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PRINCIPAL CONTENTS 10 MAY 1965

EDITORIALS

Education and Economic Development
Secondary Education — Standards

TEACHER TRAINING IN ROBBINS REPORT AND INDIA

Shri Surendranath Panda

TEACHER AS A PSYCHOLOGIST

Dr. S. S. Dikshit

SOME BASIC PROBLEMS OF TEACHER EDUCATION

Shri Harchand Singh Brar

TEACHER EDUCATION — DESPAIR

Shri S. P. Pathak

REORIENTING TEACHER EDUCATION PROGRAMME

Shri C. S. Mehta

EDUCATION PHILOSOPHY: TAGORE

Shri V. V. Tonpe

Science in a Disarmed World



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IN THIS ISSUE

NEXT ISSUE

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ARTICLES

- Educational Philosophy of Tagore
by *Sri V. V. Tonpe* ... 370
- Teacher Training in Robbins Report and India
by *Shri Surendranath Panda* ... 371
- Teacher as a Psychologist : His New Role
by *Dr S. S. Dikshit* ... 375
- Some Basic problems of Teacher Education
by *Shri Harchand Singh Brar* ... 380
- Teacher Education - Despair of our system
by *Sri S. P. Pathak* ... 383
- Reorienting Teacher Education Programme
by *Shri C. S. Mehta* ... 385
- Gujarat News Letter
Progress of Education in Gujarat
Shri M P Daiya ... 387

EDITORIALS

- Education and Economic Development ... 389
Secondary Education ... 393

THROUGH DIFFERENT STATES

- DELHI : Model Text Books - Training in setting Questions - 11 year school Course favoured - Scholarships Scheme to continue - Unified Control of Hr. Education ... 395
- ANDHRA PRADESH : Development of Sanskrit Vidyapeetha - Awards for 3 Books- New Technical courses-Varsityes not eager for Telugu Medium ... 396
- MADRAS : Model school for each District in Madras - Department of Basic medical science for Madras - Two-year Pre-Varsity Course ... 396
- WEST BENGAL : Equal status for Language ... 397
- RAJASTHAN : No Hindi medium in P. S. C. Examinations ... 397
- GUJARAT : Gujarati as official Language ... 397
- KERALA : Govt. policy to improve schools ... 397

PUBLIC OPINION

- Mr. M. C. Chagla - Mrs. Vijaya Lakshmi Pandit - Dr C. P. Ramaswamy Ayyar - Mr. Kamaraj ... 398

FOREIGN CURRENTS :

- Science in a Disarmed World ... 400

REVIEWS

... 402

CORRESPONDENCE

... 403

Supplement to :

EDUCATIONAL INDIA



INDEX to Vol. XXXI

July 1964 — June 1965

Author Index

Abdul Khuddus	...	127	Misra R. G.	...	254
Abu Baker, M.	...	43	Mohale B. V.	...	187,235
Anand, C. L.	...	341	Padhya L. M.	...	119,343
Bennur, C. S.	...	274	Pathak, S. P.	...	383
Bishambar Das Gupta...	...	129	Patwardhan C. N.	...	79,295
Daiya, M. P.	...	387	Raghunath Safaya	...	10
De, S. K.	...	303	Rawat A. S.	...	17
Deshpande, S. D.	...	158	Sarojini Dasarathram B.	...	195
Dhanwant, M. Desai	...	335	Shamsuddin	...	312
Dikshit, S. S.	...	81,375	Sharma C. L.	...	259,299
Franklin. B. C.	...	57	Sunitee Dutt	...	232
George, P.	...	125	Surendranath Panda	...	306,371
Gopalakrishnayya, V.	...	51,88	Tonpe, V. V.	...	370
Gupta L. N.	...	228	Uday Shankar	...	309
Hanumantha Rao S.	...	347	Varadan V.	...	163
Harichand Brar	...	380	Varshney M. P.	...	7,54,91
Harihara Mahapatro	...	198	Venkatanarayana V. S.	...	155
Jha M. N.	...	46	Venkataraingaiyah M.	...	223
Kakkar S. B.	...	94	Venkatarao D.	...	85
Kazi M. I.	...	115	Verma K. K.	...	337
Khanna C. P.	...	166	Vyas K. C.	...	59,151,265
Luscomba Whyte A. P.	...	201	Walker H. Hill	...	3
Mahajan J. M.	...	262	Yashu M. Mehta	...	122
Mathur V. S.	...	269	Ziauddin Alavi S. M.	...	14,192
Mehta, C. S.	...	385			

Subject Index

A		
Academic Orientation & the Family...	Prof M. P. Varshney	7,54,91
A New Awakening	Sri C. P. Khanna	166
B		
Building a Museum	Sri A. S. Rawat	17
C		
Changing concept of History	Sri C. L. Anand	341
Coleridge's Conception of Education...	Sri V. Varadan.	163

Editorials

Affiliated Colleges in Andhra	26	Model Act of Universities	318
A New Entrance Examination	169	Modernising the School Syllabi	275
A Year of Indiscipline	238	Nehru and Education	23
Capitation fee	204	Nehru's Will	24
Collegiate Education	240	Pattern of Education	167
Content of Education	351	Programmed Instruction	243
Education and Economic Development	... 389	Public Speaking	134
Education and Russia	95	Secondary Education-Standards	393
English Versus Regional Language	277	Students and Mob Psychology	132
Extension Lectures	64	The Appointment of Vice-Chancellors	171
Examination Techniques	276	The Issue of Official Language	314
Hindi Medium for U.P.S.C. Examinations	61	The Sapru Committee Report	63
Medium of Instruction	173	The Teachers' Day	131
Methods of Teaching	354	Traditional Scholarship in Sanskrit	203
		Training Colleges	205



Through Different States

Andhra Pradesh :	30, 68, 103, 138, 177, 212, 248, 283, 323, 358, 396.
Bihar :	70, 139, 213.
Delhi :	30, 68, 102, 138, 176, 211, 247, 282, 322, 358, 395.
Gujarat :	69, 249, 284, 397.
Kerala :	140, 178, 213, 249, 284, 360, 397.
Madhya Pradesh :	283.
Madras :	31, 69, 103, 139, 178, 212, 248, 283, 323, 359, 396.
Maharashtra :	32, 69, 104, 139, 249, 284, 360.
Mysore :	32, 70, 104, 140, 178, 213, 249, 324.
Orissa :	32.
Punjab :	32, 284, 324.
Rajasthan :	178, 324, 397.
Uttar Pradesh :	70, 104, 249, 284, 324, 360.
West Bengal :	283, 324, 360, 397.

Other Features

Public Opinion :	33, 71, 105, 141, 180, 215, 250, 285, 325, 361, 398
Readers' Forum :	28, 67, 100, 136, 174, 208, 245, 279, 321, 356.
Foreign Currents :	35, 73, 107, 143, 181, 216, 252, 287, 327, 363, 400.
Book Reviews :	109, 145, 219, 231, 290, 366, 402.
Correspondence :	38, 76, 111, 184, 329, 403.



Vol. XXXI : Nos. 11, 12

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*A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
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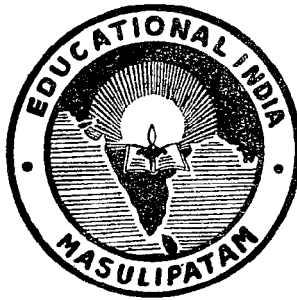
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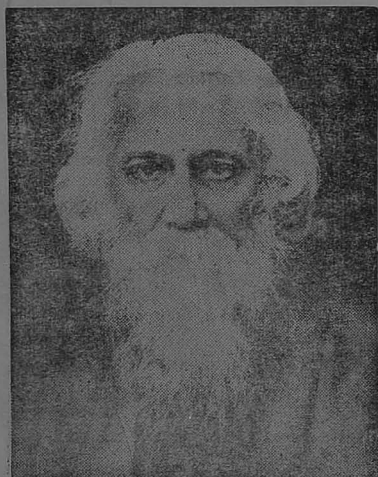
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Educational Philosophy of Tagore

TAGORE'S educational philosophy is based upon a close study of Child-nature. It is the outcome of the poet's personal experience as a child at school, which appeared to him to be no better than a prison-house. Here are some personal impressions of the early school life of the Poet which almost form the basis upon which in later life he raised the edifice of his educational philosophy:—



Tagore says, "I neglected my studies because they rudely summoned me away from the world around me, which was my friend and my companion, and when I was thirteen I freed myself from the clutch of an educational system that tried to keep me imprisoned within the stone walls of lessons."

Describing his teacher at school, Tagore records, "The teacher stood giving his lesson like a living phonograph." Speaking of his school, he says, "In that school, I learnt my grammar, my arithmetic, many things which I have completely forgotten."

Tagore never possessed the knack of answering an examination. He

says, "I should be incapable of passing an examination on my own poems, although my pupils, I feel sure, would score full marks."

These few extracts from Tagore are enough to tell us that he was not happy with the existing system of education of his days. On the other hand all that he had was a negative experience in the course of his school days.

Tagore's fundamental complaint against the educational system was that it was completely separated from life. He correctly said, "I had a certain special sensibility which others did not share with me in the same degree. Otherwise I would undoubtedly have more easily resigned myself to my suffering, and would, in the course of those days at school, have succeeded like the others in strifling in me that passionate zest for life, for nature, from which every day I had to be dragged away as from a mother in order to enter the classroom." It was this 'special sensibility' of his childhood and the 'passionate zest for life,' that prompted him at the age of forty to come out of the little corner where he had lived in retirement the life of a poet in the company of the Ganges and its sand flats in order to do something useful. He resolved to teach children, not because he believed that he possessed any special gift for teaching, but because he felt that he knew the secret of making them happy. He therefore lived with them in the school and tried to be one with them.

Tagore insisted upon imparting lessons from a living teacher and not from text-books. He complained, "A whole world of bookish truths have formed themselves into a strong citadel with rings of walls in which we have taken shelter, secured from the com-

(Turn to page 404)

Teacher Training in Robbins Report and India

By Shri Surendranath Panda.

THE Robbins Report on Higher Education has worked as a great influence and impetus in revolutionising the educational structure of England, though published two years ago in 1963. It will remain as a landmark, a milestone in the history of educational development in this world next to the McNair Report of 1944 which has indirectly influenced Lord Robbins in the preparation of his Report.

In the field of teacher-education the Robbins Committee accepted one of the views of the McNair Report but the whole situation was appraised according to the needs, the cultural and educational heritage of England with great universities like Oxford and Cambridge shaping the destiny of England as well as the world in the past and present. The recommendations of the Robbins Committee are a logical step in accordance with the historical development. The Committee has made recommendations for development on a proven traditional way coupled with experiences.

