

EDUCATIONAL INDIA



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March, 1965



The Issue
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Official
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gains
momentum.

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Shri Surendranath Panda

"RETHINKING ABOUT TEACHER EDUCATION"

Prof. Uday Shankar

People's Friendship University

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Correspondence Courses for Teachers

By Prof. C. N. Patwardhan.

ONE of the new schemes apparently accepted by the Indian Ministry of Education to meet the challenge of training secondary and primary school teachers is the Correspondence Courses. The recent brochure circulated by the Ministry gives details of this Correspondence scheme pertaining to three major problems :

1. the training of secondary and elementary teachers combined.
2. the training of secondary teachers.
3. the training of elementary teachers as such.

This is meant to be a fully comprehensive scheme calculated to secure a very high percentage of trained teachers towards the end of the fourth Five Year Plan. It is necessary for every educator and legislator to critically examine this brochure and keep Government well informed of expert opinion if we have to avoid a total misfire. In this brief article, we propose to offer a few critical observations on the aims, organisation, financial implications and expected results of this scheme.

Introductory

The Correspondence Courses have been modelled in fashion of similar courses in the U. S. A., U. S. S. R., Australia, Sweden and some other foreign countries. Unfortunately, the brochure does not give helpful references to reports and publications which critics can study inter alia. The scheme is further reported to be strengthened by two years' experience of the Delhi University in the conduct of Correspondence Courses.

Before proceeding further with the examination of the brochure, a few basic concepts and factors need be clarified. For example, a reference to pp. 91 of 'Education in the U. S. S. R.' by F. Korolev (Soviet Land Booklets, New Delhi, April 1958) tells us that such courses are meant for those teachers who have already been trained in institutions with a course of four years. The term 'Upgrading' used on pp. 3 of the Government's brochure is loose in meaning without proper context. It means in the proper context enrichment of teachers on points of pedagogy and psychology after they have been trained and only to refresh them. Correspondence Courses are no acceptable substitutes for regular teacher-education programmes which must necessarily have a close personal teacher-pupil relationship. Again it is worthwhile to remember that the political set up in the U. S. S. R. provides for a well planned party-membership and a well oriented educational programme aimed at the promotion of communist political ideology. Even in Australia, Correspondence Courses do not replace regular institutionalised teacher education. They only add to learning facilities for willing teachers who cannot benefit, from personal contacts or libraries because of the long distances

Prof. C. N. Patwardhan, is Professor of Education in St. Xavier's Institute of Education, Bombay and is one of the great educational thinkers of the present day. In this article while cautioning in the venture of correspondence courses, he only a stically deals with the various implications.

separating them from educational centres.

In the U. S. A., the pattern of education varies from State to State, but there too, no correspondence course as such is preferred to regular teacher education organised by Universities, Colleges and special institutions. In the U.S.A., a shiny example of an excellent teacher-education centre is that of Madison College possibly the largest residential teachers' college for girls. The multifarious activities of American educational Institutions do include Correspondence Courses, but these courses are only additional and not in place of the accepted and worthwhile personal relationship of the teacher and the pupil. In this context, we have to read the professions made in this brochure.

Aims

The Indian Ministry is naturally anxious to do the best for excellent output of trained teachers in the quickest time. The requirements are well laid out in mathematical figures and so too are the educational needs of our primary and secondary schools throughout the country. The aims as outlined are laudable, the expectations reasonable but the proposals are more imitative than creative. The brochure is in favour of expanding the experiences of the Delhi University in one sphere to a totally different and divergent sphere of teacher education. The Delhi University has, it is said, "valuable experience in organizing Correspondence Courses", for two years. No details of the operation, conduct, conclusion and achievements of this experience are available. In respect of aims, therefore, one can observe there is no mistake in identifying what the areas of pressure are. One feels that the statistical data may not be quite correct because the census reports themselves are approximate

in the total number of population in general and of the population of school going age in particular. Secondly, the number of untrained proposed to be brought under the Correspondence Courses may be mathematically correct but the number does not represent willing personnel. This point may be better understood by an example. Assuming that there are X number of untrained teachers it does not follow that those teachers who make this X number are constant and continued in service as untrained teachers. The X number may be mathematically correct but the teachers who make the X number are not the same. The percentage of untrained teachers may have been mathematically determined but the personnel of this determined factor will be ever changing. The aim is to train untrained teachers and not to bracket percentages with personnel.

At a recent conference of Principals, Deans and Co-ordinators held in Poona under the aegis of the State Institute of Education (December 31st, 1964 and January 1 and 2, 1965), abundant proof was given of the fact that though there is a backlog of untrained teachers in number, most of the secondary training colleges found it difficult to have even an approximation of the sanctioned number of seats in their colleges. For many reasons, yet to be explored and identified, untrained teachers did not wish to be trained.

The organisational set up of the Correspondence Courses involves one main University (the Delhi University), other Universities, existing training colleges, proposed comprehensive colleges, State Institutes of Education and 'Co-operative' schools. A special centre with 54 academic Directors, 40 administrative staff, 11 library staff make a total of 105 em-

ployees to 'educate' about 650-700 Secondary teachers. For 1000 elementary teachers are proposed 29 academic, 28 administrative and 10 library staff. The working of this centre is not so easy as it may appear. The centre interlocked with training colleges and co-operative schools in respect of a variety and types of training involved covering a range of secondary school subjects. This organisational pattern will lead to many unexpected cloggings and unsuspected nerve-points. What the experience of the Delhi University has been in its comparatively narrow and limited sphere may not help a nation-wide network of Correspondence centres immediately. The organisational pattern further gets complicated at the level of the Ministry of Education (the Union and the State) in their relationship to the district councils and other local authorities. A better method of organising Correspondence Course, to which one may add organisation of teacher education in general, will be to steer clear of all road blocks of existing Universities, Ministries and local authorities by replacing the present State Institutes of Education by degree granting bodies and ultimately making them independent and autonomous Universities of Education at State level. These will incorporate on the basis of mutual respect, freedom and status, all teachers' training colleges in the State, with full autonomy, on par with other Universities. At the national level, these State Universities of Education will have a common representative and authoritative body, namely, the National Council of Teacher Education. The complications in the present proposed pattern of organisation as given in the brochure stem from an impractical proposition to include all who matter in teacher education today. The challenge of our times demands an entirely new approach and attitude.

Financial Implications

History many times fails because man does not learn lessons from History. Administrators of Education more than once have tried to give good education at cheap costs losing in the process the goodness of education and the low cost as well. History of Education has records of many such failures in all countries of the world. The positive conclusion which should guide administrators of education is that good education is possible only when good money is spent on it. The inverse of this conclusion is certainly not true. History again abounds in examples of good money spent but no gain or achievement of good education. The proposed Correspondence Courses are likely to fall into the second category - a menace the nation must avert.

The Government statistical data (Education in India 1959-60 Vol. I) records that the average annual cost per pupil or student in teacher education varies according to the nature of the Courses, the status of qualifications, certificates, diplomas or degrees and the agencies of teacher education. It is note-worthy that the national average cost even at the highest does not exceed Rs. 412.5 per student (in training colleges) and is as low as Rs. 311.7 (in training schools.)

The government scheme of correspondence courses needs recurring and non-recurring funds. The non-recurring items may be left out of consideration for the moment because this investment by itself may prove to be of use in other schemes of education in case of the failure of Correspondence Courses. On this charitable consideration, the sum of Rs. 5,58,000-00 on secondary teachers and Rs. 3,38,000-00 on elementary teachers is understood as reasonable,

not because it is cheap but hoping to make the best of it. The recurring cost itself is Rs. 5,32,000-00 for a unit of 650 to 700 secondary teachers and Rs. 4,37,000-00 for 900-1000 elementary teachers. To this we have to add the expenses met by students on the return of library books, lesson or response sheets and other material and these can be assumed to Rs. 25/- per student per year. Thus, it will be clear that the Correspondence Course will be possible only by raising the present annual individual cost to Rs. 825/- at the minimum per student. The question is whether we will secure decent training of teachers at this increased cost. In a country like India with all its pin-pricks of poverty, poor standards of life, proverbial uncertainty of public services like the post and the individual, financial conditions and liabilities of trainees themselves, the scheme of Correspondence Courses, if implemented, may add one more failure to the records in the history of education.

On the presumption that Government has all this money at their command, it is reasonable to suggest that the existing institutions be financially strengthened and requested to undertake teacher education programmes principally based on personal teacher pupil relationship, i. e., by precept and example in preference to Correspondence and postal expenses.

In the above calculations, an important item of expenditure involved in the Correspondence Courses is not considered. That item is the re-orientation programme for supervisors. Another item also remains to be taken into account namely the

travelling expenses of the trainers and the trainees to and fro. For the present, these items may be taken at 10% of the total annual cost. Yet a third item of expenditure not calculated here is what the trainee has to spend on materials used by himself viz., for maps, charts, preparation of aids etc. On these considerations our first reaction to the Correspondence Courses is of great caution. There is nothing better than a try-out on a small scale. May we suggest that Government select a small area for intensive work particularly an area with less communications, widely spread schools of long distances between the training colleges and school centres. Such an area may well serve as a field for this new experiment. Delhi, the capital of India, does not represent the distant rural variegated parts of India. The success of this experiment may dispel fears and apprehensions of critics. The experiment and experiences should be studied at State levels under the aegis of the State Institutes of Education before the Correspondence Courses become generally applicable.

We believe the most important factor in teacher education is the trainee. The trainee is placed in school and social institutions which are more of a deterrent than of help to his education. Teacher education programmes, in our opinion, depend on the correspondence between the status and dignity of the trainee and those of his opposite numbers in industries, Government services and other employments. Let the finance of Government be spent well and wisely and let the laws of the land remove the lopsidedness of our educational system.

The Role of the Public in American and Indian Schools

By *Mr. C. L. Sharma.*

The Role of the Public in American Schools

American people have always felt closely attached to their schools, have jealously guarded them, and have maintained a vigilant watch on what goes on in them. The following reasons seem to underlie the close relationship between American people and their schools; (1) faith in the power of education, (2) the development of the education system, (3) the responsibility of the school administrator, and (4) the nature of financial support for the schools.

(1) *Faith in the power of education:* American people have had, from early colonial days, an abiding faith in the power of education. That faith has been well founded. The American schools have contributed significantly to the establishment of democracy because they have provided an enlightened citizenry, created a national unity out of diversity, and have taught the principle of equality of men, thereby precluding the rise of privileged classes. The implementation of the ideals of universal education and of equality of opportunity has led to the stability and welfare of the democratic state.

(2) *The development of the education system:* Local administration of education is a historical tradition in America established by the first settlers. Isolated small communities, surrounded by a hostile wilderness and fierce native Indians, clung to their village as the centre and origin of all legislative and cultural activities. Homogeneous in social status and

religious beliefs, these settlements quite naturally administered and maintained their own schools. In the later period of frontier life, the local unit of administration was best suited to the needs of the pioneers. However, with the increase in population and consolidation of the states into well-ordered large legal communities an adjustment to new conditions was necessary. But attempts of various states at centralization of educational administration were met by strong opposition from local school boards. The local school boards have now, by and large, accepted state control and supervision in favour of a better quality of education. However, the state prescribes only the minimum requirements and leaves a large degree of autonomy to the local boards. Thus, the development of public education has taken place from bottom upward. Since the tradition of popular control in education has survived, the people through their elected representatives exercise a powerful influence, sometimes even in details of school practices.

