professions. All leaders should possess certain qualities which are essentially moral in character. They must have a concern for the good of society and dedicate themselves to its service. They should never descend to the level of using their position of leadership to the

promotion of their selfish interests or of the interests of the smaller groups to which they belong. They should not be carried away by the narrow considerations of the Caste, the class or the political party or the region to which they belong. They must be men of broad outlook capable of arriving at sound conclusions. Today the leaders in our country have failed us. There is wide-spread corruption and people have lost confidence in them. Many of them are graduates of universities but the education provided by the Universities has not been conceived with a view to produce the right kind of leaders with the result that the country has to suffer. The question how best Universities can discharge this function of giving to the country the right kind of leaders is a difficult one. To some extent it can be done if adequate provision is made for the study of humanities by all those who enter the universities. This is the least that they can do. Here is what the Radhakrishnan Commission said on the subject. "If it is the function of the Universities to train men and women for wise leadership, they must enable young men and women to read with insight the records of human experience as they are expressed in world's literature, to know the nature and consequences of ethical values, to sense the meaning of the social forces operating in the world today and comprehend the complexities and intricacies of life in all its immensity, physical, social and spiritual. Sciences supply us with tools of civilisation but the guidance for their use does not come from them." These are words full of wisdom which ought to be taken into consideration on by our universities and acted upon.

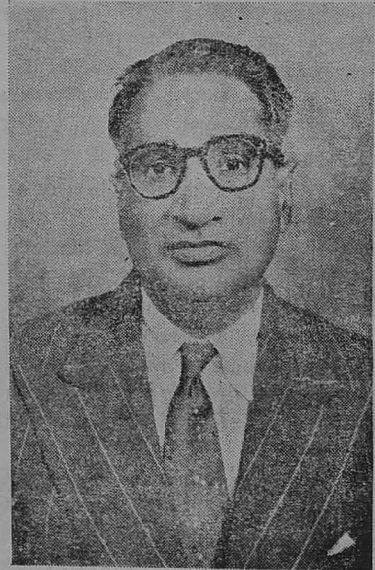
Secondary Education and its set-up

By Shri L. N. Gupta.

[Mr. Gupta, I. A. S., is Secretary, Education, Govt. of Andhra Pradesh and now Special Secretary, Planning Dept. An outstanding educational administrator, closely associated with Educational, Cultural, Physical and Social activities, Mr Gupta is a regular contributor to English & Hindi Journals. By kind courtesy of A. I. R., Hyderabad, the article is culled from the 'State Development Forum on Secondary Education,' in which Mr. Gupta participated, on 29th Nov. '64.]

Objectives of Secondary Education

THERE are two main points of view advocated about the objectives of Secondary Education. Some educationists are of the view that Secondary education should substantially provide a terminal stage and an opening for a career at the end of the course. There are others who feel that the main object of Secondary education should be mainly a feeder for higher professional or University education. As in many cases, the answer lies in a happy mean, particularly in our country. Because with our limited resources and large population, we cannot provide University education to a very large number of students. Hence the Secondary education has to be organised in a manner that most of the students passing the Secondary-stage are in a position to launch upon a suitable career. It will thus be a terminal course for many, who wish to take up vocations of school teachers, clerks in Government administration or public or private sector enterprises or similar other what are called white-collar jobs. It would also be a terminal course in the academic sense for those who wish to undergo training in various crafts. These people will go to training schools for teachers, Industrial Training Institutes, Commercial and Secretarial practice training or other similar courses. But there would be quite a few students who are bright enough to take up



higher education in technical, professional, technological or higher academic courses in Humanities and Sciences. For them the Secondary Education will not be a terminal stage but a feeder to Arts, Science, Engineering, Medical and other Colleges or even Polytechnics. Obviously the contents of Secondary Education should be of the type that it should be suitable for both the categories of students i. e., those who wish to finish their academic education at the Secondary level and also for those who wish to pursue higher studies. This is indeed a difficult proposition and has given rise to several Problems in respect of expansion and quality

of secondary education and its set-up. The educationists and the authorities are busy trying to find a solution for it.

The set-up varies from State to State

The set-up of Secondary Education in our country varies from State to State and it is not uniform. There are certain inherent conditions to account for this difference and there are also certain administrative and financial difficulties in evolving uniform set-up. For example - the age of admission to primary school is generally 6 in Northern India, while it is 5 in the Southern region. The duration of the total primary and Secondary course until a few years back was 10 years in several States of India and 11 in others. The Government of India had given thought to this problem and the set up of Secondary Education was examined by various Commissions of Educationists and Administrators from time to time. The last important Commission to deal with this matter was the Secondary Education Commission which is widely known as the Mudaliar Commission after its Chairman Dr. Lakshmanaswamy Mudaliar. This Commission recommended a uniform set-up of education for the whole country to be obtained gradually in all the States. The main emphasis of the recommendations of the Mudaliar Commission was on improving the quality of Secondary Education to a level prevalent in other advanced countries. It recommended that the duration of the Secondary education should be 12 years i. e., upto the age of 15+ or 17+ to be followed by a 3 year degree course of Collegiate Education. To discriminate the new set-up with the previous set-up of Secondary Education, the terminal stage of the new set up is called as Higher Secondary Certificate. The intention

was that the contents of and standards reached at the end of Higher Secondary stage should be equal to the old Intermediate standard of the Indian Universities or equivalent Board examinations of certain States. The Mudaliar Commission was strongly of the view that the quality of the present Secondary Education is very low and that the students at the end of Secondary Education are not ripe or mature for availing the benefits of a liberal University Education or Higher Education in Professional or Technological Courses. It therefore, recommended upgrading of the Secondary Education. It was also intended that the standard of Collegiate Education should also improve and that a graduate after undergoing a 3 year-Degree Course should have the attainments almost of the previous M. A. The Second emphasis of the Mudaliar Commission was on diversification of courses at the Secondary level, to enable the students to opt out at the end of the lower-secondary stage to courses in Humanities, Sciences, Commerce, Fine-arts, Domestic Science for Women, or various fields of technology such as agriculture and engineering. The two main recommendations which I have just mentioned when implemented will cater both to the students who wish to use the Secondary-stage as a terminal stage and also to those who wish to go for advanced studies. The set up recommended by the Mudaliar Commission was generally accepted by the Government of India and the State Governments. But there have been considerable administrative and financial difficulties in implementing them, because of the colossal expenditure involved in upgrading thousands of high schools as Higher Secondary Schools in the country, in finding qualified teachers suitable for the new types of courses and providing buildings and equip-

ment for the Higher Secondary courses in Sciences and Technology. The new set-up has, therefore, not made much head-way in many States, as far as the establishment of Higher Secondary and Multipurpose Schools is concerned, the latter being the name given to Higher Secondary schools which follow the new set up in providing for diversified courses in technology in addition to Humanities and Sciences. The pattern of 3-year Degree course has been accepted by almost all the Universities in the country except in one or two States like Uttar Pradesh. The link between the old High School stage and the University has been provided by the starting of Pre-University course of one year duration, in the various colleges in the Universities. The intention was to abolish this Pre-University course gradually and switch-over to the Higher Secondary and Multipurpose Course. This has not been found feasible for the reasons I have already given. The present situation is therefore, rather unsatisfactory, because while we changed the old set-up we have not changed it completely in accordance with the recommendations of the Mudaliar Commission.

Ideal set-up for the whole country

Broadly speaking there are at present two types of set-up prevalent in the country. One is the old type of 10 year or 11 years of Secondary Schooling with one year of P. U. C. and 3-year Degree Course and the other 11 year or 12 years of Higher Secondary Course with 3 year Degree Course. After having gained experience of both the systems working in various parts of the country the Educationists have generally arrived at certain conclusions.

Taking stock of these views, we in Andhra Pradesh have proposed a

set-up for the Secondary Education which consists of 7-years of Primary Education, 3-years of Lower-Secondary and 2-years of Higher-Secondary education followed by a 3-year Degree Course of Collegiate Education. It is proposed to hold a common examination at the end of the 10th year, after passing which the students can take up careers or join the training courses in technical subjects; or they can go for higher secondary education leading to advanced studies in Professional Colleges or Universities. Again there would be a common examination at the end of the 12-year which would be of the standard of the old-Intermediate. The 2-years course in Higher Secondary will be attached to Higher Secondary Schools or Colleges, but will be controlled by a Board consisting of representatives of the State Education department and the Universities in the State. During the transition period while we are able to upgrade all the high schools to Higher-Secondary Schools, some of the institutions which will have the P. U. C. will provide a suitable terminal course as well as transition from the Higher school to the university stage. There would be no difference between the Higher Secondary or the P. U. C. course which will both be of two years duration and with common syllabus.