Going through Chapter IX dealing with the training of teachers and Schools of Education the first idea that comes to mind is the presence of diversities in England, Wales and Scotland. This diversity exists in the educational and professional institutions and the period of course — 3 years in England and Wales in Training Colleges and 4 years in Colleges of Education in Scotland. The Colleges feel a lack of public recognition. These institutions have come closer into the orbit of the Uni-

versities and want to broaden the scope by providing courses in various professions in social services. Within the next 10 years the Report expects that there will be more demand for teachers. Some of the colleges, have broadened their scope beyond teacher-training to become individually constituent colleges.

The management of these colleges is vested with the local authorities or voluntary organisations or university institutions. But they are all national in character unlike their counterparts in India. They draw their students from all over the country and send them to every part of the country. The staff also constituted people from various corners and remunerations are on a national scale. The Central Government has a further specific interest in the colleges because the Minister of Education is responsible for securing an adequate supply of teachers and in this he is assisted by the National Advisory Council on Training and Supply of Teachers.

The Report envisages that the number of students should be raised, the number of faculties or subjects should be wide in the Training Colleges with advanced courses; the staff of the colleges should be expanded to permit specialised courses and teaching because a small college is disadvanta-

Sri Surendranath Panda is Lecturer, Department of Education, Regional College of Education, Mysore and is already acquainted with our readers. His article 'Democracy and Discipline in India' was Published in March issue of this Journal.

geous in diversity of laboratory facilities and library provisions in specialised branches, but where colleges are reasonably close together, something must be done on co-operative arrangements for the teaching of specialised subjects. Hence the average size of these colleges, as contemplated by the Report, is 750.

The course must have four components—the main subject, the curriculum studies; the various aspects of Education and the teaching practice in the schools. The standard reached by the students in their main subjects is broadly comparable with that of the pass degrees and if the period is enhanced to 4 years, the Report envisages, the standard both in the academic as well as professional course would increase. A student entering into the Training College automatically sacrifices for the possibility of working for a degree though he is capable. So this opportunity should be created and the nature of the course and the approach to the various subjects should suit to the needs of the future teachers. In doing this any division in the teaching profession between the primary and non-graduate on the one hand and secondary and graduate on the other, must be avoided. "We are strongly opposed to any attempt to divide the profession by tying degree qualifications to one type of school."

This period is four years for a trained teacher—three years for his degree and one year for his post-graduate training in the University Department of Education. The period of practical training in teaching corresponds to laboratory work in Science and such other studies. Such B. Ed. degrees are the suitable qualifications for registration in universities for higher degrees. Not all colleges have the requisite staff and facilities to offer courses leading to degrees. In such

cases, one possibility would be for students judged suitable for a degree course to begin with a four-year concurrent course at the outset of the college-career. It would also provide avenues for transfer to a later year of this course for other students who have shown their capacities for degree work. Another possibility would be to provide a common course for all students and divide them into a 'degree scheme' and 'non-degree scheme.' In case of a minority of students desiring transfer to the university, they should be given special benefit for the same. In addition to this, the Report recommends that arrangements be made to enable such students to complete their qualifications by part-time study at a convenient college or university after they had started their teaching career. This means that a student who has passed with one main subject along with pass in Education and practice-teaching can complete his second main subject within two or three years of part-time study.

These Institutes and Schools of Education have developed a tendency towards closer affinity with the universities which the committee did not want to disturb. On the other hand their affinity and relationship with the Local Education Authorities as well as autonomy are to be maintained. These Institutes combine together and form the School of Education under the aegis of the local university. These schools with their respective boards of studies are to go in closer association within the university orbit in both academic and administrative aspects. But the governing body is to consist of members nominated by the Local Education Authorities. The Ministry of Education is to appoint two assessors. Hence within the orbit of the university administration, these Schools of Education can represent

the Central Government, Local Authorities and Universities.

These Schools of Education, thus constituted, form the integral part of the University department of education or vice versa and there is no need of having special and separate institutions. This would involve greater responsibility on the part of the universities. But the brunt of the administration and organisation both academic and financial are to be borne by the Schools of Education whereas the universities are the policy-making bodies only.

Finally, it can be said that the Robbins Report highlighted certain aspects of education and the training of teachers in institutions or Colleges of Education which are quite significant to a country like India.

The first and foremost one is the principle that "there ought to be equal availability of awards for equal work irrespective of the institution" in which the work is done. It did not pay so much importance to university degrees when the committee viewed that all the teachers need not be university graduates. Further, the Committee was clear that there was not to be a dividing line drawn between the primary and secondary teachers, the former being non-graduates and the latter graduates.

The second landmark is the period of four years for both a degree and a professional qualification based on the principle of equity. It concluded that the degree should not be the ultimate aim, since it would distort the school and college education of the students. Moreover it would not confine the opportunity to those who entered the college after possessing the minimum university entrance requirements. The decision as to working for a degree might be made for some students at

the beginning of the course, but provisions are to be made for later transfer of other students as well as part-time studies.

Another important aspect is the content of this course which includes two main subjects, different aspects of educational theories and practice and last of all practice teaching. It has precisely stated that the practice teaching that goes with it should be excepted as a "vocational" rather than an "academic" feature. So the whole pattern is a three-subject general degree of Education.

Regarding the Government and administration of these Schools of Education the Report accepted the influences as well as contributions of the Local Education Authorities and the national character. It has devised a system of greatest academic autonomy within the orbit of the University Administration through a governing body consisting of members of Local Education Authorities, the Ministry of Education, members of the teaching staff and academic bodies.

Last of all, in view of the need of England in 1970 and the rise in the number of students both in the general and special schools, the Committee proposed a rapid expansion of seats and such schools of education so as to overcome the oversized classes and the paucity of teaching personnel. This would also release some of the pressure and burden from the universities.

In conclusion, it can be said that this Robbins Report has maintained its own significance by accepting some of the views of the McNair Report and adjusting them to suit the condition and circumstances of highly industrialized country like England. The whole Report has advocated a planned development of Teacher-training for a

twenty-year period. From the beginning to the end it has been so inter-linked and inter-related that by taking certain aspect, "you will be accepting nothing." Hence it is a comprehensive one and when accepted and worked out teacher training institutions would come into the orbit of higher education with the full status and full opportunities.

In a country like India with diverse organisations, it is high time to think of teacher-training programme. The three plans have earmarked vast amounts for the spread of education but the percentage is quite negligible in comparison to the other aspects of the plan. Education has been substituted as instruction, teaching, instead of being taken as a profession, has become profession in this country. Further, during the last 15 years, no comprehensive plan has been chalked out for an all-round harmonious development of education in this country. This testifies the short-sightedness of our educational planning. The increase in the number of schools and colleges with a corresponding rise in the number of students at the cost of quality is one of the most pitiable things for any Indian to feel. If different universities adopt different means and curriculum for the training of teachers how can there be a unified standard and a national character in the whole country for which we have been striving and how can there be an improvement of quality?

As teaching is like parenthood, the teacher who does the onerous, and hazardous job of moulding the future of the country does not get his share—his food for body, mind and soul, how can an Indian expect that the Directive Principles of our Constitution be fulfilled? It will remain as a mirage, an Eldorado, an Utopia for use for ever.

With the present educational background the Government and private agencies should give very high priority to the problem of teachers. This crisis of shortage of well-qualified and trained teachers still exists as suitable young people would prefer other employments in the light of the avenues opened to them by the terrific expansion in the field of technology and industrial revolutions. They have to be induced to choose the teaching profession when they come out of the High School course and University Course. If the supply position does not improve in the light of the rapid expansion the situation will get worse in quality. If the already oversized classes get bigger still, and in general, the conditions of the schools become bleaker and more forbidding, fewer still of the younger generation will willingly choose the teaching profession and the position will get worse and worse. The Government and other autonomous agencies may state that the economic status of the teachers has gone high, but in comparison to other Afro-Asian countries, the prospects are bleak. But the Government and other agencies have not gone up enough to put teaching high enough in the preference list of the young people. That is, the pupils and their parents should be made to understand that the status of teaching profession is being raised higher and higher. It is high time for our Government to pay its full attention towards the development and enrichment of the teacher-training programme or else the mistrust of getting a step-motherly attitude would always continue thereby jeopardizing the national development. It is the appropriate time when the Government should take up a bold action. This is an acid-test for the Indian Education Commission to pay proper importance to the question of teacher-training in India.

The Teacher as a Psychologist: His New Role

By Dr. S. S. Dikshit.

THE teacher has undeniably a delicate task to perform. For, he is the veritable architect of the child's future and a sterling custodian of the national welfare. He has not only to impart instruction, dole out knowledge and develop certain skills, but has also a more vital and broader responsibility to discharge, that is, "drawing out the best in the child—body, mind and soul."

Teacher in the Child Era : A Psychologist

To discharge his above vital responsibility successfully, the teacher should, no doubt, know his subject well and should also have a certain measure of professional competence; by modern standards, these alone are enough to ensure the success of a prospective teacher, for, with the turn of the century, the Progressive movement has ushered in a new era in the history of education, viz., the Child Era, characterized by a pronounced stress on the nature and needs of the growing child at the various stages of his development. Consequently, the child has now become focal point of the whole educational process. Traditional education, which laid sole emphasis on the mastery of the subject-matter and a superficial acquaintance with a few popular 'tricks of the trade' on the part of the teacher, has become a matter of the past.

With advent of the Child Era, far-reaching changes in the theory and practice of education have become increasingly manifest. The teacher has now to adapt his methods

and measures to the needs of the developing young minds at different levels. He has to treat every child under his charge as an individual having his own inherent potentialities.

The above progressive ideology must obviously be put into practice, if education is to achieve its ultimate aim, that is, producing a happy, fully developed and well adjusted generation of young men and women. All right thinking persons would certainly agree that the main share of responsibility in this connection should be borne by the teachers themselves; for, if the teachers do not come forward to understand and help their pupils, who will ?

In the context of the above situation, the teacher himself has to play the role of a psychologist. By doing so, he would not only be helping his pupils but would also be justifying himself as a conscientious and progressive teacher. This should not, of course, be construed as a hint to the necessity of training teachers as psychological experts; what, on the other hand, the writer wants to drive home to the reader is the fact that there is an abundance of psychological wisdom, based on certain patent and scientific psychological principles, which must be the responsibility of the teacher to know and use in order to make his

Dr. S. S. Dikshit is Professor, Govt. Post Graduate Basic Training College, Chhatrapur, M. P. The article in question will be of Professional interest to the teachers in general.

teaching effective in the real sense of the term.