(3) *The responsibility of the school administrator:* One of the chief functions of the educational administrator is to develop, not only among the patrons but among all

Mr. Sharma is connected with the school of Education at Greensboro, in the University of North Carolina. This is the 2nd instalment and continuation of the one published in February 1965. He deals with the Role of the public in American and Indian Schools in this issue.

tax-payers, an active interest in the work of the schools. He is expected to provide professional leadership in sensing the need of the future, and in adapting the schools to meet it. If the American public is willing to support education because of its faith in it, that faith must be constantly kept alive and strengthened by taking the public into confidence in the continuous and progressive reconstruction of education. The administrator seeks to accomplish this objective through annual presentation of the budget, occasional campaigns for bond issues, or evaluation of his programme by outside experts from time to time. In addition, he keeps before the public the problems of schools through the press, special publications, and annual reports. Further, the public is kept in close touch with the schools by the organisation of special programmes, e.g., school exhibits, education week, health week, music week, etc. Finally, the organisation of parent-teacher associations has as its aim the promotion of a better understanding of the work of the schools and thereby to enlist the support of parents for the program. Through lectures, conferences, and discussion groups parents are informed about the current situation and the future needs of the schools. Lately, the school administrator has assumed the responsibility to educate parents so that the home could reinforce the efforts of the school in providing the best possible education for the children.

(4) *The nature of financial support for the schools:* Responsibility for public education rests with the state and is carried out through delegation to local school districts. The federal government contributes about 4 per cent, the average of state's share amounts to about 40 per cent, and the remaining funds are raised locally. The local school board has the single

purpose of operating the schools of the district. Usually it is completely independent of other agencies of local government. The unwillingness of the American people to place their schools under the jurisdiction of the municipal government reflects their desire to keep education free from partisan politics. In a large majority of the states, the school board is fiscally independent, that is, it has the right to levy and collect its own taxes and to control its own budget, without the approval of some other state or municipal agency. This has resulted in the operation of the principle of local control with its corollary of intense local interest in schools.

The Role of the Public in Indian Schools

There has never been a time in the history of India when people might have rallied around their schools with a sense of partnership in their support. This absence of the people's role in the determination of the destiny of their schools seems to be the consequence of certain conditions obtaining during the course of history in the country. These conditions are political and social traditions in ancient and medieval India, anti-nationalistic policies during the British rule, bureaucracy in the present administration, and the nature of financial support for the schools.

(1) *Ancient and Medieval India:* Like other parts of the world those days, ancient and medieval India was ruled by absolute monarchs. Education was limited to the few, and the masses had no reason to be interested in it. Education was mostly imparted in association with religious institutions, and it was, for all practical purposes, instruction in religion. The pupils who received this education prepared themselves for the calling of a priest, and teaching and learning

was to be their life-time activity. They rendered priestly services to the community and the ruler, and preserved and transmitted learning to the succeeding generations. There were private schools in which the teacher charged some fee. There were forest schools, temple schools, and court schools, which were patronized by the ruler or depended on charity for their support. The sons of nobles received secular education in the court schools. The duties of a priest and of a teacher were combined in one person. The schools were on a voluntary basis, that is, no one was obliged to support them or required to attend them. With the hardening of the society along caste lines, learning and teaching became the responsibility of the priest caste. Others neither needed nor cared for education. Education was religious, narrow, and divorced from life and consequently did not have appeal to the masses.

(2) *British rule in India*: The type of education described above continued well after the advent of the British rule in India. During the early period of their rule, the British Government followed the policy of *laissez faire* with respect to education. However, with the consolidation of their position, they assumed some responsibility, but the goals of education were not nationalistic. Education was a means to produce petty clerks who would help in the administration of the country as the English clerks would be too expensive to import. Besides, the few institutions of higher learning aimed at producing Indians who would imbibe Western culture and would disdain everything Indian. The English education in India resulted in the division of the society into two classes—a small minority of those who were Westernised in their ways of life and a vast majority of

those who were unaffected by it and who maintained their oriental outlook. However, since English education was remunerative, more and more Indians were eager to acquire it. The British educational policy succeeded so well in its objectives that, although India achieved her independence in 1947, mental enslavement of a significant section of the population still continues. There are many "educated" Indians who mimic the Western life in the vain attempt to identify themselves with the West, and who wish to dissociate themselves from Indian culture. Unfortunately their identification is superficial as they fail to see and absorb the qualities in the Western people which have made them progressive and prosperous. This was the kind of education in India during the British rule—anti-nationalistic in its objective divorced from the life of the people, designed to stifle creativity and originality of the Indian mind, and calculated to serve the ends of the British Government. Obviously, people of India had no hand in determining the aims and contents of education during this period.

(3) *Bureaucracy in administration*: One of the legacies of the British rule in India is bureaucracy. It consists of a chain of officials who are responsible to the immediate boss and eventually to the chief executive. The chief executive during the British rule was invariably an Englishman who was not responsible to the people of India, but to the British Government. Even though the British rule has ended and the country has become independent, bureaucracy continues. All decisions are made by those at the top of the hierarchy, and those at the succeeding levels are required to implement them, each one communicating the command to his immediate subordinate to this effect. At no stage

in the decision-making process are involved those who will be affected by the decision or those who would help execute it. For example, a district education officer is charged with the responsibility of carrying out the policies of the director of education of the state. He would visit the schools, to see whether or not the policies are being carried out by the principals. The principal would, in turn, see to it that the teachers comply with the orders from above. Teachers would do the things that the principal expects of them, the principal would do the things that the district officer expects of him, the district officer would do the things that the regional director expects of him, all working toward compliance with the orders originating from the office of the director of education. There is virtually no opportunity for initiative and self-direction on the part of the subordinates. Likewise, in the operation of the bureaucratic machinery there is no provision for lay participation either. The result is that there are no media like parent-teacher associations in Indian schools through which the parents could express their opinions or make their contribution in an organized fashion.

(4) *Financial support for the schools:* The nature of financial support for the schools seems to have a relationship with the interest of the people in their schools. Where money is raised for schools through a special education tax, people are likely to take keen interest in education. On the other hand, when funds for education are appropriated from general taxation, people may not feel the impact of educational burden and may not take keen interest in their schools. In India education is the responsibility of the individual states. However, the Ministry of Education of the Union Government plays a dominant role by providing funds to the needy states, by financing the

implementation of special schemes, and by participating in decisions concerning educational problems of nation-wide significance. State provides funds to the individual institutions and local bodies to meet part of their educational expenses, the proportion varying from state to state. But neither Union Government, not State Governments, nor local bodies levy a school tax as such. Consequently, it seems quite understandable that people do not exhibit as much interest in education as they would if they had to pay a school tax. This may account, in part, for the absence of lay participation in schools in India.

Concluding Comments

A close observation of the English, American, and Indian education systems would reveal that whereas the American people hold their schools very close to them, similar enthusiasm is not discernible on the part of the English and Indian people for their schools. The differences may be explained in terms of the social and political circumstances in the societies concerned, the educational administrator's conception of his role, and the mode of financial support for the schools. In England, education served to preserve the aristocratic social order in which the majority was reduced to the status of servitude; in India, the priestly caste monopolized education to maintain its supremacy, and later the British Government used it as a tool to perpetuate their domination of the country; where as in America, education has been used as the chief instrument for building a democratic society. The English school headmaster has inherited a legacy of authority and thereby has been successful in isolating the school from interaction with the public, the bureaucratic machinery seems to have

Solution of Linguistic Problem

By Shri S. K. De

CONSTITUTION lays down that all Indian nationals should be allowed to have their elementary education in their mother tongue, and 14 major Indian languages have been given national status, and literature published in these languages is being awarded rewards every year. Naturally it is expected that children speaking these languages should be given facility to have their education in their own language but actually it is not so. Some Hindi speaking states have become so very intolerant that they are determined not to allow children speaking a language other than Hindi any educational facility. The worst sufferers in this respect are the Bengalis who are scattered all over India, and among whom a great hankering after education is seen. Bengali is the most advanced language, still it has not been recognised as the

(Continued from preceding page)

rendered the Indian education officer almost insensitive to the public pulse; on the other hand, the American school administrator, in order to professionally survive, must watch every mood of the public and must at all times have its confidence. Finally, the English people and the Indian people have not been very conscious of the problems of education in their systems probably because of the indirect method of taxation for the schools, whereas the direct method of taxation for education has kept the schools constantly before the American public. This discussion illustrates the point that an education system with its unique features is truly the product of its unique circumstances.★

official language, because thirty millions of the Hindi speaking people, in a country of about 400 millions say they are in majority and thus Hindi was made the official language just by majority of a single solitary vote.

Whatever that may be, linguistic problem should be solved at an early date, otherwise it will lead to various complexities which are, by no means good for forging a united nation.

Recently Bihar University in its frantic zeal for propagation of Hindi as Rastra-Basha has decided to make compulsory for the non-Hindi speaking students to answer their examination papers in Hindi in pre-university examination in arts, science and commerce, beginning from February this year. This indecent haste has made the people suspicious of the intention of the Government, and they fear that the North likes to dominate over the rest of India.

Language, next to religion is the most sacred thing to people and a very powerful instrument to rouse their feeling. We do not like to examine in detail whether Hindi should be the official language, or whether it has the worth for being so. What we mean to say is that Hindi should not be forced upon unwilling people by putting them to inconvenience. Soviet Russia is a multi-lingual country but she has been able to solve the problem very nicely without causing any inconvenience to any of her numerous

Mr. De, M. A. (Cal.), H. Dip. Ed. (Dublin), Cer-in-Psy (Edinburgh) is an outstanding Educationist. He was formerly the Editor of the Teachers' Journal.

nationals, and there is no such thing as linguistic problem. We can learn a lesson from her. In this article we shall show how Russia has been able to solve the problem without wounding the susceptibility of any of her numerous nationals and how the same recipe may be prescribed here too.

Nowhere in the world (except in India) is there so great a variety of different race, nationality, religion and language as in Russian Federative Socialistic Republic—RSFSR. The Soviet Union has a population of about 209 million people with more than one hundred different nationalities and ethnic groups who speak different languages. Government have never tried to suppress these native languages, rather they have adopted all possible means to develop them by encouraging the different nationals culture through the medium of their native tongue, as the national culture is a means of communion and mutual understanding. So all nationalities are allowed to have their education in their mother tongue, but Russian must be learnt. The Russian language, as the common language for communication among the peoples of the USSR, is studied in all national schools and teaching is done in 58 languages throughout the Soviet Union.

