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	PAGE
IN THIS ISSUE	1
PRACTICE TEACHING IN TEACHERS' COLLEGES .. <i>S. Panandikar</i>	2
QUALITATIVE IMPROVEMENT OF TEACHER EDUCATION.. <i>Ram Sanjiwan Sinha</i>	6
EXTENSION SERVICES IN SECONDARY TRAINING COLLEGES <i>G. Chaurasia</i>	10
EXPECTATIONS FROM A TRAINING COLLEGE <i>Rajendra Pal Singh</i>	13
EDUCATION OF WOMEN TEACHERS <i>Saroj Srivastava</i>	16
SHOULD THE UNIVERSITY AND COLLEGE TEACHERS BE TRAINED?—A SYMPOSIUM <i>Samuel Mathai, Devendra Prakash Garg</i>	20
TEACHER OR TEXTBOOK? A DISCUSSION <i>Marcella R. Lawler</i>	27
NEW PERSPECTIVES FOR TEACHING LANGUAGE .. <i>Francis Shoemaker</i>	31
RESEARCH NOTES—INFLUENCE OF EDUCATIONAL PSYCHOLOGY ON TEACHING SKILL	39
ROUNDUP OF ACTIVITIES—MINISTRY OF EDUCATION ..	41
EDUCATION TODAY	51
BOOK REVIEWS	55
OUR CONTRIBUTORS	62



THE EDUCATION QUARTERLY

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In This Issue

Now and again we have discussed in *The Education Quarterly* the various aspects of Teacher Training—the theme chosen for this issue. Education is a growing subject and its concepts require frequent scrutiny and their working a periodic check-up. Such examinations will help to prevent temporary maladies from becoming chronic diseases and ensure a healthy development.

The contributors to this issue are all experts in the field, men and women who have to their credit a rich experience of teaching teachers how to teach. The lacunae they have pointed out in the present system of teacher education merit attention and their suggestions deserve a fair trial. Readers will also find the symposium 'Should the University and College Teachers be Trained?' of practical and immediate relevance.

EDITOR

Practice Teaching in Teachers' Colleges

S. PANANDIKAR

As I sit at the back of a classroom, watching a lesson being given by one of our students under training, the ceaseless and uninterrupted drone of the voice of the teacher in the next classroom, impinges on my ear. He asks no questions and he will not let the smooth flow of his talk be interrupted by any questions from his pupils. It is soothing to hear that one voice drawling on and it almost lulls me to sleep. Perhaps it has the same effect on the children in the class too. And here the student under training, with his carefully prepared battery of questions, is trying his utmost to elicit, (painfully extract with the skill of a surgeon, would be a more appropriate description), answers from the pupils. As we come out to exchange comments on the lesson, the bolder among the student-critics, remarks, in passing, on the uninterrupted narration by the teacher, a trained teacher too, in the next room. I know that this critic and all his companions will resort to the same technique of narration once they are back within the precincts of their schools, as trained teachers, finished products of the profession.

In some schools, the question-answer

work is actually called 'the training college method', something to be practised only in training colleges and not to be translated into school practice. When an Educational Inspector, freshly appointed to his post from a training college, comes to pay a surprise visit to a school, word goes round that everybody should resort to 'training college methods'. Then there are questions galore; back and forth go the questions and the answers, the pupils rising to the occasion and playing their unaccustomed role valiantly. As soon as the Inspector goes away, feeling satisfied that all is well with the teachers he has trained, everybody heaves a sigh of relief and the teachers go back to their narration and the pupils to their role of passive listeners, forty listening like one.

Theory and Practice

Why is there this gap between the methods advocated in training colleges and those practised in schools, by the very teachers who worked diligently in their year of training? Is it that the training colleges recommend methods which are suitable only as training devices and are impracticable for being

used in actual classroom teaching? Or is it that school routine acts as a deadening weight on anything that is new and involves effort and exertion? One often hears a charge levelled against training colleges that they stress theory at the cost of practice and send out students ill-prepared for the regular duties of the profession or that the members of the staff of training colleges have lost touch with reality as it exists in the schools and advocate methods which are unsuitable for adoption in actual school work. A hiatus, there definitely appears to be, between theory and practice and even between methodology studied in the training college and actual teaching in the school.

Yet methodology and practice-teaching which is based on it, are given such an important place in the course of training that it is rightly said that "Our training colleges have been far too pre-occupied with the technical aspect of their work at the expense of the human aspect and that they have tended to stress method and teaching devices and skills to such an extent that students get no chance for the play of their critical intelligence on problems of aims, purposes and values." (K. G. Saiyidain)

Do courses of training give an undue importance to methodology and teaching practice? Do they advocate a wrong unrealistic type of method and do they conduct the programme of practice teaching in a manner which makes it ineffective as a preparation for the teacher's work?

Lesson Planning

Let us look into this question of practice teaching in greater detail. Most universities prescribe a certain number of lessons, varying from 20 to 30, which a trainee must give under the supervision of 'masters of method' from training colleges. Each lesson is carefully planned by the trainee and discussed with a member of the staff of

the college. Elaborate lesson notes, giving every step of the lesson as it will progress, are prepared. The lesson is supervised throughout its delivery by the member of the staff and is discussed by him with the student after it is delivered, in respect of its strength and weakness.

Is this elaborate planning and preparation of a lesson expected to be followed by a teacher after he starts his regular work of teaching or is it only a device to be used at the early stage before the skill of teaching is really mastered? If the latter, then towards the end of the practice teaching period, a gradual transition should be made to a simplification of the plan of the lesson. But no such thing happens in practice. It is not even contemplated by the staff. The last lesson has the same elaborate plan as the first one; the Herbartian steps are followed with the same rigour and exactitude.

The trouble is that the members of the staff of the training colleges get so absorbed in their day-to-day work, in fulfilling the requirements of the syllabus and preparing the students for the examination, that they hardly even have an opportunity to pause to consider how they expect their students to work after they return to their schools. The present is all-engrossing, and the forward-looking attitude, so necessary for professional education, is lacking. A training college lecturer hardly visualizes what his students would do in their schools. We have come to believe in the value of training, but hardly any studies have been carried out to see in what respects a trained teacher is superior to an untrained teacher and how a school that has a trained staff is a better school.

The practice teaching work and the lectures on methodology take up nearly half the time during the year of training. The students spend more than half their energy on it. **What does it yield**

ny way of permanent value? At best, it gives facility in the use of some of the techniques of teaching and develops the practical skill in teaching a lesson as a single unit. It gives the teacher hardly any experience of class management, for the lessons are given under extremely artificial conditions. Comprising thirty stray lessons in several different classes, it leaves no scope for the trainee to get to know individual children and their problems. Most often the trainee completes his practice teaching without knowing the name of a single pupil he has taught. In the matter of planning and carrying out a term's programme of curricular and co-curricular activities, the trainee gets no experience at all. The Draft Revised Syllabus for Secondary Teachers Training prepared by the Union Ministry of Education recommends that "every training college or University department of education should provide a period of about two weeks' continuous block practice teaching, during which the trainees will be attached whole-time to some one selected school." Such block practice teaching for a period of two weeks can only be a palliative and can hardly succeed in making practice teaching a real preparation for the varied aspects of a teacher's regular job.

