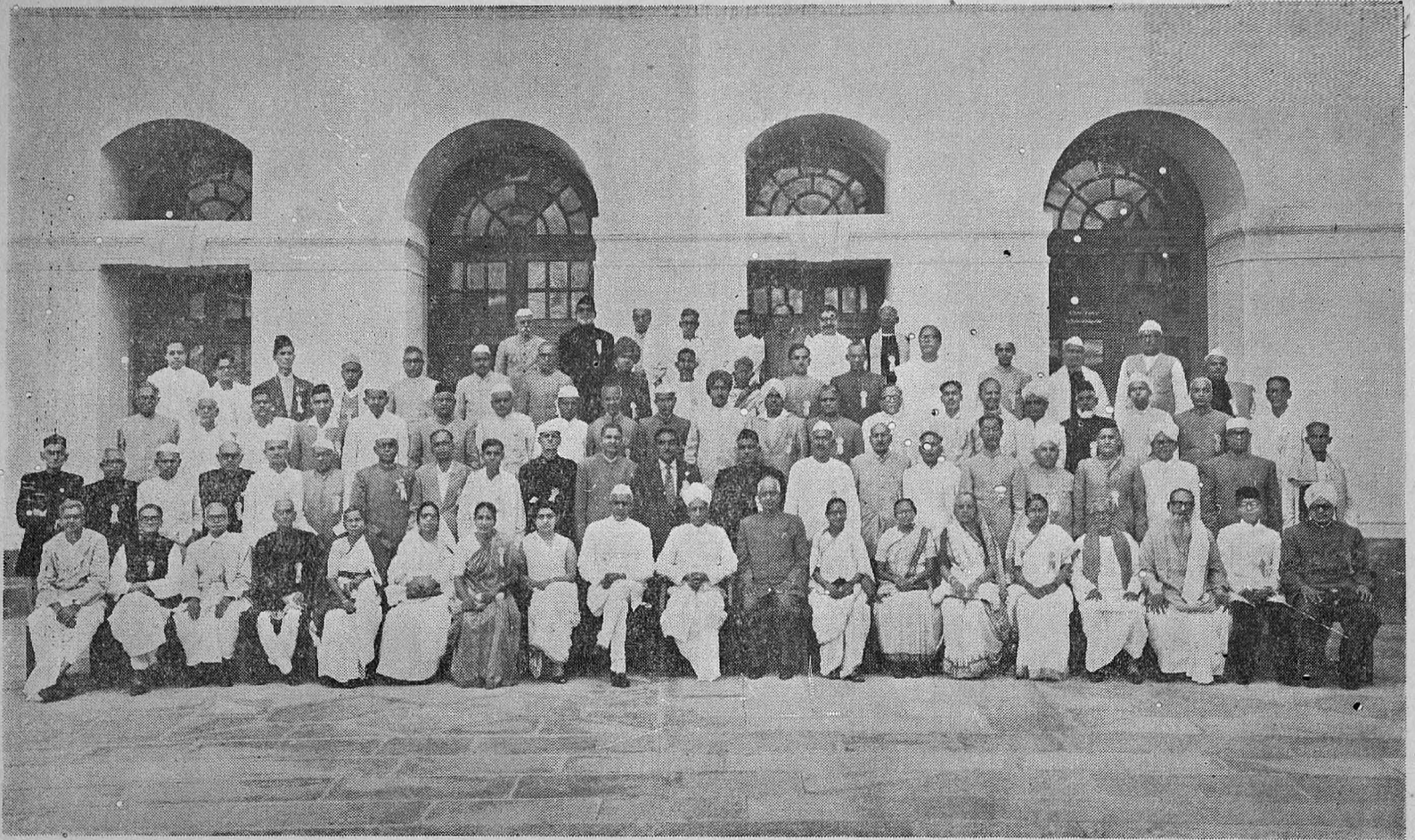


SECONDARY, EDUCATION

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NATIONAL AWARDS FOR TEACHERS (1961-62)



This year's award winners with the Vice-President of India

(Names are given on the opposite page)

This Issue

SOME seven years ago a radical step was taken to re-organise secondary education in pursuance of the recommendations made by the Secondary Education Commission. Since then a number of higher secondary schools and multi-purpose schools have been started and a great many reforms introduced to make the secondary school an effective and

- Sitting (L. to R.) : Shri Baidyanath Rath (Orissa), Shri Sushil Kumar Banerjee (W. Bengal), Shri Raghav Mishra (Orissa), Shri Sukhchand Jain (M.P.), Smt. Hemnalini Adak (W. Bengal), Smt. Qamrunissa Begum (Bihar), Smt. Vidya Vati (Pb.), Kumari Alan D Cooper (Gujarat), Dr. K.L. Shrimali (Union Education Minister), Dr. S. Radhakrishnan (Vice-President of India), Shri P.N. Kirpal (Education Secretary), Smt. Sulochanabai Baburao Jumde (Maharashtra), Kumari Olive B. Mark (U.P.), Smt. Dhyani Sundari Rawat (U.P.), Smt. N.S. Math (Mysore), Shri Chhakari Majumdar (W. Bengal), Shri Upendranath Dutta (W. Bengal), Shri Abdul Wali (Assam), Shri Chaman Lal (Pb.)
- 1st Row Standing : Sarvashri S.D. Shukla (U.P.), S.K. Kuppaswamy (Madras), D.R. Sahu (M.P.), J.P. Choube (M.P.), H.L. Sonboir (M.P.), C.L. Usretay (M.P.), U.C. Shrivastava (M.P.), P. Mohapatra (Orissa), S.N. Phukan (Assam), C. Ram (J&K), Bhagat Ram (Pb), G.R. Dhar (J&K), B.C. Verma (Bihar), H. Tewary (Bihar), Bhagirath Mal (Rajasthan), P. Narasimham (A.P.), M.R. Siddique (A.P.), Mahesh Das (U.P.), S.N. Jha (Bihar), U.N. Ojha (Bihar), K.C. Kar (Assam), R. Banerjee (W. Bengal).
- 2nd Row Standing : Sarvashri R.S. Bangera (Mysore), S.S.N. Rao (Mysore), M. Prasad (Bihar), S.R. Sangar (Maharashtra), B.T. Bagul (Maharashtra), V.T. Tatke (Maharashtra), B.P. Patil (Maharashtra), B.B. Bhoite (Maharashtra), R.J. Sharma (Rajasthan), G. Thakur (Bihar), S. Singh (Pb.), D.S. Rana (Pb.), C.P. Sarma (Kerala), K. George (Kerala), S.S. Nair (Kerala), C. Panda (Orissa), H.V. Mangala Murthy (Mysore), M. Bashiruddin (U.P.), D.H. Joshi (Gujarat), B.S. Thakur (A.P.), K.K. Kamath (Mysore).
- 3rd Row Standing : Sarvashri O.P. Sharma (H.P.), B.C. Adhikari (Assam), Gore Philip (W. Bengal), M S. Subramanian (Madras), P.C. Agrawala (U.P.), H.P. Dwivedi (M.P.), K.L. Sharma (Rajasthan), D.S. Rathore (Rajasthan), M.B.D. Saxena (A.P.), G. Perumal (Madras), M.A. Hasan (Bihar), Har Prasad (Delhi), B.J. Chaitanya (W. Bengal), R.C. Pande (U.P.), T.P. Shukla (U.P.), N.K. Joshi (Gujarat), D.N. Singh (Bihar).
- 4th Row Standing : Sarvashri D.P. Misra (U.P.), M.A. Hasan, Bismit (Bihar), K.C. Singh, Shastri (Manipur), T. Rajavelu (Madras), N. Sundara Murthi (A.P.), J.R. Desai (Gujarat), R.B. Shastri (U.P.), B. Pandey (U.P.).

meaningful institution for the development of a pupil's personality. One of the important reforms has been the provision of guidance services in schools. Bureaus of educational and vocational guidance have been set up in most of the States, and steps have been taken to provide guidance facilities in some of the selected schools. But a reform has to be tested at some point to see how far it has answered the purpose for which it was meant, and whether it needs any re-thinking or correction to suit changed conditions. It is in this evaluative context that the subject of guidance has been taken up as our subject of discussion in this issue. The first article 'Guidance Services in Multilateral Schools' discusses this problem in the light of experience that has been gained since school guidance work was introduced in schools. The writer's opinion is that the time has come to think out the entire rationale for school guidance if it has to have any meaning. There are other articles dealing with the subject from the vocational angle. These articles raise some pertinent points which need to be thought over.

The outstanding event that took place during the quarter October-December 1961, was the function organised by the Education Ministry on October 31 to honour 85 teachers who were selected from all over India for the National Awards. This is an annual function which the Ministry has now been holding for the last four years. This event has been reported at length in the feature "National Awards for Teachers" along with the names of the award winners and the citations read out on the occasion. A group photograph of the recipients of awards appears on the frontispiece.

GUIDANCE SERVICES IN MULTILATERAL SCHOOLS

THE Secondary Education Commission felt that the provision of diversified courses of instruction imposes upon teachers and school administrators, the additional responsibility of giving proper guidance to pupils in their choice of courses and careers. Provision of a diversified pattern of secondary education cannot by itself result in establishing an educational system in which education would be according to the interests and abilities of pupils. The idea cannot achieve operational success until and unless systematic efforts are made to develop the latent abilities of pupils, to appraise scientifically their abilities, interests etc., and to give them proper help in making an intelligent choice of their courses and careers.

Further, the establishment of multilateral schools is aimed at realising certain social objectives—(a) reducing the lopsidedness of our employment market, resulting in reducing the number of unemployed and ensuring the supply of properly qualified persons for all categories of jobs particularly required for the success of our Five Year Plans; (b) reducing specially the number of the educated unemployed, by reducing the number of students taking general courses and increasing the number of those taking specialised courses; (c) reducing the number of admission of ill equipped students to universities, indirectly helping to improve the standard of university education.*

The educational objectives and social objectives behind establishing multilateral

schools go hand in hand; the realisation of one is dependent on the realisation of the other. None of the objectives can be realised, unless there is an effective guidance service in every multilateral school. The Secondary Education Commission points out that the "subject of guidance has gained great importance in many countries in recent years, particularly in America". But in our country a school guidance service has to be started from scratch.

SCHOOL GUIDANCE SERVICE AT PRESENT

State Guidance Bureaus

In pursuance of the suggestions made by the Secondary Education Commission, the Government of India took the initiative to help establish school guidance

By

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services in the States. Seven States have so far set up State Bureaus of Educational and Vocational Guidance. A State Bureau is entrusted with the task of organising school guidance services in its State. There is, however, a great difference in staff, equipment etc. among the State Bureaus which have been set up. For example, Orissa has rather a meagre staff for its State Bureau, while U.P. has the most elaborate staff among all the State Bureaus. No doubt, the number of secondary schools in a State should, to some extent, determine the staff of its State Bureau, but its functions should also be taken into consideration while determining the number and nature of its staff.

Besides the staff, the organisational

* It is argued that neither educational nor vocational guidance is of any use in this country as we have inadequate facilities for both education and vocation. Though there is extreme competition in educational and vocational fields, it is a service to let one know the specific type of education or vocation in which he may have best prospects of success; it is also a service to dissuade one from running after such education or vocation in which he has the least chance of success.

set-up, status etc. of the State Bureaus also vary from State to State. In certain States, State Bureaus are still departments of teacher training colleges (e.g., Orissa, West Bengal), while in others, they are institutions directly responsible to the Directorate of Education.

The Government of India has occasionally called conferences of the heads of State Bureaus to thrash out a common programme of guidance work in different States. The All-India Educational and Vocational Guidance Association has also been set up in 1954 as a result of happy cooperation of official and non-official efforts. Since its formation, it is holding annual conferences of people interested in guidance and is trying to thrash out a common approach to the guidance problem. The Central Bureau of Educational and Vocational Guidance established in 1954 is also trying to co-ordinate guidance work in the country by serving as a clearing house of guidance information and by taking initiative in calling occasional conferences of the heads of State Bureaus.

Unsatisfactory progress

But in spite of all these efforts, school guidance work in the seven States does not conform to any uniform pattern; nor has its progress kept the same pace. The reasons for these differences seem to be : (a) State Bureaus are limited in their activities by the number and quality of their staff. For example, because of the lack of adequate staff, most of the State Bureaus have not been able to take up the systematic production of mental tests, one of the important tools in guidance work ; (b) In spite of joint conferences, etc., there still exist differences of outlook in guidance work between the State Bureaus. For example, there are State Bureaus whose guidance work is virtually confined to dissemination of information on courses and careers; there are other Bureaus to whom guidance work mainly means administration of mental tests and offering suggestions for the choice of courses or careers on the basis of scores

obtained in such tests; (c) there is little co-ordination in work between the State Bureaus and the State Education Departments. State Education Departments do not always consult the State Bureaus when they frame their guidance policies for States. Worse still, they are not always in a mood to give consideration to suggestions offered by State Bureaus uninvited but purely from a desire to be helpful. As the State Education Departments are not always convinced of the utility of guidance work, their efforts in the field are naturally half-hearted and lukewarm.

As a result, guidance work even in the seven States where State Bureaus of Educational and Vocational Guidance have been set up is not making the desired progress. The most important work of the State Bureaus so far seems to have been the attempt to train teacher counsellors or career masters for running guidance service in schools. But the work is not being carried on satisfactorily in most State Bureaus. The quality of training leaves much scope for improvement and the number of teacher-counsellors or career masters so far trained is insufficient to meet the demand of the multilateral schools. The State Bureaus do not follow the same syllabus in training teacher counsellors or career masters; the duration of their training also varies largely (from three weeks to nine months). Besides training teacher-counsellors, two of the State Bureaus have begun to train regional counsellors as well.

The result is that even in these States, despite teacher-counsellors working in some schools, guidance work is not very effective. This is because of the fact that very few States have recognised the necessity of a systematic scheme of educational and vocational guidance for schools. For example, there is no direction from the State Education Department that systematic guidance work should be considered as part of the regular educational activities of the multilateral schools. There is no direction that teacher-counsellors should be sufficiently freed from their traditional school activities to devote time to guidance

activities and that provision should be made in the school time-table for such guidance activities as career talks, hobby-clubs etc. The minimum finance necessary for carrying on guidance activities is not also sanctioned (e.g., funds for building up a "Career Information Library", stationery, postage etc. for communicating with parents, running hobby clubs etc.). In short the school guidance service has not been accorded any official status in most of the States who have set up State Bureaus of Educational and Vocational Guidance.

Difficulties faced by teacher-counsellors

Under the circumstances, teacher-counsellors in schools find no opportunity for work and "gradually relapse into illiteracy". He does not also get cooperation from the head of his school and other colleagues. Most of the heads of schools feel that guidance work is meaningless extra work which hampers the normal educational activities of schools; the teachers feel that it is a meaningless extra burden on them. As such both the head of the school and teachers resist the introduction of guidance activities. The teacher counsellor, who in most cases is comparatively a junior member of the staff, finds himself helpless against all these odds.

Very few of the States have taken up systematic production of guidance tools. Teacher-counsellors, in most States, are not in a position to carry out guidance activities successfully because of the lack of tools at their disposal. The tools available are either inadequate or they do not meet the guidance needs of specific schools. For example, the career leaflets, produced by the Government of India, do not suit the need of a school for occupational information, most of whose pupils come from higher socio-economic status. Again, a mental test prepared in the State language by a State Bureau with its norms etc., determined in reference to the pupils in the State may not be suitable for use in another State. The result is that the teacher-counsellor often remains inactive, because of the lack of proper tools.

Another difficulty encountered by the teacher-counsellor is the attitude of the head teachers and assistant teachers who are not oriented to guidance work. On return to school after training, the teacher-counsellor finds himself in hostile surroundings. Without the direct support of the head he cannot initiate any work. As most of the heads consider guidance work an extra meaningless addition interfering with the normal activities of schools, guidance work has made little headway in schools, in spite of there being teacher-counsellors on the staff.

To sum up. School guidance work in our country, though it has been sponsored by the Central Government, has not had an appreciable effect on our schools as yet. There is still the necessity to think out its entire rationale, to be clear about the institutions which may be built up and activities which may be carried on through them. Necessary tools for guidance work are still to be developed and guidance work is still to become part of regular guidance activities.

Rationale for school guidance

There is still confusion even among persons having the highest responsibility in the field, in regard to what we are actually aiming at in school guidance. Most people think that our job is to offer vocational guidance to pupils. It is not unusual to find in the correspondence of the Ministry of Education (Government of India) the term 'vocational guidance' being used instead of 'school guidance'. From a perusal of the report of the discussions of the Central Advisory Board of Education on the subject it appears that the confusion is not altogether absent among members of that august body either. Many of the State Bureaus also feel that their responsibility is limited to organising a vocational guidance service for secondary school pupils of their States. Many of them feel that their responsibility is limited to organising vocational guidance service for multilateral school pupils of their States.

'It is educational guidance in schools'

It must be pointed out that the term 'vocational guidance' has a more limited connotation than the term 'school guidance'. As our multilateral schools are not as yet offering terminal education, vocational guidance has little meaning to the pupils of those schools. It is educational guidance they are really interested in, whether on promotion to class IX or at the successful completion of the school course. Multilateral school pupils are primarily interested in educational courses which may be best suited to them. No doubt, they judge the courses in reference to their future jobs. But still what they are directly interested in are courses and not jobs. The task of the school counsellor is to help the pupil to choose the educational course best suited to him; while doing this he may have to relate the course chosen to prospective jobs. This is not vocational guidance but educational guidance.

The number of pupils who may discontinue general education on completion of the junior school stage (class VIII) are not many. But even from these, a majority are not expected to enter the vocational field immediately. They would prefer to enter some "trade courses" in vocational training institutions. As such, helping them may more appropriately be designated as educational guidance rather than vocational guidance.

Though most of the junior school pupils continue higher secondary education, very few of them (as things stand at the moment) are suited to such education. The result is the lowering of standards and wastage in the Higher Secondary School Final Examination. This unsuitability of pupils for higher secondary education is not due to any lack of innate abilities, but in most cases, is due to scholastic retardation which has accumulated for years. The only guidance which can be offered to the majority of the pupils under the present state of affairs is to discontinue higher secondary education. This is neither desirable for the pupils nor for the society. Moreover, even if

such guidance is given, it has no chance of being accepted. The counsellor often feels helpless in his work, because of the scholastic retardation of pupils. Take, for example, a pupil who has got potentialities of success in "Pure Science" course (has poor verbal and spatial abilities) but he has become greatly retarded in Mathematics. He is unsuitable to any multipurpose school course because of this retardation. Under the circumstances, the school guidance service cannot merely confine itself to curricular guidance of pupils. It has to work for the general improvement of educational methods in use (the main cause of scholastic retardation in our schools) and should try to organise special help for greatly retarded pupils. Scholastic retardation of pupils is not the only factor which stands in the way of effective educational guidance. Widespread undesirable behaviour patterns exist among our secondary school pupils. Over-emphasis on academic values, poor methods of education in schools, ever increasing scholastic retardation of pupils, the transitional stage of our society and the breakdown of the traditional institutions for personality development have created intense personality problems for our secondary school pupils. At the same time, personality traits occupy a special place in determining curricular or vocational suitability. Take, for example, a girl otherwise best suited to the medical course but has a phobia for dead bodies, or a boy otherwise suited to the science course suffering from excessive day-dreaming. Guidance in these two cases would necessarily mean help in improving personality adjustment. Under the circumstances, educational and vocational guidance cannot be successful without personality guidance.

WHAT IS SCHOOL GUIDANCE ?

Hence, to develop a clear perspective of the issues involved, it is necessary to substitute the term school guidance for vocational guidance or even for educational and vocational guidance. The term school guidance would mean giving help to pupils (individually) whenever such help is needed

in his school life. Usually, such help is needed by pupils on the following occasions—

- (a) When they fail to make the grade in their scholastic attainments.
- (b) When they develop undesirable behaviour or face any problem of adjustment.
- (c) When they have the opportunity to choose one or other courses or when they have to decide whether to continue higher secondary education or to go in for some vocational course or training.
- (d) When they have to plan for their future on completion of their higher secondary schooling.

It should be pointed out that school guidance should essentially be considered an educational or developmental work. For example, helping a pupil in the choice of proper course of study should not consist in merely telling him which course is most suitable for him. He should be told and efforts should be made from the very beginning of his secondary school years to develop the necessary interests, attainments and personality traits in him which would ensure his success in the course, in keeping with his innate abilities. It should be remembered that every pupil is suitable for something or the other. The object of school guidance should be to find this out and to educate the pupils accordingly. Viewed in this perspective, there is little difference between school guidance and scientific educational efforts; indeed, there should not be much difference.

Guidance activities

Viewed broadly, all educational activities in the school should be considered as guidance activities. We may draw the attention of the readers, specially to those activities which our schools do not as yet consider part of their normal activities, though they are vital to the guidance of the pupils—

- (1) Systematic collection of comprehensive scientific information about pupils and their maintenance in cumulative record cards.