Lenin set a great value to the role of native languages in the development of the rich culture of the Soviet peoples and his motto was "freedom of the native languages." The different nationalities of the Soviet Union have been given the right to teach in their native language in the schools and higher educational establishments. Every people in Soviet Russia has not only been allowed, but encouraged and helped to create its own extensive network of national schools and other cultural and edu-

ational establishments functioning in the native language. In the course of the last 40 years in the Russian Federative Republic thousands of national schools were opened, and millions of children of school going age who had no chance of education under the Tsarist regime are now getting instruction in their mother tongue. This has been a great fillip to education. Not only children, even adults are joining these institutions to their great delight. A new enthusiasm has been created among the different nationalities for education. This emphasis on education for all—Russian as well as different nationals—is based on the Marxist principle and Lenin's practical wisdom, "You cannot build a communist State with an illiterate people" and Stalin's dictum, "The level of culture—education of the whole population, workers and peasants must be raised in order to build our society."

At the initial stage, great was the difficulty of the Government to impart instruction in all the native languages as most of them were undeveloped and had no literature and some had no alphabet even i. e. they were spoken dialects. So for instruction in native languages, preparation had to be made for publication of various literature specially, textbooks in the native tongue. But many native languages had no alphabets, as has already been said, so native languages were created anew for as many as 50 peoples. At first, the written languages were created in Roman alphabets, but at the end of 1930's peoples adopted written languages on the basis of Russian alphabets.

The first people to be given a written language were those of North who had never any, as the Nentsi, Koryaki, Evenki and Eskimos. Among those who adopted the Russian alpha-

bet as the basis for their written language were the Azerbaijanians, Kazakhs, Kirghiz, Uzbeks, Turkman, Uigurs, Yakuts, Tatars, Bashkirs, Chowvash, Udmurts, Maris, Tajiks and Ossetians.

But soon it was found that creation of a native language for people whose numbers are very few was not worth the candle; so these people adopted the well-developed language of their neighbours.

The ministries of education of the All-Union Republic have special departments which publish textbooks in the native languages, literature on methods of teaching etc., and it is also their concern and look-out to improve the quality of teaching in the native tongues.

Similar wise and conciliatory methods may be adopted by our Government. In non-Hindi speaking areas they may make Hindi compulsory as literature for non-Hindi people, but they may be given chance to have their education from elementary to university stage through the medium of their mother tongue. Again, not a very small percentage of the Indian people, viz, the Anglo - Indians, Christians speak English and English in the course of last 200 years has become a mother tongue to them. There is no reason to deprive them of the privilege of getting education through the medium of English.

If India is to advance as a whole, not only the 14 recognised languages should be given chance to develop, and education to be imparted through their medium, but also the numerous undeveloped languages of the tribals should be given chance to develop and the dialects of the Koles, Bhils, Sabars, Oraons, Mundas, Chakmas and other aboriginal tribes should be given the status of language by creating

alphabets, if they have none, and educational institutes should be opened in their area, and instruction should be imparted through the medium of their mother tongue as has been done by Soviet Russia for the spread of public education in the National Republics. These people have rich and colourful folksong which has been carried down the centuries without losing the ancient core. If they are saved and salvaged they would add to the development of national culture.

Soviet Union has been successful to solve linguistic problem by adopting a wise and wide outlook; our Government will be similarly able to solve this problem if they adopt a sober outlook for the convenience of the linguistic minorities in different areas.

Resistance and violent protest against Hindi imperialism in the whole of South India has led us to think furiously for a peaceful solution of the problem. The agitation against the imposition of Hindi by force on non-Hindi speaking people will not remain confined to the South alone; it will spread, we fear, to day or tomorrow, in all non-Hindi speaking states and the question of emotional integration will end in smoke. It should be better for the Union Government to come to a reasonable agreement, acceptable to all at an early date.

The example of the Soviet Union where the problem of linguistic difficulty has been solved to the satisfaction of all linguistic minorities will be our guiding principle. In this connection we may mention the name of Prof. Nicholas Hans who in his Comparative Education has discussed the problem of languages in Russia, and India and has suggested that any possible solution in India will have to follow Russia. This is also our opinion.

Discipline and Democracy in India

By *Shri Surendranath Panda*

NATIONAL leaders and educationists are confronted with a serious problem which emanates from grave indiscipline among students. This is one of the burning problems facing today's overcrowded schools and colleges. It is true that the inexhaustible youthful energies are frittered away in rebellious and antisocial activities instead of being used for national defence and national reconstruction when the country is passing through a crucial stage, when the very crux of our existence as a democracy is at peril both from external invasions and internal fissiparous tendencies. This term 'discipline' according to modern concept is a conscious, and willing control of one's own activity by one's own ideals resulting in orderliness of behaviour. Out of the two types of Indiscipline—group and individual—group or mob Indiscipline is more detrimental for the growth of the individual freedom and democratic government. Instances of this mob discipline among the students of the schools and colleges in recent years have been one of the reasons of the failure of our successful and far sighted planning in education. It has led to the establishment of the present commission to look into student unrest.

It is quite clear and against all principles of morality to tolerate such acts of indiscipline, vandalism and rowdism on the part of the students both in the classroom, school and college premises as well as at the bus-stand and outside. Not only does it degrade the fair names of the students many of whom had done yeoman service for national freedom, but at

the same time the fair name of education, Bagdwi, the goddess of learning. Education taken up as a religious sacrament has been spoiled and deserted by the otherwise loyal Hindus, Buddhists, Muslims and Christians. Hence it is not only an educational problem but also a problem for the religious thinkers to ponder over.

No amount of improvement and reconstruction will bear any fruit if the educational institutions are undermined by indiscipline both among the educators and educands. If proper education is to be given, if we have to achieve our five-fold aims, enunciated by Mr. Chagla, educationists and eminent scholars as well as people of all shades of life should join hands to control and evolve effective measures to restore a normal, happy and healthy attitude among the students and the younger generation. On the other hand its failure would destroy the very fabric of our democratic foundation bringing in untold miseries. It should be borne in mind at the same time that our students are in no way inferior to the students of U. K. and U. S. A. either in study or in any other co-curricular activities but all their efforts and genius have been wasted by the general turbulence and rebellious spirit.

Democracy, a word derived from the Greek words 'Demos' and 'cratic'

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signifies the investment of power in the hands of the people with equality of opportunity and share in the running of the state machinery. The community is given the responsibility for enhancing the welfare of the members and justice to all, inspiring confidence in them and bring in social and economic unity and security. It implies that the ultimate authority rests with the people who want their future generation to develop the spirit of citizenship and social well being. In short, freedom of the pupil for a harmonious all-round development training him to adopt himself to the varying needs and circumstances of the society and the growth of his integrated personality are the cornerstones of democratic education. In India, these democratic aims have been supplemented by the particular issues of secularism, national solidarity and fostering a socialistic pattern of society. Democracy must not be interpreted as self-expression leading to demolition, demoralization and degeneration—rather it should lead towards 'self-realisation' and develop a new way of life quite conversant with our heritage and civilisation in love, nonviolence, compassionate liberalism, fellow-feeling and brotherhood.

For the proper functioning of democracy, every individual should be equipped with the necessary knowledge, skill and aptitudes to discharge his duties as a responsible and cooperative citizen. This can be done by education which not only develops these qualities but fights against the fissiparous tendencies and centrifugal forces.

In developing all the attitudes and qualities, discipline is the life-blood and the key towards enrichment. "As in the army, the navy or the State" so in the school, the very

condition of existence is discipline." This discipline is not imposed and does not confine itself to the narrow views of orderlines as the case in totalitarian states where indoctrination and the greatness of the 'ism' are more important. Discipline in a democracy comes from within and is not thrust on any body.

Prof. Kabir has made a fine analysis of the causes of student indiscipline in India in recent days as well as suggestions for overcoming them. But to my mind, I would simply say that the present indiscipline among students is the after effect of what had been done in 1920 in using students in political struggle. Prof. Kabir has also blamed the political parties for employing the students in political propagandas. Recent elections in Orissa and Kerala have shown how students were made hand-maids of political parties. It is no wonder that these students when deprived of the "El Dorado" promised by the greatmen before the elections acted as the boomrang, causing much headache not only to the government to carry on the smooth day-to-day administration, but hampered the progress of the country through a loss of energy, manpower, time and financial potentialities. Hence it is my honest opinion that the political parties, if they want to thrive, if they want the enhancement of democratic way of life in this adolescent democracy, they should put their hands off the student-mass and not to try to bring them into the political array. They should bear in mind that 1965 is not 1920 when we had to fight against an alien people for our own independence. With the attainment of independence our line of thought, action and attitude should change to meet our immediate problems.

I call my country an adolescent because it had gained independence

only 17 years ago and according to the psychologists this adolescent period is the most crucial period when the child has to frame and develop himself to his future needs as well as the the country.

As teachers, we have come to believe that most of us have been 'hired' to the profession of teaching due to economic and other reasons. Thus we lack friendly cooperative and sympathetic understanding towards the pupils. This has resulted in the slackness of our hold over students. The community at large and the teacher in particular have failed to mould the pattern of the thoughts and activities of students both in the classroom and outside. Some have also begun to be pessimistic on the ground that they have no status in the society because they are poorly paid and socially insecure. In this context, I would ask the teachers, one question. Have they ever tried to influence the society by their knowledge, ideas and ideologies? Have they made the society feel their contributions towards national development? Except a few, the answer will be a big negative one. So our first and foremost task as teachers is to devote ourselves to our task of nation-building, to impart something in the child in various ways. If at least we can realise and find that ten per cent of our student-mass are disciplined and are going to turn out to be the best, we must feel satisfied and this is an incentive to us. I do not mean to say that we should completely dedicate ourselves at the cost of our family, our economic condition. What I mean to say is that we must do our best for an all-round development of the child because our task as teachers is not like the dealer of "knowledge-shops." In this task our knowledge, our competency as teachers are the most important. We should always evaluate ourselves and judge our own

accomplishments. Then only we can be successful teachers and can command respect, status and everything from the students and parents because it is a reciprocal system. We should have our code of conduct, and that we should not sacrifice on the altar of materialism and money, because that is not the only criterion of life and progress. It is humanity and selfless devotion to one's work that pays in the long run. So, as teachers our first and foremost duty is to root out the evils of indiscipline in the schools because the hatred and indiscipline arising in the hearts of the pupils, is uprooted at the earliest stage, won't stand as a problem for the future.

Last of all a few words to the social leaders upon whom rests the future of democracy. I do not mean the politicians. Home and family as well as the community play important roles. Every effort should be made to eradicate frustration, specially economic frustration. I am of the opinion that the absence of moral instruction at the different stages has been one of the reasons of our indiscipline. There is no proper arrangement and planning for utilising the vast manpower and energy of the students during holidays and long vacations. Can't we learn anything from the Scandinavian countries in this regard?

Though various criticisms have been levelled against our present system of education in India, yet we have done very little to achieve our goals, purposes and thus no society can progress or prosper unless its individual members are prepared to share the responsibilities bestowed upon them. It is the sine-qua-non of any progressive society. No society can exist and no state can thrive unless every individual member has developed the power of analysing and understanding

“Rethinking about Teacher Education”

By Prof. Uday Shankar, M. A. (London)

IN this country, by and large, the training of teachers for Secondary Schools has been for a long time in separate institutions called Training Colleges. The period of this training is about a year after the Bachelor's Degree. The courses of studies for this one year's training programme have been rather traditional and mainly theoretical. Some of these courses have

(Continued from preceding page)

the social situation in which he has been placed and tries to modify his conduct so as to adopt himself to the social order. This is the true connotation of discipline in education.

