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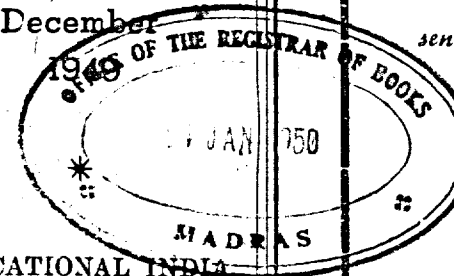
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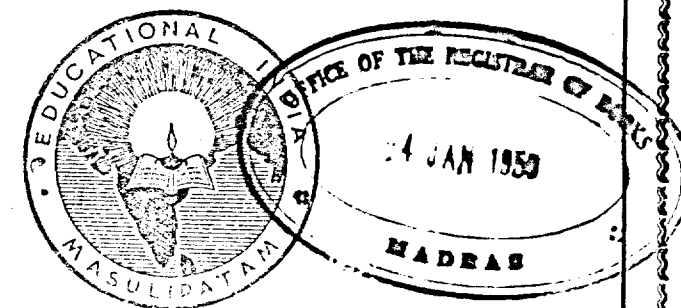
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EDUCATIONAL INDIA

A High Class Monthly devoted to Topics of Educational and Literary Interest

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What is the Matriculation Examination Supposed to do? Is it Efficient?

Rev. E. W. MENZEL,
Principal, St. Paul's High School, Raipur, C. P.

MORE weight has been given the Matric Examination (or Secondary School Leaving Certificate Examination) than it can possibly bear up under. It has cracked and shown the weak foundation of the educational system.

In actual practice the examination is expected to classify students according to their academic ability and also their aptitude to do many types of work requiring clerical or intellectual ability. It was the tool of the East India Company and latter of the British Raj which looked upon it as the instrument to choose the many clerks it needed in its offices, and also to indicate to businessmen which of the high school students not needed by the Government, were usable. It was also designed to choose students for higher education but originally there were few of these concerned.

So sure do the authorities appear that the examination does all this, that matric pass students are immediately offered twice the salary of the matric failures and

continue to get this for the remainder of their lives. Increments and other advantages are in the same proportion. The salary scales still in use attest to a blind acceptance of the myth that the matriculation examination tells the employer

just about all he needs to know about the ability of the candidate. It also attests to the fact that the employer (whether government or business) acts on the theory that the examination results tell him more of the ability of the student than years of watching him in office or business house can tell him.

The published results of the examination were, and still are, a ticket to a good job and comparative prosperity to him who passes, and a club to beat into obscurity and menial servitude him who failed. It also forced the one who failed to admit that he is a failure in life. He can try again but he knows the odds are strongly against him and unless he is quite lucky all better jobs, higher education, and opportunities for advancement are against



him. He will be dubbed a failure in his one great effort in life. And every student knows that hardly half who bravely enter the examination hall will escape being a casualty with a stigma for life. †

Later we will ask how efficiently the examination selects the capable young men and women and rejects the incapable. For the present we want to ask what was bound to happen when such great importance is attached to the examination and such heavy punishment is meted out to failures.

For one thing the student becomes desperate to pass. A good part of his pleasant life depends upon it. His family gambled heavily on him and will never quite forgive him that he did not pass and bring home the enhanced prospects and income. This induced some to work hard but it also induced many to cheat and to care less for what they learned than improving the prospects of passing. It made parents ready to bribe teachers or chaprassis or anyone who promises of making it more likely to get the coveted prize. It made teachers sympathize with the struggling student and to teach him just what was required

† One of the two most prominent news magazines in America recently printed the following paragraphs. This strikes Americans as a most extraordinary situation outside of the experience of Americans. "In Madras, 17 year old student Tiru Venkatam sat down to compose a letter to his father: 'I failed in my examination the second time,' he wrote, 'I cannot be of any use to my family. I have decided to end my life.' A few hours later Tiru Venkatam was dead of poison."

India's annual intellectual panic was on: day after day in all the great cities, anxious teen-agers pored over newspapers, scanning the long columns of numbers that reported the results of the rigid examinations for the Dominion's colleges and universities. It was a week of rejoicing for those that had passed. But of the thousands who took the tests only half escaped the blight of failure.

and nothing else, as anything else may divert him from the one narrow goal. It made teaching a matching of wits with the examiner rather than preparation of the students for life. It induced scandals such as the "leak" in question papers experienced in several provinces this year. The Department of Education has to become almost as secretive as the army in order that the enemy (the scheming parents, students, and teachers) do not make a farce of the examination.

Does the present type of examination make the student work harder? It makes him work himself sick and nervous so that he may have to vomit before the examination, but he does not work throughout the year because he does not expect to remember until the end of the year. Education under this system is not activity to train the student but coaching for a terrible ordeal which he hopes to get through more by luck and the ability of his coach to guess the few questions the examiner will ask to the exclusion of all that he will probably not ask this particular year, than upon his mastery of the skill of the subject. A technique of study has developed which rates very poorly in efficiency for helpful or permanent learning. The teacher is confronted less with the educational problem of encouraging thinking than with the social problem of saving students from disappointment and disgrace. He is also concerned to make his own job secure by securing "results."

One of the worst results of the system is the effects upon teaching and learning, upon teacher and student. Both have one goal in mind, the examination, and all through the course the more elementary and foundational parts of the courses, which give the real training to the

student, are neglected because these parts, though foundational, are not asked for in the examination. Students are not taught to do and to master but only to answer the expected questions. They lack foundational skills and understanding because little thought is put on these while the teachers' and students' eye is on the superficial goal at the end of the course. There is no short cut to mastery but "coaching" always seeks the short cut anyway. It can lead only to a mirage.

Year by year the conduct of the examination is getting more unwieldy. Students have to leave home or their school hostels up to three weeks ‡ to be huddled into some "centre" to go through the mill day after day. The expense is getting greater and greater and the Department of Education finds the holding of the examination a more unwieldy administrative job. Actually the Department can no longer handle the job properly.

There is no denying that the examination has to a certain extent served as an intelligence test. A young man or woman has to have a certain amount of intelligence to pass although the type of education given in preparation for the examination is very often calculated to do almost anything but stimulate the student to use his intelligence. The three-week matriculation examination has selected a fairly high percentage of the more intelligent students of a certain limited type. But it does not do this as well as the combination of a two hour intelligence test and a four hour achievement test by a capable psychologist can do, and do it with less injury to the mental and moral health of student and teacher, and without injury to the teaching programme throughout the high school course.

The matric examination cannot select students who will be successful in college with more than 50% accuracy. Any college can, with the help of a capable psychologist, learn more about the applicants for enrollment in a day than a three weeks' matriculation examination gives them. Any business, industrial or professional concern can do better by arranging for selection of applicants according to the special abilities wanted in the particular concern or special line of work than can be gotten by looking at certificates of candidates who sat in the Matric. What happens to a student three years after he leaves school is as important in his development as the three years spent in school. Thus all diplomas are already obsolete for choosing the more able candidates within two years after the student leaves school.

Many a matric pass will never make a good mechanic, or book-keeper, or manager, or typist, or secretary or teacher, or what else may be needed. Some of them are even too impractical to be chaprassis and lack organizing and leadership ability. Some matric fails may do better when it comes to useful work although on the whole choosing the successful matric is a slightly better risk. But why guess or risk quite so blindly? There are better ways of getting information on the ability for any particular job than the matric certificate can give. Entirely too much is expected of the matric examination results. They don't reveal half of what they are supposed to do. Whether they were successful in choosing good clerks for the East India Company or not, the

‡ In Madras Presidency the examination fortunately takes only five days but in the C. P. it takes two and a half weeks. The practice varies in different provinces.

present day calls for better instruments of selection. Many of them are available that can help avoid some of the blunders in selection that come from too great faith in our cumbrous and obsolete matric examinations. Industry has long been too wise to put much faith in them. It is mostly Government offices, school departments, and colleges that haven't learned better despite the continual disappointing experiences.

There are probably few American high school students who could pass an Indian matriculation examination. Probably many successful English students would also fare badly. But the fact remains that an American from almost any high school, although 90% of the students regularly pass each year in contrast to the 50 to 60% in India, is far more widely read, is better grounded in his subjects and general information, is more self-reliant in studying and planning for himself, and knows where to find the information that he can't be expected to carry in his head. He can do various kinds of handwork and is better prepared for life than the Indian student, who is one out of about three who entered high school and succeeded in finishing it successfully. The American student would fare badly in the Indian matriculation examination but the Indian student would fare worse in the American examination where the questions are easier but the standard of response required is much higher. This proves more than that each is better in the thing for which he was especially trained. It proves that both systems make students according to their own spirit and although American high school student can by no means be said to be more intelligent than Indian students, the freshness, the stimula-

tion, and initiative imparted in the average American schools are refreshing alongside the dull, monotonous grind the uninterested but desperate students in India are subjected to.

It is not our purpose to compare Indian and American schools to the advantage or disadvantage of one or the other. I simply want to point out that the matric examination is a series ordeal which kills off more ambitions than it gratifies, and yet Indian school education leaves highly selected students less well prepared to step out into the many tasks which their country has a right to expect of them than the great majority of American adolescents are. In other words, the matriculation examination, which aims at a high standard, is hardly achieving that even though it wrecks the prospects of many students in fields where it is far from proved that they are not as able as those who passed. It has created a system which, although it is by no means alone responsible for a lifeless and unimaginative type of education, is largely responsible for perpetuating it.