Expansion of Sec. Education in Andhra

The expansion of Secondary Education in Andhra Pradesh during the Five Year Plan periods has been phenomenal. The percentage of enrolment in the age group of 11 to 14 was 14.8 at the end of the First Five Year Plan and it rose to 17.9 at the end of the Second Five Year Plan. It is anticipated that by the end of Third Five Year Plan 25.7% of the population in the age group of 11 to 14 will be in the schools. Even in the age group of 14-17, the same upward

trend in the enrolment is variable. It is expected that by the end of Third Five Year Plan 10.2% of the children in the age group of 14 to 17 will be enrolled. The number of high schools also has increased. At the end of the First Five Year Plan there were only 726 High and Higher Secondary Schools and the number increased to 1222 by the end of the Second Five Year Plan. Towards the end of the Third Five Year Plan, it is hoped that there will be 1735 High Schools. During the Fourth Plan, it is proposed to double the enrolment and special programmes are already afoot.

Side by side with the quantitative expansion, qualitative improvement has also received adequate attention. While dealing with the quality of Secondary Education, the question of improving the teaching of science is of particular significance from several points of view. A good knowledge of science is essential in the present day world to give our young people a rational and scientific outlook. It is also necessary to give a good grounding to those who take up advanced studies in Engineering and Technological and other professional courses like Medicine and Agriculture. We in this State have drawn up a scheme to provide adequate laboratory equipment and to attract better teachers. There is also a scheme to discover special talent in science for scientific research. With the pace of expansion which I have indicated the standards are bound to suffer. We have, therefore to be on our guard and to see that new institutions are not started without adequate facilities of accommodation, laboratories and teaching personnel. Similarly before starting new institutions the deficiency in the present institutions has to be made up. We are trying our best to see every care is taken that the standards of education are maintained and improved. *

REVIEW

GLIMPSES OF GOD: By Mr. Japheth, M. D. pp 72. Price Rs. 3-75. Published by Mr. Japheth at "We-one" printers, Raja Bahadur Wadi, 24-B, Hamam Street, Bombay-1.

As a devoted worker, in the cause of journalism and as a writer of unfathomable repute, Mr. M. D. Japheth has been before the public for many many years. He is a prolific writer and has a treasure of published articles and books dealing with spiritual problems and human image and values for universal peace and fraternity to his credit. The one thing that strikes about him is the variety of subjects he handles and that too with the authority of an expert.

The very name of the book, "GLIMPSES OF GOD" under review tempts one to read and re-read it. It contains the text of Sabbath Eve sermons delivered by Mr. Japheth from the pulpit of Rode of Shalom, the prayer hall of Jewish Religious Union at Bombay. The sermons reproduced in the book are commendable because through them he has expounded several facts of human values and spiritualism in the manner of an expert just on the ideals advocated by Herzi, Weizmann, Gandhi, Nehru and Kennedy who have devoted their lives for the cause of universal peace and brotherhood. He has a special ability to tell even difficult things in a gripping manner. Hersh Cynowicz, President, the Central Jewish Board of Bombay has rightly said, "The contents of this book and the manner in which the author has conveyed his ideas should impress the reader and should serve as a source of inspiration." Really speaking each sentence in the book shows that the writer is a master in the art of 'suggestion' at its best. The treatise is very valuable and great pains have been taken in its compilation, I believe.

I can foresee the utility of the book and imagine that this unique work will be well received by all and his laudable attempt will be rightly appreciated.

May I heartily wish his endeavour all success.
— *Shamsuddin.*

Correspondence Education

By Dr. Sunitee Dutt.

A correspondence course offers education by mail or in other words a correspondence course provides for a teaching-learning process by correspondence. Different terms have been used for the purpose, such as 'correspondence study,' 'correspondence system of education,' 'home study,' 'extension study' all of which have a connotation opposite to 'residence study' or to education received by regular attendance in any academic institution.

EXTENSION of educational opportunities is possible in three different ways: (a) through regular classroom teaching. (b) through evening classes which may be available in urban areas, and (c) through correspondence courses whenever mail can reach the individual. To meet the demand of rapid expansion of educational facilities it is essential that the above three methods may be utilised, side by side. The latter two approaches need to be introduced, developed and successfully operated together with the former to accelerate this pace of advancement.

In a correspondence study, it is possible to enrol a large number of correspondence students with a small but efficient academic staff. Larger the number of enrolments the more economical is the course. It does not require as much physical facilities as needed by a 'residence course' in any educational institute. Students of senior age group may feel more free to join the correspondence course than to join residence course.

Deserving students from far flung places have a chance to join the correspondence course without much inconvenience.

It is a boon to persons who for some reason or other cannot avail of a full-time or part-time classroom instruction.

Correspondence study ensures more freedom to students to learn

and study at their own rate and pace.

Greater number of courses and more combinations of subjects may be offered in the correspondence system.

Continuous correspondence study is possible and may help persons on jobs to keep them up-to-date in their field of study.

Correspondence course, therefore, has its merit with regard to democratising education in two directions: one, it is a satisfactory plan for the extension of educational facilities and two, it is a programme of individualised instruction.

Experiences of other countries

Its utility in almost all fields of study at different levels of education and for various types of schools has been examined and evaluated with much appreciation by the most developed countries like the U. K., the U.S.A. the USSR, West Germany, France, Australia, Scandinavia and Japan, as well as, by the newly developing countries like Indonesia, Malaya, and Ethiopia which have been making use of this type of instruction with great advantage without lowering the academic or educational standards.

Dr. Sunitee Dutt is Reader in Education, Central Institute of Education, Delhi. Readers are already aware of her valuable contributions to 'Educational India.'

Introduction in India

The University of Delhi has also launched this kind of an instructional programme at the under graduate level as a pilot study in the year 1963. With the expansion of education at elementary and secondary levels, the demand for University education has also increased simultaneously during the past years. In 1948-1949, there were about 3 lakhs of students in the Indian Universities in Arts, Science and Commerce courses. The number today is over 13 lakhs by 1965-1966. In 1950-'51 there were 27 universities and 542 Colleges and the total enrolment of students was 300 thousands. In 1960-61, the number of universities rose to 46, the number of Colleges to 1050; and the student enrolment to 9 lakhs. During 1965-'66, it is expected that the universities will number 58 with 1400 colleges and a student enrolment of 13 lakhs.

This rapid expansion in the number of colleges and universities along with the phenomenal increase in the enrolment, without proportionate increase in the physical facilities in terms of libraries, laboratories, hostels, buildings, and teaching staff, has affected the standards of higher education. These facilities have been only available in urban and semi-urban areas. Many deserving students from far flung and rural areas do not get the benefit of higher education.

In order to provide additional opportunities to several thousands of students, who are unable to avail of the full-time courses in colleges but wish to pursue studies in higher education, the scheme of correspondence courses was initiated in the Third Plan. It was also thought that persons who are already in full-time service would benefit from such courses.

In January 1961, the Committee on Higher Education of the Central Advisory Board of Education approved of the proposal but suggested that this system may be introduced and operated on an experimental basis or as a pilot project in higher education for the whole country. The CABE then recommended that a small Committee should make a further detailed study of the scheme before any definite decision taken.

In pursuance of the recommendation of the CABE, the Ministry of Education appointed an Expert Committee under the Chairmanship of Dr. D. S. Kothari to work out details. The expert Committee submitted a report and the recommendations were accepted. Early in its deliberations, it suggested that the Delhi University might start the Scheme in 1962 as a pilot project. The University of Delhi welcomed the proposal and appointed a sub-committee to go into the details of its execution. On the basis of this Sub-Committee's recommendations, the University of Delhi started to operate the scheme.

Late in 1961, Parliament amended the Delhi University act in order to enable it—

- i) to accept students in correspondence courses from all over India, and
- ii) to offer degrees based on correspondence instruction upon passing the same examinations as are required of regular classroom students.

A separate office within the University namely "The Directorate of correspondence courses, University of Delhi" was set up to administer and organise the correspondence system of education.

The correspondence course for B. A. (Pass) Degree was started from the academic year 1963. The subjects offered are limited to the following :

English, Modern Indian Language (at present Hindi only), Mathematics, History, Political Science, Economics and Commerce.

The combination of subjects are as follows : English, Modern Indian Language, and any two of the remaining five subjects.

For the first degree, correspondence courses are run for four years instead of the usual three.

At present there are about 2300 students on the roll and about 80 percent of the students are in the age group of 21-35. When the Scheme be in full implementation, i.e. when the courses will include students for all the four years, the number of students is expected to exceed 4000. So far it has been found that per capita expenditure is about half of that for regular students.