Thus discipline in a democratic society should be positive, constructive, suggestive and should be a continuous process with a remote ideal before it. It should be creative in developing the wholesome ideas, healthy and desirable attitudes and habits. This can only be accomplished in the classroom and the school through the provision of hobbies, leisure-time pursuits and other co-curricular activities both inside and outside the school. As these touch the inner feelings and strings of of mind and thought, it develops a sense of self-control and self-restraint which keeps the individual high above selfish desires and individual passions. The individual refrains from wrong and anti-social activities as he has developed a consciousness and conscience of his own. It is therefore necessary for all of us to realise once for all that this fundamental problem of indiscipline can be only wiped out through education developing this conscience and character, moral stamina among the students.

contents which do not seem to have much bearing on giving the prospective teachers practical skill for teaching in the school. We in this country have been largely influenced in our Educational system by the British traditions but there seem to be certain other points of view with regard to Teacher Education which require our serious consideration in order to put our Teacher Training Programmes on sounder footing.

The writer had the good fortune to study at close quarters the Teacher Training Programmes in the United States recently and had an extensive tour from East to West in the States, where he was able to visit 18 important Teacher Training Institutions in Universities and in big colleges. On the basis of that study which consisted in not only going through the literature on the subject but which consisted in discussions with Deans of Teachers' Colleges and faculty members and actual visits to the institutions, he came to certain conclusions which need due attention on the part of Educationists and Administrators in the field of Teacher Education in various Govt. Departments and Universities in this country.

In the first place in High Schools where there are only ten classes a four

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year programme of Teacher Education after High School seems adequate. The four year programme of Teacher Education after High School seems desirable also for the reason that we may attract some really good prospective teachers in the profession when we enrol them in the 2nd or 3rd year of their Degree Course. Every body knows that the candidates who go to Training Colleges after having obtained Bachelor's Degree are generally the frustrated lot who had failed to find some other channel of work and who consider teaching as the last resort. These graduates are already set in their attitude towards the Teaching Profession and are, by and large, motivated by economic gain or by finding an employment. In the four year programme of Teacher Education, after High-School, when prospective teachers will be enrolled in the 2nd or 3rd year of their Degree course, it will be easier to form proper attitude towards teaching by catching them young, as it were. The salary scales for teachers being rather poor, when these prospective teachers will know that they will get a job in a school after four years' preparation (instead of spending five years as at present), it is hoped that better candidates will offer for Teacher Training.

The four years period after High-School seems adequate for the preparation of High School Teachers, if we do away with the unnecessary contents in the professional courses and utilize the time more judiciously and carefully. No doubt reducing the period for teacher preparation from five years (as exists at present) to four years will be criticised by certain too academically minded people who would argue that we should not lower our academic excellence because a more highly qualified person will be a better teacher. This argument may be justifiable and one can partly agree that a more

qualified person with greater depth in his subject area may prove to be a better teacher but we should in this country be less utopian and more practical. When for American Schools which have twelve years schooling a four years preparation after High School is considered enough, why not in this country when we have High Schools up to the 10th grade? A four years programme at present is enough provided the time is spent more judiciously and carefully. This is desirable also from the practical point of view when education is to expand and more teachers are required. In America over a century the period of teacher preparation for Secondary Schools has changed from one year to two years and from two years to three years and from three years to four years.

Every teacher has to specialize in one subject which he would be required to teach to almost all the High School classes as a specialist. He may offer another school subject as a minor in order to fill up a timely gap in the school. In addition to one major and one minor school subject (which he will teach in a school) the candidates may be required to have proficiency in English and the regional language. The professional subjects in the simplified and well-digested form are also to be covered in systematical manner during these four years. A committee of Educational Experts can finalize the most essential course contents which should be just enough to give the prospective teachers essential knowledge about the work of teaching and the practical skill in teaching the school subjects. Attempts have been made in the past in this country (as in the Bangalore conference of Principals of Training Colleges some time back) to reexamine and to recast the courses for Teachers' Training. Too much of Psychology, Philosophy of Education,

History of Education, too theoretical lecturing on methods of Teaching etc. could be eliminated keeping only the most essential course contents for teacher preparation. The writer had occasion to examine the course contents in many American Teachers' colleges, University Schools of Education and was struck by the simplicity of the courses and by the absence of unnecessary theoretical emphasis. These courses were a part of the requirements for the Bachelors Degree which could qualify them to be teachers in Secondary Schools.

We in this country could have in a similar fashion a B. A./B. Sc. degree in Education in which both academic and professional work could be done in an integrated manner and the professional course could be a part of the requirements of the degree and not on top of them. This B. A./B. Sc. degree in Education should be considered at par with ordinary Bachelor's degree in Arts or Science for the qualifying candidate to go in for his Masters' Degree in the subject which was his major. He could also go in for any competitive examination like any other Bachelor's Degree holder.

Practice teaching being the core of professional preparation for a teacher about eight week's practice teaching, under the supervision of an experienced and efficient school teacher, seems advisable. The classroom teacher should guide the prospective teacher in his lesson plans and should watch the lessons as much as possible for proper evaluation and guidance. The college Professor may have an overall supervision of all the candidates in the practising school but it is the class teacher himself who could do the work of supervising lessons better.

What has been said above does imply that Teacher Training programmes should rather be located on

the premises of Teaching Universities or well established good Arts/Science colleges and not in separate institutions called Training Colleges, as at present. The reasons for this desirable innovation are, apart from other considerations, financial. We are a poor people but we are at the same time wasteful too. Lots of funds would be saved by way of having entirely separate buildings for Training Colleges and separate Libraries, furniture, and equipment, play grounds, separate ministerial and other staff, as many of these facilities already existing on the University campus or in well established Arts colleges could be utilized for teacher preparation. The academic work could be handled by the members of the various faculties in Arts and Science subjects and professional work could be easily handled by the faculty of Education which could be organized in the form of a school of Education or Department of Education (whatever the name to be chosen) under the leadership of an efficient Educationist as the Dean or Director. Such integrated work in academic and professional subjects on the same premises of one institution has the advantage of providing the prospective Teachers better chances of broadening their outlook by participation in various activities and programmes going on there. The separation of academic and professional learning seems unnatural because what ever has to be taught in schools has to be learnt side by side the methods of teaching. There is to be some sort of professionalization of contents in teacher preparation as emphasized some time ago by Professor W. C. Bagley of Columbia University. This simply means that prospective teachers should learn the subject matter with an attitude that he will be required

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CORRESPONDENCE COURSES FOR MILLIONS

VERY recently Mr. M. C. Chagla, Union Education Minister said, "It was absolutely necessary to relieve the pressure on Universities. What we are going to do in the near future is to start Correspondence Courses." He further said, "Delhi University had blazed the trail by starting correspondence courses. The system would be extended all over the country." Before the system is extended all over the country, Board of Secondary Education, Madhya Pradesh, Bhopal—deserves our heartfelt congratulations for having taken the initiative in starting the correspondence courses for India's millions.

At present a very large number of candidates from all over India appear privately at the Intermediate examination conducted by the Board of Secondary Education, Madhya Pradesh. Such candidates do not get proper guidance and instruction. They simply prepare for the examination with the help of cheap bazaar notes, solved papers and guess questions which are published to exploit their needs. Consequently, an alarmingly large proportion of these candidates fail at the examination and lower the general result of the Board. In order to help such candidates, the Board of Secondary Education, Madhya Pradesh, has introduced correspondence courses.

Correspondence courses simply mean teaching by mail by means of texts and course outlines supplemented with specific assignments and directions from the teacher. The instruction is highly personalized since the student is taught as an individual, not as a member of a group. The correspondence student has opportunity to develop his initiative, self-reliance and independence of thought and expression. He has ample time in which to complete the course and his investigations may be thorough as conditions will allow. Since he studies and reports on each assignment in full, he has every opportunity to achieve a mastery of the course content. Correspondence courses provide a

second opportunity to persons who either did not earlier acquire all the education they needed and who cannot now take advantage of other formal educational opportunities.

Advantages of the courses

Correspondence courses started by the Board will suit to busy working people who wish to increase their knowledge and skills. They will provide cultural and academic improvement for both the teenager and the senior adult. Age, income and general background will provide no barriers. The students will be able to make progress as fast as they can master the assignments or as slowly or conveniently as they wish. They get behind their classmates nor wait for them to catch up.



Madhya Pradesh Newsletter

By SHAMSUDDIN



The courses are flexible, too, as they can be made to suit the ability and experience of the students. Here, the students feel as if they are in a class by themselves. The students gain knowledge, competence and confidence. The courses are less expensive than the class room instruction because the students will get the concentrated material in Hindi or English on the topics concerned, prepared by the experts employed by the Board.

The courses will be of immense help to the handicapped and home bound persons who can continue their education through the courses. The courses are ideal ones for providing educational opportunities in remote regions.

Resolution of the Board

The Board has resolved that no one will be allowed to appear as a private candidate at the Intermediate examination in 1966 unless and until he is enrol-

led as a regular student in the correspondence courses. Thus, it is a golden opportunity for the candidates appearing at the said examination to get themselves enrolled at the courses by the 15th of February 1965 and get advantage of private tuition by most capable, highly qualified and experienced teachers who will pay personal attention to each student through postal tuition.

Teachers Job

Here, the teachers will break up the syllabi of different subjects into convenient teaching units. They will also prepare detailed instructional lesson on each unit with exact bibliographical references. The lessons will be accompanied with testing exercises, on each lesson. These exercises will also be corrected by the said teachers when these are returned to the teachers concerned.

Other Details

The admissions are open to students all over the country. A candidate who has passed the Higher Secondary Examination of the Board of Secondary Education or Senior Cambridge School Certificate Examination or any other examination equivalent thereto, is eligible for admission. The duration of the courses is one year. As far as the instructions are concerned, the arrangement is to impart instructions of Inter Arts, Inter Science and Inter Commerce. The examining body for the courses will be the Board of Secondary Education, Madhya Pradesh. The medium of examination will be Hindi or English.

The whole machinery is an enormous one and it is not possible to cover the whole thing in such a short essay like this. However, those who are interested in the matter, may have the details from the Registrar, Correspondence Courses, Atal Mansion, 2nd & 3rd floor, opp. Hamidia Hospital, Bhopal.

Victor Hugo was not wrong when he said, "Those who open a school, close a prison."

..... Teachers' Education (Continued from page 311)

to teach it and that while learning it he should also know, to an extent, how to teach it. Such a point of view, useful as it is, could only be practicable in having academic learning and professional preparation going concurrently and this could only be possible if our professional preparation for teachers is located in the same institution where academic learning takes place. This is, of course, a new idea for us in this country, that is to say, merging our Training colleges with teaching Universities or colleges rather than having entirely separate institutions called Training Colleges. This is however, worthy of serious consideration.