The foregoing preliminary discussion naturally leads us to the question: What new role the teacher, in addition to his normal class-room teaching, has to play as a psychologist in the school?

Child Nature and the Learning Process

The first and the foremost thing which a teacher has to do as a psychologist is to understand the basic nature of children—involving the study of the various aspects of their instinctive, emotional and intellectual life with special reference to the learning process. Educators have become increasingly aware that children are not automata, but living persons whose nature follows certain common laws of growth and learning. Their wants and needs are many and varied, and they change as they grow in years. Hence, every teacher must of necessity familiarise himself with the general developmental pattern of children.

Since teaching, in essence, means "causing to learn," a thorough understanding of the learning process, as it takes place at the child's level, is a matter of utmost professional significance to the teacher. In this connection, he must know:

- (i) The factors which are conducive or detrimental to learning.
- (ii) What and how children learn.
- (iii) Ways and means of motivating children to learn.

Studying Individual Differences

Basic similarities in child-nature apart from existence of differences among them is also a universal truth. These very differences lend colour and variety to life and to human relationships, though they make the task of

the teacher difficult, for he is supposed to meet ALL the needs of ALL the children.

It is common knowledge that an unselected group of children of a particular chronological age show variations in respect of the following four things;

- (1) Physical constitution.
- (2) Range of mental ability.
- (3) Emotional stability and control.
- (4) Social adjustment.

Whatever be the causes of these individual variations among the children—heredity, sex, race or family back-ground—it is the fundamental task of the educator to discover these variations or differences early enough, and to adapt his teaching tools accordingly.

Identifying Special Aptitudes

Psychological researches have shown that in addition to intelligence which is a general factor underlying all learning processes, there are other factors which are of a specific nature; for example, two children may be equally intelligent; but one may excel in Arithmetic, and the other in English. This difference in aptitude may be explained by saying that although both the children are equally endowed with the general factor, i.e., intelligence, they are not equally endowed with the special factors; with the result that one has more aptitude for figure-work whereas the other has more aptitude for language.

Although perfect unanimity of thought has not yet been arrived at among the psychologist as to what special aptitudes there are, and still less about their nature, it is nevertheless generally agreed upon that child-

ren may have one of the following special aptitudes :

- (a) Aptitude for dealing with words (verbal aptitude).
- (b) Aptitude for dealing with machines (mechanical aptitude).
- (c) Aptitude for dealing with numbers (arithmetical aptitude).
- (d) Aptitude for dealing with space (geometrical aptitude)
- (e) Aptitude for working with hands (manual aptitude).
- (f) Musical aptitude.
- (g) Drawing aptitude.

The teacher has to discover and identify the special aptitude of the child both inside and outside the classroom and mark their preferences and judge their relative achievements in various subjects of study and fields of activity.

Intensive Case Study of Problem Children

It is, of course, practically impossible for a teacher to make an intensive study of all his individual pupils, but the personality problems of some children are serious enough to warrant such a treatment. Usually the number of pupils needing intensive study are a minor fraction of the total strength of the class; hence for a conscientious teacher it should not be an impossible task to help two or three pupils in this manner in one academic session.

The most widely accepted technique for the intensive study of children is the case study technique. In practice, this means the collection of all kinds of information about the individual child - his family history and family-relationships, mental and physical development, general intellectual level and special talents, educational history, emotional and personality

factors—that is to say, a comprehensive survey of all the relevant environmental influences and also of the factors within the child. Such a cross-sectional survey helps the teacher to diagnose the deep-rooted causal factors involved in the problem-behaviour of the child, as it is found in the present.

No case study is, however, complete without remedial recommendations. If the case needs to be handled by a specialist, it should be referred to him. When, however, specialists are not available, the teacher himself is supposed to handle the case with the help of the resources at his disposal. For example, a teacher can arrange success-experiences for the children who need them; he can help them to develop friendship and vigorous participation in group life; he can suggest to the parents some simple changes at home, including parents' own attitudes; and he can also request his colleagues to help him in some parts of the remedial programme. In fact, every teacher will have to make his own selection and even invent, at times, the remedial steps to be taken.

Promoting Emotional Control and Mental Health

Just as it is the duty of the teacher to help his pupils to cover the prescribed curriculum, so also it is obligatory upon them to see that they develop a mature and well-adjusted personality. For this, adequate emotional control and sound mental health on the part of the child is indispensable. This, in fact, is the central objective in all education, psychologically interpreted, which the teacher should keep uppermost in his mind and from which all his educational efforts should derive their relevance and meaning. For, a child who suffers from emotional disturbance and is maladjusted cannot be at peace with himself; he is more often

than not frustrated and unhappy; he neither learns successfully nor pulls on smoothly with his class-fellows; and, if seriously maladjusted, he may even become delinquent.

So helping children to develop good mental health, helping them to achieve inner poise, self-confidence, happiness, and ability to work and play successfully with others, is a fundamental purpose of progressive education which a good teacher must bear in mind.

The preventive, curative, or even therapeutic role of the teacher in this connection, though limited, is essential, when no formal specialized services are available, to the pupils. Of course, the teacher's duty is not to give any advanced therapeutic treatment, but simply to do as much as he can to assist the pupils in trouble. The experience of teachers in other progressive countries, as well as the isolated experimentation in our own country, shows that work of this kind is not only possible but also most desirable, if the teachers are to prove their worth as the real benefactors of the children whom they teach.

Participation in Guidance Programme

Although guidance in schools is usually considered to be a function of the specialists, but the feeling has been growing in the recent years that if teaching is to be functional and dynamic, it must partake of the nature of guidance. A really good teacher does not only stimulate success in the mastery of his particular subject but also relates this mastery to the life needs and interests of the educands.

From this broad point of view, every teacher can contribute a good deal to the total guidance programme of the school. In his class-room relationships with the pupils, a teacher is

afforded the opportunity of helping young people to discover their strengths and weaknesses, to improve their study habits, to develop co-operative inter-pupil attitudes, to experience the joy of success and the beneficial efforts of occasional failure, and to achieve habits of leadership and fellowship. As the class-room teacher is able to guide his pupils towards the realization of these objectives, he is lessening to a great extent the incidence among them of problems that may require individual assistance.

Besides, a guidance-minded teacher should participate constantly in the organized guidance programme of the school. He should frequently consult and interpret the culmulative record of each of his pupils, so that he may be guided thereby in his teaching approach. In his relations with his pupils, he should readily give such incidental guidance as would help them in their achievement, personal interests and study habits.

The Use of Tests

The last question that remains to be answered while elucidating the role of the teacher as a psychologist is: What about the use of tests by teachers? The main thing that the writer would like to emphasise in this connection is that the teacher should not consider himself utterly helpless when the standardized tests of intelligence, aptitudes, interests, achievement and personality are not available. The teacher can still go ahead with the assessment of these aspects of the child's personality, if he is willing to make the maximum use of the resources at his disposal. He should try to use informal yet objective tests which he should be able to construct himself. There are many group tests of intelligence which teachers can easily be trained to ad-

minister; so also is the case with some interest and personality inventories; as for the measurement of scholastic achievement, every teacher should invariably be familiar with the technique of constructing objective test-items in which he should be able to cast his subject-matter for this purpose.

Besides, most of the qualities measured by tests can also be measured by non-testing procedures. For, example, intelligence may be determined by means of rating by competent judges, that is, teachers who have adequate knowledge of the pupil concerned; special abilities and interests may be assessed by means of record observations over a period of time; assessment of personality may be based on ratings, anecdotal records, questionnaires and interviews; achievement may be gauged by the school-marks, as also by the performance in informal objective tests; and a simple technique like that of sentence completion or word association may be useful as a guide to the understanding of attitudes and emotional complexes and behaviours already formed.

These are only a few practical suggestions; a trained and resourceful teacher should be able to think of many other ways of assessing the mental equipment and personality traits of the pupils entrusted to him.

Conclusion

What has been said above is clearly indicative of the vital constructive role which a teacher can play as a psychologist in the school. All educationists and educators seem to agree that such a role is a **MUST** for a really efficient and conscientious teacher who wants to make the best of his job. For this, as stated at the

outset, we cannot, of course, expect the teacher to become a full-fledged psychological expert; but it is, no doubt, true that more a teacher knows and uses psychology, the more perfect, as a progressive and successful teacher, he is likely to be.

All this points to the necessity of reorientating the entire programme of our teacher training institutions on psychological lines. Happily a beginning in this direction has already been made, as is evident from the fact that in most of our training institutions courses in educational psychology, experimental education, educational and vocational guidance, mental hygiene, evaluation and testing etc., have been made an integral part of their total programme. But one thing which the writer would like to lay special stress on in this connection is that the knowledge and training so gained by prospective teachers should become functionally effective in their day-to-day work in the schools. For, the knowledge which is not functional, that is, not a part of one's professional behaviour, but remains purely on the level of theoretical accomplishment, is of little consequence so far as the operational and practical side of the teacher's job is concerned.

In a nut-shell, it is a matter of vital importance that the teacher does not forget his psychological knowledge after the examination. On the other hand, the psychological knowledge and insight gained during the period of training should be kept alive, used in practice, and as far as possible, developed with increasing experience, to the maximum possible advantage of the educands.



Some Basic Problems of Teacher Education

By *Shri Harchand Singh Brar.*

GOVERNMENT of India have recently appointed an Education Commission under the Chairmanship of Dr. D. S. Kothari to thrash out the entire system of Education in the country and to suggest ways and means to improve up on the same. It is for the first time that the entire set-up is to be probed into by the same body and at the same time. Previously we had only piece-meal evaluations and that too after a lapse of years, which did not make an exact, complete and true picture. We had University Education Commission in 1948, Secondary Commission in 1952 and Assessment Committee on Basic Education in 1955. Secondly, we started from the top to the bottom, while the natural sequence should have been from bottom to the top, more precisely from the root to the branches, not otherwise. The above mentioned bodies seem to have taken little note of some very fundamental and basic problems which, to my mind, are the root cause of the success or failure of the entire edifice. They are rather misconceptions about education, which require to be discussed and analysed very seriously at this stage, when we are going to launch a significant revised programme, on the basis of the findings and recommendations of the said education commissions, no doubt.