- (2) Systematic development of interests in pupils according to scientific methods.
- (3) Systematic development of desirable personality traits in pupils according to scientific methods.
- (4) Systematic development (according to scientific methods) or proper vocational motives in pupils.
- (5) Taking necessary remedial measures for helping pupils suffering from backwardness and problem-behaviour.
- (6) Counselling pupils individually whenever they face special problems.

“Institutions” necessary for guidance

As we have pointed out, there should be no real difference between educational and guidance activities in schools. Every guidance activity should be educational and vice versa. The list of guidance activities, tabulated above, should convince the readers further on this point. Every one of these activities has relevance to the improvement of educational attainments of pupils, even in the narrow sense of the term. Hence, guidance activities should be integrated with the normal activities of the school, so much so that they should find place in the normal school time-table. But the existing “institutions” in our schools are not adequate for successfully undertaking the guidance activities. In an average secondary school in India, the class, the curriculum and the time-table are the only effectively functioning institutions. Only recently, the library is developing as another institution. To carry on guidance work effectively, it is necessary to develop the following new institutions in our schools—

- (1) Hobby Club

The purpose of this institution should be to develop diversified curricular interests among pupils.

- (2) Co-curricular Club

This institution should specifically aim at the development of personality traits.

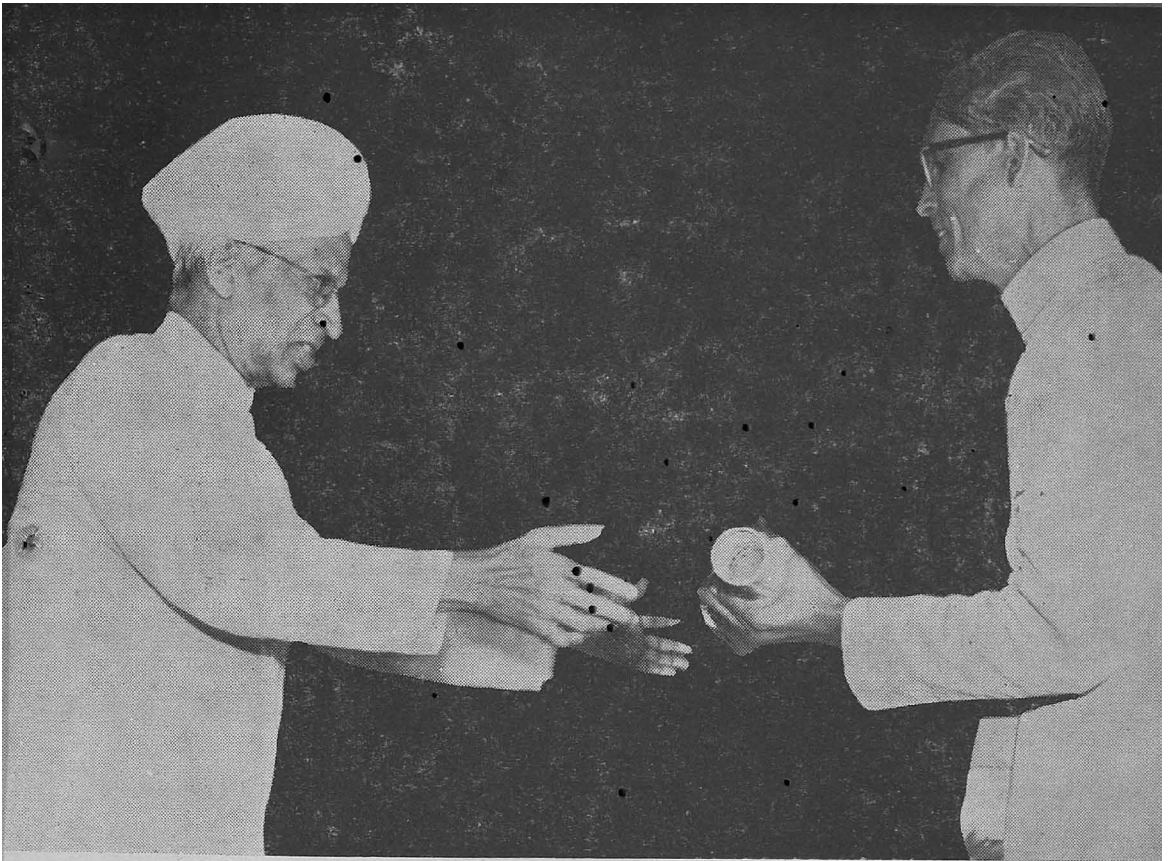
- (3) Remedial Club

The purpose of this is to help “backward” and “problem”

- pupils.
- (4) Career Class The purpose of this institution is to develop vocational motives among pupils and to relate them to the courses selected for studies.
- (5) School-Guidance Corner This has the same purpose as the above.
- (6) Cumulative Record Card The purpose of this should be collection of scientific comprehensive information about pupils and maintaining them in cumulative manner.
- (7) Parent-Teacher Association Its purpose is to secure the cooperation of parents in guidance work.
- (8) Teacher-Counselor's Room This should aim at individual counseling.
- (9) School Guidance Committee This should aim at co-ordinating guidance activities in the school.

Education and the State Board of Secondary Education can make a valuable contribution to the development of these institutions, by directing the schools to develop them. However undesirable it may be, we have developed a habit of working only on directives. Besides, our authorities do issue directives to schools in regard to what they consider to be the minimum conditions necessary for the effective functioning of a school. There is no reason why the development of the above institutions should not be included within the list of minimum recommendations for the effective functioning of a multilateral school. It is unfortunate that our authorities have not as yet developed the above outlook in regard to the role of guidance service in multilateral schools. It is rather strange that as yet there is no categorical direction from the authorities that no multilateral school should be started without making arrangements for systematic guidance work. Along with such directives there should be an all out effort to popularise these institutions in multilateral schools. The heads and the teachers should be persuaded about their usefulness. This can be done only if these institutions function satisfactorily when introduced in schools. Heads and teachers should be given the necessary knowledge and the facilities to make the working of these institutions a success. They should be supplied with necessary tools and aids for the purpose.

Good judgement comes from experience, and experience comes from poor judgement.



Mohd. Rafiqulim Siddiqui of Andhra Pradesh receiving the award

NATIONAL AWARDS FOR TEACHERS

FOR the fourth year in succession the Ministry of Education held a special function, this time at Parliament House, New Delhi on October 31, 1961 to honour 85 teachers who were selected from all over India for their outstanding record and distinguished service rendered to the community in their professional life. The Scheme of National Awards for Teachers was instituted in 1958 by the Ministry with the object of raising the prestige of teachers in society. Each award consists of a certificate of merit and a cash award of the value of Rs. 500. During the first year of the Scheme, namely, 1958, 32 awards were made—two each for the States, two for Delhi and two for other Union Territories taken together. The following year the Ministry increased the number of awards to 71 and distributed

them among the States/Union Territories according to their size and the number of teachers employed, with the idea of making the distribution equitable and ensuring fair competition. In 1960, the number of awards was also 71. This year, in view of the increase in the number of schools, the number of awards was 85. For the present, the Scheme is confined to primary and secondary school teachers.

This year the awards were presented to the teachers by the Vice-President Dr. Radhakrishnan. Speaking of the teachers as the 'gurus', the Vice-President called upon them to develop a "modernist attitude" and recreate traditions imbued with the spirit of the times. "We appreciate Gagarin, we appreciate Titov, what

is it we appreciate there? We appreciate the new spirit which has made them bring about a new world. You cannot build a new India with old minds. Unless our minds themselves become new or renewed so to say in the spirit of our country, we can never bring about a new India. A new India means new men and women and new men and women means new teachers and pupils who are re-fashioned to adapt themselves to new things." Continuing, he stressed the responsibility that society had towards teachers of giving them the status and honour due to them. The Vice-President said: "We cannot expect more things from the teachers than the society is able to give them. It is, therefore, the responsibility of society, responsibility of the State to give to the teachers proper conditions when it will be possible for them to realise their own responsibility and do the best they can so far as the training of our young is concerned."

New scheme announced

The Education Minister Dr. K.L. Shrimali in his address to the teachers spoke of the awareness of the Government to improve the service conditions of teachers to the extent it was possible. He



Banarasi Das Saxena from Andhra Pradesh receiving the award

mentioned two important schemes that have been instituted this year for the benefit of teachers. The Government of India have decided to give scholarships to the talented children of primary and secondary school teachers. Under this scheme, a total of 500 fresh scholarships will be awarded each year on an all-India basis for the courses of studies which the selected scholars wish to follow. The scholarships once awarded will be tenable from the start of the university course till the end of the chosen course of study. The Government of India have also decided to give loan scholarships to intelligent and deserving students in addition to National Scholarships. On this occasion, the Education Minister announced another scheme, namely, the Government of India's decision to set up a Trust known as the National Foundation of Teachers' Welfare, the idea of which is to channelise private philanthropy for the object of providing assistance to teachers in indigent circumstances. As a small token of their goodwill, the Government of India have agreed to give a donation of Rs. 5 lakhs for the Scheme. The Minister added: "The Foundation is not a substitute for the measures that Government would continue to take to improve the teachers' working

Smt. N.S. Math (Mysore) receives the award



conditions. It only provides the means through which the community can give concrete expression to its respect for the teacher."

Basis of selection

As in previous years, the Ministry circulated to the States a selection form in the nature of a questionnaire setting forth the criteria on the basis of which the selection of candidates was to be made. Any teacher who fulfilled the minimum qualification of 20 years' recognised teaching experience and was actually working as teacher or as headmaster was eligible for the award. The main considerations that were to guide the selection of candidates at various levels were : (a) teacher's standing in the local community, (b) his academic efficiency and the desire for its improvement, (c) teacher's genuine interest in his profession and (d) his contribution in social life and activities of the school and community. Copies of the selection form incorporating the above criteria were sent to all State Governments and Union Territories. The procedure to be followed for inviting applications and making selections was the same as followed in previous years, i.e., the first screening of the candidates was to be done at the district level and second screening at the State level. For the submission of names for



Km. Alan D. Cooper from Gujarat receiving the award

awards, the Centre suggested that the State Governments may invite the headmasters of primary and secondary schools, to recommend to the district committees not more than one name from each school, provided there was a suitable candidate available. The final selection of candidates was made by the Central Selection Committee from amongst the recommendations received from State Governments and Union Territories.

Teachers of distinction

We give below the names of the recipients of the National Awards along with the citations read out on the occasion. The citations give briefly the record of each teacher's work and experience.

ANDHRA PRADESH

1. **Shri Munshi Banarsi Das Saxena,**
Teacher, Veerputra Hindi
Vidyalaya, Puranapul,
Hyderabad. A teacher with 28 years' experience. He is greatly loved by his pupils and has been instrumental in founding a number of educational institutions.
2. **Shri Mohd. Rafiuddin Siddiqui,**
Headmaster, Government
Boys Primary School,
Bazar Noorul Umra,
Hyderabad. A teacher and headmaster with 28 years' experience. He has utilised his artistic abilities for improving educational aids like charts, models, etc. He successfully secures his pupils' cooperation and is greatly loved by them. He has created a consciousness of educational problems among parents.
3. **Shri Patnayakuni Narasimham**
Headmaster, Special Zila
Parishad Higher Elementary School,
Tangudubilli
(Dist. Visakhapatnam). A teacher and headmaster of 26 years' experience. He is noted for his love of children and is greatly popular among the community.

Balaji Singh Thakur from Andhra Pradesh receives the award



4. Shri Balaji Singh Thakur,
Headmaster,
Government Middle School,
Nampally (Hyderabad).

A teacher and headmaster with 26 years' experience. He enjoys high reputation and has participated in educational conferences, seminars, etc. He takes keen interest in extra-curricular activities and educational experiments.

5. Shri N. Sundara Murthi,
Teacher, Government Multi-
purpose High School,
Jagtial (Dist. Karimnagar).

A teacher of varied interests, with 20 years' experience. Ever ready to participate in social service, he is greatly popular among the community and is known for his love for his pupils.

6. Shri Surendra Nath Phukan,
Head Pandit, Ward No. 4
L. P. School,
Jorhat.

ASSAM

A teacher and head pandit with 25 years' experience. He is a good social worker and maintains effective contact with his pupils' guardians. He has made his school the pupils' centre of interest and has throughout maintained a high standard of work.

7. Shri Bhairab Chandra Adhikari,
Head Teacher,
Panbazar No. 1 Boys L. P.
School,
Gauhati.

A teacher and headmaster with 35 years' experience. He is loved and respected by his pupils and their guardians for his genuine interest in education. While actively interested in social work, he also devotes himself to literary pursuits.

8. Shri Kailas Chandra Kar,
Headmaster, Laban Bengali
Boys High School
Shillong.

A teacher and headmaster with 29 years' experience. He has great organising ability and his articles on education reveal a deep insight into educational problems.

9. Shri Abdul Wali,
Headmaster,
Dawson Aided High School,
Nowgong.

A teacher and headmaster with nearly 37 years' experience. He is widely respected and loved by the student community and the public. Himself a sportsman, he has made distinct contribution towards the promotion of sports amongst students.

BIHAR

10. Shri Devanath Singh,
Headmaster,
Middle School,
Akbarpur (Dist. Gaya).

A teacher and headmaster with 27 years' experience. A strong believer in the Basic system of education, he has made his institution a living example of this. One of the most popular teachers in his locality, he has taken keen interest in extra-curricular activities and social work.
11. Shri M.A. Hasan, Bismil,
Headmaster, Board Managed
Middle School,
Kulharia (Dist. Shahabad).

A teacher and headmaster with nearly 31 years' experience. He commands great respect among the local community and has been able to improve his school by local efforts. A good disciplinarian and organiser, he has always tried to train his pupils in self-discipline and sense of responsibility.
12. Shri M.A. Azizul Hasan,
Headmaster,
Shri Nagar Basic School,
Bettiah (Dist. Champaran)

A teacher and headmaster with 25 years' experience. He is very popular in his area and has written useful books for beginners in Urdu.
13. Shri Ganesh Thakur,
Headmaster,
Madhyamik Vidyalaya,
Kamtaul (Dist. Darbhanga)

A teacher and headmaster with 33 years' experience. A successful teacher and organiser, he is well known for his love for his students. He takes keen interest in social and cultural activities.
14. Shrimati Qamrunissa Begum,
Principal,
Government Girls High School,
Gardanibagh (Patna)

A teacher and principal of long standing, she has sincerely devoted herself to the cause of education. She has done pioneering work in organising schools, particularly for the poor and the destitute. She enjoys a high reputation and is loved and respected by her pupils.
15. Shri Umanath Ojha,
Principal,
Jagnarain Higher Secondary
Vidyalaya,
Koath (Dist. Shahabad).

A teacher and principal with 31 years' experience. By virtue of his character and sincere devotion to duty, he has earned high reputation among the local community. He is an efficient teacher and able administrator. Besides taking keen interest in the cultural advancement of his area, he has also participated in several educational seminars and conferences.
16. Shri Sur Nath Jha,
Principal,
R.L. Shroff Multipurpose
Higher Secondary School,
Deogarh (Dist. Santhal
Parganas)

A teacher and principal with 26 years' experience. He has actively helped in the establishment of other schools and also collected funds for the purpose. He takes keen interest in social and cultural activities and is known for his personal interest in pupils.

SECONDARY EDUCATION

17. Shri Mahendra Prasad,
Headmaster,
S.S.V.V. High School,
Doranda (Dist. Ranchi)
- A teacher and headmaster with 27 years' experience. A very honest and sincere teacher, he has selflessly served teacher's organisations in different capacities. A social worker and popular figure, he was returned uncontested to the Bihar Legislative Council by the teachers' constituency.
18. Shri Binda Charan Verma,
Principal,
Dwarikanath Multipurpose
School,
Muzaffarpur (Bihar)
- A teacher and principal* with 22 years' experience. He has been actively associated with teachers' organisations and has rendered valuable service in the field of social education. He represents the teachers' constituency of Tirhut Division in the Bihar Legislative Council. A sympathetic disciplinarian, he takes personal interest in his pupils.
19. Shri Hargouri Tewary,
Principal,
B.P. Multipurpose School,
Begusarai (Dist. Monghyr)
- A teacher and principal with over 33 years' experience. He is highly respected in the locality on account of his sterling character, sincerity of purpose and meritorious services to the cause of education.

GUJARAT

20. Shri Nagardas Keshavram Joshi,
Headmaster,
Takarwada School-Cum-Community
Centre,
Takarwada (Dist.
Banaskantha)
- A teacher and headmaster with over 30 years' experience of primary education in rural areas. He wields an inspiring influence in his locality and his students have constructed one Guru Mandir for him. His efforts have been mainly responsible for the starting of a secondary school in the area this year.
21. Shri Devshankar Himatram Joshi,
Headmaster,
Kumar Shala No. I Primary
School,
Visnagar (Dist. Mehsana)
- An efficient teacher and headmaster with over 28 years' experience. He puts service before self and is highly respected in the community. He has been instrumental in collecting funds for school buildings, equipment and helping poor students to get books, etc.
22. Shri Jhinabhai Ratanji Desai,
Principal,
C.N. Vidyalaya,
Ahmedabad.
- A teacher and principal with nearly 31 years' experience. He has developed his institution into one of the finest multipurpose secondary schools in the State. Keenly interested in extra-curricular activities, he has been instrumental in organising an effective community life in the school. He has been closely associated with various academic and professional bodies. A poet and writer of repute in Gujarati literature, he has written a dozen textbooks in History and Gujarati.

NATIONAL AWARDS FOR TEACHERS

23. Kumari Alan D. Cooper,
Headmistress,
Madrasa Taiyebiyah Girls
High School,
Surat.

A teacher and headmistress with about 26 years' experience. Widely travelled in Europe, Japan and Australia, she has been keeping constantly in touch with modern educational developments in India and abroad. A good social worker herself, she encourages her pupils also to participate in work for the uplift of the poor and the needy.

JAMMU and KASHMIR

24. Shri Chhajju Ram,
Basic Activity School,
Pul Tawi, Jammu.
25. Shri Ghulam Rasul Dhar,
Principal,
S.P. Higher Secondary School,
Srinagar.

A teacher with 34 years' experience. He organised the first Basic Activity School in Jammu. Besides, he has done special work in adult education and in connection with the rehabilitation of refugees in border areas. Through public cooperation he has been able to get constructed a number of school buildings.

A teacher and principal of over 20 years' experience. Through public cooperation he has got constructed five school buildings. He takes keen interest in extra-curricular activities and social service and rendered special service as Chief Refugee Officer at Kukarnag.

KERALA

26. Shri S. Sreedharan Nair,
Headmaster,
Pappanamcode L.P. School,
Trivandrum
27. Shri C. Padmanabha Sarma,
Headmaster,
C.A. High School,
Ayakkad (Dist. Palghat)
28. Shri K. George,
Teacher,
Model High School,
Trivandrum

A teacher and headmaster with 30 years' experience. He loves his pupils, the school and the community and goes to considerable pains to promote their welfare. His institution is a model for the district for its teaching standard and discipline.

A teacher and headmaster with 25 years' experience. An able administrator, he comes from a family of educationists. He has a genuine love for students and has established three secondary schools and one L.P. school in rural areas.

A teacher with 34 years' experience. He is imbued with deep love for children and is greatly respected in the community. He has attended several seminars and conducted refresher courses for English teachers.

MADHYA PRADESH

29. Shri Chhedilal Usretay,
Headmaster,
Corporation Primary School,
Tilak Bhumi No. 2,
Jabalpur

A teacher and headmaster with 28 years' experience. He is reputed for his conscientiousness, devotion to duty, outstanding organising ability and sturdy nationalism. As Vice-President of the All-India Primary Teachers' Association he has done a good deal of work for the welfare of teachers.

30. Shri Hiralal Sonboir,
Headmaster,
Janapad Middle School,
Latabod (Dist. Durg)
- A teacher and headmaster with 28 years' experience. He is loved and respected by his pupils and the public. He takes keen interest in social activities and has helped in social education camps and block developmental activities.
31. Shri Hari Prasad Dwivedi,
Headmaster,
Janapad Middle School,
Jarukheda (Dist. Sagar)
- A teacher and headmaster with 36 years' experience. He is a well-known writer of juvenile literature and has written 36 books. He has inspired public contributions for school buildings.
32. Shri Dayaram Sahu,
Headmaster,
Government Senior Basic School,
Katghora (Dist. Bilaspur)
- A teacher and headmaster with 31 years' experience. He has spent his life in the uplift and welfare of tribal people and is loved and respected by the public for his selfless work. He is keenly interested in all-round development of his pupils.
33. Shri Uttam Chand Shrivastava,
Retired Principal,
Maharana Pratap Municipal
Higher Secondary School,
Damoh
- He has the unique distinction of having been a very successful head of a large higher secondary school continuously for 34 years. He is known for his high organising ability, love for students and for getting people's active participation in activities.
34. Shri Sukh Chand Jain,
Retired Principal,
Tilok Chand Jain Higher
Secondary School,
Indore
- Widely respected by the public and his students, he has to his credit 50 years' dedicated service in the cause of education, spread over 7 different schools, and was presented a purse of Rs. 11,000/- by his students on its completion. He was for some years a Member of the former Indore State Legislative Council.
35. Shri Jagan Nath Prasad Choube,
Principal,
Government Multipurpose
Higher Secondary School
Khandwa
- A teacher and principal with 22 years' experience. He has implemented the new pattern of secondary education in his school with zeal and devotion. He possesses a literary flair and has written short stories and plays. He was instrumental in getting a tube-well and a laboratory room constructed with pupils' participation. He also takes keen interest in social work.