This is not a plea for a lower standard. The standard is now high in respect of difficulty of the kind of questions it sets, but extremely low in the type and variety and quality of responses it gets. The standard is a hollow one and not a genuine one. It is designed to make students reservoirs of second-hand answers to examination questions but not thinkers or workers where as ability to work, and think, and take the proper attitudes towards life are all that are of real value.

In this connection we wish to include quotations from an excellent article by T. N. Siqueira, entitled

"Education for Independent India," which appeared in the "New Review" of Calcutta and in the "Education" of Nagpur. §

Note that the quotation says, "our entire method of teaching, examination, and study will have to be changed." The word "examination" is central. As the examination is, so the teaching and study tend to become. Reform of the examination system is central to the improvement of teaching and study methods in this country.

Is there anything that can be done about the present system in this country? Everyone criticises the present system and blames it for its obvious shortcomings, but few seem to hold and hope that the situation can be improved. It can be improved. We will enumerate several possibilities although adequate discussion in this short article is impossible.

I. Recognize the matriculation examination for what it is, namely the end of the high school course for rather immature boys and girls, some of whom have been well taught and some of whom have been badly mistaught. Therefore,

§ "In this process our entire method of teaching, examination, and study will have to be changed. Our system has so far produced in great abundance what I have elsewhere called the second-hand mind, the mentality which is satisfied with what others say, which has neither the desire or the energy to find out something by itself but is perfectly content to accept passively and slavishly what a teacher or an author says and to reproduce it parrot like in an examination or discussion."

"It kills originality in small things as in great. It prevents progress for it kills all initiative or independence and produces a sleepy love of custom and routine and of the beaten track."

"To change this is the first task of education. Quality should throughout the

(a) salary scales should be dissociated from connection with the examination.

(b) government offices, business firms, and colleges should be advised to depend on more dependable means of selecting candidates set up by themselves or some agency apart from the High School Board.

(c) steps should be taken to prevent the great psychological harm that is being done annually to lakhs of students by declaring them high school failures. They suffer less from stupidity than from the affects of a system which emphasizes the wrong aims and has thereby encouraged teaching which does not bring out the best in the student. Those who are not fitted for high school work should be diverted to something else long before the end of the course. There should be a variety of courses and students be permitted to pursue only those which they show ability to pursue.

II. Simplify the present system. Skilled examiners can ascertain more of a student's ability and training in three days than the present cumbrous system finds out in three weeks. With a series of parallel

course be given precedence over quantity: a student who is able to give his own interpretation of a single line of Shakespeare or to work a problem in a shorter way than his teacher or textbook teaches or to do an experiment in an easier or neater way than his teacher has learned from his teacher and should be given more marks than one who brings back the buried talent with unerring conscientiousness."

"This unreal and dishonest system must be immediately given up for one which gives the student less ground to cover but encourages him to dig deeper and more personally, which gives him credit for knowing a small plot intimately rather than a large field superficially and at second hand, which does not punish him for owning that he does not know something but rather punishes those who pretend to know more than they do."

tests it is not necessary for all schools in the Province to be examined on the same day and hour. The same examiners could supervise the examination in several centres.

III. Decentralize. Permit a few high schools which have been doing good work to hold their own matric examinations under supervision. Extend the decentralization as experience suggests it practicable.

IV. Shift the emphasis to the type of work done in the high school throughout the course. Examine the high school and work of the staff rather than the matriculation candidates. This may be done any day of the year. Some schools are frankly and brazenly nothing but coaching schools for the examination and have nothing in mind but the final examination, which is far from being an end in itself.

V. The emphasis in the present examinations could be greatly improved. The broad basis of understanding and workmanship should be tested and a high standard demanded, rather than difficult questions given in which a low standard of performance is considered passable.

VI. The present examinations have very rigid rules and though we cannot say their method is obsolete, they should at least be supplemented by more modern ways of testing (such as the standardized test style) which must be permitted to operate according to their own rules especially as regards evaluation.

VII. The examinations should emphasize those skills and knowledges which are of greatest permanent value. At present this is far from the case. To achieve this the syllabus also needs reorientation. For example: within the last few years the entire purpose of teaching

English has changed, but the examination and the syllabus are virtually the same. On the middle and high school level attention should be confined to 20th century prose. English literature is all but incomprehensible to students whose mastery of the language is as limited as that of high school students. The mathematics syllabus also reflects the discarded psychological view that mathematics is the "brain building" subject rather than a subject of unlimited practical possibilities even to the non-engineering student.

VIII. It should be taken for granted that the great majority of students who are permitted to go as far as the matriculation examination should be able to pass it. At present only about 50% appearing in it do, to say nothing of the fact that hardly 50% who enter high school ever get as far as taking the matriculation examination. Such symptoms do not reflect on the stupidity of the students as much as on the system under which they are taught which includes the teacher, the syllabus, the administration, and the EXAMINERS.

The cry that immediately arises at the last suggestion is, "You are lowering the standard." By no means need this be the case. Examine the present standard. What does the present standard produce? Certainly not what India wants of its students. But as long as the matriculation examination is the gateway to all better jobs and almost all advancement, emphasis will be on getting the certificate whether honestly acquired or dishonestly with or without benefit of a real education, deservedly or undeservedly. Let the certificate be what it really should be, namely a

mere statement of fact that the high school course has been finished but that the student still needs to improve himself ON HIS OWN MERITS and show that his education has really benefitted him.

The rules preventing the expulsion of pupils who do not make satisfactory progress should also be relaxed. The average high school roll in the C. P. is cluttered up with so-called students who have no interest whatsoever in their studies. They merely want that certificate. School is a drudgery and bore to them. They are absent at every excuse, skip classes, and merely sit through the class periods with nothing going on in their brain-boxes. A month before the examination they will sit and cram all day long and most of the night, but hardly once does a glow of interest brighten their intellect. Under present rules you cannot put them out of high school

until they have been absent a certain number of days in succession or have failed two years. It is they who drag down the tone and spirit of the school. High school education in India can hardly be provided at present for more than a very small fraction of the population. It should be reserved for those who show by their interest and effort that they are interested. Mere certificate-chasers should be eliminated in favour of those who can intend to work. Make the certificate less desirable so that those who want the preparation for further education and life which good high school education can give those who put their hearts and minds to it, may not be diverted from the true objective by that which at present happens to be a ticket to better jobs and salaries and opportunities whether merited or not, but is only a very hollow sort of symbol instead of real education.

Basic Education in Rajasthan

Dr. K. N. KINI,

M. A (Hons.), A. M., Ph. D., Dip-in-Edn. (Columbia),
Director of Public Instruction, Jolhpur.

IN 1927-28, when I was conducting an Educational Survey in Mysore, I enquired of the rural folk why they were not taking adequate advantage of the schools established in their midst. Quite a good number of villagers frankly told me that the education we were imparting was not suited to their needs, that once their children were educated in our schools, the latter cultivated a distaste for their family occupations which yielded bread to them and also that they could not afford to lose the services of their children.

for the major part of the day, when they have to apprentice themselves in their traditional vocations. Being impressed with their arguments I recommended that in the rural primary schools pupils might be given instruction for half a day, thus affording them opportunities to help their parents in their daily occupations during the rest of the time. I also recommended that a fair proportion of Middle and High Schools, especially in rural areas, may be converted into what may be termed vocational schools, wherein the time

should be equally divided between the vocational subjects and the literary subjects, so that the rural children may be trained to take part in rural economy and not become strangers to it on leaving school and so that a strong vocational bias might be inculcated in them while learning in our schools. I also recommended that the text-books should include lessons on plants and animals and simple natural phenomena and on simple agricultural and industrial processes and products of local interest. *I wanted education to lay stress on production.*

In 1938 Mahatma Gandhi gave his world famous programme of Rural National education through village handicrafts for a period of seven years from the seventh year of the child. To quote his own words "And through village handicrafts means that the framers of the scheme expect the teachers to educate village children in their villages so as to draw out all their faculties through some selected village handicrafts in an atmosphere free of super-imposed restrictions. Thus considered the scheme is a revolution in the education of the village children. It is in no sense an importation from the west."

The greatest contribution of Mahatmaji to Educational technique in India is his scheme of education through handicrafts. His insistence on correlation of other subjects with the crafts is a matter of outstanding significance.

This method is now known as "Basic Education". Basic Education is therefore, a method of educating the children through the handicrafts which are already carried on by the people of any locality for earning their livelihood and in which therefore the local children are also,

ipso facto, interested. Imitation of the adults is instinctive in children. In adopting the local handicrafts, at which their parents work the whole day and in which therefore they would like to imitate their parents, as a means of education, there is a fair guarantee that the instruction will be popular with both the children and their parents and that the dropping off and consequent, Wastage in primary and middle school education will be greatly arrested.