The first misconception so far has been that every class of society or every member of the society is equally fit for the job of a teacher provided he or she is of the normal physical, intellectual or emotional standards. No significance seems to have been

attached to the family traits or class-traditions which according to the Indian Psychology or Philosophy are very important factors to be reckoned before assigning any duty to any individual or to any society. I feel it is due to too much of Western thought that we have started ignoring this factor. Personal aptitudes or attitudes can not be developed in a vacuum. They are surely the out-come of the influence of the family on the individual; social and institutional influences come much later, some times they are too late. It is mainly due to the ignorance of this factor that we find most of the teachers without the proper aptitude for teaching and without the requisite healthy attitude towards the same. I do not preach any class-phobia nor do I suggest that one class or the other of the society of today can be the producer of the required type of the teacher; it is for the research scholars to decide and find out; but my simple plea is that let us have some families of teachers, in which the profession becomes hereditary. It is only in such families the teachers 'will be born' and 'teachers will be made.' Such families may belong to no particular caste or creed, no particular social status or to no particular place or language. Any family which is very sincerely and

Sri Harchand Singh Brar, M. A., M. Ed, B. T. is from the State College of Education, Patiala, Punjab. He outlines in this some of his views which he feels that the New Education Commission should consider.

seriously interested in this 'mission' can be 'adopted' by the society and it is only in such a family that the right type of aptitudes and attitudes will be developed in the members. Creation of a proper type of atmosphere in the family will no doubt be a pre-requisite, which will be the responsibility of the society as a whole.

The natural corollary is whether such teachers will require any professional training or not? Before answering the question in one way or the other I beg to throw a poser and that is, are the proper character-traits more important or the knowledge of a few teaching methods, for the creation of the right type of the teaching-learning situations? Sensible reply will be "the proper character-traits"; because the knowledge of teaching methods without the same will prove very superfluous and will remain on the surface-level only, while the right type of character-traits will give birth to such teaching methods which are very practicable, novel and purposeful. Men with actual knowledge of the things will agree with me and bear me out that very few teachers use all the methods which they learn in the training institutions in the actual school situations. They try to retain the same only till the day of their examination. This leads us to another corollary and that is this: if at all academic and professional proficiency is to be given to the would-be teachers, then who should meet the expenses of the same? Naturally there can be three sources for the same i. e. 1. State, 2. Family, 3. individual himself or herself. Let us discuss the merits or demerits of each source.

If the state pays for education of the teacher, naturally it will expect some unrestricted allegiance from the individual. It will expect the indivi-

dual to follow the ideology of the State, in the worst form which is called 'indoctrination.' Will a teacher bound to a particular ideology and being under obligation of the state, have that much independence of thought, deed and feelings as is expected of a person of his duties, responsibilities and expectations? No, certainly not. The state-paid education will tie down the wings of a teacher and he or she will not be much different from any ordinary cog of the government machinery.

If family is the pay-master of the education of the would-be teacher, then there will be a monopoly of those who can pay and we may have a class of teachers without the aforesaid aptitudes, attitudes, or character-traits. This tendency is raising its ugly head in Medical and Engineering professions where we have doctors and engineers not for any particular aptitude for the profession; but because the family was in a position to buy that education'. Teaching profession is liable to be monopolised if the family is the sole bearer of the expenditure of the education of the individual and more so of the would-be teacher. Those who cannot will not be there inspite of the best inclinations for the same.

Naturally the third source is the safest one. Let the individual himself pay for his education and training, may be in the shape of a refundable grant, scholarship or stipend awarded on the basis of academic and aptitudinal merit or in lieu of a part-time job. It is only then and then that the would-be teacher will inculcate a sense of independence, self-reliance and self-respect which will make him or her an ideal teacher, with the qualities mentioned earlier.

The next misconception about our present-day education, teacher

education being no exception, is that it should be vocationalised and technicalised. My feeling is that an education devoid of humanities will ultimately lead to competition, exploitation and vendorisation. Basic Education, having a father no less than Mahatma Gandhi; is going in this direction day by day. Let us take a timely warning and give due place to humanities and fine arts in our education. More so in teacher education.

Another fallacy may be due to misunderstanding or misinterpretation, about the secular nature of our education. I very much doubt if most of my friends have very clear and differential pictures of secular and non-religious educations. Let us be secular; but not non-religious. Education without religion will simply make an individual, 'a carrier of a few pieces of halfbaked knowledge and information.' Character-formation and development of healthy qualities will be no where in such education. Let our teachers be secular; but let them be, in the words of M. Montessori, 'nurses, doctors and priests'. Can we ever dream of a man like Mahatma Gandhi preaching non-religion? Religion was his soul, life-blood and every thing.

The final misconception is about co-education in our country. In our own state—Punjab we are after it. The committee appointed by the Panjab Government for the same has approved the idea. The plea put forth by the supporters of the idea is that it is, 'convenient from the economic considerations'. It is only the time which will testify or falsify the statement. I personally doubt it very much. Even if it is economical, then is it only the economic consideration for which we should ignore all the other aspects of the problem? If it is so, then why is there all this—psycho-

logy, philosophy and sociology? Can a psychologist, a philosopher or a sociologist be silenced simply by one-sided reasoning? Co-Education may be successful with people who think, feel and act differently from us; but in India we will have to give a second thought to the decision sooner or later, sooner the better and wiser too. 'Trial and error' or 'hit and miss' methods may be tolerated in politics, business or in any other sphere of life, but certainly not in education and more so not in teacher education.

Let me end with the hope that these problems will be thoroughly discussed and thrashed out by all concerned before any final programme is chucked out for our future, failing which we may have a temporary and immediate little advancement and progress; but not the ultimate and the ever-lasting one.

Approved by all the D. P. I.'s

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Teacher Education - Despair of our Education System

By *Shri S. P. Pathak.*

THE teacher's training programme in this country is a saga of despondency and suffering. Right from the very start it has been the Cinderella of our educational system. Every educationist, statesman and administrator knows that no educational system can flourish or progress without a sound and healthy system of Teacher's Training, yet their apathy and total indifference towards it, is heart-rending and unimaginable. It can hardly be believed that the very foundation-stone on which the whole educational structure stands has been neglected so constantly, though knowingly.

We had about 42 training colleges in 1948, as stated by the University Education Commission. This number was decidedly too small for the expanding education in our country. A new wave of awakening surcharged the whole nation, with the attainment of independence and the primary education was made universal, free and compulsory under article 45 of our constitution and thus gates of the primary schools were thrown open for millions of children. It had its impact upon the Secondary Education which is also growing by leaps and bounds.

Naturally, this vast expansion presupposes an increasing number of teacher's training institutions. But Government with its proverbial but perennial bankruptcy in the domain of thought and action could hardly meet the demand of opening new training institutions and it therefore took recourse to a very clever but short sighted and harmful policy.

It allowed private colleges to come forward in the field, but as usual to save money it did not come out to pay these institutions any grant-in-aid. However, it flung an indirect hint to the institutions which readily caught it and new training Departments were added to the degree colleges with great rapidity. The University as in other cases, laid down certain conditions for affiliation on the paper, but knowing it too well that the Government was not in a mood to come forward with the grant-in-aid, connived with the colleges, to have these conditions on paper. These departments admitted large number of students, charged heavy fees from them under different names and appointed only 3 or 4 teachers in place of 5 or 7. Thus these B. T. Departments grew into the proverbial hen which lays golden eggs. Some of the colleges, it is said, have amassed huge funds, by opening these classes.

According to the rules laid down by the University of Agra, there should be one teacher for every 14 students. The basic salary of the teacher is Rs. 225/- p. m. since the B. T. Degree has been declared as the first degree, a decision which is most controversial and confusing. The income from these 14 students @ Rs. 18/- p. m. from

Sri S. P. Pathak, M. A. (Agra), M. Ed. (Delhi) is Head of the B. T. Deptt., Bareilly College, Bareilly. He maintains in this that the Teacher's Training Programme should receive the earnest attention of the authorities at the helm of affairs, for an effective educational system.

each student comes to Rs. 252/- p. m. The meagre balance so gained is squared up as the salary of the Head of the Department is Rs. 300/- p. m. and there is to be a peon and other contingent expenses. So under no circumstances, these departments can earn money if they are run according to the rules. But even then every year applications from the affiliated colleges pour in, to open them, ostensibly because the rules are observed more in breach than in compliance. The institutions make money out of these classes is no secret. Once the Vice-Chancellor of the Agra University remarked that the impression abroad is that these classes are minting money. Even at the Government level, responsible people say that pressure is brought to bear upon them to sanction the opening of these classes, so that colleges may improve their finances.

Such a situation is untenable. These classes have become teaching shops, commercial enterprises, with the active connivance of the Government. The very fountain of education where the principles and methods of education are discussed, where builders of the Nation get training in building the youth, have been defiled by this negative attitude of the government. The teachers who serve these departments work under constant duress because they know that these departments have to run on their own, and any day they may be closed down if they run in deficit. Let me assure the reader, that even then the poor teachers do their best, but they do not hesitate to leave the job as soon as they get another one of a permanent nature. Perhaps, Government taking it for granted that the work will continue to be done, does not even give the least consideration to such a distressing state of affairs. Since the teachers cannot use the language of violence or

cannot force the Government in any way, like others, Government, sits tight on this issue. When teachers take recourse to agitational methods even the Central Ministers of Education and other teachers decry it, but they do not bother to listen to reason. Repeated approach has been made to Government to end this disgraceful state of affairs, but civilised methods are supposed to be foolish. The appeal to reason is a cry in wilderness, and when the things are dragged to extreme the same people talk of moral, reason, and logic. Such a strange phenomena can exist, and indefinitely in our country alone. How shameful and insulting is this, can only be realised by an educationist, who realizes the implications of such a short sighted policy.

Now the government can only do two things-(1) It may streamline these institutions and give them grant-in-aid or (2) it may close them down. I shall, for argument sake take up the second course first. The All India Council for Secondary Education recommended that during the Fourth Plan 73000 more teachers are required and for that 146 more training colleges or departments will be needed, (as reported in the Hindustan Times Oct. 31, 1963 IITDak edition). Mr. Chagla recently said at Jaipur that he would have a crash programme to train the teachers. Moreover, we know that only 75% teachers are trained at the Secondary level, (India 1963 p 68). The study group appointed to give its recommendations about the correspondence courses, has very strongly recommended to start these courses in order to wipe out the back log of trained teachers. According to them there would be 5 lakh untrained teachers at the end of 3rd plan, 4 lakh at primary level and one lakh at secondary level. Moreover it is a common place knowledge that the number of

Reorienting Teacher Education Programme

Shri C. S. Mehta.