MADRAS

36. Shri T. Rajavelu,
Assistant Headmaster,
Hindi Religious Senior
Basic School,
Walajabad (Dist. Chingleput)
- A teacher and headmaster with 25 years' experience. His school is one of the best elementary schools in Madras State. A capable organiser, he takes genuine interest in his pupils, particularly those who are backward. He has a literary flair and, besides elementary school textbooks, he has written playlets for his pupils.

NATIONAL AWARDS FOR TEACHERS

37. Shri G. Perumal, Headmaster,
Harijan Welfare Elementary
School,
Tiruthhaliyur
(Dist. Tiruchirapalli)
- A teacher and headmaster with 28 years' experience. He has done yeoman service in the cause of education and has been responsible for opening new institutions and upgrading some existing ones, through public cooperation. He is keenly interested in Harijan welfare and in his village has arranged for many *shramdan* works.
38. Shri M.S. Subramanian,
Headmaster,
Kalaimagal Senior Basic School
Ramachandrapuram
(Dist. Ramanathapuram)
- A teacher and headmaster with 31 years' experience. He has made his Senior Basic School a model for others to follow. He takes an active part in social work and provision of midday meals to school children. He enjoys considerable popularity in his locality.
39. Shri S.K. Kuppuswamy,
Headmaster,
Saurashtra High School.
Madurai
- A teacher and headmaster with 28 years' experience. He is an outstanding example of service and devotion to duty. He takes active interest in professional organisations and is also a writer.

MAHARASHTRA

40. Shri Bajirao Bhagwantrao Bhoite,
Headmaster, District School
Board School, Saswad No. 1,
Saswad Taluka, Purandhar
(Dist. Poona)
- A teacher and headmaster of 34 years' standing with a very good reputation and fine record of educational social work. He has helped in collecting funds for school buildings, hostels, relief during famines, fires, etc.
41. Shri Bhaskar Takuram Bagul,
Headmaster,
Municipal Marathi Boys
School No. 12,
Nasik
- A teacher and headmaster with 24 years' experience. An able teacher, he is highly respected by his pupils. He has helped in collecting funds for the school and flood victims, etc., besides participating in other public activities. He has also written some books.
42. Shri Shankar Ramchandra Sangar,
Headmaster,
Main Taluka School,
Shahuwadi (Dist. Kolhapur)
- An able teacher with 34 years of devoted service. He enjoys a very good reputation in his locality and actively participates in social welfare activities. He is often invited by the villagers to settle their disputes.
43. Shrimati Sulochanabai
Baburao Jumde,
Headmistress,
Government Girls Marathi
Primary School,
Yeotmal
- A teacher and headmistress with 28 years' experience. She is a leader of women's activities in the locality. She is a great asset in the organisation of social and cultural activities and readily imparts her interest to her pupils.

44. Shri Vishnu Trimbak Tatke,
Headmaster,
Modern High School,
Poona
- A teacher and headmaster with 37 years' experience. His school has consistently shown excellent results and he enjoys high reputation in the community on account of his personal qualities and interest in children. He is the author of some popular textbooks in Mathematics and Science.
45. Shri Bhanudas Pandharinath Patil,
Headmaster,
Pimpalgaon High School,
Pimpalgaon Baswant,
(Dist. Nasik.)
- A highly respected teacher and headmaster with 21 years' devoted and selfless service. He has completely identified himself with the school and does his utmost to help his pupils. He has collected funds for boys' and girls' hostels where poor pupils are admitted and pay whatever they can and are looked after by him.

MYSORE

46. Shri H.V. Mangala Murthy,
Teacher,
Government Middle School,
Jog Falls (Dist. Shimoga)
- A teacher with 38 years' experience. He is actively associated with professional organisations and has also attended educational seminars and conferences. He takes keen interest in youth welfare activities and enjoys great popularity among his pupils.
47. Shri Sankar Narain Rao,
Teacher,
Government Sharada Vilas
Middle School,
Mysore.
- A teacher with 32 years' experience. An earnest and efficient worker, he was awarded a silver medal for his work in connection with the census of 1951. He is the author of several publications and has also participated in the activities of professional organisations.
48. Shri K. Keshav Kamath,
Retired Headmaster,
C.B.C.G.J.M. Municipal Basic
and Higher Elementary School,
Udipi (Dist. South Kanara)
- A teacher and headmaster with 33 years' experience. He is held in high esteem by his pupils and their parents. He has been actively participating in many social activities and contributing to community welfare. He collected funds from the public for a school building and has established an Endowment Scholarship.
49. Shrimati N.S. Math,
Headmistress,
Kannada Girls School No. 1,
Bagalkot (Dist. Bijapur)
- A teacher and headmistress with 22 years' experience. She is very popular in the locality and has been participating in the activities of the local Cooperative Society and the Small Savings Scheme. She takes keen interest in the Bharat Sewak Samaj and is well known for her sincerity, industry, punctuality and moral integrity.
50. Shri Robert Samuel Bangera,
Headmaster,
Basel Mission Higher Secondary
School,
Dhârwar
- A teacher and headmaster with 32 years' experience. He has organised six schools and actively participates in professional and social welfare organisations. Due to his great local popularity he was elected a Municipal Councillor more than three times. He has a flair for writing and contributes articles to magazines.

ORISSA

51. Shri Chakradhar Panda,
Teacher,
Bhagabati Vidyalaya,
Ramkapur (Dist. Cuttack)
- A teacher with 44 years of devoted service to the cause of education in Orissa. He has succeeded in raising his primary school to the status of a high school. A man of character, he is an ideal social worker in the locality.
52. Shri Raghav Mishra,
Teacher,
Barpali High School,
Barpali (Dist. Sambalpur)
- A teacher with over 44 years' experience. An influential person, he has rendered valuable service in the establishment of educational institutions in his district. He is an author of six books and participates in cultural and educational activities of his locality. He combines an unassuming and sincere nature with the qualities of a good administrator.
53. Shri Chintamani Mohanty,
Head Pandit,
Chasakhand L.P. School,
Chasakhand (Dist. Cuttack)
- A teacher and head pandit with nearly 30 years' experience. On account of his keen interest in community work, he is greatly respected in his locality. He has written a number of books and has attended various educational seminars.
54. Shri Padmanabha Mahapatra,
Headmaster
Nimapara High School,
Nimapara (Dist. Puri)
- A teacher and headmaster with nearly 28 years' experience. A sincere educationist, an able administrator and a popular local figure, he has been responsible for building up his school into a reputed institution in the State. He is keenly interested in various social activities and is held in high esteem by the public.
55. Shri Baidyanath Rath,
Headmaster,
Mahatma Gandhi High School,
Sergada (Dist. Ganjam)
- A teacher and headmaster with nearly 40 years' experience. He is genuinely interested in the welfare of children and has published a few books for them. A man of simple habits, he has lofty ideals and a keen sense of discipline.

PUNJAB

56. Shri Dalip Singh Rana,
Teacher,
Government Primary School,
Mehli (Dist. Jullundur)
- A teacher and headmaster with about 28 years' experience. He is well known for his honesty and hard work and possesses all the qualities of a good teacher. He is the leader of the Young Farmers Club.
57. Shrimati Vidya Vati,
Headmistress,
Government Kasturba Primary
School,
Panipat (Dist. Karnal)
- A teacher and headmistress with over 20 years' teaching experience. She is known for her love of children, particularly backward and delinquent children. Her school serves as a model for other schools in the district.

SECONDARY EDUCATION

58. Shri Chaman Lal,
Headmaster,
Sain Das A.S. Higher Secondary
School,
Jullundur City
- A teacher and headmaster with over 40 years' experience. He is head of one of the biggest schools in the State. Besides being a member of various professional bodies, he is also a member of the State Legislative Council.
59. Shri Bhagat Ram,
Headmaster,
D.A.V. Higher Secondary School,
Amritsar
- A teacher and headmaster with 22 years' experience. He has done very good work in connection with the implementation of the higher secondary education scheme in the State.
60. Shri Sadhu Singh,
Headmaster,
Government Model School,
Adampur Doaba
(Dist. Jullundur)
- A teacher, and headmaster with about 20 years' experience. His school is one of the best run schools in the district because of his devotion and zeal. He possesses a great reputation for honesty and integrity and is highly respected by the local community for these qualities.

RAJASTHAN

61. Shri Kanoji Lal Sharma,
Headmaster,
Government Primary School,
Kanwat (Dist. Sikar)
- A teacher and headmaster with 24 years' experience. On account of the high tone and discipline of his school, he has earned a good name for himself in the locality. His love for children is great. He takes active interest in the social and cultural activities of his town.
62. Shri Devi Singh Rathore,
Headmaster,
Government Primary School,
Pipar City (Dist. Jodhpur)
- A teacher and headmaster with 29 years' experience. Known for his honesty and sincerity, he is very popular in his locality. He possesses a sincere love for students and mixes freely with them. He also takes keen interest in local, social and cultural activities.
63. Shri Bhagirath Mal,
Headmaster,
Gautam High School,
Ajmer
- A teacher and headmaster with 35 years' experience. He is associated with a number of educational and social activities in the city and is held in high esteem by the local community. He handles the students with affection, sympathy and patience, besides keeping himself in touch with the latest trends in education.
64. Shri Ram Jeewan Sharma.
Senior Hindi Teacher,
Sadul Public School,
Bikaner
- A teacher with 35 years' experience. His energetic and sincere efforts have won him high popularity among the local community. An ideal teacher, he is greatly loved by his students. He has helped in collecting funds for school buildings and his selfless service in fairs, festivals and developmental activities is praiseworthy.

UTTAR PRADESH

65. Shri Dwarka Prasad Misra,
Headmaster,
Junior High School,
Katra (Dist. Shahjahanpur)
- A teacher and headmaster with 40 years experience. A good disciplinarian, he takes genuine interest in children and is held in high esteem in the locality. In addition to taking keen interest in rural development work, he has rendered commendable service during floods and fires. He is associated with a number of professional bodies in his district.
66. Shri Thakur Prasad Shukla,
Headmaster,
Junior Basic School,
Dhanauti Misra (Dist. Deoria)
- A teacher and headmaster with over 41 years' experience. An excellent teacher, he has been able to strike a happy balance between the productive and educative aspects of craft-centred education. He enjoys high reputation in the local community for his valuable services.
67. Kumari Olive B. Mark,
Headmistress,
Basic Primary Section,
Lal Bagh Higher Secondary
School,
Lucknow
- A teacher and headmistress with 34 years' experience. Her school is one of the best primary schools in Lucknow. She has a genuine love for, and thorough understanding of children and is loved and respected by them.
68. Shri Ram Chandra Pande,
Head Teacher,
Government Model School,
Bhimtal
(Dist. Nainital)
- A teacher and headmaster with 34 years' experience. Sincere, regular, intelligent and hard working, he has all the qualities that go to make an ideal teacher. He is keenly interested in social work and has rendered commendable social service in hilly areas.
69. Shri Bachanu Pandey,
Head Teacher,
Junior Basic Primary School,
Maheshpur (Dist. Varanasi)
- A teacher and head teacher with 42 years' experience. His school is an object of emulation for other institutions. He is very popular in the local community and has raised public subscriptions to get a good building constructed for the school.
70. Shri Sri Dhar Shukla
Assistant Master,
Sardar Patel Hindu Intermediate
College,
Shahjahanpur
- A teacher with 33 years' experience. A devoted and selfless worker, he has genuine interest in and love for children. He has been actively associated with social service activities in his area and has rendered untiring service to the cause of village uplift.
71. Shri Mahesh Das,
Principal,
Sri Mithilesh Sanatan Dharam
Higher Secondary School,
Kankhal (Hardwar)
- A teacher and headmaster with 30 years' experience. He is the founder and builder of the school which he started in 1948 for the displaced persons. A veteran educationist, he has won the respect of his students, colleagues and the community by his selfless devotion to duty and his sterling character.

SECONDARY EDUCATION

72. Shri Mohammad Bashiruddin,
Assistant Master,
Islamia Higher Secondary
School,
Shahjahanpur
- A teacher with 26 years' experience. An author and distinguished scholar of oriental languages, he has devoted himself to the study of Urdu, Persian, Arabic on the one hand and Hindi and Sanskrit on the other. His work on medieval India has been highly appreciated.
73. Shrimati Dyan Sundari Rawat,
Assistant Mistress,
Government Girls' Intermediate
College,
Nainital
- A teacher with 28 years' experience. A devoted worker, she has done pioneering work in the cause of girls' education in the hilly regions of the State. She has collected subscriptions for poor students and taken keen interest in literary and cultural activities.
74. Shri Prakash Chandra Agrawala,
Assistant Master,
Government Intermediate Collegè,
Bulandshahr
- A teacher with 32 years' experience. His selfless devotion to duty and other qualities have inspired his students and he is held in high esteem by the community.
75. Shri Ram Balak Shastri,
Assistant Master,
Jai Narain Intermediate
College,
Varanasi.
- A teacher with 39 years' experience. A scholar of Hindi and Sanskrit, he has done a good deal to ameliorate the service conditions of Sanskrit teachers in aided schools. A popular figure, he has taken keen interest in professional organisations.

WEST BENGAL

76. Shrimati Hemnalini Adak,
Head Teacher,
Manashi Balika Vidyapith
Girls Primary School,
Mirza Bazar, Midnapur
- A teacher and head teacher with 25 years' experience. Genuinely interested in students, she enjoys good reputation in the local community. She takes her due share in local social life.
77. Shri Gore Philip,
Headmaster
Sukhia Pokhri Boys Free
Primary School,
Sukhia Pokhri
(Dist. Darjeeling)
- A teacher and headmaster with 40 years' experience. He has endeared himself to his students by actively participating in their activities. He is actively associated with many social service activities and is held in high esteem by the people for this.
78. Shri Robilochan Banerjee,
Head Teacher
Dubrajpur Primary School,
Dubrajpur
(Dist. Bankura)
- A teacher and headmaster with 45 years' experience. A veteran teacher he takes lively interest in the improvement of his pupils. He participates in community life and its activities and his advice is sought for by the people in the locality.
79. Shri Upendra Nath Dutta,
Headmaster,
Jagadbandhu Institution,
Ballygunge (Calcutta)
- A teacher and headmaster with over 39 years' experience. A successful teacher and good organiser, he has made his school one of the best in the State. He has identified himself with the activities of his school and is held in high esteem by his students. He has participated in educational conferences and professional organisations.

NATIONAL AWARDS FOR TEACHERS

80. Shri Chhakari Mjumdar,
Headmaster,
Sriram High School,
Abinashpur (Dist. Birbhum)
- A teacher and headmaster with 34 years' experience. An ideal teacher and a man of great integrity, he is well known for his love for his students. He has been actively participating in cultural and recreational activities of his backward locality.
81. Brahmchari Jyotirmory Chaitanya,
Headmaster,
Dwarhatta Rajeswar Institution,
Dwarhatta (Dist. Hooghly)
- A teacher and headmaster with 26 years' service. A man of learning and strong character, he is held in high esteem in his locality. It has been mainly due to his efforts that his school has developed from humble beginnings to a full-fledged higher secondary school. He has inspired local inhabitants to undertake social and cultural activities.
82. Shri Sushil Kumar Banerjee,
Headmaster,
Krishnath College School,
Berhampore
(Dist. Murshidabad)
- A teacher and headmaster with 40 years' experience. Known as one of the ablest headmasters of his district, he is held in high esteem by both officials and non-officials. His genuine love for his students has endeared him to them as well as to their parents. He has taken active interest in organising social, cultural and relief functions.

UNION TERRITORIES

- i
83. Shri Har Prasad,
Head Teacher,
M.C. Primary School,
Delhi-6.
- A teacher and headmaster with 34 years' experience. A selfless and devoted worker, he has made his school full of life.
84. Choudhury Kalachand Singh,
Shastri, Headmaster,
Johnstone High School,
Imphal
- A teacher and headmaster of 23 years' experience. A reputed scholar, he is the author of several popular books and has been entrusted with the work of translation of Tagore's "Bisarjan" in Manipuri. He actively guides his students and takes keen interest in dance, drama, music and literary activities.
85. Shri O.P. Sharma,
Teacher,
Lawrence School,
Sanawar, Simla Hills
- The youngest member of the Indian Nilkanth Expedition, 1961, he has won the unique distinction of being the first person in the world to have reached the virgin and difficult peak of Nilkanth, along with two Sherpas, on 30th June, 1961. In recognition of his outstanding achievement the President was pleased to grant him a special award of distinction.

*'Vocational educational should
be part of liberal education'*

*says
Perin H. Mehta**

Educating Youth For the World of Work

EDUCATION has been defined as a preparation for life. Since the life of the adult involves many family and social responsibilities and since he has to adjust himself to several aspects of life, education has the task of preparing the child for the manifold tasks of living. One of the most important areas of life is the occupational. Occupational life is not only important as a means of earning a livelihood and as a determiner of socio-economic standards; occupation determines the entire way of life and is a source from which the individual satisfies most of his basic needs. An individual's occupation is not just a bundle of duties and functions but a role which he plays in society.

Vocational education and liberal education

It is commonly understood that preparation for occupational life is the responsibility of vocational education and not of liberal education which is the main concern of schools and colleges. To one the cleavage between liberal education and vocational education seems rather artificial. Education should be considered as a whole, as it is concerned with the development of the whole man and aims at preparing him for all aspects of living. All education must necessarily be partially vocational, as a large sector of living is occupied by vocational pursuits. Perhaps the clearest expression of this point of view has been given by J.B. Conant, a former President of Harvard University :

"We have talked too often as though education did proceed in a vacuum

and that the general or liberal education of a citizen could be considered apart from his future role in society as an adult. Now I do not believe you can divorce a consideration of a general or liberal education from the eventual occupational status of the boy or girl in question.....I do not believe that we can succeed in approaching our goal of a nation with a maximum of social fluidity unless we do face in a realistic fashion the problem of connecting the general education of a boy or girl with occupational or professional training."

Thus when vocational education is understood in a broader sense and not in the narrow sense of training for a particular occupation, it will be admitted that vocational education should be integrated with liberal education at all stages. At the elementary stage, when the skills in the three Rs' are taught, it is vocational education because even in the so-called unskilled occupations literate persons are preferred.

Role of guidance services

Educating youth for the world of work not only involves vocational education but also vocational guidance. Just as vocational education is an integral part of general education, so vocational guidance is also an integral part of education—in fact, not only guidance in problems pertaining to vocational choice, but guidance in all problems and areas of living.

Guidance services play a specific role in educating youth for the world of work.

Dr. Perin H. Mehta is Director of the Central Bureau of Educational and Vocational Guidance, Delhi.

One of their aims is to enable the individual to find an appropriate place for himself in the world of work. This is a very serious task for education and is not confined to giving a few career talks or setting up career information corners in schools. This would be a very narrow view of educating youth for the world of work. The world of work has a highly complex structure and preparation for it involves not only information about occupations, industries and training courses, but also understanding of the wealth of social, psychological and economic relationships to be found in this area.

Teaching of occupations

Leading the youth to understand this complex world is an educational process which has to be carried out according to educational and psychological principles. In the teaching of any subject an educationist has to organise the teaching by imparting simple ideas and then to build up gradually by increasing the level of difficulty. A broad foundation for understanding has to be laid first, on the basis of which the superstructure of detailed knowledge can be raised. The educationist sees to it that the ideas and information imparted to a pupil are suited to his level of intellectual maturity and in conformity with related knowledge in other subjects. All these educational principles which we utilise in the teaching of any subject, whether it be science or mathematics, should be applied to the teaching of "occupations" or "the world of work."

The teaching of occupations has to be carried out, broadly speaking, in four stages. The first stage is concerned with explaining the role of occupations in society as fulfilled through occupations, and the relationship of the needs to occupational groups. This stage, which we may call "introduction to the world of work", should be covered in the elementary school, and should include explanation of the organisation which has been evolved in society for the fulfilment of needs in terms of occupations. This would lead to the understanding of industries and the occu-

pations within industries. The second stage, which may be termed the "organization" stage, may be covered during the middle school. The third stage, which may be called the "survey" stage, consists of a survey of occupations with the help of a system of classification which is meaningful to the pupils, based preferably on interest factors. At this stage some broad idea of the basic occupational processes may also be given, such as the engineering processes, the business management processes, the administrative processes, etc. so that the general nature of the activities involved could be highlighted. The third stage may be covered in the middle and secondary schools. The fourth stage, which may be called the "investigation" stage may be devoted to a detailed study of the occupations in which the pupils feel interested. The four stages suggested above are by way of illustrating the point that educating youth for the world of work is a long drawn-out process which should commence in the elementary school and should be conducted through various stages according to a well thought out plan in keeping with educational principles.