Practice Teaching Arrangements

Practice teaching has to be arranged in schools in the neighbourhood of a training college. Good schools are not really keen on making practice teaching arrangements and schools which are of a poor quality serve no useful purpose in this connection. Making practice teaching arrangements is quite a problem for the training college staff. They and their students are not really welcome in the schools and it is reluctantly that the Heads of schools agree to make the practice teaching arrangements. The trainees attached to the school remain aloof and seldom partici-

pate in the activities of the school. Nor does the school make any attempt to draw them into its full programme.

Personally, I have experience of practice teaching in the form of thirty stray lessons in one practising school attached to a training college, of thirty lessons in a few selected schools, and also of continuous practice teaching for a period of 12 weeks in the year in the same school for each trainee. Even the last which did succeed in reducing the artificiality of the usual method to some extent did not fully meet one's expectations. The training college staff generally appear to prefer the practice of thirty stray lessons because it gives them the satisfaction of considering each lesson as a unit complete in itself. The schools are indifferent to whichever plan is adopted, because practice teaching is not an organic part of their work.

What we need is real active co-operation between the schools and the training colleges in the professional education of teachers. Teacher education should be the joint responsibility of training colleges and the schools where practice teaching is done, a responsibility accepted as such by each partner and shared actively. The practical part of the professional education of teacher can only be completed when the teacher works regularly in a school, as an apprentice, under the guide of a senior teacher of the school. A person who has developed an insight into the purpose and process of education and its relation to life, has studied Educational and Child Psychology and has genuine interest in his subject and in the imparting of it will be ready for his apprenticeship as a teacher.

Experimental School

Can the training colleges then undertake to concentrate, during the year of training, the human, the philosophical and the scientific aspects of education

and take up only the broader aspects of planning and organising school activities? To do this properly and not merely as theory divorced from practice, each training college will need an experimental or a demonstration school, where educational principles and methods can be seen at work, where the training college staff will be in touch with life and reality as they exist in the schools. The lecturer on Educational Psychology will not merely lecture on individual differences among pupils and the need for individualized instruction but will get the students to study the children as individuals. The lecturer on School Organisation will demonstrate in actual practice all that he recommends in his lectures and discussions. The students under training will do a great deal of observation in the Experimental School and will help the school and the college staff in carrying out experiments in the school.

What about practice teaching then? The student teacher, after completing his course at a training college should have his work-experience in a well-organised school where he will get the necessary guidance and supervision mainly from the staff of the school, though the training college will also be interested in the progress he is making. Such a system prevails in Hamburg and some other parts of Western Germany. No teacher is certified as a full-

fledged trained teacher unless he has worked, for a period of one to three years, in a good school, under supervision. The teacher will receive his full starting salary, but without supervised practical experience under realistic conditions, he cannot be considered to be a trained teacher. The schools which are selected for such arrangements consider it an honour to be entrusted with the work of completing the education of teachers assigned to them and carry out their job in a thorough and efficient manner. Teacher Education thus becomes a joint responsibility of the schools and the training colleges, with the University and the Department of Education being drawn into it. The programme of training no longer remains divorced from theory and in the students' mind there is no conflict between the demands of the study of education in its human, philosophical and scientific aspect, and of those of actual teaching.

Instead of tinkering with the problem by introducing block teaching practice for a couple of weeks or so, could we attempt a serious solution of the problem on the lines suggested above? In the first instance, it may have to be confined to a training college or two, as an experiment in practice-teaching, but its results may turn out to be far-reaching. What we need is a serious evaluation of the present arrangements for practice teaching.

Qualitative Improvement of Teacher Education

RAM SANJIWAN SINHA

PERHAPS THERE IS no intellectual activity that needs qualitative improvement to the same extent and degree as Teacher Education. The teacher occupies a pivotal position in society. Improve the teacher and all other improvements will take care of themselves. There is yet another consideration that makes teacher education imperative. The teacher has to deal with evergrowing minds. This means that he must never cease to grow himself. He can ill afford to be static. Knowledge is advancing in all its spheres at an enormous pace and the technique of communication is being revolutionised continually under the impact of scientific researches and inventions, as also according to the community needs. Lest the teacher should lag behind, he must be equipped more and more in respect of both content and skill.

Types of Teacher Education

It is worthwhile at this stage to state broadly the various aspects of teacher education. Like education in general we shall do well to recognise two types of teacher education—informal teacher education and formal teacher education. A teacher goes on learning as a result of his contact with his pupils,

conference with his colleagues and others, his use of the school/public library and so on and so forth. Formal education comprises two parts: (a) the teacher training programme as practised in our teachers' training institutions, and (b) the in-service teacher training programme comprising the Short Training Course, the Refresher Course, the Seminar, the Workshop and others.

The Present-Day Teacher Training : Its Drawbacks

The present day teacher training suffers from a series of drawbacks and limitations of which the following deserve pointed mention :

1. Teachers' institutions with almost no exception are dedicated to the work of training rather than to the work of education. Training is mostly from without and education essentially from within. This explains the failure of the institutions to develop the personality of their entrants.
2. The duration of the training course is one academic year but in effect it is hardly nine months. The course covers vast theoretical work and intensive teaching practice

apart from other activities including Crafts. The time allotted to the programme is apparently hopelessly inadequate.

3. The one-year course does not allow any tradition to take root in the training institution. Here life has to be started anew every year. Every time the trainees are required to dig and drink for themselves. This does not permit anyone to grow much beyond the preparatory stage.
4. The training institution is generally everywhere overcrowded, or, what is the same thing, understaffed. The teacher-pupil ratio is so low that personal contact becomes well-nigh impossible, supervision work almost perfunctory and teaching nothing but lecturing. Efforts are afoot for quantitative expansion which cannot be perhaps denied in a growing country like ours. What is needed is care against expansion at the cost of efficiency.
5. It is the University that provides for the training institution its raw materials. Usually, it is those university products who do not obtain a footing in the services nor indeed in any other field that enter the training institutions. This increases the responsibility of the training institutions which have to provide fairly long and intensive training, as most of the candidates are decidedly below the desired point and whose natural bent for teaching is not marked.
6. We have mentioned earlier that the training institution is understaffed. This not the whole truth. The training institution is not only understaffed but what is worse, ill-staffed. There are few teaching personnel in training institutions who can claim distinction in any stage of their academic career. Even

first class degree holders are very often non-existent on the staff of the training college. There is a fair percentage of those on the staff who would fare miserably in class teaching and yet they are charged with the task of teaching others how to teach a class. This is not to deny that efforts are wanting to ameliorate the existing condition; many a member of the training staff does improve his basic qualification and his training. But no sooner is this done than they go away elsewhere on promotion. One cannot possibly speak against promotion. But promotion should be provided within the institution whose interest must not be allowed to suffer on any account. Dr. K. L. Shrimali, our Union Education Minister, has rightly observed that one of the obstacles in the way of organising the teaching profession is the great instability of the teaching staff. Teaching has been a stepping stone for things higher but this does not permit teaching to attain its own heights.

7. Mention has been made earlier of the over-crowding in the training institution in regard to its numerical strength. This conflict in number presents a physical problem. But what arrests, nay, cripples, intellectual growth is the over-crowding in the training programme itself. Organising community kitchen, attending community prayers, implementing social service work, supervising cultural programmes and the like may be excellent things in themselves, but they do not take us educationally very far, perhaps they cannot, as they do not necessitate any serious intellectual preparation on the part of the participants and organisers or supervisors. It is to be remembered in this connection that

these community life activities carry marks for passing the examinations—a point whose implications are perhaps never too well realised. Play for play's sake is the only true spirit of play, a piece of music is hardly cultural if it is actuated by any ulterior motive, and so on. It is perhaps better not to mention how these activities, when they form the basis of examination results, pass into routine and rut devoid of all that goes to make them useful co-curricular activities.