The Directorate has not yet been able:

1. to promote students on the basis of some internal tests and examinations;

(These students who have on the average submitted 15 student response sheets to the Directorate and have also continued to pay their fees regularly have been permitted to continue with their second year's work.); 2. to establish, on area basis, consultation centres or to employ consultants in different centres to help the correspondence students; 3. to provide adequate library facilities, and 4. to make effective use of audio-visual aids and mass media approach.

The Directorate feels that it will benefit a large number of students if two more subjects : namely, Sanskrit and Philosophy are added to the present seven of the B. A. (Pass) course.

The Directorate feels it necessary to start B. Sc. (Pass) course by correspondence as soon as possible.

In 1962-63, 850 applicants were refused admission as the existing eligibility conditions were not satisfied. In 1963-64, 440 applicants were refused

admission for the same reason. These applicants were old Matriculates or SSLC's at a time when Higher Secondary School system was not introduced in the country. The Directorate is of the opinion that these Matriculates or SSLC's could be admitted to the correspondence study if the duration of the course for them be made longer by one year and subject to their passing examination of the Higher Secondary standard at the end of the first year, so that the present standard of education may not deteriorate.

There has been a great demand from Indians abroad to extend this facility of correspondence study to them also. The matter is now under examination of the Delhi University authorities. The Directorate's various proposals for the extension of its activities are a proof of its encouraging and promising future.

Immediate need in Teacher-Education

Correspondence course can be fruitfully introduced to help teachers in service to further their professional growth, insight and understanding as a permanent instructional teacher-training programme. But at present the need is felt in clearing the backlog of untrained teachers in service: 4 lakhs of Elementary Schools and one lakh of Secondary schools. It has been estimated that in the Fourth Five Year plan the rapid expansion programmes in school education will make a greater demand on more trained teaching personnel at different levels of schooling. With the limited financial resources at our disposal it will be impossible to establish very many training institutions which again can only admit a limited number of trainees, in which case these 5 lakhs of untrained teachers who are already in service will remain untrained for years to come because

(Turn to page 255).

Nehru and Gandhi on Education-II

(A Comparative Study)

By Prof. B. V. Mohale.

Nehru believes that is only the "creative mind" which can solve the crisis of the human spirit, provided it has social sensitiveness and is illumined by the values of charity, compassion and human understanding. But he knows that the modern age does not unfortunately provide a favourable environment for the purpose. For Nehru, one of the important problems of education is to restore the supremacy of the mind and spirit in life, which is being threatened, curiously, by some of the most magnificent material creations of the mind itself!

He expects all educational institutions to discharge this sacred duty, from the university to the primary school. His insistence on right objectives and values — which are certainly intellectual but go beyond the intellect — characterises his approach to education at all stages. Moving a resolution on education at the Avadi Congress in 1955, he welcomed the development of basic education and the proposed reorganisation of secondary education. Why? Because society needs trained human beings, whose character is well developed and who have certain essential elements of culture, including noble and generous aspirations; they should also have the capacity to do things with their hands. Nehru is anxious to raise the whole quality of his people at all levels. He is something of a perfectionist as every educationist should be. It is the duty of the state, he asserts, to provide good education for every child in the country.

Nehru is primarily interested not in expensive structures but in people, and is anxious that our resources should be spent on the educational process, on teachers and children, rather than on bricks and mortar.

I should modify that statement by saying that his interest in education stems basically from his interest in people, for, what is a good social order but the means for nurturing a good human personality? And his interest, even more in children, for whom he has the true teacher's solicitude and love.

If education means opening the doors and windows of the mind, Nehru has made a remarkable contribution to changing the pattern of our thinking and developing a progressive, dynamic and liberal approach amidst forces of social reaction and intellectual obscurantism. Education has, therefore, to prepare the minds of our young men and women to welcome all that is good and worthy and life-giving in our culture and the cultures of other lands and to reject whatever is narrow and unworthy, even though it may have the stamp of tradition and time.

Projecting his personal philosophy of liberalism on national as well

Prof. Mohale, M. A., M. Ed., Dept. of Psychological Foundations, National Council of Educational Research & Training, Delhi, has given in this a comparative study of ideas of Gandhi and Nehru on Education. This part is the continuation of the article published in Dec. 64 issue.

as international policies, Nehru has struggled valiantly against the danger of narrowness. He favours educational policies which will arrest such tendencies. He welcomes the teaching of English and other foreign languages, he stresses the importance of modern science and technology which have mainly developed in western countries and exhorts us to look upon the culture of India—in fact, the whole of “human culture”—as our common and precious heritage.

Another important characteristic of Nehru's educational thinking is his appreciation of work as one of the basic values of life, a conviction which shares with Gandhiji, and other great educationists and thinkers of East and West. He condemns the idea that work is undignified and that “the less work one does the higher is one's status in society.” That is why he gives high place to physical fitness in the scheme of education. “I have always had an acute dislike for illness and feebleness”. “Learning to be lady like” he told an audience of women is not education.

A great deal more could be said about Nehru the educationist, but I have said enough to indicate his great interest in education, his sensitive awareness of its basic issues, his appreciation of the deep and meaningful relationship between education and all other forces that play on life. I hope I have also given a glimpse of his mind and personality, which reveal some of the finest qualities of the good teacher in him.

He has no cut and dried educational policy. He does not believe in any “isms”, in any particular social ideology. He has certain objectives of social welfare before him and is prepared to adopt any method of

achieving them which is suggested by science, commonsense or experience.

The pictures of ideals drawn by Gandhi and Nehru differ from each other and represent two different aspects of the Indian mind. The fact is that Nehru is essentially a practical man and even as a thinker he has an empirical mind. He thinks only of the next step in the general direction of his ultimate goal, and does not bother about mapping out the whole route which has to be covered. He wants to experiment with great caution, paying due regard to the circumstances and needs of his country and drawing inspiration from experiments made in other countries only to the extent to which they apply to India, and conform to its cultural and moral pattern.

Religion and morality do not have the same place in their scheme of things. For Gandhiji they are the whole of life, for Nehru only a part, though a very important part.

Gandhiji represents the religious mind and Nehru the secular mind of India.

Both have a firm faith in liberty as well as equality, but Gandhiji lays more emphasis on liberty and Nehru on equality.

The task of raising his countrymen and other fellow-beings socially and politically, which was for Gandhiji a means to the higher aim of the realization of Truth, became for Nehru an end in itself.

It would not be quite correct to call the two trends of the Indian mind today, which appear to be in conflict and which we associate with the names of Gandhiji and Nehru, simple Westernism and Easternism or Traditionalism and Modernism. But there can be no doubt that the main

difference in their philosophies of life is that the proportion of the East and West or the Old and the New in their make-up is different. So it would not be wrong to explain the basis of difference in their ideas by saying that Gandhiji, while infusing a new spirit into Indian life wanted, on the whole, to preserve its traditional structure, but Jawaharlal wants to change the structure itself in the light of the progress made by the West with the help of modern science and technology.

The patterns of actual society which they had envisaged for the near future, after adapting their ideals to the existing realities showed very little difference and that too was such as could be adjusted without much difficulty.

Such was the case with Gandhi and Nehru. In spite of all that was common in their religious and moral ideas, the idiosyncrasies of their individual natures had led to considerable difference in their ideals of social life.

Nehru had immense affection and reverence for this Messenger of hope and faith. But his critical-analytical mind could not follow anybody blindly. He could accept much from Gandhi's picture of new India, a vision of her past and present and to make his own attempt at blending them into a harmonious whole.

Gandhi wanted to achieve his objectives by persuasion and without resort to compulsion. But when experience shows that compulsion cannot possibly be avoided, Nehru uses the kinds of pressure which can legitimately be exercised under a democratic system.

In education, the Prime Minister, Vice-Chancellors of Universities, teachers, reformers - all condemn the present system as too abstract, theoretical and bookish. They tell our students that they must learn to soil their hands with some manual activity and work, (of course none sets the example) yet we hesitate to earnestly work Gandhiji's system of learning by doing, in which valuable experiments were made even in his life time and which, according to the official experts, had successfully passed the experimental stage. Recognising the need of practical education, Nehru yet insists upon English retaining its old dominant position in our national education.

In his address to A. I. C. C., Wardha, in 1942, Gandhiji said, "Jawaharlal is my political heir. He may differ from me while I am living. But when I am gone, he will begin speaking my language."

"Excuse me, Bapu, you must have heard him speaking your language, but not in the same language which you advocated."

Those many thousand or many million sons and daughters of India, who along with Nehru used to follow Gandhi on the path of love and service, and find themselves today in a state of mental confusion, should be quite clear in their minds that if each of them, as an individual, wants to find an ideal life for the future and a style of living for the present, he or she will have to choose, according to his or her natural capacity and bent of mind, one of the two goals which lie in the same direction and yet are not the same—the goal of Gandhiji, a Godly Man; or of Nehru, a Manly Man.