Advantage of Apperceptive Mass

The teachers of Basic education have a considerable amount of apperceptive mass to take advantage of in their daily task. Most of the children especially in the homes where cottage industries are practised or agriculture and allied occupations are carried on do learn a number of processes connected with these occupations at home by day to day participation in them. The school has, therefore, to give them intensive and even better training than that which they would get at home and utilize their apperceptive background in the task of correlation of traditional schools subjects, namely language, mathematics, natural and social sciences and art and drawing. Herein lies the genius of the teacher of Basic Education who should be not only an adept in the handicrafts practised in the environment but also a master of the mathematical, scientific and art principles involved in these handicrafts, in which case alone he will be able to do justice to the task and be able to impress the villagers that he is doing his job truly and well. "*Learning by doing*" is the main principle, but it is not doing mechanically as the artisan or the journeyman is accustomed to do.

It is intelligent blending of the practical and theoretical that is aimed at. Therefore the teacher should be an adept in the techniques of the handicrafts as much as in scientific and other educative principles involved in the various processes.

The goods produced must be marketable in the locality or be such as can be used by the pupils themselves or both. *Earning while learning* is another most important criterion in this matter. The school should earn by selling the products. Therefore the pupils should be able to master the techniques and skills fairly early in their career. They cannot afford to waste raw materials very much in the task of learning. The teachers as well as the pupils should be earnest from the very commencement.

Distribution of Profits

In one of the resolutions passed at the Wardha National Educational Conference in 1939, it is said that this system will be gradually able to cover the remuneration of the teacher. In other words the Conference expected that the system would make education almost self-supporting. Opinion is divided on this issue. But I am of the opinion that whatever profits the school makes should be divided between the Management, the Teacher and the students according to an agreed formula, so that the teacher and the taught may have the incentive to put forth the best possible efforts. This share of the teacher should be an addition to his pay. When the children and their parents will know that education is economically beneficial to them and when the latter are assured that the former bring to them something in lieu of their

earning at home, they will not regard education as non-profitable concern. They will feel that their children are earning while they are learning, and are able to add to their family income.

Compulsory Education

The Central Advisory Board of education has aimed at making education of all children between the ages of 6 and 14 years compulsory. This is the minimum education that can be given to children in India, although I would recommend that in our system of education, schooling should be made compulsory till at least the 16th year of the child i.e., till the age of completion of high school studies. Psychologically speaking, the intelligence of children is said to be generally growing till the completion of this age. No first rate modern democratic nation can hold its own in the comity of nations if compulsory education is less than this amount. Modern agriculture and industries (including cottage industries) are so much dependent upon science and technology, that our old type methods will not be able to succeed in world competition. To attempt to stick to traditional methods would be like sticking to bows and arrows in modern warfare. As the compulsory age is enhanced the responsibility of the authorities to vouchsafe some pecuniary return to the parents becomes greater and also that of satisfying the parents that the children are not rendered unfit to follow either their family occupations or other more remunerative vocations. Basic education is expected to furnish this guarantee.

The children should become productive members of Society as much as its cultured members. Properly

followed, basic education should afford a system in which there is no dualism between culture and occupation. On the other hand there should be proper synthesis of the two.

I have introduced since last year, i.e., July, 1948 basic education in all the primary schools of Marwar (Jodhpur State) for children in classes I to V who are generally of ages 6 to 11 years. Agriculture and gardening, carpet-making, clay-modelling, Nada, Niwar, buttons, spinning and weaving, paper flowers and wreaths, asans, chicks, sewing, embroidery, knitting, rope making and paper-making are some of the handicrafts that are practised in these classes according to the local needs and circumstances. The teachers have been trying their very best to correlate traditional school subjects with these crafts. Where it is not possible to effect correlation, the literary subjects are done apart. Most of the teachers are not trained to impart instruction according to this method. The Inspecting Officers hold meetings of primary school teachers regionally from time to time and instruct the teachers how to proceed and progress. They also train the teachers on the job when they visit the schools. In their opinion there has been appreciable progress made. In a Conference of the Inspecting Officers held recently, it was determined that we have succeeded in the process of correlation to about 25 per cent, and there is much greater gain in interesting children in school work. With greater facilities such as larger contingent amount to buy raw-materials and equipment, greater accommodation, proper training to teachers and more guidance and training on the job, the efficiency could be easily doubled in the not distant future.

Financial Aspect

According to the census figures of population of 1941, the number of children of ages 6 to 14 years in Rajasthan is 27,00,000. To educate them we need about one lac of teachers. According to the prevailing rates of pay of teachers in some of the better units, the cost on salaries of this number will be nearly ten crores of rupees. If to this amount we add 20% on account of contingent expenditure, special pay for special qualifications, training of teachers, more and better guidance and other incidental expenses, the cost will easily mount up to 12 crores. The total expenditure on primary and middle school education at present may be one crore. Therefore to introduce compulsory education all over Rajasthan, we shall have to undertake an additional expenditure of at least eleven crores of rupees. Unless the resources of the Government are increased enormously by industrialization, by improving agriculture and in various other ways, it will not be easy to find this huge amount for running expenditure. Then there is the non-recurring cost on buildings which can easily go up to 30 crores. Whatever income the Government may get by selling the products of handicrafts would undoubtedly be helpful in this big undertaking but it cannot go very far.

Efforts should be made to speed up progress in Basic Education by finding funds for it, because this is the minimum education that should be given to a citizen in a democracy if it should function with a fair amount of competency. Any failure in this respect will be jeopardising the State and its people.

Parental Cooperation

In all our undertaking in education, we should take parents into our confidence. No scheme of education will be successful, especially at the school stage, unless the parents take interest and co-operate whole-heartedly with the school. One of the reasons for the precipitous fall in the numbers from class to class in our primary and even middle schools and consequent waste in the money spent on education is that our schools have failed to interest parents in the education of their young. School and society should work hand-in-hand for the mutual benefit of both. I have been starting Parent-Teacher Associations in the schools of Marwar. A little headway has been made. About ten per cent of schools in Marwar have succeeded in starting these Associations. They have been interesting the parents in the task of the school and the parents have been giving their co-operation in various ways, especially in conducting extra curricular activities and in finding accommodation free of cost to the authorities. The rate of progress is slow even here, because most of the parents are illiterate and are therefore slow to understand the benefits of education. A few among them even question the validity of introducing handicrafts in the school, which is their work at home. They say, we send our children to school to learn literary subjects and not to do what they do at home. They fail to realise the true import of learning through handicrafts. But when the teachers explain to them that through handicrafts it is easier and more beneficial to learn cultural subjects, they seem to appreciate the value of the method.

From my experience of the working of Basic Education in Marwar since July 1948, I can boldly affirm that the children take greatest amount of interest and delight in it. They understand the cultural subjects taught through this system more quickly and easily. In case the children bring their own raw-materials, they are allowed to sell their goods and take the sale produce. In some places, they make play things and sell them at Jattras and Melas at cent per cent profit. Making of women jersies is a common affair and they are sold locally at about 25 to 50 per cent profit. Girls love to make their own garments. In places where agriculture is carried on, the running expenses are just met by the sale of the agricultural products. At present, about 30 per cent of the school time is devoted to handicrafts. As matters will settle down and our teachers will become accustomed to the method, it is intended to increase the duration for handicrafts to 40 per cent. It is also intended to introduce the method in the three middle classes. It must be clearly understood that during the time children are engaged in handicraft the teacher goes round and draws out the best in them by a system of questions and answers.

Gandhiji outlined the Basic System for the rural children. The Central Advisory Board of Education has recommended that the scheme should first be introduced in rural areas. The system has been introduced in Marwar in urban as well as rural primary schools. My experience is that the more progressive teachers and children of the urban schools take to it with even greater avidity than those of rural schools. In applying the scheme to the rest

of Rajasthan I would not make any difference between urban and rural schools. Child nature is the name in both tracts, urban and rural. Requirements of the country are the same. *Production education* should be speeded up everywhere. Only, the handicrafts will be selected with reference to the environment.

Salvation of Backward Nations

I would even recommend that all nations who are economically

backward could introduce this system which is essentially "production education" with a great benefit to themselves and the world which is now in the throes of a revolution because of hunger and want of goods which make life tolerable. If educationists and parents will not heed this advice, they will land their country into serious trouble.

Basic Education will be the salvation of all materially backward nations.

Reflections on Basic Education—II

Sri J. N. KAUL,

Senior Lecturer, Govt. Teachers' Training Institute, Ajmer.

THE very thing that I was dreading has come to pass my "Reflections on Basic Education" (published in the October issue of the "Educational India") has evoked a storm of protests from critics and friends alike. I feared I would be dubbed a cynic—and so I am. A friend of mine told me that I was frank to a fault and that I should not have dragged in revered names for that is not in keeping with good journalism. Another friend—and authority on Basic Education—conveyed to me that my tone was indecent and out and out condemnatory: Still another when he chanced to read my article in my presence, threw the journal on the table exclaiming, "It is simply infamous. I shall protest"—I wonder if he has. There was only one congratulatory letter from Sri R. Srinivasa Iyengar of Peelamedu. A colleague of mine said, "your 'Reflections' are all-right. All this is a bit destructive. You should give some constructive suggestions."