8. And add to the list of the activities enumerated above the activity of craft which finds an important place in the day-to-day curricular activities of the institution. The position of craft so far as the principle of work is concerned and so far as it provides an environment suitable for learning cannot be challenged. But the existence of craft in the curriculum of teacher training has so far remained unjustified. It has served its purpose neither as a trade not as a vehicle of learning the principle of teaching. A craft, if it is to be learned at all, must be learnt young, and it is the young ones whose education may be directly correlated with craft work. Craft occupies a most enviable place in the education of the child so far as correlation goes, but, it is the bare truth, the correlation based on craft does not go very far in the case of the education of the teacher. And learning craft as a trade is simply out of the question while preparing for another trade, teaching. This is yet another point that the period of one year or even two years that one can legitimately expect to be the duration of training is simply inadequate for acquiring any efficiency in a craft. It will be

thus seen that craft hardly does any teacher trainee any good educationally, except that it probably breaks the monotony of the training programme and most certainly takes away the seriousness of approach so essential for the development of the mind.

9. The co-curricular activities together with the activities related to craft do not leave much time at the disposal of the teacher and the taught for any arduous work with the net result that the theoretical performances are superficial and sketchy, practice lessons mostly go unplanned and supervision is done meagrely and, so to say, carelessly. This is not to decry co-curricular activities as such but co-curricular activities as practised in our institutions, are the least 'Curricular'.
10. The greatest time-consuming factor that destroys all sense of freedom in our trainees is the assessment practice. The Assessment in practice amounts to nothing else but copying from books, copying from class note books and even copying from the copy-books others, all done blindly. Small children may be given some credit for, taking notes in the class and preparing notes from the book as their home task, although in their case also there exists ample scope for doing such work as requires mental reflection and creativity, the basis of real education.
11. Perhaps the worst result of all that has been stated above is the lack of atmosphere in the training institution for any academic work demanding seriousness and concentration. It is a painful experience that library books are not being put to the use they deserve, neither by the educator nor by the educand; it is equally painful that

neither the lesson plan nor the actual giving of the lesson ever shows any stamp of newness in regard to matter or methods, no desire to go into the roots of things on the part of the trainee, nor attempt at all-round direction on the part of the trainer. It is rather disappointing that our future teacher is not being properly equipped for the life he is going to enter. What is the basic teacher equipment? It consists of three essentials—leadership, effective communicative skill and intellectual capability and training, apart from other personal and social virtues. It should be easy to see that under the conditions obtaining at present in our training institutions these essentials of teacher education largely remain to be realised.

Suggestions for Improvement

It is clear, therefore, that the duration of the teacher education course should be two years and not less. The staff chosen for the training institutions should be the best. Provision should be made for teaching subject content along with methods of teaching. Assessment as at present practised should be dropped. A proper academic atmosphere must be created by encouraging research and investigation.

The successful implementation of the training programme requires that a trained teacher should be methodical in his teaching and should encourage his pupils to take up projects and assignments and have free and frank discussions on the topics of study. But experience shows that as soon as he assumes the role of a practical teacher he bids good-bye to all new methods of teaching and returns to the old traditional method of lecturing, and occupies the central position himself forgetting all about child-centered education. Why is it so? It is invariably

through the lecture method in practice in the training institution that he is taught how to teach his class. "Teaching; not lecturing" should be the watchword for those in charge of teacher education.

The efficient organisation of practice teaching depends upon the tone of the practising school as also upon the intimate knowledge of teaching work on the part of the educator. It is an admitted fact that the teacher educator who is never required to do class teaching except giving ceremonial demonstration lessons is completely cut off from the actual classroom situation. This does not leave him capable of organising, guiding, and supervising the trainees' practice teaching. It is, therefore, absolutely necessary that an ideal school of the appropriate size be wholly entrusted to the training institution which should be made responsible for running it with its own staff and trainees. So far the practising school has not been part and parcel of the training institution and it is mostly on this account that new ideas in teaching have not yet received any fair trial.

The community life activities as practised in the training institution hardly go beyond the drudgery of the daily routine rounds. The community life does not open out avenues for intellectual activity. There is no clash of ideas, no play of mind on mind, no hammering out of thoughts on the anvil of discussion. There is no give and take of knowledge. It is a grim fact that teachers on the staff of a school (they are our products) having knowledge of and teaching different subjects live in their separate worlds and fight shy of enlightening one another and pooling and sharing knowledge. A training institution, worth its name, should first and foremost, be a centre for the sharing of knowledge, of intellectual discussion which ignites the mind and provokes thought.

Extension Services in Secondary Training Colleges

G. CHAURASIA

IT IS UNIVERSALLY accepted that the quality of a nation depends upon the quality of its citizens. The quality of the citizens depends in a considerable measure upon the quality of their education. The quality of their education depends upon several factors—home, inherited traits and attitude of parents, financial support, buildings, books and equipment in the schools, curriculum and methods of instruction. But the most significant factor is the quality of the teacher. Undoubtedly the quality of the teacher is determined by the provision of adequate pre-service and in-service education. Training colleges have been entrusted with the task of training teachers who are able and willing to educate the new generation for a new world. It is remarkable that sweeping changes in the philosophy and practices of teacher education are due to the conviction that teacher education cannot be imparted in one instalment. The belief is gaining ground that a teacher must be a life-long student. The good teacher goes on learning all the time, keeps abreast of all the new developments in his field and endeavours to feed his students from a fresh running stream and not a stagnant pool of knowledge.

In 1944 the Central Advisory Board of Education recommended that refresher courses should be provided at frequent intervals in order to keep trained teachers up-to-date. In 1949 the University Education Commission recommended that the most urgent reform that was needed was the organization of vacation refresher courses for high school teachers. The Commission rightly observed, "It is extraordinary that our school teachers learn all of whatever subject they teach before reaching the age of twenty-four or twenty-five and then all their further education is left to 'experience' which, in most cases, is another name for stagnation." In 1952 the Secondary Education Commission observed, "However excellent the programme of teacher education may be, it does not by itself produce an excellent teacher." The Secondary Education Commission recommended that the training institutions should accept their responsibility for in-service education of teachers.

Establishment of Extension Centres

The Union Ministry of Education took the first commendable step in 1955 by establishing 24 Extension Services Centres in selected training colleges in

the country. Thirty more Extension Centres were established in 1957. Twenty-five more Extension Centres are being established during the Third Five-Year Plan. In addition to Extension Services Centres, steps have been taken to establish Extension Services Units in 72 training colleges during the Third Five-Year Plan. Thus by the end of the Third Five-Year Plan, there will be 79 Extension Services Centres and 72 Extension Services Units, covering 151 training colleges in the country.