IT is generally seen that the teachers coming out of the training colleges do not practise the same methods they learn in their schools. They say that the teaching methods of the training college cannot be practised in the school. Even the lecturers, principals and others concerned with the educational system share the same opinion. The teacher education programme should be reoriented to cope with the realities of the school life and the spirit of love and work be created among the trainees.

Preparation of Visual Aids

In training colleges much emphasis is laid on Visual Aids. On principle, it is very sound but it is found to be impracticable. Neither our

schools are equipped with various teaching aids nor many of the teachers are competent to prepare them themselves. The pupil teachers in training colleges are forced to get them prepared by some artists, else they lose marks. They go to the practising class with so many teaching aids and this they think impossible to do in schools.

The pupil teachers in training colleges should normally be allowed to take teaching aids to the class, which are generally available in the schools. The teachers who draw pictures, diagraphes and sketches in the class

Shri C. S. Mehta, M. A., B. Ed., R.E.S., is Headmaster, Govt. High School, Bilara. (Raj.)

Teacher Education—Despair of our Educational System.

(Continued from preceding page)

students at the Secondary stage is fast increasing and therefore it will be most unwise to close any of these institutions. Therefore it is proved to the hilt that more training colleges are required and the present institutions are doing useful work.

The only alternative for the government is to stream-line these departments which are also, doing some useful work in their own way. The University may frame strict rules and show no leniency whatever in their observance. The government should put them on grant in aid list if they fulfil the conditions. It is needless to say that Government, if it so chooses, may enhance the fee, in order to minimise the expenditure. This will rehabilitate these departments which will

reverbrate with life and the shadow of gloom pervading them will disappear. It will be a great service to the cause of education. Moreover the financial involvement will not be much. By spending a few lakhs of rupees the government will set right the very temple where the builders of the Nation get their training. It is now high time to wake up to the stark realities and do the thing in the proper way. In the end I can only observe that it is needless to appoint commissions, when even such fundamental and basic things are not set right by our popular ministers, and educational administrators. First thing must come first and it is high time for people holding responsible posts to address themselves to these crying needs of time and put things in right order.

and use the black board to the fullest extent, should be given special credit and preparation of charts by the artists should be discouraged. This will give a healthy impression and will bridge the gap of training methods versus school methods.

Preparation of Lesson Notes

The teachers generally say that they can not do so much preparation as they do in training colleges and as such the same methods cannot be applied in the schools. It is true but there is no need of such elaborate preparation in the schools. Reading the material in advance, thinking on some of the questions, getting prepared for available teaching aids—maps or charts etc., are sufficient to go on the lines of the training methods. As the time passes, it becomes the habit and there remains no trouble of making elaborate preparations as are done in training colleges.

There is one good thing in the teaching time table of Vidya Bhawan Teachers' College, Udaipur which they call Block Practice Teaching. After forty lessons, maximum two lessons a day, the pupil teachers go to a school for nearly a fortnight, where they are given four to six periods a day. It bridges the gulf of two periods a day teaching and whole time teaching and makes the teachers think how best they can apply the training methods learnt in school.

Teaching Methods

Many training colleges fail to create love for teaching and its improvement. The pupil teacher is bound from morning to evening in some or other kind of work. He is taught by the traditional lecture method. He does not get ample time to read original literature and depends upon the market notes. The impart-

ing of instructions "should generally be done by workshop method and through use of the library of the college. The healthy atmosphere of the workshop will create interest and give insight to think and work. It will indirectly encourage the use of library to the fullest extent.

Syllabus

It will be advisable to increase the duration of course from one year to two years but owing to the dearth of trained teachers, it is not possible at present. Then let us think for re-orienting the present syllabus so as to give maximum benefit in one year. Principles and Psychology are the main foundations of education and these two should be given priority over all others. School administration, hygiene, current problems etc., are based on all practical experience. There will be no harm if their courses are reduced. In their place the course in experimentation, and evaluation be introduced. The expanded course in principles and psychology will create interest in the trainees and the new course will enable them to solve the day to day problems in the school in a scientific way.

Integrated Course

Traditional methods like lecturing, dictating of notes etc. do not cause any labour to the teacher whereas the teacher has to do some hard work if he chooses to teach by training methods. Only on the days of the inspection of teaching work, the lessons are taught according to the training methods. Many students are being heard saying that there would be no weak student if the teachers teach in the same way on all the days of the year. There may be some defects in the teacher education programme but the main drawback is lack of spirit. The ways

(Continued on page 394)

PROGRESS OF EDUCATION IN GUJARAT STATE

AS a part of taking the educational facilities to the remotest corner of the State and bringing every child between the age group 6-11 to school in accordance with the Constitutional directive, primary education has been made compulsory for all the children in the age group 7-11 by the end of the year 1964-65. As a result of this, the number of pupils in the first four standards of primary education has gone up from 20.17 lakhs in 1960-61 to 27.42 lakhs by the end of 1964-65. This has necessitated the appointment of about 14,000 additional teachers in primary schools.

As against the original target of bringing 80 per cent of the children belonging to the age group 6-11 to schools, the State will actually be bringing 91.56 per cent children to schools. Similarly, as against the target of providing educational facilities for 6,50,000 children, the State will actually be providing facilities for 8 lakhs children.

TEACHERS' TRAINING

With a view to improving the quality of teaching at the primary stage, Government has launched a crash programme for training of teachers. It is hoped that by the end of 1965-66, the percentage of trained primary teachers in the State will go up to 67.

SCHOOL BUILDINGS

The State Government has introduced a scheme for advancing loans for construction of primary school buildings. 50 per cent of the cost of construction is borne by the State Government while the remaining 50 per cent is to be collected by way of popular contribution. This scheme has been very successful in the State. The contributions have been received liberally from the public, with the result that the State finds it difficult to provide for the matching share. With a view to overcoming this difficulty, the State Government has requested the

Government of India for a loan. The Government of India had accordingly sanctioned an amount of Rs. 25.00 lakhs during 1963-64 and during the current year, attempts are being made to obtain an amount of Rs. 50.00 lakhs as loan from the Government of India.

Gujarat Newsletter

By Shri M. P. DAIYA

A State Institute of Education has been set up for the purpose of carrying out research in teaching methodology and other projects for qualitative improvement of education. The Institute has already undertaken various projects and organised course-cum-seminars for teachers and other educators. These will be undertaken during 1965-66.

GIRLS EDUCATION

Special attention has also been paid to education of girls. By the end of 1965-66, over 10 lakhs girls or about 65 per cent of the population in the age group 6-11 will be studying in primary schools.

The number of secondary schools has risen from 1,099 in 1960 to 1,497 in 1964-65 and it is expected to be round about 1,600 by the end of the Third Plan. The number of pupils in the higher secondary standards which was 2,60,000 in the year 1960-61, is expected to be 4,60,000 by end of the year 1965-66.

SCIENCE EDUCATION

Special attention has been paid to the strengthening of science education in secondary schools. With the liberal assistance made available by the Government of India, the State Government has launched a programme of equipping laboratories of all secondary schools, which were in existence at the end of the Second Five-Year Plan. Schemes have

also been launched for conducting orientation courses for science teachers so that they may be able to keep abreast of latest developments in science and also for training of librarians in schools and strengthening school librarians.

The scheme for providing free education to low income group students will be continued during 1965-66. About 1.84 lakhs pupils will benefit by this scheme

With a view to attracting young boys to the defence services, the State Government has established a Sainik School at Balachadi near Jamnagar. This is a public school preparing boys for entry into the defence services. The activities of this school will be enlarged during the next year.

The State Government has also been anxious to strengthen and improve university education and has assisted the existing universities with liberal grants for their maintenance and development.

The pay scales of the teaching staff and librarians working in institution of higher learnings managed by the Government have been revised with effect from August, 1962.

Girls from rural areas are provided free hostel accommodation in the hostels attached to Colleges.

HIGHER EDUCATION

The number of institutions of higher education has also been increasing every year. Nine new colleges are expected to be opened during 1965-66. This will bring the number of arts, science and commerce colleges in the State to 98 by the end of the Third Five-Year Plan. The number of students studying in arts, science and commerce colleges which was 35,800 at the end of the Second Five-Year Plan will go up to 55,000 by the end of the Third Plan.

Two new universities are expected to start functioning from the next year.

Special attention has continued to be paid to education of scheduled tribes,

nomadic tribes and denotified tribes and eight new ashram schools were opened during 1964-65. It is proposed to open six new ashram schools during 1965-66, including one post-basic school.

With a view to associating eminent educationists with Government's educational policy, the Government has recently appointed a State Advisory Council for Education. This Council replaces a number of other committees.

MID-DAY MEALS TO PUPILS

The State Government has been considering the possibility of providing mid-day meals to primary school children. It is hoped to cover two lakh children under this scheme during the year 1965-66.

The N. C. C. Training has since been made compulsory for all physically fit male students studying in the institutions of higher learning. The number of cadets in the Senior Division will be 63,000 by the end of the Third Plan.

TECHNICAL EDUCATION

During the year 1964-65, the intake capacity of L. E. College, Morvi, was increased from 180 to 240. One more polytechnic has been started at Rajkot from June, 1964 initially restricting the admission to 60 students in diploma course in civil engineering; mechanical and electrical engineering diploma courses have been introduced at the Government polytechnic, Patan, Porbandar and Broach from June, 1964. A polytechnic for girls has been established at Ahmedabad from last year.

Part-time-diploma courses in civil, mechanical and electrical engineering of four years duration, have been introduced in the polytechnic at Ahmedabad from August, 1965.

(By Courtesy: Directorate of Information, Govt. of Gujarat.)



Education and Economic Development

THE article, with the title 'Education must be related to economic growth' published in the Republic Day number of the 'Yojana', deserves the serious attention and careful study of educationists and all others interested in the future of Education and the success of the plans for the Economic development of the country. The Yojana is a journal published by the government on behalf of the Planning Commission, and the writer of the article, Dr. V.K.R. V. Rao, is well known, as an educationist as well as an economist.

DR. Rao introduces his Thesis with a complaint against the lack of awareness of the relationship between education and economic development on the part of educationists as well as many important people occupying positions of authority in this country. He attributes to the lack of this awareness, the view that prevails among the latter, that education is just a welfare activity, something which is desirable and good, but not quite so useful or important as digging a well, or putting fertilisers into the soil, or setting up a steel plant, or building a dam, as well as the attitude which is often adopted by most of the educa-

tionists, that it is not their job to bother about the economic value of education or the employment opportunities to which it leads, that is not their business, their job is to provide education.