A Year of Indiscipline

STUDENT indiscipline was on the increase during 1964 as compared with the previous two years. This is the finding of a survey instituted by the Home Ministry. University students were responsible for eleven strikes, college students for two hundred and seven and school students for forty three. They were also wide-spread. While Uttar Pradesh, West Bengal and Bihar maintained their tradition as chronic trouble spots, strikes occurred in Kerala, Madhya Pradesh and Mysore and they attained unprecedented heights in Orissa.

IN some cases strikes were caused by—as was alleged by those who participated in them by the failure of the authorities to redress the legitimate grievances of students pertaining to their studies. But in many other cases they arose out of circumstances which had no bearing on academic matters. A wordy quarrel with a bus driver or with a police constable or with a cinema proprietor became the occasion for the display of rowdysm of all kinds resulting in widespread arson and looting of Shops. In all these cases there was considerable breakdown of law and order.

THE survey also makes it clear that there was greater involvement of political parties in the students' strikes in 1964 especially in the states of Bihar, Kerala, Madhya Pradesh, U. P., West Bengal and Orissa. In Orissa it was not merely the parties in opposition but also the dissident groups in the Congress that took a leading part in organising the strikes and in unnecessarily prolonging them. Even in the Governing bodies of Universities and the other academic bodies there were found many who sympathised with the students on strike and encouraged them in their acts of indiscipline.

AMONG the causes of the strikes listed by the survey are—inadequacy of facilities imparting instruction, protests against stiff question papers, rules and regulations relating to the holding of examinations and promotions from one class to another, heavy syllabuses in subjects like General Education, raising of school and college fees, opposition to the dismissal of teachers and to other action taken against them, political factors like linguistic tensions, non-recognition of certain degrees, affairs relating to Students' Unions, police action against

students suspected of breaking law and frustration due to the fear of unemployment after the completion of studies. The last however is not considered in the survey to be an important factor as several strikes took place in professional and technical institutions where students had no reason to suffer from frustration of any kind.

IT is unfortunate that political parties continue to exploit the grievances of students and make them pawns in their game of discrediting those in authority. Some time back the University Grants Commission conducted a survey similar to that of the Home Ministry and recommended that political parties should be persuaded not to import politics into the campuses of colleges and universities and that university authorities should not give recognition to purely political groups formed by students. These recommendations along with some others were circulated among the Universities but so far no notice was taken of them. It is time that Universities and colleges take a more positive action on matters like these.

A point for consideration is whether law should not take its course when students indulge in criminal acts like arson, assault and destruction to property. Students are not a privileged community. Their criminal conduct has to be dealt with in the same manner as the criminal conduct of any other group of

individuals. It is the failure of the authorities to do this that is to a great extent responsible for Students breaking the law.

ANOTHER point for consideration is whether educational authorities should not have a machinery for promptly examining the legitimate grievances of students in so far as they relate to their academic life and take prompt action to redress them. In several cases students are found resorting to strikes because of the failure of the authorities to redress even their legitimate grievances.

ONE of the more important causes of student indiscipline is the presence in the class room of a number of students who are not really interested in their studies and who wish to obtain notoriety by assuming leadership over student organisations. Teachers should take note of such Students and see that they do not become sources of mischief. They should be prepared to take drastic action against them and remove them from the rolls if other remedies are found ineffective. It is these students that stand in the way of real work being done by others and impeding their progress.

WHATEVER it be, it is most regrettable that student indiscipline is on the increase and that so far no remedy has been found for effectively dealing with it. All those who are concerned with the educational advancement of the country should de-

vote more attention to this problem and find some solution for it. Unless perfect discipline prevails in educational institutions all the money spent on education will be utterly wasted. Let the year 1965 be devoted mainly to finding a solution to this problem.

Collegiate Education

THE Conference on Collegiate Education organised by the Confederation of Affiliated College Teachers' and Managements' Associations, Andhra Pradesh, and held recently at Hyderabad on the 19th, 20th and 21st December, was a great success and may prove a memorable event and a landmark in the history of Higher Education in this part of the country.

COLLEGIATE Education, as distinguished from Secondary Education imparted in High Schools and University Education imparted in the Post-Graduate Classes and Research Departments of Universities, constitutes a distinct and important part of the system of Higher Education, with characteristic and distinctive features, functions, history, problems and future of its own, though, unfortunately it has not yet received the separate status and attention which it deserves, at the hands of the Government or the Universities.

IT may be defined as Post Secondary Education, leading up to the first University degree,

and thus defined, comprises the old Intermediate or the present Pre-University Classes as well as the old two year B. A., B. Com., and B. Sc., degree Classes or the present 3 Year Degree Courses. There can be no question that it thus constitutes an important stage in the Educational System with an inevitable and close bearing on (1) the Secondary Education imparted in High Schools whose teaching Staff is recruited from its products and (2) the University Education imparted in Post Graduate Classes and Research Departments of Universities, and Professional Colleges, for which the candidates for admission are all drawn from its graduates and (3) the administrative services of various kinds and the public life and the economic, industrial and cultural activities of the community, in which its products play a considerable, if not the leading part.

BUT, unfortunately, the history of higher education in Andhra has been such that it has been left more or less to private enterprise to organise, maintain, and administer these Colleges and adapt, expand and develop them, to meet the changing circumstances and growing requirements of the community from time to time. The Government and the Universities maintain and manage directly only a small number of such institutions, while the vast majority of them are managed by voluntary associations of public spirited and

philanthropic donors. The Government has been content with providing assistance by way of grants-in-aid, and the Universities, with general regulation and control through conditions of affiliation.

EVEN so these Colleges have been functioning by and large, though with a few exceptions and occasional lapses, with commendable success, and catering to the needs of the community for higher education. They have attracted to their service, teachers and administrators of high quality, with a sense of devotion to scholarship and dedication to the cause of education, and established individual character and traditions of loyalty to higher values, of individual achievement and social service.

THESSE Colleges were in a flourishing condition during the years of the freedom struggle and the early years after attainment of Political freedom, though due to the large numbers they had to provide for and other reasons beyond their control, the standards of instruction and discipline were falling rapidly. But since the publication of the reports of the University Education Commission and the Secondary Education Commission, and the reorganisation of the pattern of Higher Education, by the abolition of the old Intermediate Course and the two year degree course and their replacement by the new Three year First Degree Courses and the one year Pre-University Course

as a transition measure, most of them had to face a steep fall in strength and consequently in their fee income. Further, the various schemes for raising the standards and improving the quality of University education by (1) imposing a ceiling on the total strength of each college, and the strength of each class, (2) increasing the teacher-pupil ratio and insisting upon the tutorial system of instruction, (3) revising the salary scales of teachers to attract candidates of better quality to the teaching profession, (4) increasing accommodation and equipment of the Laboratories, and Libraries (5) increasing the facilities for the teaching of Science upto the Degree stage in every college, (6) improving the amenities for educative social life for the students by providing for Hostels, Recreation Halls, Day Student Centres and Games pavilions and Sports tracks, etc., though accompanied by schemes of generous financial assistance, led to a depletion of the meagre financial resources of these Colleges. The financial assistance offered by the Central and State Governments was on the basis of matching contributions from the Managements and even these matching contributions involved a heavy strain on the financial resources of these Managements and most of them were hard put to it to find the necessary funds for paying the salaries to the teaching staff regularly even on the old basis, let alone the revised basis of

the scales recommended by the University Grants Commission.

IT was then that the Associations of Managements and Teachers of the Colleges affiliated to the Three Universities in the State came together and joined hands and took steps to represent their difficulties to the State Government and prevailed upon them to appoint the D. S. Reddy Committee and implement the recommendations of the Committee and revise the Grant-in-Aid Code suitably so that the entire net deficit on the budget of each college could be met by way of teaching grants every year and the colleges might be enabled to survive and continue to function efficiently and serve the growing needs for higher education of the people of the State.

BUT there still remain many problems, financial, administrative and academic which had to be faced, tackled, and solved by frank mutual discussion and concerted co-operative endeavours of all the different agencies concerned, and it was in this context that the idea of the Conference was conceived by Sri D. Ramachandra Reddy, Rector, Kavali College, Kavali, and Secretary of the Managements' Association of the Colleges affiliated to the Andhra and Sri Venkateswara Universities, with the co-operation and assistance of the office-bearers of similar associations of teachers and managements in the Osmania University area, and public spi-

rited educationists and social workers like Dr. Mrs. Durgabai Deshmukh, whose goodwill and help he was able to secure, the Conference and its programmes were carefully planned and organised and put through. The response was spontaneous and enthusiastic, from all quarters and concerned interests and authorities, as the need for some such a Conference was evidently felt keenly by one and all. The Conference was organised under the auspices of the recently formed Confederation of Affiliated College Teachers' and Managements' Associations, Andhra Pradesh.