Since the process involved is an educational one, the latest methods applied to the teaching of other curricular subjects should also be applied to the teaching of occupations. In other words, just straight talks giving factual information on occupations, which is the method used most commonly by career masters and counselors in our schools, only show the poverty of method in presenting the world of work to children and youths. Mathematics, History, Science are not taught through talks, so why should the world of work be taught through talks? Some guidance workers do use filmstrips, films, charts, posters and other visual aids in the teaching of occupations. But besides these there are other methods which can be profitably utilised. Group projects and individual projects can be organised by the imaginative teacher for teaching the subject in an effective manner. For instance, pupils of an elementary class may be asked to learn as much as they can about father's occupation and then to

present this information in the class. It would be desirable to bring out textbooks and work books containing such projects and exercises which can be worked out by pupils.

Developing desirable attitudes towards work

Educating youth for the world of work is a process which should also be concerned with developing desirable attitudes and values towards work. Careful examination of the reasons for low productivity and inefficiency in our factories, offices, banks and other places of work will show that the work suffers not only because people are in jobs which are not suited to them, but also because the workers have undesirable work attitudes and values. Any organised programme in the area of attitude formations is always difficult. Attitudes, it is true, are caught rather than taught. The young people entering the employment market, by and large, are likely to accept the general values and attitudes prevailing in the work situation. However, individual differences in attitudes in the same work situation are also observed. It is possible that, if positive attitudes towards work are inculcated through the school guidance programme, they may be carried over into later work situations. These attitudes can be fostered by explaining to pupils the social meaning and purpose of occupations, how the business of life goes on through different occupations, how workers in different occupations are like cogs in the wheel, how if one cog is not working well, the movement of the whole wheel is retarded or breaks down, etc. This will help the pupils to appreciate the role of each occupation in society, and to look at occupations not only as means of earning a livelihood, but also as fulfilling social needs and purposes.

Besides fostering positive work values in general, the school also has the task of changing the pupils' already formed attitudes towards certain occupations which lead to unsuitable choices of occupation and also to imbalances of supply and demand in the labour market. The atti-

tudes of considering clerical work to be dignified and manual work, even though it be at a skilled level and better paid than clerical work, to be undignified, are examples of an attitude which needs to be changed. It is such attitudes which lead to overcrowding in the clerical occupations and shortages in occupations such as nursing and carpentry.

Related to this question is that of the prestige value of occupations. Although society attaches different prestige values to different occupations, the professional and managerial occupations being at the high end of the prestige scale, the schools in the teaching of the occupations should show the social importance of occupations at all levels. It is observed that as youths from rural areas and lower socio-economic classes receive education, they tend to dislike and look down upon the semi-skilled and unskilled types of work, and prefer white collar occupations. With the expansion of primary and secondary education in the current and subsequent Five Year Plans, this tendency will have serious repercussions on the supply situation in certain occupations. This is a tendency which guidance workers today should be aware of and should take steps to counter.

Development of abilities and interests

Education is also concerned with the development of the abilities and interests of the growing pupils. It is only in the matrix of developed abilities and interests that youths can realistically relate themselves to the activities and conditions in different occupations. Education has to aid the process of crystallisation of interests because it is interests which exercise selective influence and facilitate the investigation of occupations, thus playing an important role in determining educational and vocational choices at the school leaving stage. Education can aid this process by providing diversified activities and experiences through curricular and extra-curricular provisions. This would also enable teachers and counsellors to observe the interests and abilities of their

pupils, which would provide valuable data for the pupils' guidance.

Evaluation

Diversification in the school's curricular and extra-curricular offerings should be accompanied by changes in the method of evaluation. The present system of evaluation does not give sufficient scope for judging the different abilities of the pupils. It is concerned almost exclusively with marking the performance in curricular subjects, leaving the extra-curricular activities unassessed. Further, evaluation should be not only comparative but also descriptive, i.e., it should describe the pupils along many dimensions, giving a picture of their various abilities and achievements. This kind of evaluation would lead to the detection and development of not only scholastic abilities, but also of talents in things mechanical and artistic, in cooperative human relations,

in group leadership, in creative expression, in sports and various other activities. If education is to prepare the youth for the world of work it should provide for the exercise and development of all the abilities which have a place in the world of work. The complaint has rightly been made that our present educational provisions are only suitable for turning out clerical workers, and perhaps, to some extent, professional and managerial workers, but definitely not suitable for turning out the vast army of skilled, semi-skilled and so-called unskilled workers on which a modern industrial society rests.

It can be seen from the ideas discussed above that educating youth for the world of work is much more than a matter of displaying career pamphlets in the school library and giving a few "class talks" on occupations, which is the prevailing practice in the few schools in our country which have a guidance service.

There is not a self-made man in the world. The so-called self-made man is the man who has seized his opportunities, and those given him by circumstances, and has made use of them.

—Lucius Tuttle

THE FUTURE OF MULTIPURPOSE SCHOOLS

ONE of the important recommendations of the Secondary Education Commission (1953) was the establishment of multipurpose schools to remedy some of the glaring defects of the existing pattern of secondary education in this country. The multipurpose schools seek to replace the 'single track' or academically biased institutions which do not take cognizance of the range of individual variations among pupils and to provide diversified courses to meet varying aptitudes, abilities, interests and aims. The other aim of diversification of education is the development of the technical or vocational efficiency of the students in order to enable them to acquire some basis of earning competence when they leave the secondary schools as secondary stage for a majority of school leavers is a terminal stage of education.

In pursuance of the recommendations of the Secondary Education Commission an ambitious programme of starting multipurpose schools was taken in hand. During the first Five Year Plan, 333 multipurpose schools were established and out of the grant of Rs. 4.19 crores sanctioned by the Centre for this purpose, only Rs. 2.27 crores were utilised. During the period of the second Five Year Plan, 1550 schools were converted into multipurpose schools but the third Five Year Plan envisages the establishment of a limited number of such schools for in the third Plan the emphasis is to be laid on the consolidation and improvement of these schools rather than their expansion. This is stated in the draft of the Plan which says: "Emphasis is to be on improving and developing the institutions already set up and on the provision of adequate teaching facilities."

Why is it necessary to slow down the pace of conversion to multipurpose schools? Why is it necessary to take stock of the situation arising out of their establishment? The answer to these questions lies in a host of problems confronting these schools and consequently impeding their progress. Curiously, the future of such schools hinges on the successful solution of the problems peculiar to them.

Problems facing the multipurpose schools

(a) The foremost problem that faces these schools is the dearth of properly trained and adequately qualified teachers, particularly for subjects requiring practical instruction. The supply of craft teachers falls far below the demand for them as the training facilities are limited and the grades of pay offered to them are far from attractive. In the technology stream teachers are not available in the existing scales of pay as in the context of huge industrial expansion programmes in public and private sectors they are in great premium elsewhere. If some technicians are available for instruction, they are not fully conversant with the basic principles of pedagogy and teaching techniques. In this stream there is a frequent shifting of teachers as technical teachers, whether graduates or licentiates in electrical or mechanical engineering leave the teaching profession for higher scales of pay in technical fields. Consequently this stream is the hardest hit in this respect. Some schools have to experience difficulties in respect of science teachers too because M.Sc.'s coming out from the universities are not sufficient to meet the demand for them in various fields.

(b) Non-availability of instructional

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materials like science apparatus, workshop equipment and agricultural implements is another obstacle in the way of successful working of these schools. It is a truism that adequate instructional materials are essential for any effective programme of education. In agricultural, commercial, domestic science and technological streams where manipulative skills are required, instruction without adequate and suitable materials is meaningless. In some schools workshops are not properly equipped while in others there is an inadequacy of typewriters. All these things impose heavy financial burdens which some institutions may not be in a position to bear. In some quarters apprehensions are entertained that the entire scheme of multipurpose schools may founder on the bedrock of financial difficulties. However, the Central Government is giving generous grants to the States to equip these schools properly in order to ensure their success. Sometimes the supply of scientific apparatus cannot cope with the increasing demand for it because of import restrictions. Consequently science laboratories in some schools are not properly equipped and cannot serve the purpose of efficient science teaching.

(c) The other factor contributing to the unpopularity of these schools is the absence of suitable standardised textbooks. This drawback accounts for variations in instruction content in various schools. Furthermore, much time is wasted in dictating notes to the students and as a result very little time is left at the disposal of students for self-study.

In some streams like agriculture and technology the subject matter is superfluous and impractical. Moreover the teachers and the heads of these schools do not possess adequate experience to be in a position to weigh the syllabi of practical subjects in terms of student-accomplishments. In some circles opinion is expressed, though not without justification, that the curriculum of multipurpose schools is heavy and overburdened and too often above the level of student ability.

(d) Another factor which carries

weight is the attitude of parents and guardians to this innovation in the realm of secondary education. There is one misunderstanding about the multipurpose schools that they impart vocational training although their avowed aim is to give vocational bias to instruction. In a country where job opportunities in commercial and industrial fields are limited, such courses are bound to encounter some opposition from guardians as these schools do not serve the purpose of a stepping stone to vocational preferment and economic advantage. In this country more prestige is attached to a university degree and white collar jobs than to vocational competence and technical professions by both the parents and pupils. Parents more often than not have pre-conceived notions about the careers of their wards and pay scant heed to expert psychological advice based on the assessment of their children's capacities, aptitudes and interests by the educational guides where such facilities exist.

(e) In a large number of multipurpose schools there is hardly any provision for educational and vocational guidance which is considered an integral part of such institutions. The need for educational and vocational guidance is greater today than it was a generation ago as far-reaching industrial and social changes have created a number of 'adjustment' problems. The observations of the Ohio State University team amply bear out this contention. "Guidance may be conceived of as the co-ordinated effort of the school and community to build wholesome well-adjusted personalities that are ready to enter into adult life with optimum prospects for happiness and success". The Mudaliar Commission also recommended the provision of some kind of guidance programme in multipurpose schools in order to obviate maladjustments in life as has been the case in the past. Though in some States educational and vocational bureaus have been set up, there is a paucity of guidance counsellors to man the multipurpose schools coming up in the country. In order to enable the schools to be effective means of developing students' total personality guidance facilities should be provided there.

What is the future of the 'multipurpose' school leavers ?

There are doubts with regard to the future of the school leavers of these schools. The moot point is whether the aim of such schools is only vocational bias, or occupational competence. If only 'vocational bias' is the aim, what will happen to the school leavers if they fail to get admission to technical or vocational institutions which are fewer in number than the demand for them? Uncertainty prevails about the vocational future of the school leavers. If they flock to arts colleges after leaving such schools, the very purpose of starting multipurpose schools is defeated and efforts at reform in the field of secondary education are set at naught. The prospects of further education of those who take up diversified courses are not clearly defined and are a source of great anxiety to the parents and the students and this is one of

the factors responsible for the hesitance of the guardians to send their wards to multipurpose schools.

The entire scheme of multipurpose or multilateral schools is at an experimental stage and hence the majority of parents are not willing to risk their children's future for the sake of an experiment. Even the States and the universities have not evolved a uniform policy in respect of the school leavers. In some States the school leavers are eligible for admission to arts and science colleges or technical colleges just after leaving the schools but in the Punjab, the students have to spend one year in a pre-professional course while U.P. still sticks to the old pattern of Intermediate and B.A. examinations. Lack of co-ordination between the multipurpose schools and technical institutes or colleges is also responsible for befogging the future of these schools.

Faith is a certitude without proofs.....faith is a sentiment, for it is a hope; it is an instinct, for it precedes all outward instruction.

—Amiel

A POET'S SCHOOL *

FROM questions that have often been put to me, I have come to feel that the public claims an apology from the poet for having founded a school, as I in my rashness have done. One must admit that the silkworm which spins and the butterfly that floats on the air represent two different stages of existence, contrary to each other. The silkworm seems to have a cash value credited in its favour somewhere in Nature's accounting department, according to the amount of work it performs. But the butterfly is irresponsible. The significance which it may possess has neither weight nor use and is lightly carried on its pair of dancing wings. Perhaps it pleases someone in the heart of the sunlight, the Lord of colours, who has nothing to do with account books and has a perfect mastery in the great art of wastefulness.

*Extracts from a chapter in Rabindranath Tagore's book *Towards Universal Man*.



The poet may be compared to that foolish butterfly. He also tries to translate in verse the festive colours of creation. Then why should he imprison himself in duty? Why should he make himself accountable to those who would assess his produce by the amount of profit it would earn?

I suppose this poet's answer would be that, when he brought together a few boys, one sunny day in winter, among the warm shadows of the tall straight *sal* trees with their branches of quiet dignity, he started to write a poem in a medium not of words.

In these self-conscious days of psycho-analysis clever minds have discovered the secret spring of poetry in some obscure stratum of repressed freedom, in some constant fretfulness of thwarted self-realization. Evidently in this instance they were right. The phantom of my long-ago boyhood did come to haunt its early beginning; it sought to live in the lives of other boys, and to build its missing paradise with ingredients which may not have any orthodox material, prescribed measure, or standard value.

This brings to my mind Kalidasa, a poet of ancient India. Happily for the scholars, Kalidasa has left behind him no clear indication of his birth-place, and there is ample scope for endless disagreement. My scholarship does not pretend to go deep, but I remember having read somewhere that he was born in beautiful Kashmir. Since then I have given up reading discussions about his birth-place lest I find some learned contradiction equally convincing.

But psycho-analysis need not be disappointed, for he was banished to a city in the plains and *Meghaduta* vibrates with the music of sorrow that has its keynote "in the remembrance of happier things." It is significant that in this poem the lover's errant fancy, in quest of the beloved who dwelt in the paradise of eternal beauty, lingered with enjoyment about every hill, stream, or forest over which it passed; watched the grateful dark eyes of the peasant

girls welcoming the rain-laden clouds of June; listened to some village elder reciting under the banyan tree a familiar love legend fresh with tears and smiles of simple-souled generations.

It was not a physical home-sickness from which the poet suffered, it was something far more fundamental—the nostalgia of the soul. We feel in almost all his works the oppressive atmosphere of the king's palaces of those days, thick with luxury and the callousness of self-indulgence, and yet an atmosphere of refined culture, of an extravagant civilization.

The poet in the royal court lived in exile, as it were. It was, he knew, not merely his own exile but that of the whole age to which he was born, the age that had amassed wealth and well-being, and lost its background of the great universe. What was the image in which his desire of perfection persistently appeared in his poems and dramas? It was tapovana, the forest resort of the patriarchal community of ancient India. Those who are familiar with Sanskrit literature know that this was not a colony of people with a primitive culture. They were seekers of truth, for the sake of which they lived in purity but not puritanism; they led a simple life, but not one of self-mortification. They did not advocate celibacy and were in close touch with people who pursued worldly interests. Their aim was briefly suggested in the Upanishad in these lines :

*Te sarvagam sarvatah prapya dhira
Yuktatmanah sarvamevavisanti.*

Those men of serene mind enter into the All, having realized and being every where in union with the omnipresent Spirit.

It was no deliberate copying but natural coincidence, that a poet of modern India should have a like vision when he felt within him the misery of a spiritual exile. In Kalidasa's time the people strongly believed in the ideal of tapovana. When Kalidasa sang of the tapovana his

verses instantly touched the living faith of his listeners. But today the idea of the tapovana has lost all semblance with reality and has slipped into legend; therefore, in a modern poem, it would merely be "literary". Then again, the tapovana concept would be a fantastic anachronism in the present age, unless recast under the current conditions of life. That, indeed, was the reason why the poet of today had to compose his verse in a plausible language.

I was born in what was then the metropolis of British India. Our ancestors came floating to Calcutta upon the earliest tide of the fluctuating fortune of the East India Company. The code of life for our family became composed of three cultures, Hindi, Muslim, and British. My grandfather belonged to that period when an extravagance in dress and courtesy and a generous leisure were gradually being clipped and curtailed into Victorian manners. I came to a world in which the modern city-bred spirit of progress had just triumphed over the lush green life of our ancient village community.

Though the trampling process was almost complete around me, something of the past lingered over the wreckage. In my boyhood days I often listened to my eldest brother dwelling regretfully on a society that had been hospitable, kindly, and filled with a simple faith and the ceremonial poetry of life. All that was a vanishing shadow in the twilight haze of the horizon; the all-pervading fact was the modern city, newly built by a Company of western traders, and the spirit of the new times striking upon our life, even if it had to face countless anomalies. But it has always been a surprise to me that while this hard crust of a city was my only experience of the world, I was constantly haunted by the nostalgic fancies of an exile.

'I was like the torn-away line of a verse. . . .

It seems that the sub-conscious remembrance of some primeval dwelling-place, where in our ancestors' minds were figured and voiced the mysteries of the inarticulate

rocks, the rushing water and the dark whispers of the forest, was constantly stirring my blood with its call. (Some living memory in me seemed to ache for the playground it had once shared with the primal life in the illimitable magic of land, water and air.) The thin, shrill cry of the high-flying kite in the blazing sun of a dazed Indian midday sent to a solitary boy the signal of a dumb distant kinship. The few cocoanut palms growing by the boundary wall of our house, like some war captives from an older army of invaders of this earth, spoke to me of the eternal companionship which the great brotherhood of trees have ever offered to man. They made my heart thrill to the invitation of the forest. I had the good fortune of answering this invitation when as a boy of ten I stood alone on the Himalayas under the shade of great deodars, awed by the dark dignity of life's first-born aristocracy, by its sturdy fortitude that was terrible as well as courteous.

Looking back upon those moments of my boyhood when all my mind seemed to float poised upon a large feeling of the sky, of the light, I cannot help believing that my Indian ancestry has left deep in my being the legacy of its philosophy, the philosophy which speaks of fulfilment through harmony with nature. It arouses in us a great desire to seek our freedom, not in the man-made world but in the depth of the universe; and it makes us offer our reverence to the divinity inherent in fire, water and trees, in everything moving and growing. The founding of my school had its origin in the memory of that longing for freedom, the memory which seems to go back beyond the skyline of my birth.

Freedom in the mere sense of independence is meaningless. Perfect freedom lies in the harmony of relationship which we realize not through knowing, but in being. Objects of knowledge maintain an infinite distance from us who are the knowers. For knowledge is not union. We attain the world of freedom only through perfect sympathy.

Children with the freshness of their

senses come directly to the intimacy of this work. This is the first great gift they have. They must accept it naked and simple and never lose their power of quick communication. For our perfection we have to be at once savage and civilized; we must be natural with nature and human with human society. The misery which I felt was due to the crowded solitude in which I dwelt in a city where man was everywhere, with no gap for the immense non-human. My banished soul, in the isolation of town-life, cried within me for new horizons. I was like the torn-away line of a verse, always in a state of suspense, the other line with which it rhymed and which could give it fullness, having been smudged.

In the usual course I was sent to school, but possibly my suffering was unusual, greater than that of most other children. The non-civilized in me was sensitive; it had great thirst for colour, for music, for the movements of life. Our city-built education took no heed of that living fact. It had its luggage-van waiting for branded bales of marketable result. The non-civilized and the civilized in man should be in the same proportion as water and land on our globe, the former predominating. But the school had for its object a continual reclamation of the non-civilized. Such a drain of the living water causes an aridity which may not be considered deplorable in a city, but my nature never became accustomed to those conditions. The non-civilized triumphed in me too soon and drove me away from school when I had just entered my teens. I found myself stranded on a solitary island of ignorance and had to rely solely on my own instincts to build up my education from the very beginning.

'Robinson Crusoe's island comes to my mind....'

This reminds me that when I was young I had the great good fortune of coming upon a Bengali translation of Robinson Crusoe. I still believe that it is one of the best books for boys ever written.

In Robinson Crusoe, the delight in union with nature finds its expression in a story of adventure where the solitary man is face to face with solitary nature, coaxing her, cooperating with her, exploring her secrets, using all his faculties to win her help. The pleasure I felt in reading this book was not in sharing the pride of human success against the closed fist of a parsimonious nature, but in the harmony with nature attained through intelligent dealings. And this is the heroic love-adventure of the West, the active wooing of the earth.

Robinson Crusoe's island comes to my mind when I think of an institution where the first great lesson in the perfect union of man and nature, not only through love but through active communication, may be learnt unobstructed. We have to keep in mind the fact that love and action are the only media through which perfect knowledge can be obtained, for the object of knowledge is not pedantry but wisdom. An institution of this kind should not only train up one's limbs and mind to be ready for all emergencies, but to be attuned to the response between life and the world, to find the balance of their harmony which is wisdom. The first important lesson for children in such a place would be that of improvisation, the ready-made having been banished in order to give constant occasion to explore one's capacity through surprise achievements. I must make it plain that this implies a lesson not in simple life, but in creative life. For life may grow complex, and yet, if there is a living personality at its centre, it will have the unity of creation, it will carry its own weight in perfect grace, and will not be a mere addition to the number of facts that only go to swell a crowd.