Well, I won't oblige my critics by starting a controversy but I submit the following to my friends for their consideration:

1. We should not treat Basic Education or any education for the matter of that as a vested interest, as a close preserve or as a sacred precept. We must not get fussy and panicky if some body doesn't see eye to eye with us. If we challenge his bonafides we shall not only not win him over but antagonise him. And there can not be a greater disservice to our cause. We shall defeat our own purpose, the purpose of entrenching Basic Education in the Indian Scheme of things. The more hush-hush policy we adopt the more suspect shall we become. Gandhiji who conceived of the scheme in a moment of inspiration, said, "I am open to free and frank criticism so that I can clarify some misunderstanding in connection with my scheme. I have placed the scheme before the Ministers, it is

for them to accept or to reject it." (Inaugural address at the First Conference). When there was nothing sacrosanct about Basic Education to Gandhiji we, his followers, should not bang our doors on those seekers who are in difficulty. We should not fight shy of free and frank discussion. We must have the power to project our mind beyond itself, the power even more, to build a relation of affection amongst the sincere field workers. By refusing to discuss we get entangled in a vicious circle where some change is demanded and refused by men who do not examine and where they are increasingly less able to appreciate the meaning of each other's premises. Free discussion should not become an anathema as it is at present. I suggest a few ways and means:

(a) The Teachers of a Basic School should meet weekly to discuss and thrash out the difficulties that they encounter, should register any successful new experiment and record their failures and their possible reasons. This done, they should hand over the minutes of their weekly meetings to their respective supervisors who must be men of imagination, experience and sympathy. They the supervisors (I would rather call me organisers) will, in their turn collect the weekly minutes of Schools of their jurisdiction and sit together to classify and analyse the problems raised in the weekly minutes, note the new successful experiments and some constructive suggestion. Their eyes will open and their vision will be widened. They will remove the difficulties of their teachers where they can and note these down.

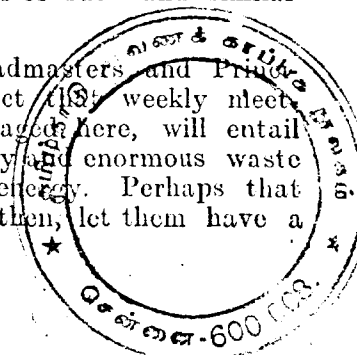
These problems of School teachers, classified and analysed by

supervisors, should be submitted to the Basic Teachers Training Institutes along with the suggestions and the recommendations of the Supervisors.

(b) The teachers in the Training Institutes will have their own weekly staff meetings. They will discuss the problems submitted to them for their consideration and find out the possible solutions by experiments in the practice Schools. Teachers Training Institutes will thus become laboratories instead of the talking shops that they are. New ideas and fresh air will penetrate into their self-woven cocoons which are otherwise festering with senility, orthodoxy and anachronisms. Besides this, the Training Institutes will undertake fresh experiments; if successful they will be carried on to Basic Schools through their respective Supervisors.

Thus, keeping the fundamentals of the schemes in view, we shall by trial and error, revise, readjust or even change the minor details which have otherwise become an uncompromising ritual in religion of Basic Education. We could fruitfully discuss in this way the correlation possibilities of spinning, comparative advantages of spinning and Agriculture as Basic Crafts, comparative feasibility of the phonetic and the alphabetical method of teaching language, advisability and extent of freedom in our Schools, ways and means of improving the community life of a School and-in fact, an infinite number of such and similar problems.

Some Headmasters and Principals will object that weekly meetings, as envisaged here, will entail an unnecessary and enormous waste of time and energy. Perhaps that is so. Well, then, let them have a



manuscript wall news paper in their staff rooms (if they have any). This MS paper may be called the *Teacher's Voice* as it is called in Russia. Teachers, will, at their convenience, write down their criticism and their comments. Headmasters and Principals will take up these suggestions, criticism and comments in a staff meeting to be convened at some convenient and opportune time. More often we see this 'convenient' time is convenient only to the convenors but not to other participants. This "Teacher's Voice" will and should prove an index of the temper of the staff which is an invaluable guide to the head of an institution. If he is too touchy or thin-skinned or too much of a dictator he had rather not embark on this democratic procedure. And very often they don't. But on my experience, I can claim that this "Teacher's Voice" is a forum where had teachers talk out their complexes, good ones use their brains and the more enterprising ones are stimulated to newer and newer experiments. And it does good to everybody.

(c) *Conferences.* We should have District Conferences where students and teachers and the supervisors confer together with some experts from the Training Institutes. ii. Then we should have Provincial Conferences where teachers from schools and institutes participate. iii. And, then, an All India Basic Education conference which we have already.

It is not the number or frequency of these conferences that will count in the long run. It is essentially the spirit and the temper. We should not silence heretics and cynics for they may be after all sincere believers; we should not only invite the Headmasters and Principals who may be interested in giving

only a partial account of their experiments and discoveries, we should also invite, and give equal facilities to, all the members of the staff. I would rather make it obligatory on every Basic Education teacher to attend such conferences, even the All India Conference. As about every thing, here too, we are snobbish. Big people lend an air of respectability, even a hallow, to a conference but the rabble of teachers will make it less imposing, so less attractive. At the end of the conference a "List of Delegates at the Conference" appears in the Appendices of the conference Report. Indeed a magnificent list-but a poor one for all that! I don't mean any discourtesy to these Big Names far from it. They are indispensable in their own way. But much more indispensable is the honest opinion, based on the experience of field work, of an ordinary teacher. I don't pretend that every teacher has an individual opinion or knows the way to put it; but, those who have and those who know should not only be tolerated but encouraged. The conference should become, in the words of Gandhiji "a conference of seekers".

Thus Basic Education will become broad-based and not continue like an inverted pyramid as it is.

2. Let us stop all exhibitionism the last great infirmity of all or almost all great men and Institutions. Hardly have we finished a model we hurry to exhibit it. It does incalculable harm to the workshop and no less to the School and the Training Institute. Is a model, prepared by a teacher and pretended to be one of the masterpieces of a student, worth a twopence? Why don't we first consolidate our gains and then present our shows after

some considerable maturity? Why should our art galleries and show rooms be decorated with some "outstanding" pieces of the instructors? Or if it is believed that these 'outstanding' pieces inspire the students, why aren't they assigned to some separate and recognizable corner? A Supervisor goes to inspect a School and the poor headmaster has to cook up a show which is downright pretence. Hurriedly students are formed into P. T. files, a grand display of drill is given, the Inspector is shown round the various art and craft classes and the supreme finale is a spinning 'Yagnya'. The headmaster, if he has a previous notice of the Inspector's visit, undertakes a fortuous series of rehearsals, for any mistake in the concocted show will have untold repercussions on him. But he valiantly rises to the occasion, outwits the Inspector and, for his pains, gets "It is all very well Splendid but". And the auspicious occasion of the visit concludes with a tea-party. The same can be said about Training Institution in a lesser or greater degree.

I do not request that an Inspector's visit, a show-parade and a tea party are harmful but dishonesty and hypocrisy that underlie all these are by no means desirable Social virtues. These harmless shows are not so reprehensible as the spirit that permeates them. A tea party would provide an opportunity for a heart to heart talk with the supervisor; a show-room, if there were genuine attempts of students, would be stimulating to all; a drill parade would be happy sight to see if its time were not made to synchronize with the time of arrival of the Inspector. Only a dishonest and an incompetent

head of an Institution, be it a school or college, needs a ruse and hoax, only unimaginative and vain glorious Inspector is satisfied by this insincerity.

This spirit is endemic in the system of examination that we have. We are all its unwilling victims. We are all agreed that it is an unnecessary evil. Why don't we have the courage to throw this system overboard? I don't think it needs any special pleading. It needs only our courage and imagination. Basic Education, Basic Education..... But is it worth its name if an antiquated competitive system of Examination is still in the saddle? This unnecessary competition has given us crop of evils—insincerity is the foremost. One sincere child is worth all the examinations. But we are sacrificing the former for the sake of the latter. A Basic Education Conference should be called to discuss the desirability, the abolition and the substitute of the present form of competitive examination. I understand that the Universities Commission under the presidentship of Dr. Radha Krishnan, has realized the enormity that these examinations perpetrate. I hope there will be some constructive and practical system offered as a substitute. But in the meanwhile let us not fold our hands and say, "What a pity!" We should set about it now and here. My suggestions are:

a) We must consider the possibility and practicability of collective Tests i. e. a whole class or section competing with another.

b) We should encourage seminar work in the post primary classes.

c) We must reserve 5% of marks for work done during the year, 25% for the final test and 25% for extra

curricular activities and studies. (Percentage may be changed but not the emphasis).

d) No student should be passed or failed without the consent of internal examiners, i. e. the class teachers.

e) We must have some Intelligence Tests. Has the Central Institute of Education prepared any to suit the Indian conditions!

It is not pretended that these suggestions are by any means comprehensive or complete. These may be changed, modified or supplemented. But our tests should be: What system of examination can advance Basic Education?—Basic Education which means an education for complete living. That leads me on to the third.