HE then refers to the huge (?) amounts allotted to education in the successive Five Year Plans, culminating in the stupendous(?) figure of Rs. 1, 400 Crores, proposed to be spent on education in the Fourth Plan periods, and points out that we should expect people to say "We are spending a terrific amount of money on Education. What is the value of it for the country's economic development?" And he pleads eloquently in answer, on behalf of educationists, that education shares, to some extent, the qualities and the economic purpose of such things as irrigation, power or industry. While industry, irrigation, power, transport and other material investments are no doubt necessary for economic development, they cannot by themselves achieve the cherished objective of increased production and consumption. Labour, using the phrase in its widest sense to include all skills, has to be trained for undertaking economic activity with efficiency. Labour has also to be

motivated and organised for making the most of the economic opportunities arising from material investment ... Hence the importance of investment in human resources. The most important form of such investment is Education." Therefore he concludes that "(1) everything should be done to give to education the role it deserves as an investment in economic development. But alongside with increasing investment of resources on education (2) there must also be a complete reorientation of our educational system in the direction of economic growth. The organisation of the system of primary education, the extent of diversification of the system of Secondary education, the reality of terminalisation of the Secondary course, the place of productive activity, the climate of dignity of labour and work-orientation, the content of general education, the syllabi, the curricula, the place given to scientific subjects, the methods of teaching, the opportunity for talent, these and other relevant factors have all to be carefully worked out and implemented, if our education is to play its part in the promotion of our economic growth.'

IT is a very good Thesis, very ably and eloquently presented, for which educationists should feel highly thankful to the writer. But it is necessary and desirable to supplement it with a few observations, in order to correct the exaggerated emphasis on one aspect of the situation, and

present the problem in the proper perspective.

IN the first place, it has to be noted, that the allotments to education in the successive Five Year Plans of economic and social development, do not warrant any assumption, that education is now at last receiving its due attention, if we examine the allotments to education in relation to the total out-lay of the plans, or take the population into account, and compare the expenditure per head with the corresponding figures in the other advanced or even developing countries of the world.

	Outlay on education	Total outlay.
I Plan ...	140 Crores ...	2,000 Crores.
II Plan ...	273 ,, ...	7,200 ,,
III Plan ...	560 ,, ...	10,400 ,,
IV Plan ...	1,400 ,, ...	22,000 ,,

A realisation of the bearing of education on the success of the plans for economic development may improve the prospects of a fair deal for education among the various development programmes. But the bearing of education on the economy will depend on the efficiency, quality and standards of education in general, even more than, or at least as much as on the orientation and organisation of education for productive activity.

AN exaggerated and exclusive emphasis on the economic point of view may have its own dangers and disadvantages to the cause of education and national development. Dr. Rao himself admits that Education is

essentially an instrument of growth and should aim at the development of the human personality. The system of education should therefore provide for the harmonious development of all the inherent faculties of every individual in the community, to the maximum possible extent, to which he is capable of profiting by it. It should aim at imparting useful knowledge, stimulating, strengthening and refining the faculties, intellectual, emotional, aesthetic and moral; in the process of the acquisition of the knowledge imparted, form and develop the character and ideals of the individual, through participation in the activities and programmes of the organised life of the educational institution, so that he may take his proper place in the life of the community and contribute his due share to its welfare and progress in all directions. It is such an education which promotes the efficiency of the individual, and through him, the development of the nation in the economic as well as other spheres of social life; and ensure the territorial integrity of the state, political independence of the nation, success of the democratic system of government and administration, success of the plans, promotion of economic and social development, revival and promotion of the national culture, the cause of international peace and progress of the human civilisation.

THE most glaring and fundamental defect in our educa-

tional system, just at present, is not so much in the lack of orientation of it towards economic growth, as in its superficiality, artificiality, unreality, and consequent inefficiency, and low standards. Its artificiality, inefficiency and unrelatedness to the social and economic needs of the people had been the targets of virulent criticism and violent denunciation during the period of the national struggle for political independence. But even after more than fifteen years of the attainment of political independence, we find no essential changes effected in it, and no considerable improvement registered. On the other hand, perhaps due to ambitious programmes of hasty expansion, without necessary preparation and due caution, there has been admittedly, a progressive deterioration in quality and fall in standards, which has to be arrested, in the first place, before any reorganisation or reorientation is attempted on a considerable scale. For such an improvement in its quality and efficiency the authorities should recognise its due relative importance among the various departments of national life, and give it its proper place and priority in the various programmes and plans of national development, apart from its bearing on the economic growth, or the requirements of the success of the plans of economic development.

IF, on the other hand, the relatively limited resources allotted to education are devoted to

an expansion of technical education and ill-conceived schemes of reorientation of the system towards economic growth, the consequence will only be failure of the plans of development and a further fall in the standards of education. Technical education of every stage is a superstructure on a corresponding stage of previous general education and its success depends on the efficiency of the general education supposed to have preceded. The Multi-purpose schools have not proved any glorious success. Trained and qualified personnel is difficult to find to meet the requirements of programmes of hasty expansion of technical education. Wisdom lies in concentrating resources and attention in the first place, and for some time to come, upon improving the standards of education at every stage, or at least the utilisation of allotments for education for that purpose only, and the allotment of separate funds in addition, for development of technical education as part of the plan for economic development.

SO, though it is necessary that the bearing of education on economic development should be realised, and an attempt to reorient education towards economic growth should be made, the more urgent need at present is the realisation on the part of every one concerned, that real and efficient education only improves the efficiency of the individual, and enables him to contribute effectively to the

welfare and progress of the community, so that an all out effort might be made to render our educational system real and efficient by improving its quality and raising its standards.

THE public and the students, and their parents, all need to be educated, as well as the teachers, and enabled to appreciate the real value of true education as distinguished from formal labels, degrees and diplomas. An earnest desire should be inculcated, and promoted in them, for the acquisition of knowledge, and discipline of mental faculties in the process of honest and earnest acquisition of knowledge and formation of character by active participation in the organised life of the educational institutions. Without prejudice to the claims of this fundamental and urgent need, every attempt to reorient the system towards growth, reorganisation of the courses, revision of the syllabi, improved methods of teaching Mathematics, Science and English, better training for teachers, research in education, special training for teachers of vocational subjects and technical institutions, increased laboratory and library equipment, facilities for recreation, games and sports, Hostel and extra-curricular activities, scholarships for poor and meritorious students, should be welcome and is bound to contribute to the main purpose of raising the standards. And every change should be effected after careful consideration and

complete preparation and tested for a sufficiently long period, before it is dropped or changed again, as every change, even for the better, implies dislocation and adverse effects initially.

Secondary Education— Standards

PRESIDING over the Secondary Education Section of the 35th Annual Conference of the All India Federation of Educational Associations, Sri P. D. Shukla, Joint Educational Adviser to the Government of India declared "In the growth of Education in India a level has been reached when special attention need to be paid to quality and standards of education. This is true of all stages of education and particularly true of the secondary stage and the first degree stage of University Education. It has been pointed out that the college graduate in India reaches the level of the High School graduate in Britain, France and other advanced countries. This stage (Secondary and first degree college) is the crucial stage as it influences both the Primary and the University stages by supplying teachers to one and students to the other, and further provides a large number of middle level workers to industry, trade, commerce and agriculture and many other phases of the country's economy and development, as well as a big sector of self employed persons. The low standards which prevail

at this stage of education constitute a grave danger to the welfare of the nation and a formidable obstacle in the path of all attempts at growth or development. It is therefore heartening to learn from Mr Shukla that 'the cumulative thinking in connection with the future development of education in India has emphasised that during the Fourth Plan high priority should be given to improvement in the quality and standards of education.' He then proceeded to outline the several schemes, calculated to promote the realisation of this objective, which were engaging the serious attention of the Government, such as (1) diversification of Secondary Education through the establishment of multi-purpose schools, junior technical schools, and other vocational schools; (2) provision for the supply of trained teachers in adequate numbers through the establishment of more training colleges, expansion of existing colleges, and improvement in the training courses, (3) Expansion and strengthening of the Four Regional Colleges of Education, to promote research in Education, and provide trained teachers for the vocational subjects, (4) Special schemes for training of teachers of Mathematics, Science and English, (5) Revision of curriculum and syllabi, especially in Mathematics and Science, to meet the requirements of the changing times and growing needs; (6) Improvement of school libraries and their service, (7)

production of model text-books, hand books, and work-books, for all classes at the High school stage, (8) Revision of salary scales, and creation of appropriate conditions of service, for the teachers, to attract to the professions candidates with better qualifications and of higher calibre.

FINALLY he pointed out that all the efforts and expenditure in these various directions will be fruitful only if the best use is made of all the improved conditions made available in buildings, equipment and laboratory and library facilities, and the Schools work for more hours each day and more days in the year.

A bright future seems to lie ahead of us in the field of Secondary Education, if only there is a determination on the part of the teachers and the managements to take advantage of the opportunities and endeavour honestly to raise the standards of Education. The first condition for any improvement is a realisation on the part of the human factors involved in the educational situation, the teachers and the students, (or their parents on their behalf) of the real value of education, in the knowledge actually acquired, the discipline of the faculties resulting from their exercise in the process of the acquisition of the knowledge, the development of the personality of the student to its fullest possible stature, cultivation of character and formation of

ideals, conducive to individual efficiency and social harmony, through active participation in the organised life of the community in the educational institutions. The main reason for the existing low standards, and the danger of their progressive deterioration, is the absence of any such realisation and the short sighted pursuit of narrow aims and unhealthy practices for getting through the examinations.

IMPROVEMENT in education, as in every thing else depends on real demand for it and an honest endeavour towards it.

Reorienting... (*Continued from page 386*)

and means should be found to inculcate the same. They are many —

(a) There should be proper selection and this can only be done when the emoluments are raised to such an extent that the able attract towards the profession.

(b) There should be four year integrated teacher education programme after Higher Secondary. A start has already been made in the Regional Colleges of Education. After four years of study a man will come out with a taste for teaching and with a deep understanding that teaching is his profession. He will not be like a man who joins after B. A., thinking it a stepping stone. Universities should take lead in this connection.

We are expanding the educational facilities rapidly but the results have not so far been satisfactory. It is the teacher on whom all the educational improvement depend and if improvement is to be done, it should begin with the teacher. Re-orientation of the programme is very necessary and should be done at the earliest. ★



DELHI

MODEL TEXT BOOKS

The Central Government wants model text - books of the highest standard written by experts in all schools in the country. A Central Committee under the National Council of Educational Research and Training had published text-books on Hindi and Biology. Text - books on other subjects were expected to be ready in 1965-66. Each State would be asked to translate the text-books to bring about uniformity in education.