The four years programme after High School for Teacher preparation is essentially for High Schools. For Higher Secondary School, however, there should be about five years programme for teacher training. For Higher Secondary Schools as is experienced all over, it is difficult to secure the services of trained M. A./M. Sc as obviously nobody is attracted after about seven years preparation to the teaching posts having meagre grades. So for Higher Secondary Schools graduates could be enrolled for a Training programme running over one academic session and the two summer vacations before and after the academic session. In this period of about 14 months essential professional preparation as required for High School Teachers could be organised, but the major part of the time should be devoted to giving the candidates further depth in their major school subjects approximating to the M. A. (previous) work. After this training (both academic and professional) the Masters of Art/Science Degree in Teaching (or M.A.T.) could be awarded which should qualify these to teach in Hr. Sec. Schools. ★



The Issue of Official Language

THE time has come for a re-consideration of the language to be used for carrying on the work of the Government at the centre. In doing this, we have to keep clearly before us what the issue is. There is a large amount of confusion in the minds of the so-called leaders and the general public as to what exactly the problem is which we have to consider.

IT is not the problem as several mistakenly put it of forcing Hindi on non-Hindi *States* or of English on Hindi *States*. No one is doing this. It has already been settled—and there is no difference of opinion on the matter—that the official language of each state must be the language spoken by the people within its area—Andhra in Andhra Pradesh, Tamil in Madras, and Hindi in U. P. It is also agreed that it is for each state to decide for itself when it should do this and what measures it should adopt during the period of transition from the use of English to the use of the regional language.

THE problem is what the official language should be in which the work of the Central Government is to be carried on and what should be the language of

communication between the government of one state and another. Of this the first is relatively of greater importance. The Hindi-speaking people should realise that though the capital New Delhi is located in the Hindi-speaking area, the Central Government belongs as much to the non-Hindi speaking people as to the Hindi speaking people. It belongs to them in two ways from the point of view of its official language. The Non-Hindi people should have equal opportunities with the Hindi people in participating in the work of Central Government—in the council of ministers, the central secretariat, other central government offices wherever they may be located, the Parliament, and the Courts of Justice. There are also other central institutions of a quasi-official character like the Sahitya Akademi in which also the non-Hindi people should have equal opportunities with the Hindi-speaking people in participating. Here the question of jobs necessarily comes in, the question as to what the language in which the competitive examinations for central government services—not merely the I. A. S. and the I. P. S. but also for other grades of services including the clerical services—should

be conducted. There are thousands of non-Hindi people employed in these services to-day and whether they will continue to be employed in them will depend on what the official language is.

THE other way in which the central government belongs as much to the non-Hindi as to the Hindi speaking people is that they are also citizens of the Sovereign Republic of India. They are entitled as citizens to be kept in close touch with the work of the central government. They should know what orders are issued by the executive, what laws are passed by the Parliament and what decisions are given by courts. It is only when the business of these bodies and their final decisions are in a language understood as much by them as by the Hindi-speaking people that their civic needs from this point of view will be fulfilled.

IT is also necessary to note that in all this we are concerned with what the official language is and not with the problem of a national language. Many leaders and pseudo leaders use both these terms as synonyms. But it is a mistake. All the fourteen languages recognised by the Constitution are National languages. Hindi cannot arrogate to itself the claim to be called the sole National language.

IN considering the problem of official language for purposes of central government and finding a solution for it, satisfactory

to all the peoples of the country—Hindi as well as non-Hindi—nothing should be done to undermine the political unity and the integrity of the country. We have suffered in the past because of political disunity. It led to constant wars within and it paved the way for foreign conquest. It was in more recent times the cause for the partition of the country into India and Pakistan and the bitter hostility that now prevails between them. Fortunately India did not undergo further sub-division in 1947. But let us not forget that nationalism is not as yet so deep rooted in our country as it is in the west. We should therefore do nothing to embitter the relations between the people of one part of the country and another and pave the way for national disintegration and foreign conquest again. We should do nothing to strengthen the secessionist movements which are raising their heads and which are anxious to take advantage of linguistic differences to put their ideas into effect. Let us also not forget that there are powerful states in our neighbourhood who are equally anxious to see our unity disrupted and impose their rule over us.

IF our political unity is to be preserved at any cost and if a strong Central Government is necessary for that purpose it automatically follows that there should be an official language in which its business should be carried on.

What should that official language be ?

SUCH a problem does not arise in countries where all people speak one language as in England, the United States, Germany etc. It has not arisen in any acute form in a country like Soviet Russia where between 80 to 90 per cent of the people speak Russian and where the languages spoken by the minorities are not highly developed unlike India where all the fourteen languages are highly developed and from the point of view of fitness are equally fitted to be used as official languages. It has arisen only in a country like Canada where two important languages — English and French — are spoken by the people and in Switzerland where three languages — German, French and Italian — are spoken by them. In Canada both English and French are official languages even though the English-speaking people are in a majority. In Switzerland all the three languages are official languages inspite of the fact that the German-speaking people constitute nearly seventy per cent of the population.

WHAT is the course which we should adopt when we have fourteen major languages equally well developed and when English has been the official language for more than a century ?

THE ideal solution is to have only one language as the official language. To have more than one causes a great deal of inconvenience. It involves much waste of energy, and time and results in increasing the money cost of administration. There are some in the country who consequently advocate the use of English as the sole official language for as long a time as is necessary—until a time when the people are prepared to use one of the fourteen languages viz. Hindi for the purpose. English they argue has admirably served this purpose in the past. And it is also equally admirably serving it to day. No difficulty is experienced in getting recruits to the ranks of public service with English as the official language. In all departments of administration and in courts of justice no difficulty is experienced in the use of English. In schools, colleges and universities large numbers of people continue to learn it. There is therefore no reason why it should cease to be used as the official language.

IT is true that it is not the language of the people and is known only to 2% of them. But it is this 2% that constitute the elite of the country and it is they that really take interest in public affairs. And if it is argued that democracy requires that the average man should be interested in politics and that this is not possible so long as a foreign language is used as offi-

cial language the answer is that all official orders and proceedings of interest to the common man are translated into local languages.

ABOVE all, there is the argument that if English is replaced by Hindi, the Hindi speaking people will get an advantage over the non-Hindi people who are really in a majority. The latter will have fewer opportunities of getting into public services. To them Hindi is as much of a foreign language as English. Why should the Hindi-speaking people get a special advantage which is denied to others? There is no answer to this. If English continues to be the official language all will be under equal disadvantage and this is much better than some having an advantage over others.

THIS is the case for the continued use of English and it is a case ably put forward by many leaders in Madras and Bengal.

BUT the case for English suffers from one weakness. Whatever may be the soundness of logic behind it, sentiment against it is strong in all the Hindi-speaking areas and among several sections of non-Hindi speaking areas also. They argue why a foreign language should be the official language of India. No independent country has resorted to such a course. It wounds our self-respect. It should therefore be replaced by some Indian language or other.

THIS sentiment is strong in the country and there is no use ignoring it. If it is ignored and if English continues to be used as the *only* official language there is a danger of Hindi-speaking areas resorting to violence just as the non-Hindi people of Madras, Andhra and several other parts of the country recently resorted to violence as a protest against the use of Hindi as official language. Language riots will become as common as the communal riots before 1947 which led to the partition of the country. English cannot therefore hope to be the official language for all time and even for a short time in the face of such opposition.

IF some one Indian language is to take the place of English it stands to reason that Hindi should be that language because of the fact that it is already spoken by 40 per cent of the people, and that more people are learning it though it is not their mother-tongue and that as time advances and as more contacts are established between the North and the South there is every prospect of the large majority of people becoming acquainted with it. No other Indian language—even though more highly developed than Hindi is to-day, is in this position. Hindi therefore is the only Indian language which deserves to take the place of English and become the sole official language so far as the central government is concerned.

THIS position appears to be logically sound but it suffers from the same weakness as the argument in favour of the continuance of English. Rightly or wrongly large sections of non-Hindi speaking people are opposed to the use of Hindi as the *sole* official language. The opposition may be mostly based on mere sentiment but it is there and it is dangerous to ignore it. If in the face of such an opposition Hindi is made the *sole* official language there will be resort to violence and danger to national unity and integrity.

IT has been argued by several people that in place of English all the fourteen languages of the country should be used as official languages. This is an impossible position. All governmental business will come to a standstill if public servants are free to use any of these languages in carrying on their work, in preparing drafts and in making notes on files and much worse will be the case if they are compelled to use all the fourteen languages for these purposes. We will become the laughing stock of the world if we do so.

THERE is one conclusion which follows from the above analysis of the issues involved. As the continued use of English is opposed by the Hindi-speaking people, and by several sections among the people in other areas, and as the use of Hindi as the *sole* official language meets with equal opposition the only alter-

native is to accept both English and Hindi as official languages. Like Canada, India for the time being at least has to accept the principle of bilingualism. If order and peace are to be preserved in the country and if the forces of disruption are to be arrested, bilingualism, has to be accepted and be placed on a statutory basis. This is the only correct solution for the problem of official language. One need not concern oneself too very much about what is going to happen a generation or two hence. We can leave it to be settled by those who come after us.

IT also follows from this that the language of communication between a Hindi State and a non-Hindi State should be English for the present. There is no meaning in communications in Hindi being sent to non-Hindi speaking States.

Model Act for Universities

A COMMITTEE appointed by government under the chairmanship of D. S. Kothari to suggest a Model Act for Universities has suggested rightly that it is not possible to frame such an act applicable to all Universities. The purpose for which a university is started, its place of location, and several other factors have to be taken into consideration in framing an act for it. At the same time the committee laid down certain principles which it considers

desirable for all to accept and follow.

ONE such principle is the autonomy of the University. Every University wants to be autonomous especially in the matter of framing its courses of studies, fixing qualifications for admission, appointment of teachers and so on. It is however the governments of states and busy politicians that constantly bring pressure upon it, not so much in the laying down of general principles but in giving effect to them. It is most seen in fixing a communal ratio for admission and in influencing the university authorities in the matter of giving seats to individual candidates, in the selection of teachers, and even in raising artificially the percentage of passes at the examinations. There is also much pressure in regard to the prescription of text books which involves a good deal of patronage and brings profits to particular publishers. There should be a healthy convention developed—as recommended by the committee—that outside influences like these should not fetter the freedom of Universities.

ONE recommendation made by the Committee is to give a larger representation to the teachers of the University in the various organs of the University, like the Executive Council (the syndicate), the Senate etc. This is the right course to be adopted. Today there are some universities in which no teacher of the Uni-

versity can be elected to the syndicate. The result is that politicians and other busy-bodies who know next to nothing about higher education and learning control these bodies. This is responsible for that fall in the University standards and for the large amount of politics and intrigue which we find in university bodies. The presence of a larger proportion of teachers on University governing bodies will go to some extent towards minimising evils like these. There is not much force in the note of dissent presented by S. R. Das one of the members, against representation of teachers on governing bodies.

IN all Universities the method of appointing Vice-chancellors who are the chief executive officers has become a source of controversy. The committee recommended their appointment by the visitor who is the governor of the state. This is a reactionary method as it gives too much power to state governments and results in government indirectly controlling the affairs of the University. The alternative method recommended is better. Under this the executive council selects a panel of three persons out of which one is elected by the Court. The recommendation that the Vice-chancellor should be an educationist and not above the age of sixty five is a sensible one. There is no meaning in superannuated people without any freshness of being appointed

39th All-India Education Conference, Indore, 1964.