DELEGATES representing the Managements and staff of almost every one of the private Colleges affiliated to the Andhra, Sri Venkateswara, and Osmania Universities attended the Conference in large numbers. Important Dignitaries of the State and Central Government, and prominent educationists, associated themselves with the Conference, and addressed the delegates, like Sri Pattam Thanu Pillai, the Governor of Andhra Pradesh, Sri Brahmanana Reddy, the Chief Minister of Andhra, Dr. Kripal, the Education Secretary in the Central Government, Dr. Kothari, Chairman of the University Grants Commission and Chairman of the Education Commission, Dr. Deshmukh, Vice-Chancellor of the Delhi University, Dr. Jha, Member of the Education Commission deputed as Observer on behalf of the Education Com-

mission, and Dr. Narayana Prasad of the U. N. Organisation.

AS many as nine Seminars were organised in connection with the Conference, at which subjects of vital interest to the delegates, and importance to Collegiate Education, were discussed.

NUMEROUS resolutions were passed, most of them almost unanimously, recommending that Education should be placed on the Concurrent List; salary scales of teachers should be suitably revised; Private Colleges should be treated on a par with Government and University Colleges; the Managements and Teachers of the Private Colleges should be consulted through their representatives on all matters concerning Collegiate Education, before decisions are taken and changes are introduced, etc.

THE Conference was in every way a remarkable success. It has proved the need and the desirability of frequent consultations and mutual discussions and close co-operation among all the agencies concerned—the Managements, the teachers, the Governments and the Universities, for correct solutions of the problems and wise decisions on the steps to be taken for improving the standards and quality of Collegiate education and thereby contributing to the progress and prosperity of the people. It has further demonstrated the capacity and eager-

ness of the teachers and the managements to consider and discuss objectively the problems facing them and to contribute to their solution. The lead given by the Conference has only to be followed up by the executives of the Managements' Associations and Teachers' Associations, and sustained thinking and effort have to be put forth in various directions for the improvement of the quality of the education imparted in these Colleges, for the bright future for the colleges and for education and for the country, to be realised in fact, in the near future.

Programmed Instruction

ELSEWHERE in this Journal is published an article entitled *Cybernetics at School*. The teachers in Nazaravo have examined over 3000 Questionnaires handed out to the pupils in advance. There is not one in the whole number to find fault with the new techniques. The Nazaravo teachers are of the opinion that the teaching machines can in no way oust or replace the teacher, but, figuratively speaking, they give him ears enough to hear many answers simultaneously and hands enough to correct at once all the mistakes made in the class. The technical appliances promptly inform the teacher about the work of every single pupil. The quick, efficient, check up incites the pupils to a greater effort.

PROGRAMMED Instruction sometimes known as a Teaching Machine is a Method which is recently being used in Educational Institutions of the United States, U. K., Soviet Russia and such other advanced countries. New teaching techniques are developing rapidly and are going to be of ever increasing importance in all fields of education. An understanding of them and an interest in their future development will be of particular importance, (i) to those engaged in the instruction of others, whether in schools, industry or the forces, (ii) to psychologists and others who are studying learning theory, (iii) to all Scientists concerned with the design of machines and other educational aids to meet the requisites of the teachers and psychologists. Programmed Learning will provide a meeting ground for Education, Psychology and Science for common interest.

THE Department of Psychological Foundations, National Council of Educational Research and Training, New Delhi, has made a good beginning in understanding the implications of this method to the Indian Educational system. The brochure "An Introduction to Programmed Instruction" which is being supplied free to all Educationists, prepared by the above Department deals logically with what the system of Programmed Instruction means, how it differs from the other teaching aids like books and Television and how

we can use it to solve some of our specific problems in our Educational Institutions.

IN India where the shortage of teachers, especially of quality teachers, is being felt, and when the plans are envisaging that this dearth of teachers will increase in the years to come, this Programmed Learning promises to provide for the gap, which is threatening us; and as Programmed Learning is essentially an approach to individualised instruction, and enables one teacher to do the work of ten, Programmed Learning is of vital importance to all of us—and all the attempts of the Department of Psychological Foundations in this regard therefore will be welcomed and watched with keen interest.

An Appeal to Learned Teachers and Parents

Ladies and Gentlemen,

With your generous help, we desire to bring out abridged editions of famous English authors of the past, both Poets and Prose-writers. We want to choose only such books as would promote the conduct, character and capacity of students and books that would increase students' knowledge of English. We want to bring out books *not* published by many till now.

Pray, can you **KINDLY** suggest some excellent titles and thus help us serve the students ?

We have already published abridged editions of Dr. Smiles, Rev. John Todd's, etc. and pray, therefore, suggest similar golden titles.

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Readers' Forum

Pattern of Education

Sir,

The new pattern of education is undoubtedly a welcome feature in the field of education. Till now the education, especially Secondary Education, is running on experimental basis and as such no standard is achieved. The new pattern which the Government wishes to adopt aptly suits the occasion. It is broadly divided as three stages wherein, at certain stage, the pupil can opt to bifurcated or Technical Courses leaving academic one. Thus this reduces the rush of pupils to Secondary Schools at the Secondary stage. The pupil has ample opportunity to choose his career at every stage.

But before a pupil enters a secondary stage, there should be a public Examination (i. e.), at the end of 7th Class or lower secondary stage which gives the pupil a thorough knowledge of what he has studied all these years. This introduction of a public examination at the end of the 7th class is not a new feature as the Commissioner for Government Examinations is conducting examination to those who study in Higher Elementary schools in VIII class or standard. So by the time the pupil leaves higher secondary school, he will have three public examinations which give him abundant confidence to enter into a college or any course he desires.

Thus if the above procedure is adopted in addition to the introduction of new pattern of Education, students will be benefitted much at every stage and the standards, I hope, will certainly rise and thus the cry of the nation that standards are falling down will be no more.

Mukhalingam, }
Srikakulam Dt. } A. S. R. V. Ramana-
 } murty, Headmaster.

Medium of Instruction

Sir,

The question of medium of instruction in colleges and Universities has generated much heat on account of the persistent pressure and perverted approach of the people from the Hindi speaking areas in the matter of language problem. In their argument to oust English they have exhibited more fanaticism than sane and reasoned thinking. The demand for the adoption of Hindi as the medium of instruction in colleges and Universities and in the All India Competitive Examination is ridiculous. This would have been all right if India had remained one unit through out its length and breadth. Even then, Hindi speaking people would stand to gain and enjoy the advantage over the non-Hindi speaking people. But with the formation of the linguistic States, the attitude of the Hindi enthusiasts should change and the precipitate action in making unilateral decision has all the dangerous implications and complications. To this apparently developing menace, Mr. Chagla, the Union Education Minister has frequently referred and has repeatedly warned that "any attempt by the Hindi areas to force the pace is likely to produce adverse reactions in other States where there is bound to be a corresponding demand for adopting the respective regional language as the medium of instruction in Universities. The ultimate consequences of such linguistic rivalry will be to balkanise the country, whatever may be the intentions of the champions of the particular language."

As you have suggested in your editorial (November '64) both English and Hindi should become the media for all purposes in the multilingual country. Then only the peace and unity of the Country can be safe and secure. Though this is an All India issue, educationally, the Federal States have a say in the matter which involves national integration and harmony. The wisdom and statesmanship demand the continued use of English in all the Universities till such time that all regional languages, including Hindi, become enriched to serve the All India purpose.

Dr. C. P. Ramaswamy Iyer, Vice-Chancellor of the Annamalai University, has categorically stated that "for a long time to come, English is bound to be the medium of instruction in Indian Universities. Teachers and students should work together to achieve and maintain a real mastery over the English Language." This is the reality that a great educationist and an eminent statesman has pointed out in the existing state of affairs, national and inter-national. The needless and thoughtless hurry to change over to something unfamiliar and undeveloped, more out of blind patriotism than out of sober judgment, will be fraught with dangerous potentialities and dire consequences. Let us avoid them and strive hard to preserve the hard-won freedom.

Madras }
9-12-1964 }

R. S. V. Rao.

Capitation Fees

Sir,

Let me add a few more reasons justifying educational institutions levying capitation fees.

Both the present Government sponsored and Capitation fees levying institutions have this grave defect in common. The one does not want students with merit unless they fit into certain categories which are intended to do a lop-sided kind of social justice to all communities; the other does not want students who are not rich enough to pay heavily for their knowledge.