Programme of Extension Services

The primary aim of establishing these Extension Centres in the selected training colleges is to keep the teachers abreast of recent developments in educational theory and practice, guide them in the solution of classroom problems and to develop their teaching efficiency and professional competence. Another vital aim of the Extension Services Centres is to bring the training colleges into living contact with the secondary schools and help them to provide a dynamic programme of teacher education. A special officer, called the Co-ordinator, is appointed in each Extension Services Centre to formulate activities and serve as a link between the training college and the secondary schools. The principal of the college is ex-officio Honorary Director of the Extension Services Centre. The Union Ministry of Education obtained through the Technical Cooperation Mission of the U.S.A. a considerable amount of valuable equipment, including library books, audio-visual materials, and a jeep for each of the fifty-four Extension Services Centres. With the help of the transport vehicle, each Extension Centre is able to carry the benefit of the Extension Services to distant areas within its jurisdiction. In addition to the Honorary Director and the Co-ordinator, each Extension Services Centre has an administrative staff consisting of a clerk-cum-librarian, a part-time

technical assistant, and a typist. The technical assistant looks after the audio-visual equipment and visits the secondary schools in connection with the audio-visual services. Audio-visual equipment includes a 16 mm. film projector, a slide and film-strip projector, photographic equipment, films, filmstrips and slides, tape-recorder, epidiascope etc. The library of each Extension Services Centre has about 2,000 recent books in all branches of Education—such as audio-visual education, methods of teaching various school subjects, educational administration, curriculum and examination. In most cases, the State Governments have provided an amount of Rs. 5,000 for each Extension Services Centre for the purchase of books in regional languages. In addition to these, the State Governments are also providing Rs. 6,000 annually for each Extension Services Centre for meeting the expenditure on T.A. and D.A. of teachers who are invited to participate in the various activities of in-service education.

The entire recurring expenditure on the Extension Services is being met by the Ministry of Education, Government of India, through the National Council of Educational Research and Training. The annual expenditure on each Extension Centre ranges from Rs. 13,000 to Rs. 20,000. The average annual expenditure on each Centre does not exceed Rs. 18,500. This amount is spent by the Extension Services Centre on the pay and allowances of officers and the establishment, audio-visual services, publications, transport, remuneration to resource personnel and other contingent expenditure.

Achievements

What have the Extension Services accomplished in the seven years of their existence? About 8,000 secondary schools have been covered in some form

or other. More than 50 per cent of them have felt the impact in a fair measure. They have started using audio-visual aids in classroom teaching. Schools have started science clubs and experimental projects. They are keeping abreast of new methods and techniques through books and educational journals. They have discovered that various types of consultant services are available in Colleges of Teacher Education. The Colleges of Teacher Education, in their turn, have come in real contact with the schools. They have descended from their "Ivory Towers" and are striving to relate their programme to the needs

and problems of schools. They have organised workshops, seminars, short courses, exhibitions and are buzzing with activity round the clock. They have brought out a score of publications on the entire range of problems that our secondary schools are facing. The State Departments of Education have discovered that the Colleges of Teacher Education are their veritable Brains Trust and their resources must be utilized for the expansion and reconstruction of secondary education. Even the cynic in his comfortable corner is disturbed and impressed with this record of achievement !!

- The secret of our cultural development has been research, pushing back the areas of ignorance by discovering new truths, which, in turn, lead to better ways of doing things and better products.

—JOHN W. BEST

Expectations from a Training College

RAJENDRA PAL SINGH

TRAINING COLLEGES everywhere are supposedly the places where students are provided with the tools of teaching. The trainees are presumed to possess knowledge of a level which requires only, as it were, a little brushing up. The products of these colleges are hoped to be mature teachers who are ready to employ their tools and the brushed up knowledge. It is thought that these men and women coming out of training colleges will not only be good teachers but also good human beings.

If these are our expectations from training colleges I think we must pause and consider if our hopes have not been pitched rather too high. We must also try to inquire, if our wishes are legitimate and proper, into the factors that prevent us from realizing our aims and fulfilling our desire. I feel it is about time someone assessed the work and the quality of products of these colleges.

Quality Versus Quantity

I should like to speak from my experience of training colleges for secondary school teachers in Uttar Pradesh alone. It is true if secondary educa-

tion has to improve, there should be more and better training colleges for teachers. Unfortunately the increase in numbers does not signify qualitative improvement. It seems quality has been sacrificed in favour of quantity. It is also remarkable that in the past few years when every phase of education has attracted the attention of our political superiors the training colleges have apparently been left to themselves. It is natural, consequently, that the sad state of affairs, in which these colleges find themselves because of this deliberate neglect, has not only been not improved, it has been allowed to continue in its current state and even proliferate.

I regard it as legitimate and reasonable to inquire into the work, syllabuses, standards, and requirements of training colleges and recommend measures to improve them. I think it is wrong to expect our secondary schools to work wonders if the quality of their teachers is not properly assessed and means are not found to improve deficiencies should there be any. I have serious misgivings about the hope that if grades are revised the quality of teachers shall automatically improve. I

am of opinion that unless there are good training colleges, which means that unless conditions are created to allow them to function well, the hope that the products of these colleges will eventually improve the standards of secondary education can hardly ever materialize. Gone are the days when all those who had some knowledge could be supposed to be competent enough to teach. We have come to accept that just as a medical specialist is better than a quack, a trained teacher is better than an untrained one. We also know for sure if good teachers are not produced they are not born either. Those who have an aptitude for teaching can be made good teachers, and those who have a special liking for teaching can be turned into excellent ones. If training colleges cannot perform this function, they are not worth the money spent on running them. They had better be closed down.

Analysis of Causes

Since it pains us as members of society and as professional beings to see that training colleges are not doing their job well and as most of the well-meant hard labour goes waste I consider it my duty to analyse the factors responsible for the present state of affairs. To my mind, the liberal policy of giving permission to open training colleges has had its telling effects. Badly equipped and poorly staffed training colleges are most unfortunate additions to the existing numbers. This commercialization of the teaching degree has brought down the standards of its education and training. In the past few years training colleges have become veritable refuges for all those who cannot either secure jobs or wish to have some time to think about their future careers. For girls the training degree is an insurance against misadventure in marriage. In fine, these colleges supply degrees which can, in times of need, stand in good stead. I

do not say this expectation should not be there but if teacher training institutions are performing only this function then they are certainly not worth their name.

In recent years in U.P. there has been an unfortunate controversy about L.T. and B.T. courses. L.T. is a departmental affair. As against B.T. which is a university degree, L.T. is merely a diploma. Furthermore, both in regard to the courses of study and the number of lessons required to be completed in the practice teaching, L.T. is much stiffer than B.T. Further, B.T. students as against L.T. do not have to do community work involving some 14 days' stay outside the college premises. I do not say this work is useless but if it is meaningful for one it should be equally worthwhile for the other. It is common knowledge that examiners of L.T. seldom like to award more than a poor second division even to good students whereas in B.T. even first classes are not rare. Not only from the point of view of students alone but from the teachers' stand point B.T. is a great favourite. Teachers of B.T. get better grades and enjoy the privilege of real internal assessment which is denied to their counterparts in L.T. To me the whole controversy is unfortunate, but so far nothing has been done to minimize it, not to say of ending it. The indifference of those who have power to improve the conditions has been such that only three colleges in U.P. remain with L.T. course and unless something is done about it there would not be a single college left offering this course of study. If the government are not serious about retaining the L.T. colleges they had better do away with it altogether. I plead for a clear-cut policy to be adopted by the government so that at least this controversy is ended.