TRAINING IN SETTING QUESTIONS

The Central Examination Unit and the State Evaluation Units have chalked out a programme for 1965-66, including orientation of about 30,000 teachers and training of 500 paper - setters.

It has also drawn up a programme for establishment of pools of high quality test material through mutual exchange of good test items, publication of evaluation literature for the use of teachers, and paper - setters and producing illustrative teaching material to improve instruction.

The programme was chalked out at a four - day conference of the Directors and Evaluation Officers of the State Evaluation Units and the Central Examination Unit held at Delhi recently.

Thousands of thought-provoking and precisely worded questions and hundreds of question papers and unit tests were prepared during 1964-65 by the units and circulated to schools and boards for improving their examinations. About 60 publications on improving question papers, scoring procedures and promotion schemes were brought out for the use of teachers, headmasters and paper - setters.

II - YEAR SCHOOL COURSE FAVoured

The social services sub-committee of the National Development Council has favoured continuation of the 11 - year secondary scheme followed by a three - year degree course. The sub-committee which concluded its deliberations on April 19, felt that the States which have initiated this system should be allowed to complete it by the end of the Fourth Plan period.

The Sub - Committee also felt that within this broad framework special stress should be given to science education with liberal assistance for laboratory and other facilities. It felt there should be a bias for Science as it would provide the necessary personnel for technical avocations.

SCHOLARSHIPS SCHEME TO CONTINUE

The Union Ministry of Education has decided to continue the scheme of merit scholarships for residential schools during 1965-66. Under the scheme, applications have been invited by May 31, 1965 not only from students of residential school, but also students all over the country. Children in the age group 9-12 on January 1, 1966 are eligible to apply and, if selected, will be put to residential schools.

UNIFIED CONTROL OF HIGHER EDUCATION

A proposal to bring all educational activities in the field of higher education, including agricultural and medical education, under one umbrella is under consideration of the Education Ministry.

Comments from all the Ministries concerned have been invited on the subject.

There is a proposal to create a revolving fund for the loan scholarship

scheme. In order to administer the scheme, creation of an autonomous commission on the lines of the University Grants Commission is also under the consideration of the Union Education Ministry.

ANDHRA PRADESH DEVELOPMENT OF SANSKRIT VIDYAPEETHA

The Society that is administering the Kendriya Sanskrit Vidyapeetha at Tirupati working under the Ministry of Education, Government of India at its meeting held recently appointed a Committee consisting of Dr. Katre of Poona.

AWARDS FOR 3 BOOKS

The Government has decided to award three prizes of Rs. 1,116 each for the following three books, under the scheme for the award of prizes for the best translations into Telugu from other Indian languages: "Sri Sivabhakta Charitam," a translation from Tamil by Mr. P. Suryanarayana Sarma, "Ghalib Geetalu" by Dasarathi and "Nehru Charitra" (part II) by Mr. K. Venkatakavi.

NEW TECHNICAL COURSES DURING 4th PLAN

The State Department of Technical Education proposes to introduce new courses at the degree and diploma levels in the Engineering Colleges and Polytechnics respectively during the Fourth Five-Year Plan period, according to Mr. T. R. Doss, Director of Technical Education.

ANDHRA VARSITIES NOT EAGER FOR TELUGU MEDIUM

The Andhra University "seems to have an indifferent attitude" to introducing Telugu as the medium of instruction and the Sri Venkateswara University has "never thought of it." The Osmania University had introduced Telugu as the medium of instruction in the RBVR Women's College in Hyderabad, but the experiment was not a success as there was not much response from the students.

The Chief Minister, Mr. K. Brahma-
mananda Reddi said this in the State Assembly in reply to a question. He

said that there was also a view that the introduction of Telugu at the University level might be detrimental to the interests of the students.

The whole thing was a major policy matter and had to be considered in a comprehensive manner and discussed with elders, before any decision could be taken in it, he said.

MADRAS

MODEL SCHOOL FOR EACH DISTRICT IN MADRAS

There is a proposal for the establishment of model schools, one in each district headquarters, for maintaining high standards in secondary education.

Mr. M. Bhaktavatsalam, Chief Minister, indicated to Pressmen on April 21, that the intention was to run such schools with Central assistance.

The proposal had not taken any shape, the Chief Minister said. He could not say whether the scheme would be implemented from the ensuing academic year.

DEPT. OF BASIC MEDICAL SCIENCES FOR MADRAS

A Department of Basic Medical Sciences will be started in the Madras University. The U. G. C has sanctioned the opening of this Dept., in appreciation of the work done in the medical field in the State, is revealed by Dr. A. L. Mudaliar, in the course of an address at Madras.

TWO-YEAR PRE-VARSITY COURSE

The Vice-Chancellors of Mysore, Bangalore and Karnatak Universities and the Vice-Chancellor of the University of Agricultural Sciences, who met have recommended that a two-year Pre-University Course under the complete academic control of universities should be started and that steps should be taken for starting the course from 1966-67.

The Vice-Chancellors suggested that a three-year Honours course with one major subject and one or two minor subjects should be started and that admissions to Honours courses should be made

on considerations of merit only. The Master's Degree course, they said, could continue to be of two years duration as at present. They pointed out that there should be a university examination at the end of each year of the three-year degree courses and also of the two-year Master's Degree courses.

Dr. K. L. Srimali, Vice-Chancellor of the Mysore University, who presided, expressed the hope that periodical meetings of Vice-Chancellors in the State would go a long way in promoting the cause of higher education.

WEST BENGAL

EQUAL STATUS FOR LANGUAGES

The three-day session of the Banga Sahitya Sammelan (Bengali literary conference) which ended on April 9, demanded that all the languages mentioned in the Constitution should be given the same status and that English should continue as the link language of India.

In a resolution, the Sammelan stated that speeches in Parliament should be allowed in all these languages. Examinations of the Union Public Service Commission should be held in all these languages, including English.

RAJASTHAN

NO HINDI MEDIUM IN P. S. C. EXAMS.

The Chief Minister, Mr. Mohanlal Sukhadia, said in the Vidhan Sabha that he was not in favour of Rajasthan, a Hindi State taking the lead in making Hindi the medium of examinations conducted by the Public Service Commission.

Such a step might impede the process of integration and also close the door for entry into the State service of people from non-Hindi areas.

The Chief Minister made these remarks while referring to a demand by the leader of the Jan Sangh group, Mr. Bhairon Singh that Hindi should be made the medium of the State Public Service Commission examinations.

GUJARAT

TO USE GUJARATI AS OFFICIAL LANGUAGE

Gujarati will be used as the official language at all levels of the State Government administration from the beginning of the next month, May.

A press note issued stated that all Gujarati-speaking officers and members of the staff in Secretariat departments and officers above the district level had been directed to do all noting and drafting in Gujarati excepting for purposes specified in the Official Language Act.

The instructions had also been issued that a note or a draft put up by a Gujarati-speaking official should be approved by a higher officer only if it was put up in Gujarati.

"Those Government servants who cannot read or write Gujarati language might be permitted to put up notes and drafts in English at present but they should pass the Gujarati test within one year and they may be then given six months time to get facilities in writing notes", it said.

KERALA

GOVT. POLICY TO IMPROVE SCHOOLS

The Govt., said Mr. Govind Naraina, Adviser to the Governor that the Govt. is anxious to improve the existing schools before sanctioning new aided schools, and that recognised schools would be permitted to be started without any financial commitment on its part.

The present policy of the Government, he said, was to provide facilities for the existing schools, so that the children could be sure of getting genuine and not 'fake' education. This object was sought to be achieved by formulating detailed schemes for consolidation and improvement of the quality of general education, both primary and secondary, by giving adequate aid for buildings, equipment and proper staff.

Mr. Narain said there was also the need for controlling the ever increasing rush for admission into the colleges by creating avenues for the technical education.



Public Opinion

Mr. M. C. CHAGLA,

Emphasises

Oriented Education.

Replying to the debate on the demands for grants for his Ministry in the Lok Sabha, Mr. M. C. Chagla, Union Education Minister, emphasised that education at the primary stage should be production-oriented and that secondary education should have diversification of courses to check the pressure on colleges.

The Education Minister ruled out the possibility of education becoming a concurrent subject unless the majority of States agreed to ratify an amendment to the constitution. "It is no use having an exercise in futility", he said. Even in regard to higher education being made a concurrent subject, only one State, Punjab, had so far agreed.

Referring to the setting up of 26 centres of advanced studies by the universities in different sciences and humanities, Mr. Chagla said, "We hope within a short time we will have all our faculties attaining the international standards so that our students will not have to go abroad for their doctorates or degrees."

It was proposed to establish a 'model school' in every district during the Fourth Plan as a "beacon light for other schools" Mr. Chagla said.

Replying to points raised about basic education, Mr. Chagla said, he agreed with Dr Zakir Hussain that it had become a "vast mockery."

The Government's policy was that basic education should be an Integral part of education and the whole educational system should be production-oriented.

Mr. Chagla announced his Ministry's plans to start correspondence courses for the training of primary school teachers in Assam, Rajasthan, U. P. and Mysore and for secondary school teachers at the Delhi, Mysore and Baroda universities.

Mr. Chagla said that the All-India Education Service, to be constituted soon, would have two wings, Administrative and Technical. Details of the service were being finalised.

Mrs. VIJAYA LAKSHMI PANDIT,

Suggests steps be taken

To enrich Hindi.

Mrs. Vijaya Lakshmi Pandit, M. P., said that steps should be taken to enrich Hindi and "make it fit to replace English."

She said Hindi was the most widely understood language in the country. Gandhiji had made propagation of Hindi in the freedom movement and the Constitution had recognised Hindi as one of the national languages.

Mrs. Pandit was addressing the outgoing graduates of the Gurukul University on April 13 at Haridwar.

Mrs. Pandit suggested that a time-limit of 15 years should be set for complete switch-over to Hindi.

She said students in Hindi regions should learn two or three other languages.

Referring to English, Mrs. Pandit said, "We cannot do away with it completely. It helped us to know and understand other countries."

She exhorted graduates to develop a spirit of discipline.

Gurukuls deserved every encouragement because they catered to the needs of the rural areas, she said.