But in the context of the inability of the Govt. to start more professional institutions, the starting of private institutions with the levy (of capitation fees) system seems to be the lesser of the two evils, viz; between having more professional institutions and not having them at all and suffering acute shortage of professional men to persist in the field of engineering and medicine. Especially in the latter case, these institutions are most justifiable. The shortage of doctors is so acute in the country that there are many hospitals in semi-urban and rural parts

actually run by compounders and quacks. Surely the turning out of doctors in these private institutions, even though, only the rich can enter them, is certainly desirable. There is, however, this merit about these private institutions. When parents and students are prepared to pay a high price for their education, they may reasonably be expected to prosecute their studies with more zeal than is evidenced in the Government sponsored institutions which admit all kinds of students, good bad and indifferent where the failures and wastage in consequence and the drop-out on the part of those students who are unable to cope up with the requisite standards, are also considerable.

Again, there is no intrinsic harm in permitting education to be a costly affair in the case of those who can afford it. There is no virtue, at any rate, in prohibiting them. Again the profit motive may ensure a higher standard of education in these institutions.

As for the charge of low standards, in these institutions, I am afraid, the cry is not a bonafide one. When the University conducts the common examinations, it is impossible that there could be any difference in standards.

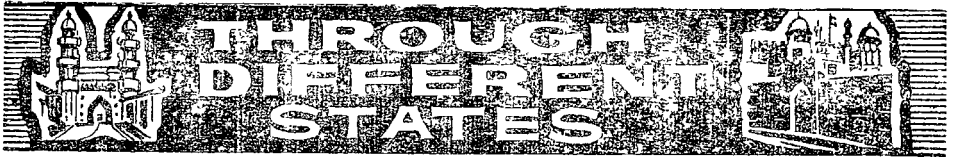
No one is happy at having these private and costly institutions. It is only a case of tolerating a lesser evil, till the Government can start more institutions to satisfy the ever increasing demand for professional education.

Tindivanam.

M. S. V. Chari.

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DELHI

NEW 'VARSITY PATTERN': MODEL BILL PREPARED

The Union Education Ministry is understood to be considering measures to curb political propaganda in universities and colleges, which is said to be one of the factors responsible for student indiscipline.

The problem of student indiscipline figured prominently during the last Chief Ministers' Conference in Delhi and the Education Minister, Mr. M. C. Chagla, undertook to convene a conference of Vice-Chancellors to discuss the problem.

One of the specific problems before the Education Ministry is re-organisation of the administrative pattern of the Universities. A committee, appointed by the Education Ministry under the Chairmanship of Prof. D. S. K. Jhari, Chairman of the University Grants Commission, to draw up a model University Bill has completed its work and is expected to submit its report shortly.

The Chief Ministers are understood to have agreed to make suitable changes in the organisational pattern of the State Universities on the lines suggested in the model Bill. The draft of the Bill is to be circulated to the States as soon as it is received.

TEACHERS' CONSTITUENCIES IN COUNCILS

The Government is in favour of abolition of teachers' constituencies for State Legislative Councils because of the "distressing feature that teachers become politicians," the Law Minister, Mr. A. K. Sen told Mr. A. D. Mani in the Rajya Sabha on Dec. 14.

Mr. Sen said that there were the wider constituencies of graduates from which teachers could be elected. Having regard to the separate teachers' constituencies in upper Houses, Mr. Sen said

Parliament could, under a law as provided in the Constitution, make a change in the categories of electors.

NEHRU PEACE PRIZE

The Nehru Peace Prize on the model of the Nobel Prize will be instituted from next year in India, according to a decision taken by the programmes sub-committee of the Nehru Memorial Fund. The award will be of the value of Rs. one lakh. The amount will be found from the interest on the fund that will be collected for the Nehru Memorial.

A committee of experts will decide on a global basis as to the person who should be given the award.

The programmes sub-committee's recommendation will be placed before the general committee for consideration and acceptance

GANDHIJI'S CENTENARY AT WORLD LEVEL

The Education Minister, Mr. M. C. Chagla, told the Rajya Sabha on Nov. 27 during question time that he would take up with the UNESCO at its next session the celebration of Mahatma Gandhi's birth centenary in 1969 on an international level.

He said that though the Government felt that the centenary celebrations in India should be organised by non-official body preferably the Gandhi Smarak Nidhi, it would give whatever assistance, including financial aid, required by other private organisations.

Mr. Chagla said he had received a letter in this connection from the Chairman of the Gandhi Smarak Nidhi, Mr. R. Diwakar, and had assured the committee that would give assistance for the celebrations to the extent possible. The Education Ministry was prepared to co-ordinate such help.

ANDHRA PRADESH

ANDHRA BOOK CORPORATION

The Andhra Pradesh Book Production Corporation Bill, 1964, was referred to the Regional Committee.

The Bill provides for the setting up of an autonomous corporation for compilation, printing, publishing and sale of nationalised text-books as well as of general reading books of educational institutions in the State. The Government, the Bill explained, had started printing and publishing of text-books (being nationalised in stages) in a separate unit of the Government Press from 1958. It was now proposed to entrust all the work to the Corporation.

ANDHRA OPPOSES EDUCATION IN CENTRAL LIST

The Chief Minister, Mr. K. Brahmananda Reddi, said in the State Legislative Council that he was against the Centre taking over education. He said that when the State Government was thinking of decentralising education and entrusting elementary and higher secondary education to Panchayati Raj institutions, there was no point in the Centre taking over education.

A. U. COMMITTEE TO CONSIDER STUDENTS' DEMANDS

The Academic Council of the Andhra University has constituted a 11-man Committee with the Vice-Chancellor, Dr. A. L. Narayana as Chairman to consider the demands of the students of the affiliated colleges, who organised a strike for eight days from November 16 last.

The demands were: removal of detention in Degree Course, reform of general education in the degree course, conduct of Hindi examination only in Second Year in B. Com., and reformation of examination papers in the Pre-University Course.

On the suggestion of Mr. K. V. Gopalswamy it was decided "that all those students who have failed in the first year examination of the three-year courses held in April, 1965, and are ineligible for promotion to the next year

course be permitted to proceed to the second year course in July 1965 and to take the respective examination in September, 1965 in the subjects in which they have failed."

MADRAS

REORGANISATION OF P. U. C.

A proposal to re-organise the Pre-University course of the Madras University with a view to strengthening the study of humanities and to give a better grounding in sciences, is expected to come up before the next meeting of the Senate probably in February next.

The main idea behind the reorganisation is to permit students to take three arts subjects or three science subjects, or one science and two arts subjects under Part III of the pre-University course. The provision for taking one science and two arts subjects is intended to enable students to take to the study for instance of economics or commerce in Degree classes choosing mathematics as their science subject in the P. U. C.

The proposal had already been accepted by the Academic Council. When it was placed before the Senate at its last meeting, consideration was adjourned. This, it is understood, has since been done. If approved by the Senate, the re-organisation will be brought into force from the next academic year.

HINDI FROM VII STANDARD: HEADMASTERS' SUGGESTION

The annual general body meeting of the Headmasters' Conference (Madras City) recommended that Hindi be taught from the VII standard onwards, instead of from the IX standard, as suggested in the draft syllabus. They wanted the "structural approach" to the teaching of English be restricted to the lower standards, so that students might have a breathing space to acquire an ability to get working knowledge of the language at the higher standards.

The syllabus of General Science should be modernised on the lines of the syllabus prepared by the National Council of Educational Research and Training the

conference said. The draft syllabus should be upgraded from the VI standard, to permit inclusion of topics like Atomic Energy (elementary principles), Wave Motion, Wireless Communication, Television and synthetic materials.

UTTAR PRADESH

HINDU VARSITY AMENDING BILL

A Bill seeking restoration of the normal administration of the Banaras Hindu University received a general measure of welcome in the Lok Sabha on Dec. 15 when a motion for its reference to a joint committee of Parliament came up before it.

The University Court and the Executive Council of the B. H. U. have been functioning with circumscribed powers under a 1958 law enacted after an enquiry committee investigated the "disturbed conditions" prevailing in the University for some time previously.

Mr. M. C. Chagla, Education Minister, introducing his motion for reference to the joint committee, said that under the Bill the University would regain to a great extent its character as a residential institution envisaged for it by its founder, Pandit Madan Mohan Malaviya.

GUJARAT

ENGLISH STUDY FROM STD. V.

Parents of pupils of two local high schools, annual grants to which have been withheld by the State Government for teaching English from the fifth standard, have raised Rs. 50,000 to help the institutions.

The Government permits teaching of English only from standard eight and has threatened to withhold grants to those schools teaching English from an earlier stage during regular school hours.

The Gujarat Headmasters' Federation has requested the headmasters of all schools in the State to collect ten paise voluntarily from students to help the schools whose grants are withheld.