3. Basic schools and Training Institutes should mirror the world as we wish it to be, for in that way only can we expedite its advent. We must have four Freedoms and the fifth one suggested by Lin-u-Tang—the Freedom from humbug. That world cannot be brought about by any legislative fiat in the Indian parliament, that world can be made by simple and humble beginnings in the Basic Schools and Training Institutes. No amount of talk, however tall, will do; not a thousand precepts will equal one good example. We are swearing by community life and social education—rather big things at present. I wish we realized that grain of practice is more than a pound of theory. Do we have a community Dining Hall? A Community Club? Any common recreation, an outing, a hike, between the students and the staff? Do we have any self Government in our Schools and Training Institutes? What kind of Discipline do we have, authoritarian or democratic? Do we give them any responsibility, any

power? Do we train them in the unwritten rules of social etiquette? Do they get training in Give and Take? If they err how do we correct them? Have we any faith in the goodness of human nature? Have we any faith in Freedom itself?

A school does not become a Basic School by merely adding one or two crafts to the existing curriculum. A Training Institute for Basic Teachers cannot justify its existence by simply adding the teaching of Basic crafts to the curriculum of Normal Schools. Basic Education is a way of life—it is a being, a becoming, a training in the art of life as we endeavour to fashion it nearer to our heart's desire. A Basic Training Institute is not a mere amalgamation of the old Technical and the Normal Schools. It is much more. It is a new wine in new bottles—a new philosophy of life. We will only spell its doom by refusing to recognise the changed emphasis in our values. I would therefore suggest:—

a) We must introduce self-Government in our Basic Schools and Training Institutes, of course in the right spirit. It should not be a mere ornamental decoration, it should have real responsibility and real power. It should not be a puppet but a masterpiece. The members of the Staff should have their own form of self-Government.

b) Parents and Teachers should meet more frequently. A P. T. A. (Parents Teachers Association) may be formed to arrange community gatherings and common festivals.

c) Students should be encouraged to have a good deal of outings and hikes. For, the best and the worst

of a man comes out when he is out of his four walls.

d) Teachers should meet oftener in their social functions. They should talk about their differences and prejudices. Such a gathering will provide Katharsis for all of them. But it depends on the quality of the Headmaster or the Principal. If he doesn't brook any criticism, has not a sense of humour, wants to be called a "Sahob", even in a social gathering of colleagues—well, then, the situation is hopeless. If you do without him you will mistake it for a conspiracy and in his fear may cause untold misery both to himself and his colleagues, if you include him, well, you have to thank yourself for the sourness that he engenders.

4 (a) I believe that we are giving undue and unnecessary importance to spinning which is to me a matter of detail and adjustment but an article of faith with others. What is the use of inflicting spinning on children in Kashmir where sericulture and wood work would be fruitful and purposeful crafts having the most fascinating possibilities for correlation with the social and the physical aspect of Kashmiri life? Of what good is spinning in Rajaputana? Suppose some foreign country accepted the fundamentals of our Basic Education but refused to include spinning as a Basic Craft, would we, or would we not, call that Basic Education? Leaving the future of Takli and Charkha aside, is spinning only more possibilities of correlation than Agriculture which has been relegated to a relatively back position in our Training Institutes? In fact in some institutes Agriculture is an optional subject while spinning is compulsory. Agriculture will here to be a basic craft in every nook and corner of India.

Spinning can be taken up with advantages only in the cotton producing areas. Yes, it can be imported elsewhere too. But why? Look at spinning from any point of view, economic, educational and even utilitarian, we cannot reconcile ourselves to the importance that is being attached to it and at the expense of other better crafts. Spinning, therefore, may be treated on par with other crafts and Agriculture given a better position which it fully deserves, especially in the Grow More Food Campaign days.

b) Correlation, we are making a fuss about it and for nothing. I think if we remember that we should correlate only those subjects which make the execution of the central activity easier or a subject whose study is facilitated by the accompaniment of that central activity, we would do away with much of humbug and confusion. We would not then force spinning to hook in all subjects. We would then fall back upon some projects where the principle of learning by doing would be kept in view. You feel amused when you are told that you can correlate every subject and every detail of the Syllabus with spinning. What kind of correlation that must be is beyond my comprehension.

(c) What type of Physical Training should we encourage in our Training Institutes? Are we to produce disciplined soldiers who stand at ease at a faultless pose or cultured men and women with a dependable physique? Drilling at School has done good to none except perhaps to a soldier. We want an average health in life not skill at physical exercises. Morning and evening, summer and winter, exercise, more exercise and still more exercise. Pray, why?

d) And the mania of cleanliness. All that our students need to be told is what kind of latrines they should have in the villages, some elementary principles of personal hygiene and their application and so on. But, will our Basic Education remain incomplete if our students don't wash and clean morning, day and night?

5. A dozen young, enthusiastic and experienced men and women of Basic Education should be sent to the Central Institute of Education on Government Scholarship. This batch of inspired workers should choose their own lines, receive an assignment from Dr. Zakir Hussain and then work in collaboration with the members of the Teaching Staff

of the C. I. E. They should prepare text books, some sort of a correlated Syllabus, some hand books for teachers and they may also work on some controversial topics in Basic Education. The minutes of the staff meetings of the Basic Schools and the Training Institutes will give them raw material which they can fashion into an integrated and well coordinated Syllabus.

I have no axe to grind nor do I pretend to claim any originality. But my endeavour is to draw attention to undue and misplaced emphasis on various subjects of Basic Education. In this way, on stepping stones of our dead selves we may rise to higher things. Criticism and comments are welcome.

THE EDUCATIONAL FILM

Sri K. NARAYANAN

Secretary, Ramnad Dt. Headmasters' Association

THE film is a teaching medium of extraordinary power. In Germany all Schools are equipped with film projector apparatus. In the U. S. A it is estimated that schools will have 10,000 16 M. M. projectors by 1950. The U. S. A. aims at equipping every class room with a projector.

In Madras, as per the present scheme, films are usually shown by visiting projectionists, and the pupils of several forms have an hour's show part of which is inevitably unrelated to what some of the children are studying at the time when the children are ready for it.

The twin problems of equipping every school with a projector and a Film Library to make the Visual Education Scheme of the Madras Government a success, are not incapable of solution, if we study the German Record in this direction. "In June 1934, the

Nazi Minister of Education, Rust, realizing the immense educational value of films, took steps to organize thoroughly their production and use. A compulsory levy of about three pence a pupil every term was made towards teaching aids. Of this, 65 per cent was allocated for the provision of films and projectors, the choice of the make of the last named being left to individual schools. The remainder was distributed between the school film organization for the provision of spare parts, and the Film Institute in Berlin for the cost of producing the Films. Salaries of staff and technicians were borne by the provincial authorities. A start was made with the production of 50 films without reference to those who had to use them. Later, teachers were invited to contribute suggestions and ideas. From among the many subjects suggested a few films were made in limited quanti-

ties. These were lent to the directors of city and country film depots, who were also active or qualified teachers, for their verdict. Only after a favourable decision were the films mass produced. In a few years an organization was created which enabled every school to possess its own projector, and have access to over 500 titles embracing all teaching subjects. To meet our immediate needs we can purchase educational films from foreign countries in the regional languages.

In every Secondary school in Madras, Visual Education fees are levied. Every year fifty percent of the fees collected may be earmarked for "The Projector and the Film Fund." The fund is to be utilised for the purchase of a 16 M. M films and 16 M M movie projector, silent or sound. The silent costs Rs. 1500/- and the sound costs Rs. 3500/- For the present the former will do in view of financial difficulties. Teachers may make commentaries as the films are exhibited on

the screen. In the course of a few years, say in a decade, the ideal set forth may be realised with the financial co-operation of the Govt.

All the teachers cannot easily handle the projector and hence the Department of Education may well arrange short 10 day courses in Visual Instruction for Teachers just as the Department train teachers in Citizenship Education. Just as every school has a science Laboratory, every school should have a Visual Education Room and an Operator.

[On account of the financial stringency of many of the schools to provide with this full equipment, the Editor feels that in a centre where there are three or more schools a Visual Education centre may be opened, managed by all the Institutions in the Locality, and the sum earmarked as above might well be spent in ordering for more variety of films to the best advantage of all the pupils and thus make this experiment a grand success.]

—Editor, E. I.

RASHTRA BHASHA

राष्ट्र भाषा

BY Sahitya Ratna KOTA SUNDARA RAMA SARMA,
M. A., M. O. L., B. Ed., (Dip.) French and German

Book 1: 0 12 0

Book II: 0 14 0

"The rich and varied experience of the author, Sahitya Ratna, in teaching Hindusthani and other languages in High Schools and of lecturing on Psychology and Methods of Teaching Hindi-Hindusthani to Pracharaka classes in the Dakshina Bharata Hindi Pracharaka Sabha is really an asset."

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MASULIPATAM, Dec., 1949

Unesco Seminar on Rural Adult Education Concludes

THE Seminar on Rural Education organized by the United Nations Educational Scientific and Cultural Organisation began at Mysore on the 2nd November 1949 and was officially closed on the 4th December. During these four weeks and a half the delegates who hailed mostly from the countries of Asia have been hard at work pooling their ideas, knowledge and experiences with a view to preparing the blueprints for the furtherance of Rural Adult Education in the countries of Asia and the Far East. The discussions revealed that the problems presented by rural adult education were the same in Colombo and Baghdad, Rangoon and Saudi Arabia. As is to be expected in the usual course the problems of rural adult educa-

tion in the host-country of India loomed large at this session. The breath of controversy was altogether absent from the proceedings of the Seminar which was begun and continued in an atmosphere of peace and good-will, friendliness and tolerance. The delegates displayed a spirit of eagerness to collaborate, assist and advise each other and they seemed to be fully aware of the magnitude and urgency of the tasks ahead. How to ameliorate the condition of the teeming millions of the villages of the Asian countries who were starving and ignorant and fell an easy prey to disease and exploitation, how to enable them to hold their heads high and inspire in them a hope and faith in their future destinies—this was the theme which engaged the attention of this sixth Seminar to be organized by the UNESCO.