The short duration of the training course, the poor standards of the stu-

dents offering it, and the various types of degrees awarded [viz. L.T., B.T., B.Ed. (Basic) etc.] are all great hurdles in the way of realizing our actual objectives. I think unless the objectives of training colleges are realized secondary education can hardly ever perform its real functions well. It is not enough that good graduates should come to training colleges, they must also have an aptitude for teaching.

Remedial Measures

I suggest some measures which, if adopted, can certainly improve the present state of affairs. I suggest the controversy of B.T. and L.T. should be ended forthwith. The grades of their teachers, and the examination systems of both should be brought on a uniform level. In my opinion either fees in the training college should be abolished or else there should be such a system of scholarships that almost all deserving students can pursue their inclination without any financial hardships.

If the number of existing training colleges cannot possibly be reduced, for

it would be cruel to do so, at least there should be no more additions to this number. I think the existing restrictions on the number of admissions in each training college should in no case be lifted. I further suggest that all districts in U.P. should have bureaux of employment for secondary school teachers. Efforts should be made to prepare lists of vacancies caused in each district and arrange in collaboration with training colleges to fill them. It should also be seen that the nefarious practice of giving under-payments to teachers is also done away with. In the end, I suggest that good students of B.A. and M.A. be offered financial assistance if they promise to join the teaching profession. If we are really sincere about raising the standards of our secondary education we should make sincere efforts to improve the standard of the teaching personnel.

So long as these conditions are not created I doubt very much if the training colleges can ever come up to our expectations. And it is in the interest of both education and our country that they come up to our expectations.

- The only good thing ever said about Horace whilst at school was that with his marks he couldn't possibly be cheating.

Education of Women Teachers

SAROJ SRIVASTAVA

THE THIRD FIVE-YEAR PLAN has rightly emphasised the improvement of Teacher-Education Programme as the key to all educational reforms. In-service teacher training is as important as pre-service training. It is wrong to think that education of teachers ends with the completion of B.T. or B.Ed. courses. Teachers can never be finished products. The old practices need to be continuously tested by the new theories which require everlasting efforts and learning on the part of the teachers to enrich their previous knowledge in the light of new experiences for their professional growth.

It is universally accepted that women can make better teachers in comparison to men, especially in the lower classes because of their particular temperament.

Brief History

The University Education Commission in 1949 pointed out that "if education had to be limited to men or women that opportunity should be given to women only, for then it would most surely be passed on to the next generation". The history reveals that realisation of having more and more women teachers is not a new one.

As long ago as 1882, The Hunter Com-

mission recommended that "rules be framed to promote the gradual supersession of male by female teachers in girls schools".

In 1929, the Hartog Commission felt that female teachers were not needed in girls' schools only but for the primary classes in all the schools.

The Sargent Plan of Education in 1944 recommended that "a particularly urgent need is for a vast increase in the number of trained women teachers, apart from the pre-primary stage where all the teachers must be women, at least $\frac{3}{5}$ of the teachers in primary schools and $\frac{1}{2}$ of them in middle schools ought to be women".

The Secondary Education Commission in 1952-53 has also emphasised that "so far as the nursery and primary stages are concerned, women are better teachers than men". As regards middle schools also a considerable body of opinion is in favour of giving ample opportunities for women to be employed as teachers in these institutions.

The Present Position

In spite of all these recommendations and nation-wide realisation of the importance of women teachers the existing condition is not very encouraging

EDUCATION OF WOMEN TEACHERS

The following statistics indicate the huge shortage of women teachers in the field of education and the existing facilities available in the country. These tables show that in 1958-59 out of 6,95,240 primary school teachers in the country only 1,17,733 or 16.94 per cent were women. At the middle stage out

of 2,65,323 teachers 59,755 or 22.52 per cent were women. At the secondary stage out of 2,45,530 teachers only 49,273 or 20.08 per cent were women. At the University stage out of 41,961 teachers only about 4,608 or 11 per cent were women in 1956-57.

Number of Teachers in Primary, Middle, Secondary Schools and Universities (1956-57 and 1958-59)

	PRIMARY			MIDDLE		
	Men	Women	Total	Men	Women	Total
1956-57	5,88,878	1,21,261	7,10,139	1,35,467	31,086	1,66,563
1957-58	6,02,070	1,27,169	7,29,239	1,48,054	37,019	1,85,073
1958-59	5,77,467	1,17,773	6,95,240	2,05,568	59,755	2,65,323

	HIGH SCHOOL*			UNIVERSITIES AND COLLEGES		
	Men	Women	Total	Men	Women	Total
1956-57	1,66,471	39,146	2,05,617	37,355	4,608	41,961
1957-58	1,78,492	43,203	2,21,695	Not available		
1958-59	1,96,257	49,273	2,45,530			

*Includes Higher Secondary Schools also

Training Facilities for Teachers (1956-57)

	INSITUATIONS			NO. OF TRAINEES		
	For Men	For Women	Total	Men	Women	Total
Primary Teachers	698	264	962	70,418	27,346	97,764
Secondary Teachers	104	32	136	10,807	4,547	15,354

Thus a considerable increase in the number of women teachers is required in the Third Five-Year Plan by the end of which universal and compulsory

education is to be introduced. The Planning Commission has estimated the following in respect of teacher requirement by the end of Third Plan.

No. of Teachers	No. of Teachers in Thousands	Percentage of Women Teachers to Total No. of Teachers
Primary	252.4	26.5
Middle	25.5	21.2
Secondary	15.0	21.2
College	3.46	14.5

As for training facilities for women teachers, the National Committee on Women's Education 1958-59 is of the opinion that the present position is not

very unsatisfactory but the difficulty is that facilities are inequitably distributed all over the country and thus in some States like Kerala and Madras,

there is a surplus production of teachers and the problem of unemployment is created while in other States there is an acute shortage of women teachers because of lack of training facilities. Immediate steps should be taken to provide enough training facilities in those areas where adequate arrangements do not exist.

Problems and Suggestions

Shortage of women teachers is not the only problem. It is felt that there exists a great gulf between the training courses and the actual classroom situations. Training colleges do not equip the teachers properly in the development of the necessary skills and attitudes to make them capable of meeting the requirements of the schools and besides the methods of teaching also are not of any practical relevance to classroom situations. Our method-masters generally do not care to test the practicability of the different methods of teaching in actual classroom situations. Another difficulty is that in spite of worthy efforts in revising the syllabus of B.Ed., the theory portion is still quite heavy and practical skill in teaching is not properly emphasized. The pupil-teachers are almost sure that nobody fails in the practical examination. This calls for some effective change in the syllabus. The real shortage of teachers is in the rural areas and often teachers after getting training in urban areas do not prove themselves capable of meeting the demands of the rural society without getting special training. The prevalent craft of the rural area must get due importance which will not only satisfy the need of the area but will help the schools in coming in closer contact with the community.

Defective syllabus apart, women teachers neither find themselves secure enough in rural areas, nor receive pro-

per living facilities. Government should take immediate steps to admit local girls in training courses by giving them scholarships and stipends and making it compulsory for them to serve in rural areas for a certain fixed period. Staff quarters near the school or lodging facilities in the hostels must be provided. This will help the development of human relations and the creation of a family atmosphere. To persuade more and more women to serve in rural areas, some special allowances must be given to provide additional incentive. Adult women courses can also be started and the working conditions relaxed to some extent for those who are willing to serve. Besides, an overall relaxation in the conditions of admission is essential to enable a greater number of women to join these courses. Some universities have already taken bold steps in this connection and instead of having two years' teaching experience as one of the conditions of admission, one year's experience is required for women candidates.