MAHARASHTRA

INTER-UNIVERSITY YOUTH

Bombay University won the first prize in the ninth inter-university youth festival which concluded on Nov. 22. The second prize was jointly shared by Delhi and Gauhati Universities. In the eight-day festival 47 universities from all over India participated.

MYSORE

EXEMPTION FROM HINDI PAPER

The Mysore Government has passed orders, giving exemption from Hindi paper to students appearing for the S. S. L. C. examination in March 1965. A similar exemption had been granted to students who appeared for the examinations held in 1963 and 1964.

KERALA

FINDINGS OF STUDY: ABOUT POOR RESULTS

Fall in standards and high percentage of failures in the SSLC examinations are due mainly to increased percentage of pupils drawn from poor socio-economic environment, according to a study of factors affecting results of SSLC examinations made by the Department of Education of the Kerala University.

The study has also brought out that accommodation and other facilities in many of the schools are inadequate.

The report of the study released at a Press conference on Nov. 17 by Dr. N. P. Pillai, Professor of the Head of the Department of Education of the University, says that however much teachers work hard under these circumstances, there is a limit to the level to which standards can be raised and passes increased. "In fact teaching efficiency does not vary very much as between schools producing good results, and those producing bad results," the report adds.

The study was conducted under the auspices of the National Council of Educational Research and Training.



Public Opinion

Mr. LAL BAHADUR SASTRI

*Suggests Formation of
National Academy of Science*

Addressing the annual meeting of the Indian Parliamentary & Scientific Committee, on Dec. 18, Prime Minister, Mr. Lal Bahadur Sastri made a vigorous plea for the establishment of a National Academy of Scientists in the country. Mr. Sastri said such an academy could render advice to the Government on science and scientific policy and its impact on national life.

Giving in a nutshell what he expected of such an academy, the Prime Minister said that, while it could draw much from the experience of foreign institutions similarly placed, it "must take into account our own special needs, conditions and requirements." It must play its part in promoting science and creating a climate conducive to scientific research and recognise outstanding scientific contributions. The academy should also promote contact with international scientists.

Earlier, stressing the role of science in the country, the Prime Minister pleaded for what he called collective purpose for science and technology. He said it would be the endeavour of the Government to follow and extend the well laid policy of Mr. Nehru of encouraging the scientists. For the growth of science, he said there was need for a climate of serious and sustained effort. He however, laid special emphasis on the fact that science and technology must be intimately linked with the life and work of the common man. They must not be confined to the ivory tower and the results of science must be carried to the fields, villages and farmers.

While the Prime Minister lauded the efforts made to reorient scientific research to the defence needs of the country after the Chinese invasion, he said that in the present context of food shortage, agricultural research was of utmost importance. Science could advance on two fronts—the complex and the simple. In India, he,

said, they should lay special emphasis on the latter. Mr. Shastri cautioned that in their eagerness to get foreign assistance in both men and material, they should not depend too much on it. Nothing should be done to dampen "our own effort."

Mr. ASOKA MEHTA

*Advocates
Diversification*

Mr. Asoka Mehta, Deputy Chairman of the Planning Commission, said on Dec. 20, that educational and occupational patterns in the country had to be diversified to bring about structural changes of the economy.

Mr. Mehta, who was addressing the annual convocation of the Lucknow University said that the structural changes were apt to produce territorial imbalances. They did not get corrected by large concentrated investments.

"While every kind of investment needs to be sought, development depends upon the initiative and improvisation that one is able to evoke in the people. It involves social and cultural changes, Mr. Mehta said.

Mr. M. C. CHAGLA

*Pleads for
Retention of English*

Mr. M. C. Chagla, Union Education Minister, strongly defended in the Lok Sabha on Nov. 30., Government's policy in regard to medium of instruction and pleaded for retention of English till the regional languages were able to replace it.

Intervening in the debate on supplementary demands, Mr. Chagla referred to the criticism made by Prof. Hiren Mukerjee and Mr. Prakash Vir Shastri and said "for heaven's sake, let us not do anything which will undermine the unity of India. I do not want India to break up in so many linguistic units."

Mr. Chagla said Government's policy was to give full encourage-

ment to Hindi and the regional languages and he looked forward to the day when Hindi would become the official language. "Till then, English is still the link language and let us not destroy it."

President Dr. RADHAKRISHNAN

Disfavours

Restrictions on Books

The President, Dr. S. Radhakrishnan, declaring himself to be in favour of abolishing all restrictions on publication of books, said "there are good books which corrupt, and there are bad books which cleanse."

He said he would include among the good books which corrupted those which merely repeated old ideas and produced a sense of complacency. Among the bad books which cleansed were those which stirred the thoughts of the readers and deepened their thinking.

Dr. Radhakrishnan was declaring open an exhibition of 15,000 Indian books arranged on Nov. 26, at the National Book Trust. Representing all the Indian languages, the books bear the imprint of about 1,000 publishers.

The President noted that India had been known for its love of learning, and said books had an important role in the national life because learning was through books nowadays.

Illustrating his point that the basic structure of any civilisation was influenced by the thoughts of its great people, Dr. Radhakrishnan said: "In our own days we read mostly Ramakrishna Paramahansa and Vivekananda in the first decade of the present century, Tagore in the second, Mahatma Gandhi in the third, and Marx, Lenin, Nehru and other contemporaries in more recent years."

Mr. M. C. CHAGLA

On implementation of

Three Language Formula

Mr. M. C. Chagla, Education Minister, came out heavily against some of the northern Indian States which had failed to implement the three language formula and paid a tribute to the faithful way in

which this formula was being implemented in the South.

Replying to questions in the Rajya Sabha, on Dec. 4, Mr. Chagla said he was agreeably surprised to find during his visits to the South that a great deal of progress was being made there in regard to the study of Hindi. Students got diplomas and they were very keen on learning the language.

He mentioned Uttar Pradesh especially, for not implementing the three-language formula. In U. P., English, Hindi and Sanskrit were being taught in schools, whereas, under the three-language formula, North Indian States must teach a South Indian language.

Mr. BRAHMANANDA REDDI

On

Scientific Research

Mr. K. Brahmananda Reddi, Chief Minister of Andhra Pradesh, appealed to the universities to give all opportunities to scientists to make their contribution to research. "It is true we may be lacking in facilities but too much dependence on expensive and foreign equipment is also not desirable," he said. Mr. Reddi was delivering the 38th convocation address of the Andhra University.

Mr. Reddi said, "With the tremendous strides made by science and technology in recent times, the sphere of work of the Universities has greatly enlarged. Particularly, we in India who were rather late in joining the scientific age have to make up much leeway. We have not only to gather and absorb all the accumulated knowledge in the field of science and technology and to derive material benefits from it for our people, but as a self-respecting nation we have also to make our own contribution to scientific research and new discoveries. This is a matter which to my mind, should receive the highest priority in Universities.

It is the duty of scientists to take the fruits of science to the doors of our farmers and engineers. A machinery should be evolved to establish close liaison between the Universities and research institutions on the one hand and the ultimate users and consumers on the other.



CYBERNETICS AT SCHOOL

.By NIKOLAI TERSKY,

Learned Secretary, Krasnoyarsk Division of the Pedagogical Society

An interesting experiment was staged last winter in the new-born Siberian town of Nazarovo when the majority of teachers there used programmed teaching techniques.

The Nazarovo teachers' experience has evoked the interest of quite a large number of school teachers. Why?

According to Yuri Kuznetsov, Head of the local public education department at the schools of the town, punch-cards are extensively used along with the most elementary teaching machines, electro-mechanical examiners, and tutors. There are classrooms equipped with feed-back systems. It means that each pupil's desk is electrically connected with the control panel mounted on the teacher's desk. A pupil can see whether he has coped with the task by glancing at his personal lamp in the panel fixed over the blackboard.

The teachers have examined over 3,000 questionnaires handed out to the pupils in advance. There is not one in the whole number to find fault with the new techniques.

Technical Appliances

The technical appliances promptly inform the teacher about the work of every single pupil. The quick, efficient check-up incites the pupils to a greater effort. "The mechanical examiner is exacting and it never asks leading questions," writes ninth-grader Valery Bereza, from School No. 1, "but it is just as well, because it makes you take more pains."

The Nazarovo teachers are of the opinion that teaching machines can in no way oust or replace the teacher, but, figuratively speaking, they give him ears enough to hear many answers simultane-

ously and hands enough to correct at once all the mistakes made in class.

Teaching machines do not in the least detract from the teacher's prestige. The traditional image of a school teacher shared by many is one associated with no more "technology" than that provided by chalk and ink. And why should a teacher not appear before the children raised to the pedestal of modern technology, with a cybernetic halo, if you like?