'I tried to develop in the children of my school their feeling for nature.....'

I wish I could say that we have fulfilled this dream in our school. We have only made a beginning. We have given the children an opportunity to find their freedom in nature by being able to love it. For love is freedom; it saves us from paying

with our soul for objects that are all too cheap. I know men who preach the cult of the simple life by glorifying the spiritual merit of poverty. I refuse to imagine any special value in poverty when it is a mere negation. Only when the mind is sensitive to the deeper call of reality is it weaned away from the lure of the fictitious. It is callousness which robs us of our simple power to enjoy and dooms us to the indignity of snobbish pride in furniture and the foolish burden of expensive things. But to pit the callousness of asceticism against the callousness of luxury is to fight one evil with another, inviting the pitiless demon of the jungle.

With the help of literature, festive ceremonials and religious teachings I tried to develop in the children of my school their feeling for Nature as also a sensitiveness to their human surroundings. I prepared for them a real homecoming into this world. Among the subjects they learnt in the open air, in the shade of trees, were music and painting, and they had their dramatic performances.

But this was not sufficient, and I waited for men and the means to be able to introduce into our school activities that would build up character. I felt the need of the western genius for imparting to my educational ideal the strength or reality which knew how to achieve a definite end of practical good.

The obstacles were numerous. The tradition of the community which calls itself educated, the parents' expectations, the upbringing of the teachers themselves, the claim and the constitution of the official University, were all overwhelmingly arrayed against the idea I cherished. In addition, we attracted hardly any contributions from my countrymen as our funds were inadequate to support an institution in which the number of boys had necessarily to be small.

Fortunately, help came to us from an English friend who took the leading part in creating and guiding the rural organization connected with Visva-Bharati. He

believes, as I do, in an education which takes count of the organic wholeness of human individuality, needing a general stimulation of all faculties, bodily and mental. In order to have the freedom to give effect to this idea, we started our work with a few boys who were orphans or whose parents were too poor to be able to send them to any kind of school.

Before long we discovered that minds actively engaged in constructive work fast developed energies which sought eager outlet in the pursuit of knowledge, even the extent of undertaking extra tasks. The minds of these boys became so alert that a very simple fact made them at once see the advantage of learning English, which was not in their course of studies. The idea came to them one day when they were posting some letters: on the envelopes the postmaster wrote in English the addresses that had already been written in Bengali. Immediately they went to their teacher asking that they be taught English in an additional hour. These boys never regretted their rash request. Yet I remember to this day what criminal thoughts used to fill my young mind when my own teacher of English showed himself at the bend of the lane leading to our house!

For these boys vacation has no meaning. Their studies, though strenuous, are not a task, being permeated by a holiday spirit which takes shape in activities in their kitchen, their vegetable garden, their weaving, their work of small repairs. It is because their classwork has not been separated from their normal activities but forms a part of their daily current of life, that it easily carries itself by its own onward flow.

Most of our boys when they first came were weak in body and mind; the ravages of malaria and other tropical diseases had been their fatal inheritance. They brought with them an intolerable mental perversity; the Brahmin was supercilious, the non-Brahmin pitiable in his shrinking self-abasement. They hated to do any work of common good lest others besides themselves should get the least advantage.

They sulked when they were asked to do for their own benefit the kind of work that, they thought, should be done by a paid servant. They were not averse to living on charity but were ashamed of self-help.

It might have been thought that this meanness and moral lethargy were inherent in their nature. But within a very short time all that changed. The spirit of sacrifice and comradeship which these boys have developed is rare even in children who have had better opportunities. It was the active, healthy life which brought out all that was good in them and the accumulated rubbish of impurities was swept off. The daily work which they were doing gave rise to problems which demanded a solution. The logic of facts showed to them the reality of moral principles in life, and now they feel astonished when other boys do not understand such principles. They take great pleasure in cooking, weaving, gardening, improving their surroundings, and in rendering services to other boys, very often secretly, lest they should feel embarrassed. The members of a mess usually clamour for more than is provided for them, but these boys willingly simplify their needs. They have developed a sense of responsibility. Instead of grumbling at deficiencies, they think and manage for themselves. To improve their dietary they must apply extra zest on their vegetable patches. Even if they get poor results, these have a value not to be assessed in terms of market price.

To give an artistic touch to my description, I wish I could speak of some break-down in our plan, of some unexpected element of misfit trying to wreck the symmetry of our arrangements. I have to confess, however, that it has not yet happened. Perhaps our tropical climate is accountable for this dull calm in our atmosphere, for the lack of that excess energy which often loves to upset things. May be it is not too late to hope that this experiment of ours is not going to be a model paradise for harmless boys. Some incalculable problems, I am sure, will presently arise, challenging our theories and our faith in our ideal.

'Education is a permanent part of the adventure of life.....'

Meanwhile, having realized that this daily practice in the adaptation of mind and body to life's necessities has made these boys intellectually alert, we have mustered courage to extend the system to the primary section of our school. The children of that section, under an ideal teacher who believes that to teach is to learn, have just finished constructing their first hut of which they are absurdly proud. They have apparently begun to think that education is a permanent part of the adventure of life; it is not like a painful hospital treatment for curing them of the congenital malady of their ignorance, but is a function of health, the natural expression of their mind's vitality. Thus, I have just had the good fortune to watch the first shoot of life peeping out in a humble corner of our organization. My idea is to allow this creeper to grow, with no special label of learned nomenclature attached to it; grow till it completely hides the dead pole that bears no natural flower or fruit.

Before I stop I must say a few more words about a most important item on our educational programme.

Children have their active sub-conscious mind which, like the tree, has the power to draw food from the surrounding atmosphere. For them the atmosphere is a great deal more important than rules and methods, equipment, textbooks and lessons. The earth has her mass of substance in her land and water; but, if I may use figurative language she finds her stimulus in her atmosphere. It evokes from her responses in colour and perfume, music and movement. In this society man has about himself a diffuse atmosphere of culture. It keeps his mind sensitive to his racial inheritance, to the current of influences that come from tradition; enables him to imbibe unconsciously the concentrated wisdom of ages. But in our educational organizations we behave like miners, digging only for things and not

like the tillers of the earth whose work is a perfect collaboration with nature.

I tried to create an atmosphere in my school—this was the main task. In educational institutions our faculties have to be nourished in order to give our mind its freedom, to make our imagination fit for the world which belongs to art, and to stir our sympathy for human relationships. This last is even more important than learning the geography of foreign lands.

The minds of the children of today are almost deliberately made incapable of understanding other people with different languages and customs. The result is that, later, they hurt one another out of ignorance and suffer from the worst form of

the blindness of the age. The Christian missionaries themselves help in this cultivation of contempt for alien races and civilizations. Led by sectarian pride while they profess brotherhood for all, they use school textbooks to corrupt young susceptible minds. I have tried to save our children from such aberrations, and here the help of friends from the West, with their sympathetic hearts, has been of the greatest service.

—1926

Children run out of the temple
and play in the dust
God watches their games
and forgets the priest

—*Rabindranath Tagore*

VOCATIONAL GUIDANCE IN THE CONTEXT OF MANPOWER OBJECTIVES

THE relationship of vocational guidance to manpower objectives of the country may not be quite apparent to guidance personnel in schools. The examination of objectives of vocational guidance can be approached from two rather differing points of view—from the standpoint of the adjustment and success of the individual and from the standpoint of the manpower requirements and goals of the country. Although the two points of view have something in common and should in practice be merged, an analytical understanding of the objectives of vocational guidance calls for separate treatment of the two standpoints. Whereas the former embodies preoccupation with the individual and his problems, the latter expresses a concern with obtaining adequate and suitable manpower for the economic and developmental activities of the present and the future—a concern primarily of the planners and administrators of the country and of industry in general.

What is meant by manpower objectives ?

To put it very simply, manpower objectives are concerned with obtaining manpower for the various economic and social activities of the country and making the best use of the available manpower. In any activity which is undertaken for an economic or social purpose, say the establishment of a factory or a school, workers are required to run the concern. The other requirements would be capital, machine, or material but if the workers are not available, the activity cannot be undertaken. This is known as the worker requirement or the manpower requirement for the undertaking. The term manpower includes womanpower although at times

the latter^o term is used while referring specifically to the requirements of female workers.

When an economic or social activity is undertaken by the government or a private body or a private employer, the requirement is not of just any kind of worker. Depending upon the nature of activity, in other words, the nature of occupations involved, "trained" workers are required with specific acquired skills. Thus raw manpower is not of much use, except for unskilled occupations. As India has raw manpower in abundance, the difficulties involved in this kind of manpower are mostly concerned with their mobility. Problems of mobility apply with equal force to trained manpower also. The requirement of manpower is always with reference to a certain place and a certain time. Hence considerations of mobility play a large part in obtaining the requisite manpower.

By

Dr. H. P. Mehta,

*Assistant Director (Vocational Guidance),
Directorate General of Employment and Training,
New Delhi.*

Thus manpower objectives have a quantitative aspect as well as a qualitative aspect and vocational guidance is concerned with both. The qualitative aspect of vocational guidance is generally personnel. This is inferred from the observation that topics pertaining to job analysis and requirements of occupations are included in the syllabi of training programmes for counsellors, whereas hardly any emphasis is placed on manpower statistics relating to occupational structure or distribution, future requirements in different occupations, etc. The former leads to the descriptive or qualitative study of occupations, whereas the latter relates to the "quantitative" study of occupations. Although qualitative study of occupations is equally im-

portant, the objective of this article is to emphasise the need for quantitative study of occupations and the importance of utilising quantitative data on occupations in counselling.

Such quantitative data are now available through the Employment Market Information reports brought out by the National Employment Service. Besides reports pertaining to information at the national level, area reports are also published. The portions of the reports dealing with shortages of and surpluses of workers in different occupations, and the occupational composition of workers are particularly important. Data on local shortages and surpluses of workers can also be obtained from the statistics of registrants and vacancies at the employment exchanges. As the employment market information programme develops, it is hoped to provide more pertinent data, particularly data relating to future trends in occupations to counsellors. Besides the literature brought out by the National Employment Service, several publications of the Planning Commission contain valuable quantitative data on occupations. Estimates of manpower requirements in different occupations is an important national task and these are being collected and published by the Planning Commission in its several reports. Even the Draft Outline of the third Five Year Plan contains valuable information for counsellors.

Manpower requirements

As an illustration of importance and use of such data in counselling, let us look at the estimates of manpower requirements for different occupations prepared by the Planning Commission.

| | | |
|------------------------|----------|------------------|
| ENGINEERS | | 1,25,640 |
| Degree holders | 45,540 | |
| Diploma holders | 80,100 | |
| CRAFTSMEN | | 11,00,000 |
| Engineering trades | 7,50,000 | |
| Non-engineering trades | 3,50,000 | |

| | | |
|--|----------|-----------------|
| MEDICAL AND HEALTH PERSONNEL | | 2,11,600 |
| Doctors | 26,000 | |
| Nurses | 39,000 | |
| Auxiliary nurses/ midwives | 40,100 | |
| Health visitors | 9,000 | |
| Nurse dais | 84,500 | |
| Health assistants/ Sanitary inspectors | 13,000 | |
| TEACHING PERSONNEL | | 5,78,000 |
| Primary school teachers | 3,60,000 | |
| Middle school teachers | 1,30,000 | |
| Secondary school teachers | 61,000 | |
| Lecturers | 27,000 | |
| AGRICULTURAL AND VETERINARY PERSONNEL | | 40,000 |
| Agricultural grad- uates | 16,000 | |
| Plant protection graduates | 5,800 | |
| Soil conservation Officers, assistants etc. | 8,400 | |
| Veterinary graduates | 6,800 | |
| Technical personnel for Dairy Development | 3,000 | |
| FOREST AND FISHERIES PERSONNEL | | 3,500 |
| Forest officers | 400 | |
| Forest rangers | 1,100 | |
| Fisheries | 2,000 | |
| PERSONNEL IN COOPERATIVE SCHEMES | | 39,000 |
| PERSONNEL FOR AIDED WELFARE PROGRAMMES | | 10,800 |
| Relating manpower requirements to counselling | | |

Although the estimates of manpower requirements for all the occupations are

not given in the above table, its utility in counselling will be apparent. The highest estimated requirement is of the craftsmen for which vocational training is at the certificate level. In comparison to degree holders in engineering their number is nearly 25 times. It may be said on the basis of this table that the country needs for every one degree holder in engineering two diploma holders* and 25 certificate holders. This ratio 1:2:25 is highly incompatible with the vocational aspirations of students who contemplate an engineering career as a majority of them aim at a degree course. The reality represented by the ratio of 1:2:25 should therefore find a place in the counselling of students who are aiming at engineering and technology.

Similarly in the field of medicine and health, it may be brought out in guidance programmes that the country needs for every one doctor, 13 nurses, auxiliary nurses, health visitors and health assistants. In the field of teaching, the demand for primary teachers is double the demand of all other categories of teachers. These facts may be profitably utilised both in group guidance and individual counselling. The use of such quantitative data will help in reducing the gap between vocational aspirations and the employment market realities.

The purpose of vocational guidance

It may be argued that if vocational guidance is to play a role in obtaining a numerically adequate supply for the various industrial and other projects of the country, it may be reduced to the level of recruiting campaigns. This is a misconception because vocational guidance does not aim at obtaining any sort of recruits but at *right* sort of recruits. When both quantitative and qualitative data on occupations are utilised

in counselling and the characteristics of the individual are discussed in relation to occupational requirements, vocational guidance cannot be identified with recruitment campaigns.

The importance of vocational guidance in the attainment of manpower objectives is particularly great at the present stage, when the country is going through many economic and social changes. The facts of the changes must be brought to the young people so that they can adjust to a new changing environment. This point is very well brought out in an I.L.O. Report* from which the relevant extract is quoted below :

“The need for vocational guidance in the Asian countries today may perhaps be most fully appreciated if one considers this service as a means of giving effect to manpower policy, through the systematic dissemination to the public, of information on occupations and the situation and trends in the employment market and the supply of such information to individual citizens in accordance with their personal requirements and possibilities at the time when they are actually choosing or revising their occupational plans.

“It is clear that short of coercion—which can in such matters be ineffective as well as morally, socially and politically undesirable—there is no other way of getting people to act in accordance with the facts of the general situation and so achieving a smooth development in accordance with plans. Where radical and rapid changes are expected to take place in a country’s technical and economic structure, pattern of industry and competition of occupations, it is particularly important to assist individuals to adjust to changing conditions. This is mainly why the development in Asia should be expedited”.

* Asian Advisory Committee, Eighth Session—New Delhi : 11-12 November, Fourth Item on the Agenda, Vocational Guidance, International Labour Organisation, Geneva.

A CHALLENGE TO PRIVATE EFFORT IN INDIAN EDUCATION

THE position of the private and public sectors in the educational system of a country serves as a mirror of the contemporary social, economic and political conditions. It reflects, in their true colours, the attitudes of the State, of society at large, of social organisations and individual philanthropy towards education. These institutions and organisations play an important role in determining the pattern of the educational system of a country. The dominance of State initiative in education directly affects the working of the voluntary effort in the field. The voluntary effort, in its turn, may influence State effort. The study of such interactions between the two is necessary at any time in the educational history of a country. It assumes still greater importance in a growing society which relies upon education, as a dynamic force for building up a democratic way of life. Democracy conceives of education as an evolutionary growth as opposed to the process of regimentation which brings about a uniformity of standards, morals and manners. A democratic State should, therefore, not only allow full freedom to voluntary effort to grow and develop freely under its patronage but should also help it with a view to enhancing the advancement of education in the country. A cursory look at the history of education of a democratic country will show that most of the progressive experiments in educational thought and practice are the contributions of voluntary effort. To give encouragement to such voluntary effort the State should attempt to establish a partnership with it. It should support the voluntary educational institutions partially, though substantially,

through liberal grant-in-aid and allow them maximum academic freedom, so that they may take increasing interest and initiative in the field of educational experimentation. The reverse is, however, the case with countries which partially or wholly identify themselves with the totalitarian ideology. In such countries the dominance of the State in the field of education in some form or other gradually dries up the sap of voluntary zeal. It is in this context that an attempt will be made here in this article to bring out the salient developments which have taken shape in our country after the attainment of freedom. The symptoms which are gradually appearing in the operation of voluntary effort in Indian education pose a challenge to the privately-managed institutions which should be boldly faced by them in the cause of a balanced progress of education.

The crucial problem facing private effort

The most striking problem facing private effort in education is the dwindling sources of its income. The privately-managed schools and colleges may be classified into three categories for the purpose of locating the source of the difficulty. Firstly, there are the institutions which are denominational in character. Secondly, there are a large number of schools and colleges maintained by big industrialists and rich philanthropists. The third category of institutions are those which are being run by organised societies started by bands of devoted social workers. Many of the schools and colleges of the first kind have changed their character

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after the attainment of freedom by indentifying themselves with the spirit of the Indian Constitution which lays down the foundations of a secular system of education. Such institutions which are now largely dependent on public funds have not felt the sting of the time because of the realisation of their primary objectives of providing educational opportunity to the children of their faith. These institutions have not to bother much about financing their educational programmes. It is the third category of privately-managed institutions which is affected the most in free India today. These institutions were largely dependent on public subscriptions and help from industrial magnates. With the rising incidence of taxation, high cost of living and nationalisation of industries, the raising of subscriptions and donations from the public is becoming more and more difficult everyday. This source of income from public philanthropy is becoming insignificant with the march of time. The schools and colleges are, therefore, increasingly looking forward to financial help from the State. The State also has given increasing recognition to the private effort by liberalising its policies of grant-in-aid.

Issues to be considered

As a corollary to the increasing dependence of the private educational effort on State help, a number of problems, which need our sincere consideration, have arisen. It is necessary to bring them out here for the purpose of critical appraisal of the situation :

- (1) Increasing control of the State over the normal working of privately-managed educational institutions.
- (2) Deterioration in the zeal and vitality of the workers who sponsored the institutions or who are still actively sharing the administrative or financial responsibilities.
- (3) Gradual swing of the institutions from progressive to regimentated and mechanised methods of educational training.
- (4) Levelling the standards in privately-managed schools and colleges to

the level of those of government-controlled institutions in terms of equipment, facilities, scales of pay, curricular or co-curricular activities, etc.

- (5) Increased mobility of the members of the teaching staff who always look forward to better jobs elsewhere, specially in government institutions.
- (6) Gradual decline in the holding power of the institutions as, sometimes, even the old workers are drawn away by more lucrative and administrative jobs outside.
- (7) Lowering of the educational and moral standards of the institutions consequent upon the expansion of their activities due to financial help from the State and Union Governments.
- (8) Incursion of party politics in such institutions.
- (9) Development of jealousies among the institutions themselves arising from unhealthy competition.

These are some of the tendencies and trends that are developing in privately-managed schools and colleges mainly because of their increasing dependence on State financial aid. As one can clearly see, all the problems enumerated above have arisen in a chain reaction. A working partnership between the State and the private effort in secondary and higher education is desirable in our country with a view to diverting the public funds so saved to the expansion of primary education. The State should see to it that the privately-managed institutions are properly maintained with its help. But it should not try to regulate their working through rigid controls. Full academic freedom should be allowed to these institutions to develop progressive methods of educational training. Unfortunately, there is a growing tendency on the part of the State to lay down standards of building construction, the methods of selecting the teaching faculties, the working of the educational experiments etc. The State often makes astonishing demands to have its representation on the various administrative bodies of an institution—sometimes to have a

representative of the State on its governing body or the finance committee, and at others on its staff selection committee. A number of regulatory orders are issued from time to time interfering with the normal freedom of these schools and colleges in planning their educational programmes. At certain moments the situation becomes so challenging that the institution thinks either of closing down or doing without State help. In such a state of helplessness, the sponsors of the institution are compelled to take the course of least resistance and accept the State's financial help. When the work for the year is planned or the budget is framed by the governing body of the institution there is a tendency to take a dressing from the government-maintained institutions in planning the educational programme and the related financial implications. Many a time the fear of the government rules and regulations concerning financial aid is the determining factor in designing such programmes.

The results arising from such a state of affairs are obvious and revealing. The spirit of adventure which used to motivate and guide voluntary effort in education is gradually lost. The pioneering workers lose the vitality of their efforts. The institution suffers in two ways. Firstly, the absence of the spirit of adventure tells upon the experimenting nature of the educational programme. And secondly, a tendency is exhibited in the same direction arising from the easy methods of securing financial help from the State. The dependence of the schools and colleges on public philanthropy requires hard work and some showmanship on the part of the workers for attracting public attention. The dependence on State for financial help does not apparently require such hard work. This may be one of the important reasons responsible for deterioration in the morale of many privately-managed educational institutions. Not even some of the well-known institutions of nationwide importance have been able to escape such degeneration.