One of the major problems of women teachers is that they are supposed to tackle three fronts simultaneously. School work, children and domestic affairs. The men of the family still feel that domestic affairs are the sole concern of women but in the context of women taking up employment, a change in this outlook is indicated. As in advanced countries, men ought to realize the necessity of division of labour or need of co-operative living and sharing of domestic responsibilities.

A solution to this problem is the starting of nurseries or creches for the children of working women.

Another serious problem especially in girls schools is that teachers get married and go away or their parents are transferred and they have to resign and go with them. Often girls serve the institutions till they remain unmarried.

Recently one of the headmistresses remarked that in one class there were as many as seven changes in the person of the teacher in the course of two years. Such frequent changes in staff create adjustment problems for the students. Moreover inter-personal relationships cannot be maintained in such cases. A similar problem arises when two or three teachers go on maternity leave at a time and this results in complete paralysis of school work.

Lady teachers generally do not want to leave their home town and go out for better jobs. A number of instances can be quoted where M.A., M.Ed., girls are working at B.A.B.T. grade and M.Sc. girls working in the grade of Rs. 100.00 p.m. only because they do not want to go out and set up a separate establishment. Often some conservative parents do not want their daughters to join service.

Wastage is also a major cause of shortage of women teachers. It is found that a number of girls pass their B.Ed. and B.T. examinations merely to ensure a secure future or to brighten their marriage prospects. If trained women teachers do not work, all the energy, money and facilities provided to them at the cost of some others go waste. Necessary steps must be taken to make it obligatory for all those who enter any type of professional training to serve the country for a fixed period of time. During the Emergency such steps become all the more essential. Those ladies who are well off and are not in need to supplement their family income must be encouraged to do honorary or part-time services. Thus all the available talent must be harnessed to the welfare of the nation.

The existing working conditions of the teachers do not attract top persons to this profession. Of course, a fair selection should be made by the training colleges and those who have an aptitude for teaching and have the cor-

rect attitude towards their profession should be given preference. In order to make the job attractive, to relieve the teachers of domestic worries and to enable them to concentrate on their professional work, a reasonable increase in their salary is essential, but as regards social prestige it is not a thing that is given by an outside agency. Those who have faith in their profession and who do their job conscientiously will automatically enjoy high prestige in society. The motto should be first deserve and then desire.

Often husband and wife are posted in different places. This is another cause of emotional tension which results in ineffective work. The energy which is normally utilized in some constructive work is wasted in planning as how to take leave and go home at the earliest opportunity. Immediate steps should be taken to remedy the situation.

The last but not the least important problem is to provide in-service training facilities to the maximum number of teachers. The general attendance of women teachers is very poor in these programmes. The Extension Services Centres are doing valuable work in making teachers conscious of the need for professional growth. These bring training colleges in close and fruitful contact with the schools and thereby help the training staff to enrich their field experience and discharge their functions more effectively. They also provide schools with a well-organised programme to improve their teaching practices in the light of modern methods.

The Extension Services and other agencies interested in the welfare of women should adopt an educational and sociological approach towards these problems and on the basis of their investigations some concrete measures can be taken to improve the present position of women teachers.

Should the University and College Teachers be Trained ?

—A Symposium—

There is no gainsaying the fact that good teaching is a sine qua non of good education. The question is how the teacher should at the level of higher education equip himself to his calling. Is it necessary for him to go through a formal course of training? This question is viewed from various angles in the symposium that follows.

1

SAMUEL MATHAI

LET US FIRST of all consider for a moment what the word "training" means or could mean. The word is used in a variety of contexts and has different meanings in these various contexts. The word appears to be derived mainly from an old French word, whose general meaning is "to drag". The basic notion of training is to make someone or something follow a fixed line or a particular course. We can thus train plants to grow in a certain direction or in a certain manner; we train animals to perform certain tricks. The meaning has been extended to include the development of certain habits of mind and certain skills in human beings. We "train" our children to be polite, to be clean and we also "train" them to be able to perform some of the activities that the community or society in general requires.

The training of teachers would in this sense mean primarily the development of certain skills in them to enable them to perform the function of teaching in an effective and acceptable manner. The emphasis, in training understood in this somewhat broad sense, is not on the teacher's knowledge of a subject but rather on his capacity to pass on what he knows to his pupils and for this purpose to understand himself and his pupils as body-mind organisms. Training is the acquisition of techniques of teaching which include the gaining of the attention of the pupil, understanding the limitations and capacities of the pupil, and knowing the psychology of a young person as an individual and as a member of a group.

Understood in this sense, the training that may be deliberately given in an institution or acquired by personal enquiry and study, would certainly seem to be of value to anyone at any stage in the teaching profession. The university teacher is concerned above all with knowledge and enquiry, and his business is to pass on to his pupils his knowledge and his understanding, and to enable them to seek and find knowledge for themselves. It should ordinarily be possible for him to assume that his pupils are voluntary seekers after knowledge and do not need specially to be persuaded to attend to him or to go through the exercises that he may demand of them. In ideal conditions, it would seem to be sufficient that the university teacher should be a true scholar and as near to bring an authority on his subject as possible. We may assume, of course, that the intelligent teacher will develop techniques of his own and achieve the maximum rapport with his pupils, and in this sense, constantly train himself to be a good teacher.

Formal Training

The question that we are now asking, however, is whether a university teacher should be required, before he enters his profession, to go through a course of formal training such as is provided in our teacher-training institutions. This is a difficult question to answer categorically. One's answer may be based on prejudice or on purely subjective considerations. I can only say from my own experience as a university teacher and having gone through a brief formal course of training, that while some of the information and insight that one may acquire in the course of formal training would certainly be useful to a university teacher as to any other teacher, much of what happens in a teachers' training course is really not greatly relevant to his work. But having said this, I must hasten to say that a considerable part of so-called university teaching in India which takes place in the undergraduate classes of our colleges is much more like school teaching and does not have any close resemblance to the kind of situation that Newman had in his mind when he wrote "The Idea Of A University". Not infrequently, undergraduate teaching in some of our colleges is like taking unwilling horses to the water, and needs all the skill that a teacher may be able to bring to such a situation. It is not a dialogue between a mature scholar and many eager aspirants after scholarship. Teachers engaged wholly or mainly in undergraduate teaching in our colleges would, it seems to me, benefit very greatly by having some deliberate training given to them.

But I am inclined to think that even for our undergraduate teachers, the formal kind of teacher-training that leads to the degree of B.Ed. or B.T. is not altogether useful. I think that what would be useful is a brief but thorough initiation or orientation course in which the young university teacher is enabled to take a fresh look at his particular field or specialisation so that he now sees it not from the point of view of the student only but also from the point of view of one who has to guide and create enthusiasm in others. Since the most common mode of university teaching is the formal lecture, the university teacher should be enabled to develop some skill in planning and organising his lectures and in achieving communication with and holding the attention of his pupils.

He should have a course of study to enable him to know the library or laboratory which will be used by himself and his pupils and he should also have some little training in bibliography and the planning and equipping of libraries and laboratories. He should know more fully than he would at the end of his student career the sources of knowledge in his particular field, in the form of books and scholarly journals and original documents.