It is the teachers' belief that what is taught with the help of technical means is ensured better retention. So say the pupils. They underline that "Some of the questions are tricky" and so "one has to look sharp."

Our memory can be likened to a storeroom or depository where ponderous-looking volumes are ranged on shelves. In future these volumes will have to make way for closely packed reels of film. The storeroom will be the same in size, but the quantity of useful information it can contain will be much greater. Knowledge will have a higher information content. Such is, perhaps, the principal problem of perfecting teaching as a process prompted both by cybernetics and the obvious requirements of life.

Algorithm

That is why compiling and applying recognition algorithm has aroused such great interest among teachers.

An algorithm is a set of rigid directions determining a course of action which must ensure a correct solution of all problems of the class. Algorithms are composed in such a way that each successive step gives the student maximum information. On being assimilated by

the mind, algorithms form into a system of rational mental actions which enables the student to assimilate better the knowledge in general. Teacher Galina Vaiser said that many of her pupils who had mastered algorithms could solve physical problems no less difficult than those presented at special competitions for the most gifted school children. The advantage of rationally applied algorithms is clearly obvious to most pupils. An adult school student, Sergey Cherepanov, called algorithms "precepts of correct solutions."

Shaping mental processes for the student is an alluring though complex, pedagogical problem. It is being tackled now by the vanguard of the profession. As the experience of the small Siberian town has shown the problems of programmed teaching have emerged from the walls of the laboratory into the testing ground of practice.

By Courtesy U. S. S. R.

New York Schools to Introduce Course on India

India will figure prominently in the curriculum of New York State public schools in the coming years.

Two well-known Indian educationists have been invited by the New York State Education Department to help formulate suitable courses on Indian civilisation.

One of the specialists - Mrs. Muriel Wasi of the National Council of Educational Research and Training - is already in New York City. The other in - M. M. Kapur, Principal of the Modern School, New Delhi.

This pilot project is a result of the growing realisation among U.S. educators that unless they elect to take Asian study courses in college, most American students today complete their secondary school education with a hazy or limited knowledge of the non-Western world.

Educators in the United States, supported by the government and philanthropic foundations have been making determined efforts in recent years to broaden the curriculum so that secondary and even elementary school children will

have more knowledge of the history and civilisation of India, as well as other countries of the East.

Since education is not a federal responsibility in the U. S., it is up to each state to decide how to bring new international dimensions into the study programme of its school system.

In the State of New York, which seems to be emerging as a leader in this field, the need has been fully recognised, curriculum surveys made and programmes to orient teachers on life in India and other non-Western countries are being conducted.

Both Mrs. Wasi and Mr. Kapur will be in the United States for nine months under the auspices of the U. S. Office of Education, a federal agency which is supporting the effort to modernise and strengthen school curricula throughout the nation. They will be working with Dr. Ward Morehouse, Consultant in Foreign Areas Studies to the New York State Education Department.

Dr. Morehouse, in a report to the State Education Department last year, said: "If our American ideals are to be preserved and if they are to flourish in future decades, our youth must have greater knowledge of the world in which we live, particularly of the non-Western peoples and cultures." *U. S. I. S.*



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The 6th All-India Conference of The Boards of Education

By Shri R. G. MISRA, (Field Adviser)

THE Directorate of Extension programmes for Secondary Education organizes a number of programmes for bringing about reform in examination at the secondary stage. In this connection, the Sixth All India Conference of the Chairmen and Secretaries of the Boards of Secondary Education was organized by the Central Examination Unit of the Directorate from November 10 to 13, 1964, at Poona at the invitation of the Maharashtra S. S. C. Examination Board. Among the 56 delegates who attended the Conference, there were Chairmen, Secretaries and non-official members of the Boards, U. S. AID consultants, special invitees, officers of the State Evaluation Units, and officers of the National Council of Educational Research and Training and the Directorate of Extension Programmes for Secondary Education.

The Conference discussed a number of vital issues concerning examination reform, and received the progress reports of the Central Examination Unit, the Boards of Education, the State Evaluation Units and the Standing Committee of the Chairmen and Secretaries of Boards of Secondary Education. The problems discussed related to the introduction of oral and practical examinations, the use of mechanical devices in processing Board results, the formulation of a Policy Statement on Examination Reform, studies and investigations to be undertaken by the Boards; introduction of objective-based questions with special reference to objective-type questions, effective implementation of internal assessment, improvement of pupil performance in English and Mathematics and improvement in the present practices of deciding Board results.

The Sixth Conference was unique in a number of ways. With a view to bringing about proper coordination between the activities of the Boards and the State Evaluation Units, the State Evaluation

Officers had been invited for the first time. Another advance made by the Conference was the consideration of a comprehensive Policy Statement on Examination Reform, which laid down in clear-cut terms the directions in which the programme of examination reform should move. The Conference had also put up a highly useful exhibition on evaluation that acquainted the delegates with the progress of examination reform in the country as a whole and also in individual states.

The Conference was inaugurated by Maharashtra's Minister for Education, Sri M. R. Chaudhari, who in his inaugural address, expressed concern over the high percentage of failures at the Secondary stage and as one of the remedial measures, advocated wider powers for the Boards over academic matters, too. The need for holding conferences such as the Sixth Conference was stressed by Shri Chaudhari who considered it highly useful for bringing about the much needed uniformity in educational practices and standards all over the country.

The Conference received the report of work done by the Central Examination Unit and expressed high appreciation of its efforts made towards bringing about examination reform in the country. The Conference also took note of the big strides in this direction being taken by individual Boards like the Boards of Rajasthan and Gujarat which would be introducing improved examinations from 1965 and 1967 respectively. The commendable efforts made by some State Evaluation Units were also appreciated by the Conference.

The Conference discussed the items on the agenda and passed a number of resolutions of far reaching consequence. In respect of the Boards, the Conference recommended the introduction of oral and practical examinations where possible, formulation of instructional objec-

tives of different subjects and their incorporation in the Board syllabi, introduction of objective-based questions, improvement in the practices of deciding Board results, undertaking studies and investigations on examinations, use of mechanical devices in processing Board results, institution of correspondence courses for Private candidates, assumption of wider powers over academic matters, and the change-over to a statutory status wherever it is not so. The conference called upon the Central Examination Unit to evolve suitable techniques of conducting oral and practical examinations and to study the structure and functions of different Boards with a view to disseminating such information. Furthermore, in view of the growing responsibilities of the Central Examination Unit, the Conference recommended the incorporation of topics on evaluation in the B.T./B.Ed. syllabi of the compulsory papers of different universities. Again the valuable work done by the State Evaluation Units was appreciated by the Conference and a recommendation made that the staff of these units be duly augmented and adequate provision of funds made so as to ensure their effective functioning. In order to make the reform programme at the secondary stage more effective, the Conference recommended that a similar programme may also be undertaken by appropriate agencies at the levels of elementary and higher education. The Policy Statement as formulated by the Central Examination Unit was thoroughly discussed by the delegates, modified and approved with a suggestion that it may be sent to the Boards for further suggestions. This Policy Statement on Examination Reform was the first of its kind and besides laying down the major goals, it also specified the targets of examination reform at various stages. Such a Policy Statement coupled with appropriate action, it is hoped, will bring about drastic changes in the prevalent examination practices. Let us hope that these significant recommendations passed by the sixth Conference will be duly implemented and another big stride made in the direction of examination reform.

CORRESPONDENCE EDUCATION

(Continued from page 234)

of lack of provision for physical facilities. It is therefore essential to try this new means of instruction by correspondence, for clearing this huge backlog of untrained teachers as :

- 1) limited number of seats and other existing physical facilities in teacher-training institutes are not adequate to meet the demand of increasing number of students for admission.
- 2) Increased enrolment of students and improper facilities may hamper the maintenance of standards of the institutes that are required of them.
- 3) New establishment of such institutions in greater number calls for heavy financial investment.

Success in Teacher-Education

The success of correspondence course in teacher education may be in the effective use of the following :

- 1) Qualified teachers to prepare the lesson units or other instructional materials;
- 2) Motivating individual tutitional service through student response sheets;
- 3) Adequate personal contact programmes specially for the practical aspects of a teacher-education programme;
- 4) Necessary supplementation of instruction by radio, tape, programmed learning, audio-visual aids and by other mass media approach;
- 5) good library service;
- 6) A regular postal delivery of lessons or study units.

The contribution of the students towards its success is their proper mental discipline to learn.

Basic Issues :

Many basic issues may be raised in this connection of correspondence courses for teacher education with regard to the following :

- 1) Aims and objectives of such courses.
- 2) The States in the country where there is an urgent need for instituting correspondence courses in teacher-education
- 3) Types of courses needed.
- 4) Evaluation of student progress in theoretical courses, as well as, in practical aspects of teaching. ★

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