There are a few other important

implications of this disheartening situation. A corresponding awareness and zeal among the workers to counteract the rapid deterioration has not been generated. One is reminded here of a story of a cycle which was purchased by a person during the last World War. On account of the shortage of cycles during that period, he could not purchase a new one and, therefore, kept on replacing the old parts by new ones as and when they went out of order due to wear and tear. In course of time all the parts including the frame were replaced, but the owner still had the feeling that he possessed the very old cycle he had acquired a few years back. This is exactly what is happening in many educational institutions. Due to the situation described, these institutions are losing their special features one by one in the process of facing the hard realities of existence. But the illusion seems to persist with them that they are the same old institutions maintaining their original character. This fact is corroborated by another development that has taken shape in these institutions. No institution has produced a single devoted worker fully identifying himself with its ideals during the last ten years or so. If any institution claims to have done so, it is an exception rather than the rule. Of course, it has to be recognised at the outset that the holding power of the privately-managed educational institutions is declining everyday. There are frequent changes in the teaching faculties. The teachers become birds of passage constantly looking out for better opportunities of employment elsewhere. They always aspire for jobs in government schools and colleges which give them greater opportunities for vertical and horizontal mobility. The government jobs also carry a higher degree of prestige in society.

A brief reference may be made here to the problem of politics entering into the portals of the privately-managed institutions. With a view to attracting a greater degree of attention of the Government, run on party basis, many such institutions have started taking interest in politics. Such an involvement in politics might

have proved useful to the institutions in some ways but it has certainly been responsible to a certain extent in weakening their foundations. Its demoralising effects are visible in the working of these institutions. It is also responsible for unhealthy rivalries among the institutions of the same category.

Survival at stake

If private effort in Indian education is to survive the test of the time and has to contribute in its own way towards the growth and development of progressive methods of education, these challenges have to be met with serious consideration. The solution will lie in how the situation is handled by both agencies of education. To revitalise voluntary effort a conscious attempt should be made to rejuvenate the deteriorating atmosphere of private institutions. This could possibly be done by mobilising the human potential working in these institutions. Sustained effort should be made to hold up the values and ideals initiated and nurtured by the pioneering workers at the early stages of the institutions' life. What is necessary is that a definite stand should be taken by them in matters of social and economic recon-

struction. They should come close to the needs and aspirations of the common people through realistic ideals and practices. By doing this they are bound to attract the attention and enlist the sympathy of the communities they serve. It may also help them financially. Society at large is bound to react in the long run in favour of their maintenance. This could be possible only if the institutions look more to the people than to the State. The tone of partnership with the State will be largely determined by the extent to which the institutions exhibit independence of thought and judgement. While dealing with the State the institutions should also persist in maintaining their academic freedom. The State on the other hand should find its way of extending its hand of cooperation through reasonable grants-in-aid in the cause of democratic planning and execution in the field of education. The real solution lies not so much in regimentation and control but in allowing freedom of thought and action to the willing partners engaged in this educational enterprise. The spirit of adventure in education so highly needed in India today can be nourished only if the people's Government adopts a policy of generous financial aid and greater tolerance.

The mystery of a person, indeed, is ever divine, to him that has a sense for the godlike.

—Carlyle

The

Teacher's Notebook

We have reported in this issue under "National Awards for Teachers" the function organised by the Ministry in October, 1961, to honour 85 teachers who were selected this year for the National Awards. The programme of the function included one session in which some teachers were invited to speak. We publish in this feature extracts from the speeches of three teachers—Kumari Alan D. Cooper, Headmistress, Madrasa Taiyebiyah Girls' High School, Surat (Gujarat State); Shri S.K. Kuppuswamy, Headmaster, Saurashtra High School, Madurai (Madras); and Shrimati N.S. Math, Headmistress, Kannada Girls School No. 1, Bagalkot (Mysore).

I. EDUCATION FOR CITIZENSHIP

Alan D. Cooper

A great and continuing process of education has been the development of moral and spiritual values. To fulfil this purpose, society calls upon all its institutions; and special claims are made on the home and the school because of the central role of these two institutions in the nurture of the young.

No society can survive without a moral order. As social structures become more complex, as the welfare of all depends increasingly upon the cooperation of all, the need for common moral principles becomes more imperative. No social invention, however ingenious, no improvements in government structure however prudent, no enactment of statutes and ordinances however lofty their aims, can produce a good and secure society if personal integrity, honesty and self-discipline are lacking. It is within this framework that we must think about education for citizenship in the school. An ideal school provides an environment in which spiritual, mental, emotional as well as physical needs of each pupil are met. It provides security and that sense of "belonging" which is so important if our pupils are to develop into mature and emotionally stable adults. It is the place where they learn to share and accept responsibility and to think of others above themselves.

Curriculum and Method

Let us cast a glance at what part the curriculum plays in the education of the young. In professional terms, this means that the curriculum of the school must always be maintained as a balanced spectrum of experience. A school with a science-dominated curriculum would to that extent fail to be a school in the full sense of the term. Those in charge of schools must continue to recognise a diversity of special talent and interest among their pupils. The world needs mathematicians and scientists urgently, but it would be a sorry world whose schools had decided that it did not need writers, poets, artists, teachers, social workers, historians and economists.

Curriculum can never be considered apart from method. It is even true to say that what is taught is not as significant as how it is taught. The question of teaching methods goes deep. No efforts should be spared to provide teaching aids and to adopt the technique which will bring the outside world into the classroom. The very inventions which have thrown us as people so close together—printing, radio, film, and television—can all be used to this end.

Teacher's Personality

At the heart of the question of method, lie the personality and professional back-

ground of the teacher. Any discussion of the teaching of a school subject is meaningless unless we take into account the spirit in which the teaching is done. Ours is a world which demands not only more teachers, but teachers whose professional preparation has been sound, teachers whose outlook is not limited to their immediate neighbourhood, teachers who can be enabled to grow professionally as they teach. It is for this reason that overseas travel and experience on the part of teachers are so important. The teacher like any other intelligent observer is aware of the fact that perhaps the outstanding feature of the day in which we live is the speed at which changes are taking place. He is prepared to assist in emergency programmes, but he would bid all those who see in education a solution for so many of the world's problems, to have both patience and courage.

Place of School in Society

It is not in obviously intellectual terms that the spirit of understanding should be cultivated among children. The teacher through daily opportunities of the classroom will cultivate a genuine sympathy with a growing understanding of the life of children in their own and in other countries. In my school once a year a general appeal is made which emphasises in the minds of our girls their obligations to children who are less fortunately placed than themselves. Last year in recognition of World Refugee Year our girls contributed Rs. 200 to the Tibetan Refugee Fund. It is in such a manner as this that the school can lay foundations, while children are young, upon which an edifice of more explicit understanding can later be built.

Again, the school should not overlook the fact, for example, that mastery of the basic skills and specially in the arts of communication remains a fundamental responsibility of the school. Those basic skills are not only essential elements in the preparation for citizenship, but they are the tools which are essential to the success of any programme seeking to develop understanding not only within the immediate

community but within the wider community of the world at large. The school has a task of helping boys and girls grow up into a common citizenship of discovering talent and cultivating it in whichever pupil it may be found.

My final comment is therefore this. As the educationist looks over this world of change, he discerns a curious and challenging paradox. His experience has long since shown him that many of the worthwhile things are not achieved by schools overnight. They take time. The teacher is therefore inclined to warn the reformer that a worthwhile school programme is like a good harvest. It must be properly planned, it must be planted and tended and must be waited for in faith.

In the battle of mankind for a better world, the classroom is in the front line.

II. HOW TO HELP PROBLEM CHILDREN

N.S. Math

From my experience as teacher and as headmistress of primary schools for boys and girls in Mysore State (Dharwar Division) I wish to say something today about how we teachers can help the problem child.

Every teacher must have come across problem children now and again. Each problem child desperately needs one who believes in him. An experienced and good teacher is one who recognises the problem child's need and tries to meet it.

Problem children can be grouped, according to their disabilities, in three categories—physical, mental and social. Physical disabilities are mainly those that relate to sight, hearing, speech and low vitality. Mental deficiencies take the form of superiority and inferiority complex, while social disabilities may be headed under behaviour problems.

All problem children can be helped successfully if the disability in question is properly detected. Once the defect is diagnosed and recognised, a teacher can

follow some specific suggestions to help the child to overcome it.

I would like to give an example here. Consider a socially deficient pupil with a behaviour problem. Such a pupil has emotional mal-adjustment which shows itself in anti-social conduct. Usually his behaviour tends to disrupt the class. He tries to show off, plays truant, is defiant, nervous, insolent and even a liar or bully. He tries to withdraw himself from the class activities and has poor work attitudes.

The teacher with some knowledge and experience of practical psychology can mould the behaviour of such a child by following the suggestions listed below.

1. Try to know whether the child's problem is due to physical conditions, home influences, or his mental level and accordingly plan a programme to meet his needs as far as possible.
2. Try to anticipate situations conducive to anti-social behaviour.
3. Try to understand his emotional life, his fears, sorrows and joys.
4. Visit his home.
5. Win the confidence of the pupil by becoming genuinely interested in his hobbies and abilities. This can be done by frequent conference with him, discussing problems with him and by using sincere and judicious praise of his work.
6. Provide opportunities for success and recognition in the classroom, of the children's achievements.
7. Ignore much that is undesirable and notice what is commendable.
8. Avoid the use of ridicule, fear, force or emotional scenes.
9. Provide frequent recreational outlets.
10. Be impartial and always keep your word.

Knowing the disability of a problem child, a good teacher will not force the child to perform an impossible task.

He will help the child to build up his self-confidence instead of self-pity and there is no better way of doing that than to permit the child to proceed at his own rate of speed.

III. THE MIDDAY MEAL SCHEME IN OUR SCHOOL

S.K. Kuppuswamy

Starting as a primary school teacher at the age of 13, I have had more than 40 years' teaching experience. I am at present the headmaster of one of the biggest high schools in Madras with 2,500 pupils on rolls and 100 members on the staff.

I want to say a few words today about the midday meal scheme because it is this which has helped us to build up our school into what it is.

Our high school started this scheme more than 40 years ago. It was started because we saw that boys and girls who were helping their parents at home could not be attracted to school without some inducement and the provision of one principal meal went a long way to attract pupils. Today our well-wishers are providing free midday meals to 1,000 pupils for about 180 days in a year at a cost of Rs. 50,000 and this is without any government aid. But for this scheme I would not today find among my old boys so many doctors, engineers and businessmen who were sons of very poor parents who could ill afford schooling for their children. These same old boys are today liberally contributing to the midday meal scheme and for the past few years they have also given free clothes to pupils for Deepavali. We have recently started free medical aid scheme in our school in the same way. The School Improvement Scheme of the Madras Government is based on the same principle.

The scheme of midday meals has helped to raise the tone of the school. Because of it the pupils are contented and this induces habits of orderliness and discipline in the students. It is my view that if every school could provide one meal for their pupils, the problem of student indiscipline would to a great extent be solved.

Activities at the Centre

National Awards for Teachers

THE most outstanding event of the period under review was the function organised by the Ministry of Education on October 31, 1961 at Parliament House to honour 85 teachers selected from all over India for this year's national awards for teachers. This was the fourth year of the Scheme of National Awards for Teachers which was instituted by the Ministry in 1958 with the object of raising the prestige of teachers in society. Each award consists of a certificate of merit and a cash award of the value of Rs. 500. During the first year of the Scheme, namely 1958, 32 awards were made—two each for the States, two for Delhi and two for other Union Territories taken together. In 1959, the Ministry increased the number of awards to 71 and distributed them among the States and Union Territories according to their size and teacher population. In 1960, the number of awards was also 71. This year, the number of awards was 85 in view of the increase in the number of schools. The Scheme for the present is confined to primary and secondary school teachers.

A detailed account of the function held this year, the basis of selection of teachers and the names of selected teachers are given separately in this issue in the feature entitled "National Awards for Teachers."

Delegations to and from India

A three-member delegation of Indian

educationists led by Shri Raja Roy Singh, Joint Educational Adviser, Ministry of Education went to the U.S.S.R. on a three-week visit in September, 1961, to study the Soviet high school system. Kumari Sarla Khanna, Director of Public Instruction, Punjab, and Shri N.D. Sundaravadivelu, Director of Public Instruction, Madras, were the other two members.

Assistance to Voluntary Educational Organisations

Grants were sanctioned to the following five educational institutions during the quarter.

| | <i>Amount in Rupees</i> |
|--|-------------------------|
| (i) All-India Federation of Educational Associations, New Delhi. | 16,096 |
| (ii) R.M. Arya Girls' Higher Secondary School, New Delhi. | 3,590 |
| (iii) Gokhale Memorial Girls' School, Calcutta. | 57,027 |
| (iv) Sree Sarada Ashrama, Calcutta. | 2,222 |
| (v) The Bangalore High School, Bangalore | 6,743 |

Central Institute of Education

The Institute re-opened on the 17th July after the summer vacation. The Orientation Camp was held on the premises on the 20th and 21st July. The Principal of the Institute, Dr. E. A. Pires relinquished

charge of his post on the 24th August to take up his Unesco assignment at Bangkok and Prof. T.K.N. Menon took over as Principal.

Seminars

The following seminars and workshops were held :

1. Teaching of Statistics for Mathematics Teachers Teaching Class XI.
2. Management, Decoration and Beautification of School.
3. Science Club Sponsors.
4. For Teachers of Art.
5. Selection and Use of Reading Materials in Hindi.
6. Organisation and Maintenance of School Libraries with the Help of Students.
7. Evaluation of Textbooks on General Science.
8. Teaching of Statistics to Class XI Students.

Research

1. The final draft of the report on socio-economic background of the high achievers in the Higher Secondary Examination of Delhi Board has been undertaken.
2. For the study 'Academic adjustment of children from Senior Basic Schools in the Higher Secondary Schools', 100 children were interviewed and their achievements in the previous examinations recorded.
3. Preparation of new items for a Group Test of Intelligence for the age group 15-16 was taken in hand.
4. A Test in English Vocabulary for classes IX to XI—a test of 200 items was prepared.

Central Bureau of Textbook Research

Detailed and comprehensive analysis sheets to assess the role of existing textbooks in Humanities, i.e., Languages and Social Studies, in promoting national unity were evolved. Nearly 100 books in these subject areas were analysed in conformity with the evolved analysis sheets.

A detailed paper on 'Promotion of National Unity through Education' was prepared. It covers the following points.

- (i) A review of our attempts to promote national unity through education.
- (ii) Basic assumptions in formulating an education programme to promote national unity.
- (iii) Improvement of inter-group relations through schools.
- (iv) Promotion of national unity through textbooks and syllabi.

The Bureau prepared (a) a handbook on Metric Measures for the guidance of textbook writers, (b) a comprehensive paper detailing the textbook situation in India as it exists in relation to syllabi, medium of instruction, production, adoption and distribution of textbooks, preparation of reading materials for children and neo-literates and production of an inexpensive popular edition, and (c) Primer-cum-Reader I for Tibetan children in collaboration with Tibetan scholars.

The following projects are under way.

- (i) Handbook for science teachers for primary schools.
- (ii) A pilot project of writing a textbook for class VI in Social Studies by the local teachers under Extension Services Department, Central Institute of Education.
- (iii) Assignments and workbooks in Science, History, Geography and Mathematics.
- (iv) An analysis and gradation of concepts involved in map reading for classes I to VIII.

Central Bureau of Educational and Vocational Guidance

Promotion of Guidance

The Bureau arranged a career conference at Nutan Marathi High School for students of class XI of that school and of Ramjas H.S.S. No. 4, where training schemes and careers in printing, mechanical engineering, civil engineering and electrical engineering trades at the craftsman level were discussed. A meeting to discuss the role of vocational

guidance in solving the manpower problems in our country was also held under the chairmanship of Shri P.N. Kirpal, Director, National Institute of Education.

The Bureau participated in the sixth annual session of the All-India Educational and Vocational Guidance Association held at Chandigarh. A paper on 'Some Factors Affecting the Vocational Development of Indians' was prepared for the occasion.

Posters, and charts giving vocational and educational information were prepared for the celebration of the Commonwealth Technical Training Week.

Research and Training

Work was continued on the projects in hand, namely, the Construction of Science Selection Battery, Government of India Merit Scholarship Tests, Student-Problem Check List and Teachers' Check List of Student Behaviour.

The Diploma Course in Vocational Guidance for 1961-62 for the training of counsellors started in July, 1961. During the quarter under review, 102 lectures including eight by guest-speakers were arranged. In addition, 28 periods of 1½ hours' duration each were devoted to practical work in testing. Senior members of the staff supervised the practical work of the trainees in the various Delhi schools.

Planning and Coordination

The Bureau is working out a plan for holding a workshop on guidance. The writing of hand-books for the use of school counsellors has been undertaken in connection with the workshop.

The first phases of the Analysis of Guidance Statistics was completed. The data for the Delhi Administration and Gujarat State were also analysed and tables prepared.

Assistance to Professional Workers and Institutions

Necessary technical assistance was given to the Directorate of Education,

Delhi, for the selection of candidates for admission to the two-year Basic Teachers' Training Course. Assistance was also given to the University of Punjab for setting up a diploma course in guidance.

A large number of individuals including foreign educationists and psychologists, research workers, teachers, workers in the field of guidance and Ph. D. students visited the Bureau. The purpose of these visits was to acquaint themselves with the activities of the Bureau, and to seek advice in research work and/or to discuss common professional problems.

Directorate of Extension Programmes for Secondary Education

Extension Services

Taking advantage of the presence of a large number of Principals and Honorary Directors of Extension Services Centres in connection with the Fourth Conference of the International Council of Education for Teaching, the Directorate convened an informal meeting of the Honorary Directors on 2nd August, 1961, to discuss matters connected with extension services. The meeting was attended by 40 Principals and Coordinators.

Two brochures, one on the origin, the function and organisation of the extension project and the other on the highlights of activities of extension centres, were brought out. These were distributed at the Conference of the International Council on Education for Teaching, held on the 31st July and 1st August, 1961.

The Directorate has set up a committee consisting of selected members of the Extension Services Department for analysing the publications brought out by the Centres and to guide the Centres in their future work and to see that whatever is useful in the publication is put to greater use.

Examination Unit

The Directorate has undertaken a programme for the analysis of B.T./B. Ed.

papers. The Unit discussed the criteria for this analysis and prepared a note for sending to the four Departments of Extension Services in Andhra Pradesh which has agreed to take up this analysis in respect of B. Ed. papers set in their region.

The Unit undertook a preliminary analysis of the existing cumulative record cards collected from the various States to prepare some basic data for the committee on cumulative record cards which is being set up by the Directorate for working out model cards for adoption by different States.

The material of the four workshops on research in educational evaluation held during the year 1960-61 was finalised for publication.

Teaching of Science

A consultative committee was set up to screen applications for science clubs and central science clubs grants for 1961-62. The committee met on the 7th September and scrutinised the applications received and made some comprehensive recommendations not only on the schools to be selected for grants, but also for future procedures for strengthening science clubs.

A meeting of another consultative group was held during this period to assist the Directorate in the following programmes:

- (a) to prepare a guide note on the organisation of science fairs;
- (b) to screen the list of projects' titles as prepared by the Directorate and get it ready for publication;

- (c) to examine the activity cards prepared by the Directorate.

The group was assisted by Miss M.E. Patterson, Science Consultant to the Directorate.

Grants to State Governments for Experimental Projects

Steps were taken to release the second instalment of grant to 17 schools which had undertaken experimental projects during the year 1960-61. On the basis of the recommendations made by the consultative group set up for the purpose, recommendations were finalised for selecting 60 new projects for grants next year.

Establishment of Regional Training Colleges

Committees on Agriculture, Technology and Fine Arts were constituted for drawing up curriculum for the colleges and other ancillary requirements such as equipment, books etc.

Textbooks

The syllabus outline for the General Science course of classes I to VIII for Punjab was finalised and it was despatched to the Educational Commissioner, Punjab, for being presented to the Punjab Advisory Board.

The group set up to work out the first draft of the syllabus and the illustrative outline units in Social Studies completed its task by the end of September.

Around the States

ASSAM

The year 1960-61 was the last year of the Second Five Year Plan.

Under the scheme of expansion of girls' education and training of women teachers, 600 school mothers would have been appointed by the end of the Second Plan. These school mothers have completed a course of training to look after young children in the schools.

In the field of secondary education, a programme of gradual conversion of high schools into higher secondary and multipurpose schools was taken up in pursuance of the recommendation of the Secondary Education Commission to diversify and upgrade secondary education. The number of higher secondary and multipurpose schools in 1960-61 stood at 22 and 23 respectively. The pace of conversion has been slow, mainly on account of the dearth of teachers qualified to teach the elective courses. Various measures such as in-service training of teachers in science subjects, increased provision of scholarships for higher studies in humanities, science, fine arts, agriculture and home science and deputation of teachers for post-graduate studies have been taken to meet this problem. The Gauhati University has also offered to provide a course of post-graduate studies in science subjects during the vacation months to the teachers of secondary schools.