IT may be said without any hesitation that as an experiment in international living and working together the session has been an unqualified success. At the same time, thanks to the steady and diligent work turned out, the blue prints for rural education programmes have been drawn up and the tools to build them have been hammered out.

THE work of the Seminar has been carried out by four working groups, each specialising in one major aspect of rural adult education. The chairmen of these four groups together with the Director and the two Unesco

experts constituted themselves into a steering committee and under their able and expert guidance a good deal of valuable work has been turned out.

THE First Group dealt with literacy in rural adult education and it worked under the leadership of Dr. Hasan Ahmad Salmon, the Director of Land Revenue in Iraq. The main conclusions which have been reached by this group are as follows. Governments should take a more active interest in rural adult education and not concentrate all their efforts on elementary and secondary education. Literary teaching is only one aspect of rural adult education and if it is not followed up by well-conceived and carefully planned education programmes, will inevitably result in lapsing into illiteracy. To prevent this it is necessary to prepare and distribute suitable reading material. The subjects dealt with must obviously be such as have a close bearing on their daily life and must be treated in such a way as to come home to the business and bosoms of the readers for whom the material is intended. The distribution of reading material is best accomplished by the setting up of rural libraries of an up-to-date type. No pains should be spared to work out the two grand principles of modern libraries that every reader must have his book and that every book must have its reader—Energetic work and careful planning are needed to carry out

this work efficiently and to prevent its degenerating into a mere show as it is too often likely to do. Naturally the main attention of this First Group has been focussed on methods of literary teaching. These methods must be adapted to local conditions and based on scientific principles—Teaching methods which have proved only half-successful or unsuccessful with children are doomed to complete failure with adults who are easily repelled by reading material or teaching method that does not kindle their interest. The training of the necessary personnel is a matter of great importance, particularly in view of the appalling magnitude of illiteracy in the Asian countries. To take the case of India alone, for the effective carrying out of the Five Year Plan which has been adopted by the Government it would be necessary to train 200,000 teachers yearly. If the course is to extend over three months it means that 50,000 pupil teachers would be receiving instruction and undergoing training at the same time. At a minimum 250 training institutions, each housing 200 trainees and 9 tutors are needed. When we take into account the cost of building, equipping and maintaining the Training institutions the salaries of the tutors, the allowances to be given to the trainees and the salaries to be paid to the Instructors after they have gone through the necessary training, we can easily form an idea of the huge expen-

diture that will be involved. This literacy drive among the adult population must go hand in hand with a scheme of free, universal and compulsory elementary education. There is need of the most vigorous propaganda to bring home to the individual the advantages conferred by an ability to read and write. One danger that has to be guarded against is the lack of coordination between the governmental and voluntary agencies in the field of adult education. Harmonious and consentaneous endeavour between the various agencies in the matter of the objectives to be aimed at and the methods to be pursued and the standards that are to be kept in view is of great importance. The basis for the effective launching of an adult education programme is the collection of statistics regarding population, age groups, distribution of sexes, attendance figures in schools and illiteracy rates. This alone can show where illiteracy is most prevalent and where, therefore, immediate and diligent attention has to be bestowed.

THE Second group has dealt with health and home life of the rural adult population. The finding of this group is that for adequate health service the basic requirements are a midwife for every 5000 people, health centre composed of a public health nurse, one or two midwives, sanitary inspector and a social worker for every 10,000

of the population, and a health unit composed of several health centres and a dispensary under a medical officer for every 30,000 people. Every village must have its local health service under a duly-elected and properly-trained representative of the people. The elimination of dirt and filth, in living quarters and bedding and clothing and inculcation of the principles of personal hygiene will help to ward off many preventable diseases which today are eating into the vitals of the rural population and reducing their chances of happiness. The group has also laid stress on the need for preventive medicine which is as important as curative medicine. Village workers must be educated in the principles of individual and public health and all attempts at improvement must begin with the woman who is the pivot of the home. Some daytime recommendations that have been formulated by this group are that women must have a larger representation in international seminars, national councils and local boards dealing with the development of rural adult education—The services of University students and patriotic and socially minded adults must be harnessed to this stupendous task.

THE Third Group considered the economic aspects of rural adult education—The agricultural population of the Asian countries are under-employed and

full employment can be ensured by the introduction or re-introduction of small cottage industries and the improvement of already existing ones. A comprehensive survey of the primary needs of the rural communities and a listing in order of priority of the cottage industries to be established, the proper organisation of the working and supervision of these industries on a co-operative basis are also stressed by this third Group. Government should encourage in every way possible the products of good craftsmanship in preference to factory-products or imported goods.

THE Fourth Group tackled with the social and citizenship aspects. The tendency to isolation is a real danger in most Asian villages and this has to be combated by a scheme of citizenship training which would lay stress on personal dignity and worth respective and consideration for all irrespective of social and economic status and political or religious affiliations, kinship with community activities and cooperation in community activities, interdependence of the cultural, social and economic life of the country as a whole, the concept of a world-state and the implications of world-citizenship, cultural and national heritage and political rights and duties. It is not only information that is to be imparted on these various subjects but activities and experiences have to be organised to give life and reality to the inter-

national items. The media and methods of citizenship training have been carefully studied. The time-honoured media of proved worth such as festivals, fairs, pilgrims, folklore, folk dances and dramas must not be discarded and modern mechanistic media such as the press, the radio and the film must be handled with care, knowledge and skill.

THUS much good work has been turned out by this Seminar. But it is only a prelude. For the complete symphony the co-operation of all is needed. The magnitude of the work and its urgency call for energetic and enthusiastic workers. The spirit in which the task has been taken up by the Unesco encourages us to hope that the problem of rural adult education will now be tackled by all the member-nations—they are as many as fifty with diligence and industry.

Thoughts on University Education

DELIVERING the Convocation Address of the Mysore University in the first week of November, Dr. Syama Prasad Mookherjee, India's Minister for Industries and Supply, pointed out how University Education, which was inadequate before the transfer of power, had become more so in the context of freedom. University education in India had to be related to the new social order, of which the basic principles are justice, liberty, equality and fraternity. The

country has now to face social, economic and political problems of a peculiarly different nature and to produce men of the right type who will face these questions resolutely and tackle them successfully. University education must be raised and correlated to a new conception of duties and responsibilities. The citizens of the new democracy have to be given the right type of education that will fit them into the new social order. As Dr. Mookherjee put it, democracy is not merely a form of government but a way of life and University education will have lost its *raison d'être* if it does not prepare the youth of the country for the new life.

ALONG with a change in the objective of university education there must be concomitant changes in the methods of instruction and the contents of syllabuses. The task of University education is bound to become more onerous than it has been in the past. Those who are engaged in the imparting of University education will thus have to shoulder a heavier burden than they have done all along.

IN order that the teachers in the Universities and the colleges, whether constituent or affiliated, may be able to discharge their duties in the most efficient manner it is of first importance that the economic conditions of the teachers should be vastly improved. Compared with men of almost the same

qualifications and attainments in the administrative services in the University teachers emoluments are deplorably low. This disparity between their respective emoluments has been so often pointed out that it is unnecessary to labour the point. Taking this and other circumstances into consideration and bearing in mind the increasing cost of living an *ad hoc* committee of the Central Advisory Board of Education recommended—and the recommendations are subsequently approved by the Board that the following scales of pay should be adopted in constituent and affiliated colleges:—

Principal	Rs. 800—1000
Readers	500-25-800
Lecturers	300-20-500

How far we are from the implementation of these grades even today, particularly in respect of the aided colleges under private management, needs no particular mention. With these scales of pay before them, scales which do not err on the side of liberality when the mounting cost of living is taken into consideration the special committee constituted by the Andhra University made some recommendations which are extremely illiberal—They recommended a flat scale of Rs. 150-15-300 for all and did away with the distinction so commonly made in other Universities as between Professors and lecturers or Readers and lecturers. The Madras University has instituted two grades, on

Here and There

English Poems By Indians

Shri Aurobindo's matchless poem, "Invitation" is comparable to the great speech of Mr. Winston Churchill delivered during World War II when he called upon the British nation, at a critical hour of her history, to co-operate with him in the uphill task of gaining victory. Thus observed Sir Eugen Millington, Drake Vice-president of the Poetry Society of London, when he addressed the members of the Literary Association of the Queen Mary's College, Madras on Nov. 28.

Sir Eugen Millington-Drake, who is touring India, Pakisan and Ceylon on behalf of the Royal India and Pakistan Society of London, stated that the Society had scheduled to issue books on Indian literature and culture, and said that 'Shri Aurobindo' by G. H. Langley was a recent publication of the Society.

Sir Eugen paid a tribute to the quality of the poems written by Indians in the English language and observed that some of these poems were definitely better than some of the poems written by Englishmen in their own language.