POLICY RESOLUTIONS

1. This Conference resolves that education relating to the Higher Secondary and College stages be placed on the concurrent list of subjects,

2. This Conference welcomes the constitution of a High Power Education Commission for making short and long-term recommendations on all stages and all aspects of Education and urges the Government of India to give due representation to AIFEA on it.

3. This conference welcomes the proposal of creation of a cadre of All India Education Service.

4. Resolved that the President be empowered to appoint a Committee or

Model Act for Universities

(Continued from preceding page)

as Vice chancellors. It is better that they are persons of middle age who are in active touch with current educational problems and who have sufficient mental energy to think well and put their ideas into execution.

NOMINATION by the Visitor or by the Executive Council has its own defects. The ideal method is for the Vice chancellorship to go by rotation to the professors in Universities. This will do away with the evils of both nomination and election. It will give added prestige to University teachers and raise their status. There will also be less room for intrigue.

THE report deserves consideration by the governments at the Centre and in the States. It should not meet the fate which usually overtakes the reports of similar committees.

Committees to draft memoranda for submission to the Education Commission to place before it the point of view of AIFEA in regard to policies and programmes of education.

5. This Conference demands that at least 10 p. c. of the Central Government's Development budget for the 4th five-year Plan be allotted to Education and that at least 20 p. c. of the State Development budget be allotted to Education.

6. This Conference demands that

- (i) The pay scales of all grades of teachers be substantially upgraded so as to attract right persons to the teaching profession and that a Wage Board be constituted at a very early date for fixing the scales and recommending cost of living allowances.
- (ii) all states that have not yet introduced the triple benefit scheme for Primary and Secondary teachers be persuaded to do so from the beginning of the 4th Plan period.
- (iii) the disparities in the pay scales and other service conditions existing between the government and non-government school teachers be removed immediately.
- (iv) teachers of Primary and Secondary stages be given the facility of free education for their wards upto the college stage.
- (v) arrangements be provided for free medical aid to teachers on C.H.S. pattern.
- (vi) residential quarters or housing allowance be provided for teachers.

7. This Conference views with great concern the recent announcement of the Union Education Minister that a legislation will shortly be moved to curb the educational activities carried out by private agencies and that the Government would force a licence on those who wish to start educational activities.

Readers' Forum

No Tragedy

Sir,

In the Lok Sabha debate on the University Grants Commission, which took a politico-lingual turn, Mr. Prakash Vir Sastri took it upon himself to advise the Union Education Minister not to impose his personal views on issues upon which the Government had already reached a decision. He said it would be a tragedy if the Government deviated from its declared policy about Hindi, and that if the recently constituted Education Commission recommended that English should be retained as medium of instruction for an indefinite period it would be a very sad development.

This is the personal view of Mr. Shastri that he pits against the personal view of Mr. Chagla. The question arises: Is an Education Minister to advise the Government on educational matters or is he not? If not, of what justification his ministership? No Minister of integrity could submit to being a mere puppet, animated by unseen hands. The language issue hits at the very roots of education upon which the Union Minister of Education is in honour-bound to express himself freely - his prime duty and his *raison d'être* - the reason of his existence.

Moreover, the intellectual elite of India are in favour of the retention of English for an indefinite period and their voice should be heard and acted upon in the interest of the unity of the country. Intellectuals will always be in a numerical minority in any country, whether backward or not. This does not detract from their value, for their influence is great.

Deviation from the Government's declared policy about Hindi would be no tragedy and the very reverse of "sad."

Andretta }
 Kangra Valley }

Norah Richards

"Hindi and Students"

Sir,

The recent happenings in the Madras State consequent on making Hindi as the official language of the Indian Union on and from January 1965, have very much disturbed the peace and tranquility of the people in general and caused mental anguish and frustration to the students in particular who indulged in demonstrations of protest against Hindi and with the result their schools and colleges remained closed for more than a week.

This is not the time to apportion the blame to any one party. But it must be admitted that the Government have failed in their duty to effect a smooth change-over with the free and willing consent of the people concerned. To make Hindi as an official language for All India purposes in its undeveloped nature has in it a purely political aspect and it is the responsibility of the elder Statesmen and seasoned politicians to stem this tide of fanaticism and bigotry and save the country from the impending catastrophe.

What annoys and frustrates the student community is the role that Hindi is destined to play in the All India services. But the history of our country has already recorded that, since the reorganisation of the country on linguistic basis, the role of regional languages has become more pronounced and significant in the progress and prosperity of each State and as such all efforts are being made to make the regional languages not only as official languages but also as the media of instruction in the colleges and universities. It has also been recognised that in the modern world with international outlook, the study of English is sine-qua-non of scientific and industrial progress and cannot be easily brushed aside. Whatever may be the shouts of the linguistic patriots from the house tops, English has to be learnt intensively and extensively. In the scheme of things, Hindi has the same status as that of the regional language of any one State. It can never attain and for that matter any regional language the status of English either as language of administration or international communication in the near future. (See p. 332)



DELHI

UNESCO'S SUPPORT FOR ADULT LITERACY

The activities of Unesco in India, now confined mainly to the fields of science and technology, are likely to be extended to cover the area of education, particularly adult literacy and agricultural education.

This was indicated by Rene Macheu, Director-General of Unesco at a Press conference on Feb. 5. He said adult literacy and agricultural education were among the sectors in the area of education that needed intensified attention and he had discussions with Indian authorities on ways and means of Unesco collaboration in developing these two sectors.

BRITISH BOOK EXHIBITION

Britain is sending four identical book exhibitions to teacher training colleges in India. The British Council has put 746 books and 131 periodicals in each exhibition, which will appear in Education colleges at Ajmer, Mysore, Bhubaneswar and Bhopal.

The Central Institute of Education in Delhi and the Centre for Advanced Studies in Education, Baroda, may also display them.

The main emphasis of the exhibitions is on the lower stages of science and technology.

DELHI TV PLAN PUT OFF

Government's plan to put the limited television service in the capital on a regular programme basis with effect from January 26 has been deferred for some time.

The idea was to have a two-hour TV programme daily instead of limited viewing on two days in the week.

The reason for the postponement given is the non-availability of equipment

and television receivers essential for the expansion of television programmes.

Steps are, however, being taken by Government to complete the arrangements for the inauguration of the regular television programme "as early as possible" it is officially stated.

2000 FARM SCHOLARS IN FOURTH PLAN

The Union Education Ministry has approved a proposal to start 2,000 junior agricultural schools during the Fourth Plan. The schools will provide intensive training in agricultural theory and practice.

The scheme is in pursuance of the Government's policy to intensify agricultural production during the Fourth Plan.

The aim is to divert boys at the secondary education stage to technical schools, where they can continue formal education as well as learn some technical trade.

Agricultural as well as technical schools will have courses lasting three years.

FEEES FOR TECHNICAL STUDIES

The All India Council for Technical Education recommended a ceiling for fees for degree and diploma institutions in the country.

The ceiling would be a tuition fee of Rs. 360 plus a special fee of Rs. 40 for degree courses and a tuition fee of Rs. 180 plus a special fee of Rs. 40 for diploma courses.

The Council said that these fees should not be made uniform for the country, as recommended by a committee appointed by it, but should be regarded as ceilings. Institutions which charged fees above these ceilings should consider the question of bringing down the fees within the ceilings, it said.

The Council also suggested that every State should have a well-defined grant-in-aid code for technical institutions from the point of view of helping private institutions which were faced with recurring deficit in expenditure. It was proposed that the chairman of the council might appoint a committee to formulate a model grant-in-aid code for the consideration of State Governments.

MODEL ACT FOR VARSITIES

The committee on 'Model Act for Universities', set up by the Union Ministry of Education has recommended that for building convention needed for the right development of a University, two basic principles should be accepted viz. (1) autonomy of universities from external control and (2) internally democratic administration and effective participation of the academic community in the formation and implementation of the university policy and programmes.

ENGLISH MEDIUM TO STAY FOR TECHNICAL STUDIES :

The All-India Council for Technical Education decided that English should continue to be the language for engineering and science education in the country.

The Madhya Pradesh Education Minister, Mr. N. R. Dixit raised the language issue at the Council's meeting on Feb 4 when the co-ordinating committee's decision that "in the circumstances, the existing arrangements for answering question papers in English may continue" was discussed.

Mr. Chagla, Education Minister, who presided over the meeting, intervened to say that technical education had all along been considered on an All-India basis and the medium of instruction could not be anything other than English for the time being. He reiterated that the medium of instruction should continue to be English.

The Council's resolution, he added, was meant to prevent any State from switching over to the regional language.

The council finally adopted a resolution to say that the present position regarding the use of English as the medium of instruction for technical and

science education should continue and that there could not be any change in it without the previous approval of the Council.

The need for retaining the English language was also stressed while discussing a resolution providing for reservation of seats up to ten per cent in each regional school for students migrating from one region to another.

ANDHRA PRADESH

POSITION OF ENGLISH

The position of English in Andhra Pradesh would remain the same as before January 26, 1965 till they were able to switch over to Telugu without complication and hardship, said Mr. P. V. Narasimha Rao, Minister for Law, in a talk with Pressmen on Jan. 27.

Legislation to continue English after January 26, 1965 had already been passed.

SYLLABUS FOR PRE-VARSITY COURSE

The Academic Council of the Sri Venkateswara University which met on January 30, Dr. V. C. Vaman Rao, Vice-Chancellor, presiding, considered amendments to the Regulations and Syllabi relating to the Pre-University examination in respect of combinations of subjects under Part II.

It was decided to delete in Regulation No. 3 the following: "Two subjects to be chosen from either Group A or Group B" and to substitute: "Two subjects to be chosen from either Group A or Group B or one subject from Group A and one subject from Group B."

MADRAS

SCHOOLS & COLLEGES CLOSED TILL MARCH 1

Due to Language tussle, all colleges, high schools and other educational institutions including Polytechnics in the State will remain closed till March 1, in view of the prevailing tense situation.

The decision to close colleges was taken on Feb. 11 after Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor,

Madras University and Dr. C. P. Ramaswami Aiyar, Vice-Chancellor, Annamalai University, met Mr. M. Bhaktavatsalam, Chief Minister, and had a discussion with him.

By this decision to post-pone the reopening of educational institutions, Elementary schools will not be affected, but it is left to the local authorities to decide their closure also if necessary.

UTTAR PRADESH

FREE EDUCATION FOR GIRLS TILL X STANDARD

There has been a welcome gift for girls in the State in the form of free education throughout the State upto the High School stage, and this order takes retrospective effect from December 1 last. The tuition fee realised during December from girls will be refunded.

Till now, education was free for boys as well as girls up to Class VI. From now on, it will be free for girls upto Class X.

It is estimated that this decision will cost Rs. 15 lakhs a year. The concession will, for the present, benefit about 1,75,000 girl students in 943 middle and high schools in the State.