Vacation Course

I believe that something along these lines can be accomplished in any good college or university department through a vacation course or seminar of some ten weeks' duration. If it is not possible for each college or university department to provide such a course on its own it should be possible for a number of institutions to combine to do so.

One word more. In its best sense, the training of a teacher goes on endlessly. Unlike the skills of a juggler or any other mechanical artist, the skill of a teacher always leaves room for fresh experience. A good teacher never comes to the end of learning. All his training, in that sense, is not completed by a course or a specific curriculum. For him, as for the mariner Ulysses, all experience only opens out new untravelled worlds. He cannot rest on his oars. There should, therefore, be constant opportunities for the teacher to evaluate his own work and the techniques he uses. He should also have opportunities to keep abreast of knowledge in his own field and to see his own special subject as part of the whole world of knowledge. In the real situation of many of our colleges in India the teacher should be given opportunities of meeting other persons in other colleges and departments so that experience can be shared and knowledge pooled. Summer Schools, Seminars and Conferences can play a vital role in helping the teacher to keep himself in trim.

2

DEVENDRA PRAKASH GARG

A PERSON starting his career as a teacher finds a type of work that is entirely new to him, therefore, it is quite logical that colleges and universities should also follow the approach used by industries and that is to train the person thoroughly for the work he is going to do before assigning responsibility to him. In all fairness to the teacher and to the student it seems unreasonable to let a teacher handle the students without proper training. Even though a new comer to the profession may have the makings of a good teacher, without guidance and the right kind of training he may develop bad teaching habits which may be difficult to get rid of. A large number of poor teachers are the result of

poor early training. Degrees and diplomas which a new teacher may possess are indicative of the fact that he has a fair knowledge of the subject but they in no way indicate his ability to impart that knowledge to others; therefore, he has to learn his job, and it is the learning of this job which must be given more attention if the colleges and universities expect to build efficient instructional organisation.

We in India are not putting in as much effort as is needed to improve the teaching techniques and building of good teachers. In advanced countries a considerable amount of time and money is being spent in making good teachers since *good teachers are made, not born*. The most successful and good teachers are considered to be those who teach less material but do it thoroughly and it is continuously impressed upon the teachers in those countries that their aim should be not to cover the subject, *but to uncover part of it*.

An extensive survey recently conducted at five different institutions of higher learning in the United States of America has revealed that four factors are important for effective learning and they are, in the order of importance, motivation of the student, guidance in learning, competence of the teacher in the field of instruction, and organisation of materials for course and course mechanics. It is important that the new teacher should realise them during his training period for making his teaching effective so that the learning is also effective. Sight should not be lost of the fact that every teacher continues to be a student, and every student must learn how to become his own instructor in later life.

Motivation

Motivation assumes a paramount importance since basically all education is self-education and the student must be motivated to do things that will produce an improved performance. A major task for the teacher is to produce motivation in each student to do the things through which he learns. Although the degree of motivation depends to a large extent upon the individual students, yet the teacher should do nothing to undermine the motivation already present in the student. At times some teachers speak in such a manner that motivation in the student is adversely effected. Similarly conscious or unconscious acts of the teacher may reduce motivation. A worthwhile quotation is, *Every word and every action of the teacher encourages or discourages, creates a desire to learn or destroys the incentive to learn*. The teacher therefore, at each step should check as to how his words, acts, and even facial expressions affect students.

A teacher himself is the only one who can improve his capacity of increasing motivation. He should recognize that in general the following qualities and actions of the teacher influence student motivation.

(i) *Personal Relations in the Class :*

Seeing that students fully understand the course objectives, producing an atmosphere of good feeling, making class periods lively and interesting, considering class opinions in any matters affecting the students in the class, and centering activities around the student rather than around the teacher.

(ii) *Attitudes of Mind :*

Sympathetic attitude towards students, readiness to answer questions, absence of arrogance, patience, balanced sense of humour, enthusiasm for work, friendliness and open-mindedness.

(iii) *Treatment of Students :*

Feeling, understanding and consideration of how students feel about activities going on in the class, not taking offence at questions, not ridiculing questions or points of view, control of temper with students not bluffing, not embarrassing students before the class and giving full directions to students.

(iv) *Classroom Lessons :*

Not avoiding class assignments, not stating things without reason, carefully making proper individual assignments, preparing fully before taking the class, and making the students feel that they are moving towards a common objective.

If the teacher is trained to produce motivation in the student by taking into consideration the above factors he is bound to experience certain results. The students' reaction indicating an influence on their motivation are :—

(i) *Actions :*

Studying beyond the requirements in the course, showing confidence in the teacher, expression of satisfaction with teacher's ability, handling homework assignments willingly, refraining from giving derogatory names and consulting the teacher when individual help is need.

(ii) *Attitudes :*

Attention and interest in the course, reactions and disgust with some class activities, desire to do well in the course, desire to attend the teacher's class, growing appreciation of subject by the student and like or dislike of course organisation.

From the above it can be clearly seen that on the part of the teacher motivation can be induced in the student by appreciation, enthusiasm, helpfulness, tact, example and inspiration. A lot of damage is done to motivation by negative approach such as threats, sarcasm, anger, discourtesy, pettiness and injustice. The teacher should be trained in such a way that he creates an amicable atmosphere by cheer, generosity, courtesy and enthusiasm. He should conduct the classes in such a manner that students also take part in the class activities rather than simply listening to the lecturers.

Guidance

During his training the teacher should learn the skill of guidance, since the students need guidance in learning to make it as effective as possible. This includes clarifying to the student the aims and objectives

of learning and the emphasis on the fact that all education is primarily self education and the only way to learn is through the own efforts of students. The students should be helped to develop effective study procedure and creative thinking. Guidance includes ways to arouse interest, taking care in answering questions, listening attentively to questions and not trying to dodge them, giving students sufficient time to formulate questions and think about answers, helping students to improve their study and diagnosing students' difficulties. The teaching can be considered effective only when the learning is effective. A few principles which go a long way to make the learning effective are :—

- (a) Understanding (complete appreciation of the subject)
- (b) Attention (diversion of all the mental powers to course material)
- (c) Will to learn (motivation to achieve a certain objective)
- (d) Organisation (Systematic study of course material)
- (e) Action (Student participation in learning situation)

Competence

Competence of the teacher himself is one of the factors which should be considered while training the teacher. However, irrespective of the extent to which training is given, no teacher can give guidance in learning unless he is himself competent in his field. The teacher should know more than the students who are to be guided. Lack of knowledge on the part of the teacher tends to destroy student motivation and the desire to learn. A teacher may be called good if he has sincerity of purpose, intellectual capacity and energy to gain a thorough knowledge of his subject, deep interest in students, a forceful personality to work gracefully with people and a great enthusiasm for his work. There are a few truly great teachers who make lasting impressions upon the minds of the students. On the other hand, there are some truly poor teachers whose apathetic and slipshod teaching methods arouse in the student a feeling of resentment and frustration leading to dislike of the subject. Between these two extremes are a large number of average teachers who are not long remembered because they are neither particularly good nor particularly bad. These average teachers must strive to become good teachers if the objectives of higher technical education are to be accomplished.