WANTED Special Correspondents in every Provincial and State Headquarters to report News on Progress of Education.

Professors and Teachers connected with Provincial Educational Associations will be more helpful in this respect.

— The Editor.

for Professors ranging from Rs. 250 to Rs. 500—and another for lecturers ranging from 15 to 250. But according to the recommendations of the Subba Rao commission of the Andhra University a sum of Rs. 300 is considered to be an adequate emolument to a veteran grown gray-haired in service. Another strange feature in the recommendations of this committee is the yawning chasm between the maximum of the lecturer's grade and the minimum of the Principal's grade. The Committee has made a none too liberal recommendation that the Heads of the Departments should be given an allowance of Rs. 50 per mensem. But this is not implemented by some of the Colleges. The plea under which the illiberal managements take shelter is economic insufficiency. But on a close scrutiny of the financial condition of the colleges and thorough examination of their several items of expenditure and income, it will be seen that this is no more than a convenient plea to avoid doing the right thing by a deserving servant of the community. Managements of private colleges must remember that magnanimity is often the truest wisdom, not only in politics as Burke said, but in the administration of institutions and that large colleges and little minds go ill together. If the labourer be worthy of his hire, indeed the humble worker best deserves hire who laboreth in the Lord's educational Vineyard.

THROUGH different PROVINCES

DELHI

UDAIPUR MAHARAJA'S GIFT TO NATIONAL MUSEUM

His Highness the Maharaja of Udaipur, Maharaj-Pramukh of Rajasthan, has presented to the National Museum 29 paintings which were lent by him for the Indian Art Exhibition at Burlington House, London and later on for the Exhibition in Government House, New Delhi. The Maharaja has taken this decision in response to an appeal made by the Government of India on behalf of the National Museum.

The value of the gift lies in a set of about a dozen paintings showing portraits of Mughal princes, grandees and famous persons of that period including fine portraits of Shah Jahan, Malik Ambar and Irsdat Khan. The most important, however, is a fine portrait of the wellknown musician Tansen. These portraits were drawn by the court-painters of Mughals and formed part of the royal albums as the entries on their back show. The dates when the paintings were first presented to the Emperor and the names of their successive custodians (Tahsildars) who kept charge of them, are also mentioned therein. The set includes a signed bird painting by the famous painter Ustad Mansoor of the Jehangir period and portraits of half a dozen rulers of the Udaipur House which are specimens of that sub-school of portrait painting which flourished in Rajputana and was inspired by the Mughal School of portraiture. This school of painting flourished in the Rajputana States and reached the highest point of perfection, during the 19th century.

The paintings are now on show in the paintings Gallery of the National Museum at the Government House, New Delhi.

INDIAN SCIENCE CONGRESS

The 37th session of the Indian Science Congress Association is due to be held at Poona from January 3 to 8, 1950 under the presidentship of Professor P. C. Mahalanobis.

The Executive Committee of the Association has planned a detailed programme to cover all branches of science. The subjects included for discussion are mathematics, statistics, physics, chemistry, geology and geography, botany, zoology and entomology, anthropology and archaeology, medical, veterinary and the agricultural sciences, physiology, psychology and the educational sciences and engineering and metallurgy.

Distinguished scholars and administrators from many parts of India are expected to attend. A number of distinguished foreign scientists from the U. K., the U. S. A., France and the U. S. S. R. have also been invited. Information has been received that Prof. Desmond Bernal of Birbeck College, University of London, Sir Robert Robinson, President of the Royal Society, accompanied by Lady Robinson, the atomic physicists Prof. Joliot-Curie and Madame Joliot Curie, Prof. Herman Mark, who is an authority on polymer chemistry, and Dr. E. U. Condon, Director of the National Bureau of Standards, Washington, will attend the session. It is also hoped that Prof. W.A. Engelhardt, of the Pavlov Institute of Physiology Academy of Sciences, U. S. S. R. will also come.

MADRAS

B. E. DEGREE OF ANNAMALAI UNIVERSITY

The Government of Madras have directed that the B. E. Degree of the

Annamalai University in Civil and Mechanical Engineering be deemed as equivalent to the B. E. degree of the Madras University in the respective branches.

CONTROL OF SECONDARY SCHOOLS

Mr. K. Madhava Menon, Education Minister, amplifying his announcement at a Teachers' Guild meeting that the Government of India had directed the postponement of the scheme for taking over secondary schools under Government management, said, in a talk with Pressmen that he had intended to give a start to this scheme by taking over District Board and Municipal schools. But this was not to be for some time to come, because the Government of India were not prepared due to financial stringency, to finance at present, one-third of the expenditure to which they had committed themselves.

Incidentally, the Minister admitted that these schools were not as efficiently managed as private aided schools. The zest and zeal that animated the staff of private schools, particularly those of the missionary type, seemed to be absent in the schools under the control of local boards. He added that there were very few Government secondary schools.

COLLEGE OF INDIAN MEDICINE

The amalgamation of the Ayurveda Tamil and Telugu sections in the College of Indian Medicine has been done for ensuring efficiency in teaching and economy in the use of public funds, states a Press Communique issued by the Government.

The amalgamation does not prevent the teachers from using Telugu or Tamil in explaining the text and the students from using the translation of the Sanskrit texts in Telugu or Tamil. The advantages in the amalgamation are that, besides providing a uniform standard of teaching for the class as a whole, it obviates unnecessary expenditure on the maintenance of a larger number of

Professors than is needed. It ensures efficiency in teaching and economy in the use of public funds.

The Government have directed that, if the required number of candidates from this Province does not turn up for L. I. M. Course & in the college and School of Indian Medicine, one seat may be allowed to students from Ceylon. They will have to submit their applications through Government of Ceylon and pay double the ordinary fee as tuition fee.

SANGITA MAHAL IN TANJORE PALACE

Sangita Mahal, the well-known concert hall in Tanjore, in which during the days of Raja Sarfoji great singers of Carnatic music enthralled the audiences with their overpowering art will once again be available for musical concerts when the architects carry out certain necessary repairs. The Madras Government have decided to remove the offices now located in this hall, to some other place.

This decision of the Government was made known by Mr. M. Bakthavatsalam, Minister for Public Works.

Interviewed Mr. Bakthavatsalam said that during his recent visit to Tanjore he learnt how scientifically designed the Sangita Mahal was and he immediately went to the hall and got a Vidwan to play on the *vina* in that hall. He found that the melodious *swarams* produced on the *veena* could be heard in every corner of the hall, as also on the balcony intended to accommodate women. The Minister said that it was the intention of the Government to restore the hall and make it available for the original purpose. Musical concerts might be held there and the Government would charge rent as they were doing in the case of the Rajaji Hall in Madras, he added.

STUDY OF SANSKRIT IN SCHOOLS

A joint meeting of the Presidents of the District Teacher Guilds, the executive of the India Teachers' Union

and the Headmasters of high schools in the City was held and considered questions relating to the reorganised scheme of education.

In regard to the study of Sanskrit, consensus of opinion was in favour of offering Sanskrit as an alternative to the regional language in that part of the study of regional language relating to texts from IV Form onwards. All students should be required to write an examination in composition in the regional language and be given the option of study of texts either in the regional language or in any classical language.

CENTRAL MUSEUM FOR VIJAYAWADA

The Andhra Provincial Congress Committee has unanimously decided to establish an Andhra Central Museum at Vijayawada.

A Board of Management was appointed for the purpose and it was authorised to approach the Government and obtain necessary financial aid.

WEST BENGAL CALCUTTA TO RECOGNISE MADRAS S. S. L. C

The Government of West Bengal have decided, in consultation with the University of Calcutta to recognise a pass in the Madras S. S. L. Certificate Examination, with eligibility either for the University Course of study or for service under the Government of Madras, as equivalent to pass in the Matriculation Examination of the University of Calcutta for purposes of appointment to the services and posts under the West Bengal Government.

EAST BENGAL ARCHAEOLOGICAL RESEARCH

Archaeological research may bring to light a city in East Bengal which today lies buried under a thick forest. Traces of the dead city were found recently when diggers making hutments for the army on a tract of land near the

Lal Mai hills in the Comilla District in East Bengal accidentally came upon a number of archaeological relics which included terra cotta plaques, pottery, bronze images, sculptured work and some silver coins. These relics have been taken possession of by the Archaeological Department of Pakistan and are in the best state of preservation.

BOMBAY INDOLOGICAL RESEARCH

ORIENTAL CONFERENCE RESOLUTIONS

The fifteenth session of the All-India Oriental Conference, which concluded its three-day session passed a resolution urging the Government of India to establish an Indological Research Institute at an early date. This Institute, the resolution said, should co-ordinate the research activities in history, culture, art, philosophy, languages and literatures of India, and interpret Indian culture to the world abroad.

By another resolution, the Conference urged upon the Government of India to take effective and planned steps to salvage and safeguard the rich treasures left in the ancient manuscripts and collections in different parts of the country. For this purpose, the resolution said, the Government should create a separate department known as the manuscripts survey of India.

Prof. K. A. Nilakanta Sastri, in his concluding presidential remarks said he was hopeful that the National Government would properly look after the cultural and spiritual interests of India and added that the aim of the conference was to see that India no longer depended for higher ideological studies upon foreign institutions.