PUNJAB

PLAN TO IMPROVE STANDARDS

The State is facing an acute shortage of teachers, especially for teaching Science, Mathematics, Commerce and Agriculture. When the Govt advertised for 457 posts, it could get only 27 applications.

To attract persons with high academic qualifications and suitable teaching experience to improve instruction in higher classes, the Govt. has revised the pay scales and status of a number of teachers in high and higher secondary schools.

A special committee of experts is appointed to recommend measures to raise the social status of teachers.

RAJASTHAN

CENTRE URGED TO TAKE OVER EDUCATION

The Rajasthan Teachers' Federation in a memorandum to the Union Education Minister urged that education should be made a central subject and that primary education should be taken away from the control of Panchayat Samities. It has been alleged that sarpanches make the teachers' work for 12 hours in the school, force them to teach at night schools without extra payment and make them do all kinds of odd jobs for which they do not have a necessary personnel.

The memorandum has also called for grant of pensions, insurance and gratuity provisions in aided institutions.

WEST BENGAL

Even at the end of the 4th Plan, it is now certain, that West Bengal will lay behind in its task of making primary education free and compulsory in the state.

While the State Govt. in its scheme outlined a programme to spend Rs. 45 crores to achieve 80 % result on primary education, it has been cut down to 16 crores by the pruning of the Development Board.

MYSORE

NO GRANT FOR ENGLISH MEDIUM SCHOOLS

The State Education Minister, Mr. S. R. Kanthi, told the Mysore Legislative Council on Feb. 1 that while English medium of instruction would be allowed in the secondary schools the Government had made it clear that no grant would be given for their maintenance. The Government had no proposal to start any English-medium schools in the State, as its policy was to have Kannada as the medium of instruction.

The Minister was replying to a question by Mr. Keshav Rao Nittukar, on maintenance grants to the secondary schools in the districts of Bijapur, Gulbarga and Bidar.



Public Opinion

Mr. C. D. DESHMUKH

on Language Medium for

All-India Examinations

Mr. C. D. Deshmukh, Vice-Chancellor of the Delhi University, said at Trivandrum on Feb 10 that the medium of all-India competitive examinations should be the language in which the candidates had received their university education, whether it be English, Hindi, Tamil or any other language. This would ensure that no candidate suffered from any disadvantage on account of the medium he chose for answering the examinations.

In order to leave no room for any misgivings, Mr. Deshmukh favoured adopting a system of moderation, to be entrusted to a competent body of persons, drawn from different regions, so that disadvantages, if any, could be evened out.

He felt those who chose the English medium, would do as well, if not better than, those who did the examination in Hindi, because English would have afforded them the facility of wider reading.

Even in the case of the Hindi speaking people, he said they spoke different dialects of Hindi at home and, as such, they could not all be said to be quite proficient in the use of Hindi for the purpose of the examinations.

In any case it would not be a sustainable proposition to insist that even those who chose Hindi as the medium for the all-India competitive examinations, should be required to answer in English.

Dr. THORNTON

suggests a remedy

For Student Indiscipline

Five American educationists have suggested the institution of a sound student personnel service in Indian universities as an attempt to check the student indiscipline and wastage of talents.

The five Fulbright professors, who were on different assignments in India conducted seminars in several Indian universities on the problems of education in India under the auspices of the United States Educational Foundation in India.

Dr. Thornton, Associate Professor of Psychology, Grinnel College, Iowa, emphasised that students should be given an opportunity to participate in education planning, to govern themselves and to control their destiny in some small way. This could enable them to develop abilities and attitudes appropriate to citizens of a democracy.

According to Dr. Thornton, the interpretation of discipline is more than the concept of legal justice. This should be instilled in the minds of the students. There should be a good student personnel programme to help them see the true meaning of discipline and profit from their mistakes.

Dr. D. S. KOTHARI'S

Proposal for

Advancement of Medical Study

Dr. D. S. Kothari, Chairman of the University Grants Commission, proposed a "U. G. C. type" of agency to finance medical education in India.

Inaugurating the fifth annual conference of the Indian Association for the Advancement of Medical Education, on Feb. 1 at Delhi, Dr. Kothari said the proposed agency should control the distribution of funds contributed by the Health Ministry and others for the promotion of medical education in India.

He said the working of the University Grants Commission had proved the value of leaving the control of distribution of funds to persons who know how best to spend them, and suggested that the proposed agency should consist mostly of professional medical men.

Dr. Kothari said the old differentiation of medicine into various "systems"

ayurvedic, homoeopathic and allopathic head become meaningless because of its establishment as a "science." It was time that India followed the example of China and put the practitioners of both Indian and Western systems of medicine together in hospitals so that the patient may have the benefit of whatever is best for his treatment.

Shri MORARJI DESAI

On

Language and National Unity

In the course of an article on 'One Language for National Unity' in *Indian Express*, Shri Morarji Desai writes.—

"It is said that English has helped the integration of our country. I am afraid this is an exaggerated view of its importance. We did learn from English history the value of independence, but the knowledge was confined to comparatively a few people, considering the vast population of this country. We would not have won freedom if the 98 or 99 per cent of the non-English-knowing people of our country had not helped us in the independence struggle."

"That we cannot carry on our governments and our day-to-day work in Hindi or other Indian languages because they are not as developed as English, I am afraid, is a wrong argument. If this argument is accepted it will only lead to a vicious circle. As long as these languages are not respected and used for all practical purposes, they will not develop fully. It will mean that English would continue indefinitely.

"As long as Indian states existed, the work of administration was carried on in the regional languages. And they did not experience any difficulty. The argument therefore that it will be difficult to carry on our government through Hindi or other regional languages is superfluous.

Regarding Mother tongue, he says.—

"If we want India to develop science and technology and become as highly advanced as any other country, it can be done only if education to the new generation is imparted through our own

languages. It is recognised by educationists that education through the mother tongue is the best way of developing the student's faculties.

THE HINDU

On

The Language Muddle

Referring to the Hindi agitation, *The Hindu* writes editorially:—

The protest against the enthronement of Hindi as the Official Language on January 26 gained in intensity because the way the Centre was going about the implementation of the compromise formula provoked the fear of a lack of good faith. It is a fear that seemed fully justified by the fast changing tactics of those in authority who seem to take advantage of the Constitutional provision to confer on the Hindi-knowing people an unfair advantage over the rest of the population, by jettisoning English as quickly as possible. A circular of the Information and Broadcasting Ministry about the language of the communications from the Centre as well as some of the pronouncements of the Prime Minister and Home Minister themselves lent strength to the suspicions that the Official Languages Act was being used only as a blind to go ahead in chauvinistic haste with the replacement of English by Hindi at all levels."

"Unfortunately the feeling appears to be growing among the non-Hindi speaking people that if they are to be reduced to second class citizenship through Hindi becoming in effect the sole Official Language, their salvation would lie in getting the relevant Article in the Constitution itself amended, as far more basic provisions have in fact been amended many times in the past years. Such a feeling may well gather further momentum, if statesmanship, sincerity and good faith are not brought to bear in the implementation of the bilingual formula. There should be no question that this formula should be with us for a long time to come. Lip service alone will not do.



People's Friendship University

By Shri C. N. PARAMESWARAN,

Indian Student, Moscow.

When my friends ask me in their letters about my life in the Moscow's Friendship University, I recall first of all our vacations. And there are many ways in which the students spend their vacations here. One may join, for example, any of the excursions to the different cities of the Soviet Union arranged by the University, or the so-called "Friendship Train" which covers a dozen of the important cities. One may go to the fruit-rich collective farms of Moldavia, or go to some health centres on the shores of the Black Sea. There are facilities to go to the virgin lands and earn quite a good amount of money. Or, if one doesn't like to go with any of these organised groups, he may go on his own to any part of the Soviet Union, or, for that matter, the world itself. In short, whatever means he chooses, a student never wastes his vacation; he utilises it to his full satisfaction and benefit.

Every year in the last days of August, new students arrive to join the university. And they come literally from all parts of the world, 82 countries of Asia, Africa, Latin America and Europe. It is so thrilling and exciting to live and study in a university where all these countries are represented, where your own intimate friends have got different culture, language, customs, manners and tradition, where practically every week you have the opportunity of seeing concerts or cultural programmes of different countries. For a student of such a university, the world is no more than a wooden globe on his table with different boundaries and colours on it.

Indian Community

The Indian community in the Friendship University is growing fast. The number is over one hundred, and fifty. We have our own students' association which looks after the interests and the day-to-day activities of the students, celebrates the national festivals of India.

One of our aims is to contribute to the cause of Indo-Soviet friendship. And we have the best chances and means to promote this cause here because we meet the Soviet people from all walks of life—people working in factories, hospitals, collective farms, theatres—everywhere.

Lessons begin

On the very first day of September lessons begin, and when they begin they begin seriously. Six hours a day, six days a week. There are very few holidays in the Soviet Union, not more than five or six, a year. Lessons are usually from nine to three with no lunch break in between. Even after the lesson hours we usually don't go home, but study in the reading-room which is open up to 9 o' clock in the evening. All the necessary text-books are available there. Though the medium of instruction is in Russian, journals and text-books in all the important languages, English, German, French and Spanish are available there. An enormous amount of reading is required, especially for a medical student like me. The teaching in the university includes formal lectures, seminars, practical discussions and laboratory work. Lectures are common for all the students of the faculty in a particular course. For example, in the medical faculty of our university each course has got about

150 students. All these hundred and fifty students assemble in the lecture hall for lectures. For practical classes, seminars and laboratory work these 150 students are divided into ten groups. In the practical classes and seminars the students with the help of their teachers discuss the subjects dealt with in the previous lecture. It is here that the students clear their doubts, enrich and enlarge the knowledge they get in the lectures. During the discussions, each student according to the initiative and interest he displays is given marks. These marks count very much in examinations.

Scientific Activities

The 'Students' Scientific Circle' claim a lion's share of the extra-curricular activities of the student. These circles exist in each faculty, in each department. The circles of the various departments of a particular faculty constitute its Students' Scientific Society. The medical faculty, for instance, has got a Students' Scientific Society which is constituted of the scientific circles of the various departments such as the department of anatomy, the department of histology, the department of physiology and so forth. These scientific circles deserve particular mention because they play an important role in cultivating and encouraging in students an aptitude for independent research work in the various scientific subjects they are interested in.

Examination System Completely Different

The examinations have got as much importance here as in India. But the examination system itself is completely different here. It will be a great surprise to the Indian students and educationalists to know that the question papers are known to the students well in advance of the examinations. A copy of all the questions from which the papers are composed is given to each student. These questions cover the whole material taught during the year or years as the case may be. The question paper usually contains three or four questions. There will be several papers like that, each having different questions. Usually students get

at least two weeks study leave before the examinations start. When a student enters the examination hall, he has to take one of these papers (which are kept upside down, and hence he cannot read the questions before he picks up the paper). He is given usually about 15-20 minutes to prepare for answering them. The answering is mainly oral. If the student answers all the questions very well, the examiner usually doesn't give him extra questions. The marks are given immediately after the student finishes answering. The marks vary from five (excellent) at the top to one (very bad) at the bottom of the scale, three (satisfactory) being the pass mark. If a student fails to get the minimum required, he can again appear in the examination after a week or two, with the result that he doesn't have to lose a year in order to continue his studies. But a student's knowledge is assessed not merely by his performance in the examination, but also by his record during the entire term.