Till 1956, there was no regular scale of pay for the large number of teachers employed in non-government secondary schools. The Pay Committee of 1956 laid down model scales of pay for these teachers and the State Government offered

grant-in-aid to help cover the deficit. The subsequent revision of the pay scales in 1959 has placed the pay scales of government and government-aided school teachers on a uniform basis.

Numerous special scholarships were also given to pupils of Scheduled Castes, Scheduled Tribes and Other Backward Classes reading in recognised secondary schools to enable them to continue studies. During the year under review, 5,672 scholarships were given to pupils of Scheduled Tribes (Hills), 3,321 to pupils of Scheduled Tribes (Plains), 2,581 to pupils of Scheduled Castes and 1,600 to pupils of Other Backward Classes. The total amount spent for the purpose during the year was about Rs. 8,26,462.00. This does not include book grants and fee exemptions and grants sanctioned for the construction of school and hostel buildings for students belonging to Backward Classes.

GUJARAT

During the quarter under report, the Government of Gujarat constituted a State Advisory Board for Secondary Education under the chairmanship of Shri L.R. Desai, Vice-Chancellor, Gujarat University to advise the State Government on the organisation, co-ordination and expansion of secondary education and the correlation of secondary education with the system of education as a whole. The Board consists of 19 members, representing persons working in the various fields of education.

Sainik School, Jamnagar. To make boys academically and physically fit for entry into national defence services or other walks of life, Sainik School has been

opened from 8th July 1961 at Jamnagar. It is a residential school for boys, providing public school education with a military bias. It will provide opportunities to young promising boys to develop team spirit, patriotic outlook and the desire to serve the country with efficiency.

Research Bureau. A Research Unit was opened in the State Directorate in June 1961. The purpose of the Unit is to carry out investigations into the educational problems facing the State.

The Unit has started its work with one Research Officer and a Research Assistant. An Advisory Committee, to advise the Research Unit in problems requiring immediate investigations and research, is proposed to be set up shortly.

States Sports' Council. A State Council for Sports has been formed for the promotion of sports. The Minister of Education is the Chairman of this Council.

KERALA

With a view to improving secondary education in Kerala, the following schemes have been included in the State's Third Five Year Plan.

- (i) *Improvement of facilities for teaching core subject in secondary schools.* Under this scheme 30 departmental schools have been equipped with science and crafts equipment, maps and charts and reference books on Social Studies and Mathematics, at a cost of Rs. 10,000 per school.
- (ii) *Improvement of libraries.* Under this scheme 50 departmental and 100 private secondary schools are being supplied with books in English, Malayalam and Hindi at a cost of Rs. 2,000 for each departmental school and Rs. 1,000 (as grant-in-aid) for each private school.
- (iii) *Conversion of secondary schools into multipurpose schools.* Under this scheme courses will be introduced in

ten departmental schools as follows : Fine arts in one school, Commerce in three schools and Home Science in six schools. Steps are being taken for the purchase of the required equipment and appliances to the schools. The building required will be constructed during this year and the courses will be started during 1962-63.

- (iv) *Conversion of high schools into higher secondary schools.* During the First and Second Plan period 279 secondary schools in the State have been equipped for science teaching. It is proposed to convert all the schools into higher secondary schools during the Third Plan period. To begin with, nine departmental schools will be converted into higher secondary schools this year. After watching the results, the programme of conversion will be speeded up during the succeeding years of the Plan.

LACCADIVE, MINICOY AND AMINDIVE ISLANDS

The hostel attached to the Government High School, Ameni has been housed in a newly constructed block of the building. The High School, Ameni has also been shifted to a new building constructed by the Public Works Department.

MADHYA PRADESH

During the last summer vacation, May and June, 1961, a short term orientation course in physical education for women teachers of secondary schools in Madhya Pradesh was held at the T.T. College of Physical Education, Shivapuri. This college has been training 100 undergraduate men teachers in physical education for a one-year certificate course. From July, 1961 the college has added one-year diploma course for graduate teachers also.

National and Auxiliary Cadet Corps. A provision of Rs. 36,000 has been made for the expansion of National Cadet Corps Junior Division in the Third Five Year Plan of the State.

An A.C.C. teachers' initial training course was organised for A.C.C. officers during this year at Indore. In this course, 160 teachers attended and successfully completed the training. A sum of about Rs. 16,000 was sanctioned by the State Government for this purpose.

MADRAS

Fee concession for school children. In the Madras State, the full fee concession to the children of poor parents with an annual income not exceeding Rs. 1,200, which was so far granted up to form III since 1955-56, has now been extended up to and inclusive of standard XI with effect from the school year 1961-62.

In another order, the State Government approved the selection of 17 secondary schools for the introduction of 30 bifurcated courses—two courses in 13 schools and one course each in four schools. The expenditure will be spread over a period of two years, i.e., 1961-62 and 1962-63.

School Improvement Conferences. Up to the end of September 1961, 146 school improvement conferences were held at various places in the State. The cost of the schemes undertaken in these 146 conferences was Rs. 659 lakhs, and schemes worth about Rs. 451 lakhs have already been completed. About 22,000 schools have benefited from this movement.

Midday Meals. Out of 27,116 elementary schools in the State at the end of September 1961, midday meals were provided in 26,353 schools and the number of pupils fed was 11.09 lakhs. Except in the case of a few schools where the entire expenditure on the provision of midday meals is made either by the Government or by the Corporation of Madras, 60% of the recurring expenditure on the provision of midday meals is met by the Government and the balance of 40% by the local community.

In addition, 14,300 pupils are also provided with midday meals in 555 secondary schools on a purely voluntary basis.

ORISSA

A few Hindi teachers from amongst the Hindi schools in Orissa attended a seminar of Hindi teachers organised by the Government of India at Tirupathi in Andhra State in September 1961.

The State Government sanctioned a sum of Rs. 3,024 for payment as financial assistance to students who were affected by the floods of 1960. The amount was placed at the disposal of the heads of the institutions to which these students belonged, for disbursement.

The Board of Secondary Education, Orissa, recognised 329 high schools who could present candidates at the High School Certificate Examination to be held in 1962. Out of these 23 new schools have been recognised for the first time.

RAJASTHAN

During the quarter under review, 99 government middle schools in Rajasthan (97 for boys and 2 for girls) and 3 private schools (two for boys and one for girls) were upgraded to junior higher secondary schools, while 8 high schools (5 for boys and 3 for girls) were converted into higher secondary schools. The strengthening of existing courses and introduction of additional diversified courses in government and private high/higher secondary schools were also undertaken as follows : Science in 8 schools (6 government and 2 private); Commerce in 6 schools (4 government and 2 private), and Humanities in 10 schools (8 government and 2 private).

Under the scheme for the improvement of high and higher secondary schools, a sum of Rs. 1,64,000 (Rs. 1,51,000 for boys' schools and Rs. 33,000 for girls' schools) was allotted to the old high and higher secondary schools in the State. Besides, a sum of Rs. 92,000 was allotted to 23 new government high schools which were selected as pilot schools under this project. Another sum of about Rs. 11,000 was also approved for 23 various institutions in the State for equipment and furniture.

To improve and expand teacher training facilities, B. Ed. courses were introduced in Mahesh Multipurpose Higher Secondary School, Jodhpur.

WEST BENGAL

The State Government have recently decided to improve further the service conditions of secondary school teachers (including *Madrasahs*) during the Third Five Year Plan. The enhanced rates of pay

for all categories of teachers have already been announced by the Government.

The scope of the contents of the training course for the teachers of Physics, Chemistry and Biology which has been running successfully, is proposed to be extended by the inclusion of two more colleges. The possibility of extending the period of training to 9 months (one academic session) is also being considered.

Glaucon: Who, then, are the true philosophers?
Socrates: Those who are lovers of the vision of truth.

Window on the World



American Secondary Education as seen by an Indian

By Shri Shamsuddin, Lecturer at the Government Post-Graduate Basic Training College, Raipur. He is at present in the U.S.A. at the Ball State Teachers College, Muncie, Indiana, under the Teacher Exchange Programme.

The secondary school education in the United States of America consists of six years' schooling. It includes junior as well as senior high school. Before entering high school a student has to complete six years of elementary school education. Most American students are compulsorily trained up to high school or secondary grade. The State of Massachusetts took the lead and started a public high school. Later 'Public High School Law' came in force and a number of schools were started throughout the State. These schools were opened by the people for the benefit of people and they served as a great stimulus for the speedy increase in the enrolment of schools. In fact the demand continued till a number of privately managed high schools came into existence. The position still remains unchanged in so far as demands on secondary education are concerned and the Government is faced with a problem that has to be solved without much delay.

Control by States

In United States education is managed and controlled by States with an occasional assistance from the Federal Government

where and whenever necessary. Besides there are educational institutions solely managed by private bodies. Thus secondary education is mainly a local affair controlled by local authorities. Out of every dollar spent on education, 3½ cents are paid by the Federal Government, 38 cents by the State Government and the rest is paid by the local school district from the local taxes collected from each individual. This has given rise to some of the special features of secondary education of the U.S.A. First of all, the Americans realise their sense of duty and responsibility with regard to the education of their children. Every parent happily and willingly contributes money in the form of taxes for education. Then he also remains alert and careful to watch whether his child is getting proper education or not. He has full right to choose a particular line of training for his child.

The system of local control has resulted in one important characteristic of secondary education i.e. it is framed according to the needs of the local conditions and situations. In fact every secondary school has its own curricula, system of organisation and administration as per needs of the students of that particular school. Changing needs of the society find their due place in the flexible pattern of the system of secondary education. Again the tuition being free for all, there is no distinction of class and wealth. Every child in the U.S.A. has a right to get education up to the elementary and secondary stages. Compulsory attendance for all children under specified age limit is required in response to the laws

framed by the States. Another important characteristic of secondary education in the U.S.A. is that a large majority of students enter secondary schools and complete their education after getting diplomas of graduation from a high school in a particular course. Thus the aim of secondary education is to provide sound general training to the future citizens of America. It does not specialise students for particular vocations or prepare them for college education, though of course, many of the students go for specialised study or university education after completing their secondary education. The purpose is just to lay a good foundation for future preparation for life.

Variety of Courses

In the U.S.A. there are few specialised High schools. A typical high school is open for all boys and girls of a particular age and from all social and economic backgrounds. To meet variety of needs of large majority of pupils, as many as 300 courses have been instituted in American secondary schools. They include academic, general, commercial, industrial, household arts, crafts and so on. Besides basic courses in language, Mathematics, Social Science and physical training, which every one has to offer, there is a wide range of subjects which the students select after proper guidance by school teachers and parents from the point of view of their future career. It is interesting to note that in some places these courses include problems of government, automobile motors, cooking, public speaking, craft and manual skills. Thus thousands of students passing from high schools either prepare themselves for further studies on college level or embark upon any one of the thousands of careers open to them in the United States of America.

The Daily Routine

The daily routine of a secondary school is divided into seven periods of fifty minutes each. Every subject is taught by specialised teachers and students are required to move from room to room in different periods.

At the end of study periods, there is one period for extra-curricular activities. During evening hours some of the students, who are specially good at particular games, are given practice on school grounds; while some others after the close of school hours, run down to do part-time jobs for meeting their expenses of education. Among the extra-curricular groups, the activities of 'Student Council' a body of students elected by themselves for carrying out student activities, which is a feature of every school, deserve special mention. The representatives to the Student Council are generally elected twice a year from their classes. The number depends on the strength of students of the school. These elected persons in their turn elect their office-bearers. This Council enjoys much authority in so far as the discipline and other important affairs of student body are concerned. The Council at times raises funds and distributes them among students. It also assists and helps the school authorities in the execution of their plans and projects carried out both in school as well as in society outside. Besides, the organisation, administration and control of the Student Council offer valuable experiences and real training to the students in the democratic working of the Government.

The Year Book

The Student Council also brings out annually the Year Book of the school by which real literary experience is provided to the students. This book, besides articles and essays, includes the outstanding events of the year, photographs of the graduating class, school teams, class sessions and reports of work done in community projects. Besides this annual number, the school newspaper is published at short intervals. It contains news articles about school and its day-to-day important events in the field of sports, social service and other achievements. Apart from these, the extra-curricular-activities of the school also include band and orchestra, debating club, stamp and coin collection club, etc. All these are run by students themselves. The teachers come in only where their

help and advice are called for by the students.

Equipment

Most of the high school buildings of the U.S.A. are well built and well equipped. The school building includes a dining room, library hall, a gymnasium, an auditorium in addition to a number of class and subject rooms. Some of the bigger schools have their indoor swimming pool and playing fields. In keeping with modern trends, a number of audio-visual aids are utilised in schools to make education more effective and useful.

Some of the special features of American schools are worth noting by us in India. For example, decentralisation of administration and control in the organisation of education. The general tendency in our country is to depend more on the Government for the education of our children. There is lack of public enterprise. And we have not tried to gear local community resources to education as they have in the U.S.A. There are two alternatives before our Government—either to make education free at all stages or to encourage public enterprise to share the huge task of educating the masses in India. Our Government has already made education free and compulsory up to the elementary grade. For the rest it will have to have recourse to public enterprise as its own resources are limited.

Secondly, the atmosphere of freedom prevalent in American schools is worth mentioning. There are free relationships between the authorities and teachers and the parents and teachers. The relations between students and teachers are more informal than formal. All this is more conducive to the cause of education and gives better results. All work willingly and happily and contribute their whole might for the achievement of desired goals of education. This can be profitably followed in our country where there is a general sense of indifference among different agencies of education.

II

Vocational Training in Germany

Germany is the first country to introduce compulsory and free vocational education up to eighteen years of age unless the boy or girl is attending any other full-time educational institution.

There is basic or lower primary education, compulsory and free, from six to ten years of age for all German children. At ten there is a trifurcation. The largest stream consisting of approximately 80 per cent. of the children continue their upper primary education from ten to fourteen after which they start working as apprentices while attending the part-time vocational school. The remaining 20 per cent are divided into two streams, one going to the high school till the age of sixteen and then to a full time trade school, while the other goes to higher secondary school till the age of nineteen and then to the university.

The most important point is that the bulk of children leave school at fourteen and are already engaged in some vocation as apprentices, attending part-time vocational school. When we remember the fact that education is a vital force which can make or break the spirit of young people in their most impressionable years of adolescence it seems extremely important that the education of these people is well planned and well organised so that they come out not as machines but as well-balanced and cultured citizens.

Right Aptitude

In Germany, vocational guidance is organised by the Labour Office. A labour officer visits an elementary school by appointment and addresses the 7th and 8th year classes in the presence of teachers and parents on the various vocations. The next step is that the child accompanied by his parents meets the vocational officer at his office. In a personal interview the officer finds out the aptitude, requirements and inclinations of the child. He collects supplementary data with school reports, medical reports, the social status of the

child and then makes suitable suggestions. If necessary, the child is given psychological tests by the psychologists in the employ of the Labour Office.

The officer also keeps in contact with market conditions, industrialists and business concerns. He knows what and how many openings are available in various occupations. With the knowledge of the child's requirements on the one hand and knowledge of the various openings available on the other, he makes one or two suggestions of traineeship to the child. In the meantime, the child, in consultation with his parents, is ready to make his choice from the offers made and starts his apprenticeship in the vocation of his choice.

Such vocational guidance is made available also at the conclusion of the high school stage and the higher secondary school-leaving stage. It is not obligatory for the children to consult the vocational guidance officer nor is it obligatory to follow his advice even when it is sought but the fact that 90 per cent of elementary school boys do consult the guidance officer before finishing school proves the utility of such advice. The guidance service is free. Young people are free to secure apprenticeships through vocational guidance service or independently.

In Germany great stress is laid on the cultural education of the apprentices who leave school at the age of fourteen. While the boy is working as an apprentice for five days of the week he is bound to attend the part-time vocational school for one day a week of two half-days a week. This attendance at the vocational school is reckoned as part of his work time and he is paid stipends accordingly.

While the boy is doing practical work on the job, theoretical instruction is given in the vocational school together with instruction in general subjects and religion for his all-round development.

The credit for this training goes to the great German educationist, Dr. George Kerschensteiner, who detected the seeds

of cultural advancement in the common worker. While inaugurating a school for carpentry, Dr. Kerschensteiner suggested the following as the motto for the school. "Here carpenters are made into men and not men into carpenters".

Contract Period

The period of apprenticeship is usually three to three-and-a-half years and the apprentice has to attend the part-time vocational school till he is eighteen years of age or till he finishes his apprenticeship contract, whichever is later. After the apprentice passes the examination at the end of the contract period, he gets a skilled worker's certificate.

Thereafter, he can spend five or more years in service and later can attend evening classes and appear for the master's examination. He has to be at least 24 years old before he can appear for this examination. The master's certificate in a vocation entitles the young man to start independent business and train apprentices himself. The skilled worker can thus improve his prospects and status by obtaining the master's certificate.

If he is academically-minded and wants to achieve a higher position in his profession there is another medium for him provided he has the requisite ability. This way is called the second way to higher education and is being worked out more and more efficiently and methodically in Germany.

Traditional Way

The traditional way to higher education in the professions lies through the higher secondary school and through the technical universities. The second way to higher education is meant for those who for any reasons, domestic or financial or otherwise, have left school at fourteen and worked as apprentices. There is what is called the Berufsaufstiegschule (the vocational promotion school). The really gifted young men can attend this school and work their way up through the engineering school to the technical university.

We in India will also have to devise ways and means to enable our bright young men to develop to the maximum their abilities despite handicaps of poverty and lack of guidance. We must see that our young men are not frustrated, that they are assured justice and opportunities of full development.

Another important feature of German vocational education is that it is developed in Germany as the people's movement. In the Middle Ages the individual masters and later the professional guilds organised and controlled the vocational education of young people so that there should be a continuous supply of trained personnel.

The tradition continued after the advent of industrialisation and industries trained apprentices for their requirements. They are also prepared to spend large sums of money on the apprentice training department and on the special workshops and machinery required for them because industrialists are far-sighted.

The chambers of commerce and industry and chambers of handicrafts not only undertake the training of apprentices but also recognise and register new vocations, prepare career patterns, lay down aptitude, syllabus and examination requirements and finally conduct examinations. Further, it is important to note that there are approximately 700 skilled vocations which are recognised and registered for training. There are regular courses of studies laid down for these. They include not only industrial careers but also commercial and non-industrial trades.

It is because voluntary and private organisations have taken up the responsibility of vocational training that the Government has been able to cope with the huge task of training and educating the masses. It has also made the people aware of their needs and responsibilities. As a preliminary step, it is perhaps right that our Government should have imposed compulsion on industries to undertake apprentice training but gradually and ultimately the authority and main responsi-

bility must be transferred to private agencies. Then only can the seeds of vocational training take firm root in our country.

(Contributed to the *Times of India* by Yamunabai Hirleka)

III

The Place of Moral Education in Japan's Revised Curriculum (Excerpts)

In Elementary Education

“Moral education is to be conducted through all the educational activities of the school—.....in all subjects, in extra-curricular activities and in regular school events. The aim of moral education derives from the basic principle for education stated in the Fundamental Law of Education and the School Education Law. That is, to bring up the Japanese always to respect human beings and realize this spirit in such actual life of society as the home, the school and community to which he belongs.....

“Moreover in the moral education hour, desirable moral habits, spirit and judgment should be fostered, self-consciousness of children's position in society should be developed and good behaviour should be stressed.

“Moral education aims..to help children develop their personality and foster a creative attitude towards life.... To develop self-reliance—not to rely on others.....To keep oneself neat and tidy, and to try to improve the environment.....To use time effectively and live according to an orderly manner. To respect others' personality as well as one's own and to be concerned for the happiness of others as well as one's own. To be honest, faithful, sincere and consistent in behaviour. To love justice, hate injustice, and to overcome temptation. To stand up against difficulties in order to accomplish right aims. To behave always with alertness courtesy and alacrity. To be gentle and take good care of animals and plants. To be kind to everybody and to care for the weak or unfortunate. To respect those who devote themselves to others and to

appreciate their work. To protect public property, public morality, and the rights of others. To love and esteem one's comrades in school and to strive to establish good school traditions. To love the nation with a pride as a Japanese and to contribute to the development of the nation as a link in international society. To understand correctly the people of all the world and cooperate in a friendly manner with them."