BOMBAY UNIVERSITY VICE-CHANCELLOR

H. E. the Governor of Bombay, the Chancellor of the Bombay University has appointed Mr. Justice N. H. Bhagwati of the Bombay High Court as the Vice-Chancellor of the Bombay University in succession to Dr. P. V. Kane, whose term of office expired on November 10.

A MUNIFICENT GIFT TO POONA UNIVERSITY

Dr. M. R. Jayakar, Vice-Chancellor of the Poona University, accepted a donation of Rs. one lakh from Mr. Basudeva Govind Apte for creating two post-graduate colleges for students graduating in Arts and Sanskrit in Poona University. Mr. Apte has also offered Rs. 1,500 per annum to research scholars writing Marathi books, states a Poona message.

U. P.

U. P. GOVT.'S SCHEME

A Sanskrit University financed by the U. P. Government would shortly be established at Benares. This was disclosed by the U. P. Education Minister, Dr. Sampurnanand, while addressing the All-India Sanskrit Education Conference on Nov. 26.

He said: "Those who believe in the idea that the great oriental language Sanskrit, is dead, are totally mistaken. After undergoing the wear and tear of long centuries, the Sanskrit language is still a living one and cannot die." Sanskrit has already been recognised as one of the main languages by the Constituent Assembly and the translation of the Indian Constitution into Sanskrit would serve as a basis for its further translation into various modern languages.

NEW COLLEGE OPENED IN U. P.

Mr. B. G. Kher, Premier of Bombay inaugurated the Government Constructive Training College on Nov. 27.

The Constructive Training College is the outcome of a scheme launched by the U. P. Government in 1948 under the guidance of Mr. Sampurnanand, Education Minister, to give a new orientation to the old educational system of the Province.

In the college "pupil teachers" will be given training on subjects of the constructive group namely agriculture, ceramics, industrial chemistry, commerce, bookcrafts, metal work, applied mechanics etc.

C. P. STUDY OF SANSKRIT IN HIGH SCHOOLS

The compulsory study of Sanskrit in the last four years of the high school stage has been recommended by the C. P. and Berar High School Education Board. This would, one spokesman explained, if applied to non-Hindi areas, mean that students there will have to study four languages, namely their mother tongue, the national language, English and now Sanskrit. It was pointed out that in Europe every liberally-educated person knows two or more languages besides Greek or Latin.

ORISSA

The sixth annual convocation of the Utkal University will be held on December 28 at a special pandal in the Ravenshaw College compound, Cuttack. Dr. B. Pattabhi Sitaramayya, the Congress President, will address the Convocation.

EAST PUNJAB

Acting on the advice of the East Punjab Governor, the Headmaster of the Bishop Cotton High School, Simla, has decided that the entire school and staff should go without cereals every Sunday.

PAKISTAN HIGHER EDUCATION

Seven Chancellors of Universities in America and Canada are arriving by the third week of this month to discuss with educationists in Pakistan problems connected with higher education.

Two of these—Prof. Arthur Compton, Chancellor of the Washington University, and Dr. Cyril Jones of the McGill University, Montreal—will be awarded Doctorate of Science and Law by the Punjab University at the annual convocation.

PUBLIC OPINION

PREMIER KUMARASWAMI RAJA'S TRIBUTE TO MISSIONARIES

A tribute to the invaluable help rendered by missionaries in South India in spreading education, especially in rural areas, was paid by Mr. P. S. Kumaraswami Raja, Premier of Madras, when he presided over the centenary celebrations of the Leipzig Evangelical Lutheran Mission Girl's Higher Elementary School in Purasawalkam on Nov. 4.

Missionaries had taken great pains in the past for the spread of education in our country, the Premier said. Especially in South India the people, were deeply beholden to them. Not only did the missionaries attend to the needs of the more populous areas, but many a village and hamlet which otherwise would never have had any educational facility benefited by the attention of the missionaries. All those present had a duty to pray for the continued success and prosperity of the school, the Premier concluded.

MAHARANI OF BHAVNAGAR ON IMPORTANCE OF NURSERY SCHOOLS

The importance of nursery school education in the scheme of education for children was emphasised by the Maharani of Bhavnagar, when she presided over the annual meeting of the Nursery School Project, at Rajaji Hall, Madras.

The Maharani of Bhavnagar, in winding up the proceedings, said that she was very happy to note the progress made and the services rendered by the Project to the various institutions affiliated to it. It was needless for her she said to point out how important this aspect of children's education was in the general building up of their character and integrity. Teachers chosen for this work must be of special calibre. Any false move at this early stage of the children's education would not only obstruct their mental capabilities but also change their entire outlook. Many children dreaded to go to

school because of the treatment meted out to them in the schools which always acted as a deterrent on the child's outlook on education. While discipline was needed it had got to come not through fear of the teacher but as a second nature due to love of the teacher and so in the selection of teachers the utmost attention should be paid and proper training afforded to them.

TECHNOLOGICAL PROGRESS MR. GADGIL STRESSES IMPORTANCE

Mr. N. V. Gadgil, India's Minister for Works, Mines and Power, said that emphasis must now be more on technical and scientific education without which production could not be increased in quantity, quality or speed.

Mr. Gadgil was speaking at the opening ceremony of Shri Mathuradas Mohota College of Science, Nagpur.

After declaring the college open, Mr. Gadgil said that the need today was to produce more of material things so that there would be a better standard of living available. There was enough material but technological progress was slow in this country and technical personnel inadequate. The emphasis, therefore, must be now more on technical and scientific education.

Mr. Gadgil said that the fact that science had led to the discovery of destructive things was not its fault, but of those who used these discoveries for selfish purposes. Knowledge like power was neutral. It took the colour that might be given to it. Production could only increase in quantity and in quality as also in speed, if technical skill was available in abundance.

At the same time, Mr. Gadgil said, there must be a "moral incentive" for those engaged in the process of production, that is, the confidence that what they produced would be fairly and equitably distributed, that the reward would have a fair relation to efforts spent and that there would be social justice all round. This confidence, when diffused throughout the society would achieve progress earlier, he added.

CORRESPONDENCE

The Andhra Teachers' Federation D. P. I. INTERVIEWED

Sri A. L. Narayana Rao, joint secretary of the Federation was granted a personal interview by Sri D. S. Reddy, Director of Public Instruction, Madras at Waltair on the 10th December 49. He represented to the Director about the grant of recognition to the Andhra Teachers' Federation, of Grade I scale of pay to Hindustani Teachers handling both higher and lower Forms in schools where there is only one pundit, of the position of Commercial Instructors employed under the old S. S. L. C. scheme and other resolutions passed by the Andhra Teachers Federation at its conference in September, 49.

The Director gave a patient and sympathetic hearing.

A. L. NARAYANA RAO,
Treasurer and Joint Secretary.

The Head Masters' Association MADRAS CITY

A meeting of the Headmasters' Association, Madras City, was held at the premises of the Indian Red Cross Society with Mr. K. Kuravilla Jacob, President, in the chair. The Association discussed the recent G. O. instructing the Schools which have adopted Shift system work for 225 days. Several members expressed practical impossibility to have 225 working days. Moreover it was pointed out that the M. E. R. has laid down a minimum of 180 working days of 4 hour duration for claiming the full grant from the Government. The association as a compromise resolved to request the Government to fix the number of days at 200 in case of schools working on shift system. The 6th form students in such

schools may be asked to put in a minimum attendance of 150 days. It was also resolved to request the Government to allow the old order namely 180 working days of 4 hours duration each day be allowed to continue for the present year.

It was also resolved to make the following recommendations to the Experts committee of the Government:

1. The teaching of Hindusthani may commence from 1st form and that it may be left to the option of Schools to choose whether the teaching of the script should begin in 1st form or 2nd form.

2. Sanskrit should begin in 4th Form as an alternative to the 1st language and the pupils taking Sanskrit must be made to answer a paper in composition in the Regional language.

3. Algebra and Geometry may be an alternative to General Mathematics in 5th and 6th forms and that these should be a composite syllabus in 4th form.

4. Some reduction in the number of activities in Social Studies syllabus is necessary.

The Association resolved to form "Educational Camps and Journeys Association of Madras City"

The rules for the conduct of the Association were approved and the Secretary was authorised to issue a circular to all managements requesting them to become members of the Association.

The Association also resolved to convene a conference of the Headmasters of the province on 28th and 9th December, to discuss certain urgent pressing problems connected with the Reorganised Scheme of Education. The Executive Committee was empowered to discuss and plan out details of Agenda, Delegation fees etc.

S. HANUMANTHA RAO,
Hony. Secretary.

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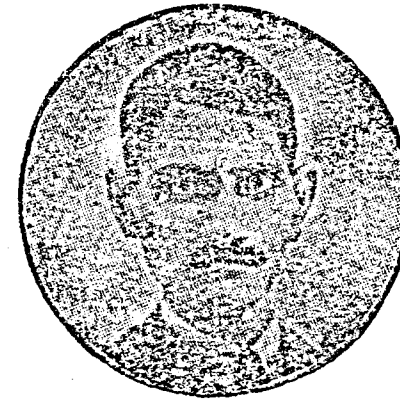
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