Dr. C. P. RAMASWAMY AYYAR

Commends

Study of Classic Works

Releasing 30 new Tamil translations of English originals sponsored by the Bureau of Tamil Publications on the Tamil New Year Day at the Rajaji Hall, Dr. Ramaswami Ayyar said that it was

not the language of any book that counted but the human knowledge and wisdom found there. A synthesis of such knowledge and a system of translations like this would in turn make for that civilisation.

Congratulating the bureau for selecting the right type of original works on astronomy, physics, political economy, public administration, medicine, hygiene etc., for these translations, Dr. Ayyar said that these were books of the utmost possible practical value.

ENGLISH STUDY

He hoped that this effort would not be a substitute for the study of the original works but be an introduction to such study. "Let us read the English works also," he declared and added, "no one need think I am an English fanatic. I have read languages other than English in order to get a taste of the best available literature. The result is I have come to the conclusion that prose is written better not in English but in French. But for poetry English is better, as good as Sanskrit and Tamil. We should all make it a point to study a language other than our mother-tongue. And I think it should be English. Why is it I do not give that place to Hindi? I know a little Hindi myself but its prose is only fifty years old. Tamil prose is probably two thousand years old. So if there are Tamil fanatics you cannot blame them too much."

Mr. KAMARAJ

Warns against

Hasty move on Language

Mr. Kamraj, Congress President, declared at Madras that the language issue could not be solved merely by amending the Official Languages Act. He cautioned against any hasty action in amending the Act in this regard which might lead to other complicated matters for which they should not regret later.

He added that while the Government would take all necessary steps to safeguard the interest of the non-Hindi areas, this complicated question could be settled only by evolving a compromise formula

bearing in mind at the same time the unity of the country.

Mr. Kamaraj admitted that there was a genuine fear on the part of students appearing for the UPSC examinations. It was natural that they feared they would have to compete with Hindi-knowing students. Consequently, it was their duty to take necessary steps to allay this fear and all parties and the people interested in their future should come forward and make concrete suggestions to protect their interest.

HINDI SURE TO COME

They had decided in favour of Hindi in view of the fact that it was spoken by a majority of the people in our country. It was certain that Hindi was going to take the place of the present position of English on a future date and naturally they must prepare themselves for such a situation. But that must be a slow process.

This should not lead them to think that English would disappear for ever. Every one had realised its importance in the world. They must also continue to evince interest in acquiring a fair knowledge of English to keep contact with the world. That was one of the reasons why they had formulated the three-language formula, which was good and also practicable.

3-LANGUAGE FORMULA

Under the three-language formula, they must learn their regional languages, English and Hindi. At once people should not construe that Hindi was being imposed. On the other hand, the three-language formula, if worked in earnestness by all States, would help in solving the complicated and difficult language issue.

The Congress President assured the people that the Government was anxious to amend the Official Language Act. He would however caution against any step to hustle through the measure which might lead to other issues unknowingly. They must be interested in arriving at a permanent solution satisfactory to the entire nation.



Science in a Disarmed World

By Mr. DANIEL BEHRMAN

From 15,000 to 20,000 million dollars is being spent every year on military research and development—the share of science in the world's annual armaments bill of an estimated 150,000 million dollars.

But what if the dream of disarmament becomes a reality? How could the best use be made of the staggering resources of scientific and technological manpower and facilities that would become available for peaceful purposes? And in what proportions would they become available?

If military research were to be halted, how could society continue to enjoy its "fallout" benefits, of which nuclear power, high speed air travel and electronic computation are only a few examples? And what new incentives would have to be provided to keep investment high in science?

These were some of the questions explored recently in a wide-ranging discussion at Unesco House in Paris by eight scientists meeting as a "study group on the long-term consequences of disarmament on the development of scientific and technological research."

At the meeting were Prof. Dionyz Blaskovic, Czech biologist and secretary of the International Council of Scientific Unions; Prof. Karl W. Deutsch of the political science department of Yale University in the United States; Prof. J. D. Bernal of the University of London; Prof. Otto Muhlbock, head of the Netherlands Cancer Institute in Amsterdam; Dr. N. C. Otieno of the University of East Africa at Nairobi, Kenya; Prof. Pierre Piganiol, scientific consultant of the Compagnie de St. Gobain and

formerly delegate-general of the French government for scientific research; Dr. M. Raziuddin Siddiqui, head of Pakistan's Scientific and Technological Research Division; and Prof. Gyory Szakasits of the Karl Marx University for Economics in Budapest. Other members of the group from Brazil, the United Arab Republic and the U. S. S. R. were unable to attend.

By the end of its meeting, the group had agreed on a series of recommendations for future action to be undertaken by Unesco in this field. These recommendations, along with working papers prepared by Prof. Blaskovic and Prof. Bernal, are also being submitted to the 14th Pugwash Conference on Science and World Affairs meeting from 11 to 19 April in Venice.

"The group has worked on the assumptions that disarmament is an essential necessity for the survival of mankind and that substantial progress towards this goal could be made during the next few years," it stated in a preamble to its recommendations.

"In particular," the preamble continues, "the group has been concerned with the present effects of military preparations which continue to absorb many of the resources of science and, in so doing, have come to distort many of its objectives of being a major source of benefit for mankind.

"The restoration of these objectives of science, together with the resources at present occupied by military research, would offer greater opportunities for expansion in all fields of scientific research."

The group recommended as subjects for immediate study :

— the potential supply of scientific resources that would be realised by disarmament ;

— experience of selected countries (Japan, Germany, France, the U. K., the U. S. and the U. S. S. R.) in demobilizing scientific manpower after World War II ;

— the potential needs for scientific manpower and expenditure in major civilian scientific fields and in existing and proposed international projects.

Then, for future study and action, the group recommended :

— the development by governments of "transitional projects which would transfer the resources and imagination of scientists, administrators and interest groups to projects combining genuine scientific merit and broad social and popular appeal" ;

— national plans for the expansion and use of scientific manpower and equipment, "including large civil tasks for which military structure may be particularly adapted in some countries" ;

— national and international plans to use scientific manpower to study, through mixed teams of natural and social scientists, questions of "habit changes in regard to human ecology, environmental pollution, population dynamics, etc." ;

— international plans for temporary transfers of scientific and technological manpower and resources from advanced to developing countries where they would speed the growth of autonomous scientific and technological potential.

These recommendations were reached after a discussion that probed a number of aspects, some of them startling, of the problem of reconverting science from military to peaceful uses. Figures put forth before the group were eloquent, even though they had to be based on approximations because of secrecy.

The group was told that, in 1963, 60 per cent of the world's expenditure on scientific research and development was

devoted to armaments. In applied military research and development, nearly 500,000 scientists and engineers and nearly 2,000,000 laboratory technicians and assistants were employed.

While only two countries—the United States and the U. S. S. R.—have the resources for military research and development at the highest levels, the drain is heaviest on the developing countries, which were said to be spending about 60 or 70 per cent of national incomes on the armaments race.

It is not enough, however, to deplore the huge sums that go into military research. What must be found, scientists at the Unesco meeting agreed, are ways to enlist support for peaceful science on the same scale that military research is now being supported.

Here, the group heard an appeal for "great adventures" in science, although opinion was divided on the value of space exploration as such an adventure.

At another level, the group took up the problem of demobilizing armies, a question that must be carefully differentiated. An army like that of the United States, containing a 40 per cent proportion of technicians, would immediately add to a nation's technological potential if demobilized.

But this is not the case of armies in the less-developed countries whose ranks are filled mostly by farmers and labourers. Here, the meeting was told, the structure of the army could be used, not for scientific development, but for building roads, improving agriculture, producing large-scale public works and giving employment to hundreds of thousands of men without releasing them overnight into an economy ill-prepared to absorb them.

As one member of the group remarked half-jestingly :

"The army does so well in converting civilians into soldiers that it might be wise for Unesco to study its methods so that they could be used in converting soldiers into civilians."

— *Unesco Features*

(Tagore *Contd. from 370*)

munication of God's creation." It did not mean that he disliked books. "Of course, it would be foolish to underrate the advantages of the book. But at the same time we must admit that the book has its limitations and its dangers," he said.

In Santiniketan a teacher is to be only a companion and guide and never a disciplinarian or a dictator. Boys conduct their classes, plays and operas and invite their teachers to witness and extend their valuable suggestions. The views and opinions of the grown-ups are never thrust upon the shaping juvenile mind. Songs are composed by poets for their own pleasure while others, students and teachers, share the joy when they are read out to them. Students are never directly trained in histrionics but they instinctively enter into the spirit of the characters they enacted. The students hold meetings and discussions of their literary clubs, and they run their own manuscript magazines. Thus good and ideal atmosphere for study and creativity was established long before formal teaching commenced.

Tagore never approved of the system of examination. He felt that the "Mind, when long deprived of its natural food of truth and freedom of growth, develops an unnatural craving for success; and our students have fallen victims to the mania for success in examinations. Success consists in obtaining the largest number of marks with the strictest economy of knowledge. It is a deliberate cultivation of disloyalty to truth, of intellectual dishonesty, of a foolish imposition by which the mind is encouraged to rob itself. But as we are by means of it made to forget the existence of mind, we are supremely happy at the result. We pass examinations, and shrivel up into clerks, lawyers and police Inspectors, and we die young."

Tagore advised his students to live up to the maxim, "plain living and high thinking." In his characteristic way the poet mentioned that "even a millionaire's son has to be born helplessly poor and to begin his lesson of life from the beginning. He has to learn to walk like the poorest of children though he has means to afford to be without the appendage of legs. Poverty brings us into complete touch with life and the world, for living richly is living mostly by proxy, and thus living in a world of lesser reality."

Tagore's conception of a child is unique. "Children are not born ascetics, fit to enter at once into the monastic discipline of acquiring knowledge. At first they must gather knowledge through their love of life, and then they will renounce their lives to gain knowledge, and then again they will come back to their fuller lives with ripened wisdom." To grow in this fashion a child requires to live in the atmosphere of love. He tried to take his students away from the town-surroundings into the midst of primeval nature as far as modern conditions of life permitted and there he left them to live in love and freedom which made them enjoy life in the real sense, not in the way in which man wants but in the way in which god wants them to enjoy.

Tagore tried his best to inculcate in the young minds of his students the importance of the spiritual unity of all races. He sought by his methods of training to liberate the minds of children from all types of prejudices. He wanted *Viswa-Bharati* to be a meeting place of all people with different languages and customs. Through education he tried to achieve the essential unity of man. He, being a Bengali and an Indian, lived to establish a philosophy of education which is of all times and of all people. — *V. V. Tompe.*

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