Cultural Activities

We have got a club of our own in the university, and it is never dull or silent at any time of the year. You enter the club, and a host of activities from its different corners is sure to attract your attention: in one room a group of students are seen practising some chorus, someone is busy playing piano in another. In a third room girls and boys are rehearsing a folk dance of their country. And to guide us in these activities we have got dance teachers, music teachers, drama directors.

Students of every country celebrate their National Day in the club. We have students from 82 countries of the world. That is why the club is always busy, always throbbing with activities, concerts, cultural programmes, dances, dramas, cinemas, meetings. We, the Indian students celebrate two National Holidays— Republic Day and Independence Day. By all standards they have no far been judged to be the best of their kind.

—By Courtesy U S S R

By Dr. C. B. RAO, M. A., Ph. D.,
Director, State Institute of Education (A. P.)

The 7th All-India Science Teachers' Conference

ON account of a generous grant very kindly sanctioned by the Government of Andhra Pradesh it was made possible to hold the VII annual conference of the All India Science Teacher's Association in Hyderabad. The office bearers and the members of the Association are in a deep measure indebted to the Government of Andhra Pradesh for this noble gesture. As the Vice-President of the *All India Science Teacher's Association*, the writer of this article is particularly and sincerely grateful to Sri P. V. G. Raju, Minister for Education, to Sri L. N. Gupta, I. A. S., Special Secretary to the Government, Education Department and to Dr. V. C. Vaman Rao, Director of Public Instruction, for their laudable and generous support for the sanction of the grant. But for this financial help so kindly given the Association would have been totally denied the pleasure of having had its conference in Hyderabad.

The Conference was held in the picturesque abode of the Begumpet public school on the 26th, 27th and 28 of December 1962. This was made possible by the kind permission, co-operation and the all out effort by way of help of the Chairman of the Board of Governors of the public School, Dr. V. C. Vaman Rao and the principal Sri Kuruvilla Jacob.

The following is an extract from the proceedings of the Conference published in the Journal of the Association, "Vigyan Shikshak" (The Science Teacher) Vol. VII, No. 1, January - March 1963.

"and the workers had hardly left anything to desire. Dr. C. B. Rao, our Vice-President and the chief pivot of the reception committee, deserves our congratulations in winning the support of the Andhra Pradesh Government, financial and other-wise, and co-operation of the elite of the town, local schools, teachers' colleges and teachers' associations who blended themselves into a powerful team of workers."

The Conference was inaugurated by Prof. Humayun Kabir, then Minister for Scientific Research and Cultural affairs, Government of India and was presided over by Dr. A. C. Joshi, Vice-Chancellor, Punjab University and the President of the All India Science Teacher's Association.

Welcome by Dr. Vaman Rao

Dr. V. C. Vaman Rao, as the Chairman of the Reception Committee welcomed the delegates. While welcoming, he made the following observations:

"At the moment, space travel is the high light of science. Day in and day out scientific inventions of a varied type have been accounting for the improvement in different spheres of our life particularly Agriculture, Medicine, Industry and so on. Through a rapid spread of the facts of science as applied to our life, the well being of mankind is on the increase. A clean concept of science therefore should form part of our daily life. This clear understanding can only come as a result of good teaching at different levels and in different spheres of education. The main consideration is how teaching of Science can be made more effective.

We are at the moment intensely planning to have educational expansion at different levels. Our efforts are being diverted towards providing the Teachers of Science a better knowledge of the content as well as methodology. Each member of our society should have an insight into our fast developing scientific data. A better understanding of science is essential for a better social and intellectual order. Spread of science helps to dispel prejudice and superstition. For a critical appreciation of life, appreciation of values in science is as essential as in Arts, Literature and Music.

* Though belated, the proceedings deserve recording for future reference.

Moreover, from the point of view of national defence, we need to concentrate on a quick expansion of science study at different levels.

While studying the problem of the teaching of Science, emphasis should be laid on different aspects, each having a bearing on the methods and materials used. First the psychic aspect of pupils has to be considered. The essential requisite is to correlate teaching and learning with the progressive mental development of children. The latter should be the result of the constant reaction and interaction of pupils with the physical and social environment. Pupils have to be equipped with growing ideas, thoughtfully acquired out of their experiences. Power of observation is an essential factor in the process of learning and the teaching of science has necessarily to promote this power through a variety of ways and means. Also it must develop desirable skills, promote scientific methods and inculcate scientific attitudes. To achieve these ends, learning ability and age are factors. In other words, an appropriate content has to be designed. Readiness on the part of learners is a prime factor. In addition to readiness on the part of learners, the optimum time required for instruction is determined by the method of instruction, the type of motivation and the social frame work in which learning takes place.

This leads us on to how best to create motivation devices. Where strong interests are created, high motivation is the result. Better interest is there if the pupils have chances to learn while doing. A variety of activities designed in purposeful projects helps a good deal. Scientific fairs, exhibitions, excursions, science days and other activities of this type are ways to give a filling to science teaching.

There is much that can be attributed to a teacher's initiative. Apart from the material aspect which no doubt is essential for a proper understanding of Science, a teacher with vision, willingness and sympathetic understanding of pupils may do well even with limited

space and limited amenities. With properly planned work in the class-room and in the field, if not in an elaborately equipped laboratory, a smart and willing teacher will have results of good value. With the minimum material facilities and with the maximum of teachers' initiative, it should not be difficult to secure significant results in enthusing pupils to learn and appreciate science.

* * *

To make a teacher a good science teacher, a few personal qualities are essential. A science teacher should have an aesthetic appreciation of life as a part of his personality. Some amount of skill in drawing should be acquired; skill in developing home-made apparatus should be another asset. In fact he should be an ardent lover of Science with an urge to interpret life to the growing pupils who have impressionable minds. In Science teaching, Science should be emphasised as a major human activity. Science provides means to discover truths about nature."

Secretary's Report

The Secretary, Sri D. S. Nigam, presented an account of the activities of the Association. He indicated the efforts made to present to the conference the theme of "Industries and Science Education." In his report was included the following account of the Hyderabad and Secunderabad Science Teachers' Association:

"Availing the presence of the delegates to the Annual Conference of the members of the All India Sarada Sangh, at Hyderabad, an Exhibition on 'Diet and Health' was organised by Mrs. C. B. Rao, and Dr. C. B. Rao, Vice-President of the AISTA, in the Andhra Mahila Sabha premises early this year. The neighbouring educational institutions had the opportunity of being profited by this Exhibition. A 'Science Fair' was organised this year also. In addition to the usual features of Essay writing competition and the Exhibition, a symposium for the students was also arranged. The subject of the symposium was 'What I learnt from a visit to the Industries.'

The encouraging response to the above competition is ample proof of the fact that such programmes for children evoke in them great interest in science. The exhibition was visited by the children of most of the schools of the twin cities. The Association feels its duty to record the valuable guidance and timely assistance rendered by the Extension Services Department, College of Education, Osmania University, in conducting its various activities."

Inauguration by Prof. Humayun Kabir

Prof. Humayun Kabir, inaugurating the Conference, referred to forecasting, precision and tolerance as the characteristics of science. He referred to curiosity, doing and reflecting as the means of science. Science, he added, on the one hand mystifies and terrifies and on the other hand by giving us control over the forces of nature removes fear from regions of experience. Stress was laid on content and method. The major task is to evoke interest and spirit of curiosity and along with that to develop a practical and experimental basis in our lives. Science is a great cultural activity because it teaches us humility. He gave a general idea that by developing the spirit of Science, the spirit of enquiry, the spirit of toleration and the spirit of intellectual humility one renders a great service to the cause of Education.

Dr. Joshi's Presidential Address

Dr. A. C. Joshi in his Presidential address drew the attention of the science teachers and others to the various problems which are facing them in the field of science education. Any shortcomings in the understanding of science and its applications would affect adversely the Country's vitality and capacity for development. The need for training more and better personnel in various branches of Science is far greater in under-developed countries because on it depends the very survival of the people. A wide understanding of the principles and methods of science among the masses as well as development of competent scientific personnel can only be realised through

better science education in schools. The All India Science Teachers' Association since its establishment in 1956 has been working towards this goal. The Presidential address also covered the teaching of science at the primary school level, secondary school level, supply and training of teachers, pedagogic improvements, teaching aids and Laboratories.

Science Exhibition

The Conference as usual had a very instructive Science Exhibition. About twenty-one local schools and other educational institutions participated. The exhibition was very kindly declared open by Hon'ble Sri N. Ramachandra Reddy, our Minister for Revenue. The exhibition served as a basis for awarding suitable prizes to teachers and pupils. In the section of Teacher made Teaching aids, Sri T. Kunju of the All Saints High Schools, Hyderabad was awarded the Ist Prize for his improvised kippis apparatus. The second prize for the individual work of students was awarded to Sri V. L. Deshpande of the Vivek Vardhani High School for his portable Transistor Radio. The second prize for the group work of students was scored by the Nampally Multipurpose High School for girls.

In honour of the delegates and in aid of the National Defence Fund a cultural programme was arranged at Ravindra Bharathi National Theatre. The entire proceeds of Rs. 1646 was given away to the National Defence Fund. Dr. A. C. Joshi was the chief guest of the function.

Lectures, Seminar etc.

The Association decided in the preceding year to institute a lecture series in memory of the illustrious Indian Scientist Dr. K. S. Krishnan. The first lecture of the series was held at the time of this conference and was delivered by Dr. S. Hussain Zaheer, Director General, Council of Scientific and Industrial Research. India's need of science in this age of science was his theme. He stressed on the fact that successful carrying out of our plans for industrial development will ultimately depend upon the quality of

Science Education that we are able to attain in this country. And it behoves us all to join together in this noble undertaking.

Besides reading of a number of Research papers and film stars there were talks by eminent scientists. There were also symposia on the following topics:

1. Industries and Science Education.
2. How I used Community Resources in the teaching of science (for teachers only).
3. What I learn from Industries (for pupils only).

Dr. Eklund, Head of the Andhra Pradesh Productivity Council addressed the conference on the "Relationship between Industry and Science Education at it existed in the U. S. A." He pointed out that Industries have become a great asset in promoting better science education in schools in the U. S. A.

HINDI AND STUDENTS

(Contd. from p. 321)

The students can learn Hindi out of love for it for social contacts and commercial purposes. They should have the privilege of using the regional language or English in their competitive examinations for All India Services. This is an inexorable logic of events and inescapable fact of history. The teachers should strive in the direction of maintaining the highest standards of proficiency in English and in the regional language so that there may be smooth change-over when times come for it. In so doing it must be borne in mind that Dr. C. P. Iyer has stressed "until and unless its (English) place can be effectively taken by any regional languages of India, English should not be superseded or neglected in favour of any other tongue." This is enough for the students to confidently pursue their studies and their sentiments about the imposition of Hindi marring their future, will be respected and their interests safe-guarded.

9th February 1965 |

R. S. V. Rao.

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