In Lower Secondary Schools

Aims. "To understand the fundamental patterns of behavior in daily life, habitualize them, and use the language and behavior relevant to the time and place concerned. Try to form such habits as to put things in order and try to be able to deal with anything systematically. Try to have pride as a man to think, decide and act for yourself and accept the responsibility for what you have thought, decided and practised. Try to listen to others' opinions with modesty and a desire for self-improvement. Particularly in adolescence, man is apt to insist upon his own personal opinions, but each should realize his own limitations in development and experiences and should listen to the opinions of his parents, teachers and elders with modesty and gratitude. Try to understand opposing opinions and build an attitude of constructive criticism. Try to consider carefully relations with the opposite sex, and maintain these relations in a healthy manner. Try to respect and understand the other sex mutually, and to make an open and pure friendship with the other sex after consulting your parents or teachers, so that you may not be indiscreet. Consider what true happiness is and continue seeking it. Try to enrich your sentiments, inherit culture and contribute to cultural improvement. Converse with nature, love animals and plants, and enjoy sound recreation and sports suitable to your own needs. Be fond of classical works, appreciate excellent literary works, fine arts, music, motion pictures and dramas, and pay respect to their traditional values. Try to develop the morality necessary for a member of the democratic

society and state, and to be of help in the construction of a better society. Build a wholesome family life through affection, consideration and respect for each family member. Try to elevate the standard of group life. The group life, in school or in the place of work, cannot be wholesome, if each is not honest, obedient to rules and trustworthy. Therefore, it is important to understand the significance and goal of the group, to understand one's own part in the group, to realize oneself as a member and to trust in each other. Don't have narrow fellow-mindedness, but act with consciousness of being a member of a large community. Reflecting upon (such) group egoism, have a deep understanding of other groups. Try to have a strong will and attitude to judge evil as evil and to reject it entirely. Especially in group life, under the name of friendship or social courtesy, one is pulled into evil or overlooks it. Then try to have a strong will and attitude to judge evil as evil and to challenge evil with courage, and keep trying to eliminate evil in cooperation with others. Love justice. Our goal is to create a better society. Increase your consciousness and pride in being a Japanese, deepen your international understanding, and foster love for humanity. Warn yourself that patriotism has often led to racial prejudice and exclusiveness. Gain a proper understanding of the other countries in the world and, of the racial cultures. So that we may become an honourable member in an international society". (Foreign Education Digest).

IV

NEWS-BRIEFS FROM UNESCO

Rumania's Public Libraries

The story of how Rumania has created efficient library services over the past decade is told in an English language publication, *The Libraries in the Rumanian People's Republic*, issued recently in Bucharest.

The booklet describes the situation which existed in 1944 when there was no national public library, an almost complete lack of reference services and of trained

librarians and, in rural areas, a high rate of illiteracy coupled with a great scarcity of reading materials.

A detailed account is given of the movement started in 1944 to remedy this state of affairs. One of the developments described is an ingenious method to increase the number of readers after the Government's successful literacy drive. Taking advantage of the traditional meetings known as "bees" at which villagers met in one another's houses to spin, comb wool or shuck corn while recounting legends, reciting anecdotes or solving riddles, libraries instituted a system of reading circles in the villages : books were read aloud while the people worked and in this way many new readers were attracted to the libraries.

As a result of these efforts, present-day Rumania possesses not only a Central State Library and 16 large regional libraries but also 5,310 trade union libraries with a total of almost 10 million volumes, more than 13,000 village libraries, 1,500 communal libraries and numerous district libraries with collections of about 25,000 volumes each.

Coffee or Classwork

During the coffee harvest in the Jayuya region of Puerto-Rico, school children frequently play truant to help their parents in the fields. Though the habit may benefit

the family income, its effect on classwork is less satisfactory.

To satisfy both parents and teachers, the Education Department has decided to alter the school calendar so as to fix the long vacation at the time of the coffee harvest, in November and December. If trials prove successful, the system will be adopted in all coffee-producing areas of the island.

In the Magic Garden of Fairytales

Each year around Christmas, the Academy of Graphic Arts in Munich brings out a de-luxe edition of a book produced by their students and designed to incorporate the various aspects of the graphic arts:

Last year's choice was a volume of fairy tales with illustrations in colour by the children and young people of ages 6 to 16 who attend art classes at the International Youth Library in Munich. The fairy-tales were chosen by Professor Walter Scherf, Director of the Library, from a collection edited by Liza Tetzner.

The International Youth Library, an associated project of Unesco, was created in 1948 to promote library services for children and encourage the publication of children's books throughout the world. Its facilities include an information centre, archives, a reference library, reading-rooms, a lending library, an exhibition hall and an art studio.

He who cannot forgive others breaks the bridge over which he must pass himself, for every man has need to be forgiven.

—Herbert



book reviews

The Story of Charlotte Mason (1842-1923)
by Essex Cholmondeley, Published by J.M.
Dent and Sons, Ltd., London, 1950.

CHARLOTTE MASON is a name better known in England than abroad, and this is not unexpected since the greater part of her educational thinking was done specifically for England and for English children. Nevertheless, so wise was much of this thinking and so much ahead of its times, that its application to India today, might well serve as a reminder to many of those who desire a more dynamic approach in education, that it is sometimes best to hasten slowly.

Miss Mason was born in 1842 and had completed the major part of her work by the end of the 19th century. Some of the more important movements that she inspired, grew up in the early 20th century and by her death in 1923, she was in a position to see how much the face of England had changed educationally and how much she had herself contributed to this change.

So placid was her thought and mode of expression that one does not think of her as a revolutionary at all. Nevertheless, many of her ideas of education and her programmes of education were, for the 19th century, a revolution in attitude. Consider the following :

“The Parents’ Union exists to advance, with more or less steadfastness, a definite school of educational thought of which the two main principles are the recognition of the physical basis of habit, i.e., of the material side of education, and of the inspiring and formative power of ideas,

i.e., of the immaterial, or spiritual, side of education. These two guiding principles, covering as they do the whole field of human nature, should enable us to deal rationally with all the complex problems of education.”

Again, in her essay “Towards a Philosophy of Education”, she says “Our motto is: ‘Education is an atmosphere, a discipline, a life’”. And this she elaborates elucidating education “as a discipline of habits formed definitely and thoughtfully over the habits of mind or body”. Education as life is elucidated as “life is no more self-existing than it is self-supporting—it requires sustenance, regular, ordered and fitting”.

Miss Mason grounded her beliefs on two theories, neither of which will be repudiated today though they may be less enthusiastically supported than once they were. Her plan was a national plan and it was a liberal plan. She believed that all education must be education for life in a given country and that education for life must be a liberal education. She required children to obtain a large body of systematised knowledge because she believed varied, and not specialised knowledge, was what the child needed and wanted as a sub-structure for living. Her determination to see the child as “a person” opened up those more liberal methods that are demanded of a 20th century teacher. Finally, in her constant appeal to the family as “a natural unit” that must be remembered in educational planning, she perpetuated the humanism that is at the basis of all liberal education in Britain and other parts of the world, and that has made parent-teacher associations a *sine qua non* of sound education.

One of the miracles about this strenuous woman was that she was an invalid for the greater part of her life. Her triumph was largely a triumph of religious spirit but it was also a specifically educational triumph for she realised that suffering as an experience must bear fruit, and that if it purified her (as it certainly did) it made her a better educationist.

The story is told in these pages of her growth as thinker, organiser and educator. Rarely has idealism so consistently combined itself with commonsense in education to the advantage of both, and to that of the thousands of student-teachers, parents and children she served. This is not a conventional biography because it relies parenthetically rather too much, on the comments of her students and colleagues, but it has the advantage of showing us, through their comments, a figure so human, so thoughtful and charming that she emerges constantly with a beauty comparable to the country at Ambleside, that she made the seat of her educational endeavours. ◊

Muriel Wasi*

Introducing Metal Work by James W. Flint (Badsford) London. 1961.

The book "Introducing Metal Work" by James W. Flint is one of the few books giving small creative projects in metal work for young students.

The book in its small size of 96 pages contains a treasure of small projects in metal work in three sections viz., Practical, Craft and Technical. Each section is made up of twelve progressive exercises in the form of every day utilities together with sequence of operations in simple words to create active interest in young students of teen age. All jobs thus constructed by students may form a corner of novelties in a school museum.

Grading of exercises in three sections is such that they form a continuous chain

from "Practical" to "Craft" and then to "Technical" and the aim of progressively developing technical skill in every student is successfully achieved. The book does not aim at training craftsmen. It has the object of educating boys through the subject of metal work.

The book will serve a very useful purpose for basic training in developing hobbies in metal craft in the students of secondary schools.

It will be a good reference book for libraries of trade schools and technical high schools.

T. N. Tolani**

A Career in Architecture by Michael Patrick and Michael Tree. Published by Museum Press Limited, London, 1961.

'A Career in Architecture' by Patrick and Tree is a deeply probing book, unfolding an entire tale of job description of an architect, the qualities required of him and an enlightening account of vertical and horizontal occupational mobility for an architect advancing with a facile pace up and across the occupational field of architecture. The authors have very discreetly highlighted upon the work values that must attend upon the competencies of an architect for him to make rapid advances in his profession, from an under-study to a renowned architect, from an architect in a local government with its special brand of a country architect to a senior assistant in the large London office, from a paid employee to a working partner in a firm. A professional architect, having gone through the vicissitudes of training and on-the-job experiences, can look towards a host of ancillary occupations, though only a few architects eventually find their careers in them. These cognate but ancillary occupations attached to the apron-strings of architecture as a broad occupational field, cover a very wide range

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such as a historian architect, teacher-architect, restorer, architect for ancient monuments, architect-consultant in commercial or building firms, architect-journalist and technical specialist. In fact, in modern age, like the grand professional, an architect is also a legion with a myriad brands of his. This resultantly produces a greater number of employment avenues for him. Not only this, but the multiplicity of various jobs open in the architectural field provide for a greater scope for the job-analyst's probe. The book contains a very useful and relevant material on this account, in as much as it very knowledgeably gives the information regarding the essential qualities required for each of the ancillary occupations.

More often than not, an architect, when involved in a project, is not a lone hand that works up the destiny of a building or a construction project, but has to work in close collaboration not only with a host of other specialists but also with the client.

The authors also mention several stages of architect's work. To mention them in chronological order, they begin with the conception of the building or project in the architect's creative fancy, choosing of a site, sketch design stage including elevational or prospective drawings, the interlude stage of incorporating client's brief with the plan and awareness of the legal restraints, and finally embracing the construction stage with its minutiae of aesthetic contingencies. What a wonderful coincidence that herein the chronological order is also the logical one. Perhaps, this voyage of architect's work with its several facades and tracks would lead, in the words of Frank Lloyd Wright, to the destination of "organic architecture". Or shall we say, they lead, step by step, the slowly growing organism of an architectural work of its natural destiny of attaining adulthood? The authors give an informative account of the stages of growth of architect's work on a project. According to the authors, the entire tale of an architect's work project involves some 3,000 decisions concerning the structure

and general construction of the building well as the fittings and equipment required for it. This reflects the magnitude of the architect's work, the entrails of which require of him a high responsibility and organisational capacity. In fact, the architect's gamut of work is impregnated with decisions after decisions *ad infinitum*.

The chapter entitled "Education" deals with several diploma and degree courses in architecture available in England and the Commonwealth countries and gives a brief history of architectural education in England and an account of the various influences from abroad varying from that of the Ecole Des Beaux Arts in Paris with their accent on logical and self-disciplined academic education to that of Bauhaus with its strong emphasis on "functionalism". The influence of Bauhaus, who broke with the older "weekly sentimental" attitudes and attempted a correlated curriculum vitally connecting theory with applied field "in the latter part of the twentieth century, is difficult to define, but that it still retains some responsibility for certain parts of the modern education of an architect is undeniable".

From the viewpoint of vocational guidance, Chapter IV entitled "Am I Suited to the Career" is not only absorbingly interesting but also highly informative. It deals with the several qualities required of a good architect. Among the several abilities, the most important for an architect to possess have been described as an amalgam of artistic sensibility and a real interest in technology. These abilities are creative ability or popularly known as the design ability, mathematical ability, interest in mechanical objects, high degree of observation, proclivity to know how people live, and organizational ability. The methods and curriculum of training today in England have been devised in the light of the above abilities required of a student in Architecture.

The occupational release on 'Architect' contained in the employment information series published by Ohio State Employment Service, mentions certain essential abilities

required of an architect. These abilities are—innate talent for creative design and ability to draw, an agile mind, mathematical aptitude, analytical ability, supervisory ability, skill in written and oral expression and a pleasing personality with integrity. All this description is favourably comparable with the list of abilities mentioned by the authors in this book. The high degree of observation and an interest in mechanical objects which the authors believe are essential abilities for an architect are not mentioned in the occupational release of Ohio State Employment Service literature, but they are obviously implied in their account and may be considered as accepted in their list.

According to the manual for Rating Aptitudes contained in the Estimates of Worker Trait Requirements prepared by United State Employment Service, we may say that an architect should have a marked spatial and form perception aptitudes accompanied with a high numerical ability and general intelligence. Sometimes verbal ability may also be required, but this will depend upon what particular ancillary job an architect is working at.

In addition, the book deals with methods of training today in the field of architecture in England. And to sum up, the book is useful for the purposes of both vocational training and vocational guidance.

V.P. Anand*

A Job in Television by Janet Dunbar. Published by Museum Press, Ltd., London. 1961

Every medium of communication develops a set of operational rules. Janet Dunbar's book is a lucid explication of the work patterns of all the basic jobs in a commercial television company. It has been developed primarily for those who would like to know more about career possibilities in British television.

Although job qualifications will be modified with continued development, the

basic qualifications of most jobs will not change materially. The key to each position is its ability to perform its specialized task in smooth interrelationship with the total programme effort. Through what is evidently a large experience in the television industry, Miss Dunbar is able to point out the elements of each position in such a relationship and to add helpful notes on the kind of personality traits one might well have to meet with occupational success in each area. In general, one finds continual reference to alertness, willingness to work beyond the call of duty, need for calmness under pressure, a reserve of good humour and a deep sense of organization and follow-through, coupled with a sound background of technical knowledge.

While "commercial television" is a term understood by all, ("There is no place," says Miss Dunbar, "for the amateur. The BBC is a public service and is run on public money; the ITA television companies have business men behind them. They demand, and can command, the best professional talent in every department."), the meaning of "educational television" is not so clear.

Programmes with educational content can appear on commercial channels, to be sure. More definitively these days, educational television is accepted as being under the control and development of educational trusts and institutions whose sole purpose is the dissemination of programmes with instructional content. Even here, there is a further breakdown of telecasts for mass audiences over commercial-type transmission facilities, and closed-circuit-type telecasts for limited audiences, often under exclusive receiving conditions that preclude the general audience from viewing-in.

The likelihood is that Indian educational television will grow up free of the influence of a previously established and fully developed commercial television industry. This can be an advantage that was not enjoyed

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by the educational television movement in Great Britain and in the United States. In these countries many patterns and practices, quite naturally borrowed from commercial television, give directions that had to be modified as educational television discovered its uniqueness and the measure of its impact.

Once the problems of power, cost of transmission facilities and television sets, training of technicians, distribution of programmes, acclimatization of television teachers and the interference of the novelty factor in student learning are met, those who are interested in the future of educational television in India will have to deal with other problems.

For example, the voraciousness of television is well known; programme materials are used up rapidly. The best classroom teacher probably never spends as much time for the preparation of an ordinary class as he would for a television class. The result is greater "efficiency." He will cover more material than usual and analysis will have to determine whether he needs to go more slowly so that students can keep up, or whether he has to prepare each lesson in greater depth. The teacher will have to be backed up with even more effective visuals that will be feasible because a single preparation will reach many more students. A production set-up will have to be available to make these for him.

The technical personnel for putting the programme on the air, however small in number, will have to learn to defer to the teacher much more than would be the case in the kind of job organization described by Miss Dunbar for commercial television. Otherwise, the direct teacher-learner relationship might be modified

disadvantageously through the intermediacy of technical personnel.

Educational administrators will need to redetermine teaching loads for television teachers. How many regular classes are equivalent to a television section in the light of the added preparation required? Teacher attitudes to television will have to be studied. Will teachers fear technological unemployment and need they fear it? Will television teachers have an added status? How well will non-television teachers regard this?

Will in-classroom teachers feel insecure when, for periods of time, they will relinquish an active teaching role? What will be the needs for pre-preparation so that classroom teachers can effectively augment the television lessons?

Will students feel a learning-affinity to television teachers? Can classes be larger than they are now? What should future building requirements be if television becomes a permanent addition to Indian educational structure?

Some answers to these and other questions (not always definitive,) will be found in the experiences and studies of educational television in other countries. It would be well that these be seriously considered far in advance of determined efforts to undertake a major programme of educational television in India.

In the meantime, Miss Dunbar's excellent descriptions will serve to acquaint those interested with important aspects of preparation for television service.

Gene Udell*

*Specialist in Audio-Visual Education, Teachers' College, Columbia University, Contract Team in India.

To Our Readers

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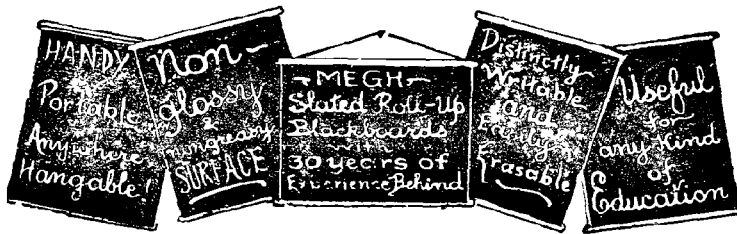
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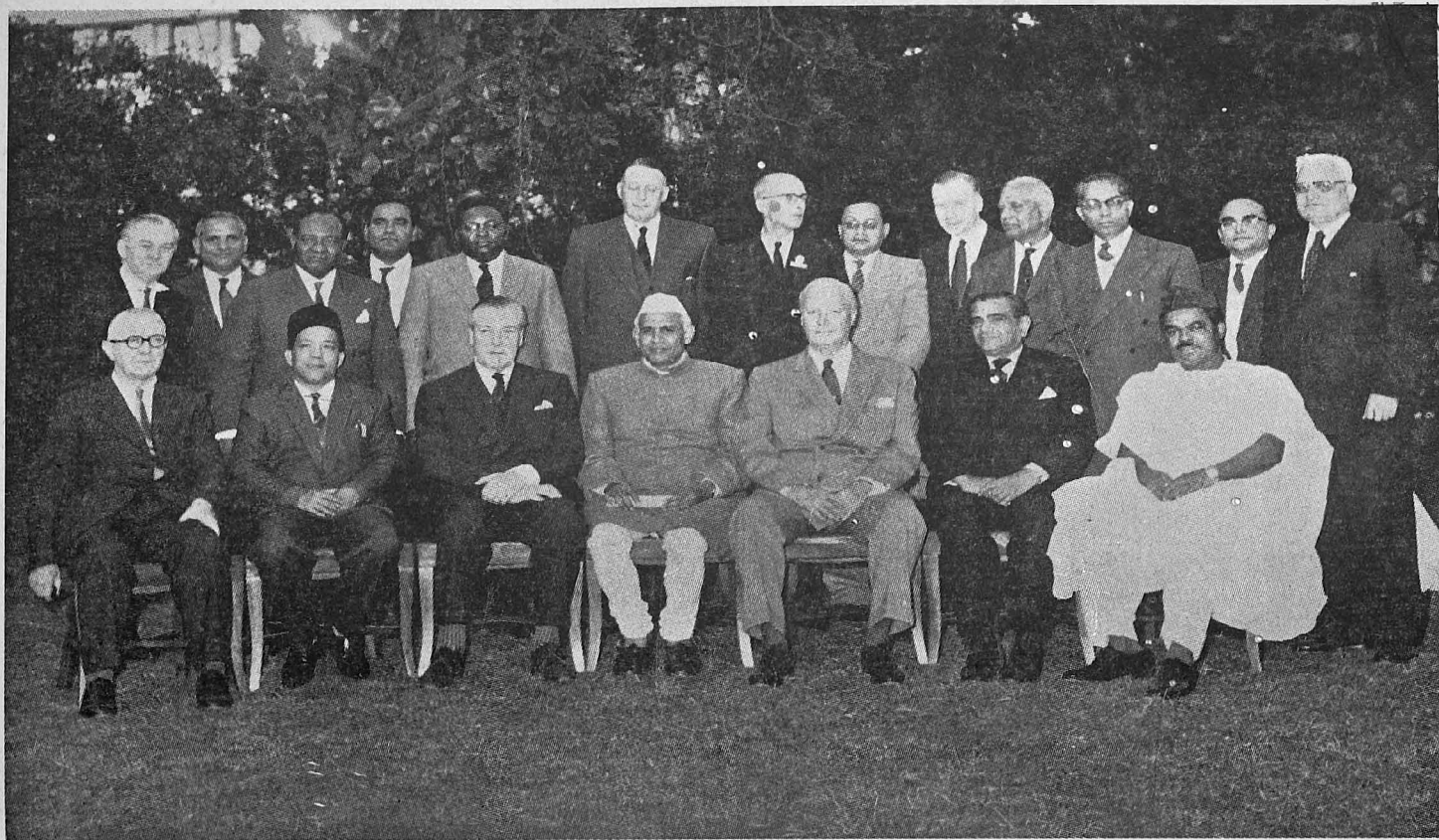
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TO LET

The Second Commonwealth Education Conference

(Please see pages 12—16)



Dr. K.L. Shrimali, the Union Education Minister, with the leaders of the delegations to the Conference when they called on him on January 10, 1962.