There is no one set pattern which will lead to success in the teaching profession. Great teachers differ among themselves in their personal characteristics and teaching methods. There are, however, certain fundamentals which if recognised will help in developing effective teaching methods. A good teacher should possess good analytical powers, interest in new developments, curiosity, desire to face new problems and confidence in his field. Instruction at a low level may permit less complete knowledge but for college and university teaching a good teacher should have a thorough understanding of fundamentals in his field, ability to do research and produce good publications, knowledge of new developments, ability in defining and formulating problems, and recognition of practical limitations in the application of theory.

Organisation

Lastly, organisation and course mechanics play a vital role in effective teaching. They include provision of teaching aids, tests, grades, course outlines and conduct of class periods. Organisation concerns itself with a method for proceeding with the educational process in a manner to produce effective learning. To attain maximum efficiency teachers should be trained to make the best use of time and energy. A very careful down the line planning and organisation of instruction from curriculum to the course, to the individual lesson are essential.

The author has been actively associated with the teacher-training programme at the University of Roorkee for the last four years. This is a government sponsored programme and is intended to train young engineering graduates as teachers for imparting technical instruction to degree and post-graduate students after their training period. The training period is of three years' duration and in this period the teacher-trainees are required to pass their Master's degree in Engineering as well as teach the undergraduate students. For an effective training in teaching a trainee is attached as an understudy to an experienced staff member in the same subjects. In this way the two work along together and follow the same procedure. The programme is going on very satisfactorily and is proving to be of great help in meeting the need of trained teachers for technical institutions in India.

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Teacher
OR
Textbook?

A
Discussion

MARCELLA R. LAWLER

Teacher or Textbook?, the title of the editorial in the June 1962 issue of *The Education Quarterly*, while provocative poses a dichotomy which cannot exist in the institution of the society responsible for the organized, formal education of children. In schools there must be quality educational materials, including textbooks; there must be quality teachers. The task of India then in the years ahead in facilitating educational improvement must include work for improving not only the quantity of textbooks and other instructional materials in schools but also the quality of these materials; it must include work for improving not only the quantity, but also the quality of teachers for schools.

This writer arrived in India on October 1, 1961, at which time various efforts were being made to improve in both areas of education under discussion. It is hoped that in this present national crisis, these efforts will be increased and intensified. To deal effectively with such clashes in ideologies as India is now experiencing requires that the population understand and be experienced in working with democratic ideals and traditions which the nation has embraced. This requires an educated electorate. Only quality education will produce such an electorate. Quality education requires quality textbooks and quality teachers. The remainder of this statement will give attention to a few characteristics of quality which this writer looks for in textbooks and in teachers.

CHARACTERISTICS OF QUALITY
IN TEXTBOOKS

The textbook introduces the learner to a body of factual information. There are wide variations among textbooks in

the quality of the information presented and in the quality of the presentation.*

Accuracy of Information

Some information is stabilized; it does not change through re-interpretation; it does not change because of the invention of new knowledge or because of research. Historical dates are an example of this, the day the Declaration of Independence was signed in America, the day India was granted its Independence.

Some information is accurate only at a given time and place. For example, many writers in India suggest that malnutrition is a number one problem in this nation. As the economy of the nation improves and as more people become educated as to what constitutes good nutrition, this situation will change. What is accurate information in the area of nutrition in India today will not be accurate information ten years from now. The facts will be different.

Textbooks which are developed using out-dated information are also inaccurate in their representation of the field. Industry in America today is actually using new mathematical formulae which have been developed by their researchers. Textbook writers who do not introduce the new formulae into their materials are guilty of inaccuracy by omission.

The content of textbooks used in papers in 1940 which gave attention to world history and world developments is to a very great extent inappropriate today. The world problems and questions faced by the citizens of today are different from those faced by the citizen of 1940. So much history has been made since 1940 that historical events must be re-thought,

re-interpreted to bring light to the questions of today. The continued explosion in technology makes invalid the one-time truth that India was invulnerable on the north because of the Himalayas. The bulldozer that can modify terrain so that super highways may be built is here; the jet aircraft is here. In the economic area one needs to examine textbook material to learn the manner in which the facts of the continuing Industrial Revolution are analyzed and interpreted in light of industrial development in the nations of the world.

Stimulation to Further Investigation

Material in quality textbooks is developed in such a way that it reports alternative positions wherever they exist and suggests elected sources which will either deepen the student's understanding of the already discussed alternatives or open up for the student further areas to be investigated.

Questions in a "Further Study" area at the end of a section can encourage a student to further exploration. Since many tend to use at least some of the questions for home work assignments, it is important that the questions be well done.

Illustrations Underscore and Clarify Points Made

Illustrations are not in the textbooks just to "liven it up." Illustrations should underscore and clarify points made and or carry the student forward. The visual representation often brings to students understandings which the printed word has not communicated.

Illustrations designed to further the teaching of good practices in the learner's environment should be so developed that the learner quickly identifies with it. The writer recalls going

*It generally takes two to three years of continuous work to develop a quality textbook.

into a school room one day in a country other than her own where a unit on nutrition was being taught. Many of the nine and ten year olds in the class came from a one-room home in which hammocks were hung at night for sleeping purposes and taken down during the day to make space for the family. In one corner of the room was a small charcoal floor stove. The children had breakfasted on black coffee, walked four or five miles to school and were about to have a recess lunch of bread with a bit of grease on it and probably a banana stolen on the way to school. The textbook being used showed a little girl helping her mother by preparing the hot chocolate for breakfast on an electric stove. The nearby table had fruit, cereals, and milk on it. The mother was engaged in taking the scrambled eggs from the frying pan. When some children were asked what they thought the little girl would have for breakfast they said, "We don't know! *That's America!*"

Observation and Question

Only a few of the many points which must be raised in assessing the quality of textbook have been mentioned. For example, the mechanics of the development of a good textbook have not been discussed—length of line, size of print, colour or black and white in illustration, type of paper, size of book and a host of other items.

The question that has not been faced by the editor in the article being questioned and that has not been faced by this writer is "What is a textbook?" In most schools the world over, is not the common book read by every child in the class regardless of his ability, regardless of his background of opportunity in his home or community? The textbook if it remains intact throughout the year, is it preserved?

How often does one continue to use it, except to verify a fact or to re-study an area of investigation? How often does a *textbook* become a cherished possession?

Great works of literature—the *Bhagwad Gita*, *The Holy Bible*, *Wuthering Heights*, *Othello*, *The Lady of the Lake*, great biographies and autobiographies, books presenting frontier ideas in a field of knowledge; are these not the types of books one selects among to retain in his library, to become his friends? This kind of book *may* become the textbook for some students at appropriate times, but in all too few cases is this true! And for materials such as these to become the text for all students at a given time, may be a serious misuse of the material.

Does this suggest that there is more than a bit of truth in the oft repeated statement, "A book is only as good as the teacher who uses it?"

QUALITY IN TEACHERS

Many research studies on quality in teachers have been carried on over the world. There was a time in education when people attempted to examine personal characteristics of teachers. This approach didn't net much. Some outstanding teachers were tall, some short; some smiled a great deal, some seldom smiled; some were old, some, young. Quality in preparation seems to make a difference. But, perhaps, because of the writer's background in supervision and curriculum development, she looks to see how the teacher operates in the classroom.

Evidence of Understanding the Learners

How does the teacher relate to the students? Does he evidence an interest in their interests, concerns, achievements as he greets them in the corridors, as they enter the classroom, as he

converses with them during the noon-time intermission? Does he reflect an awareness of the differences in backgrounds of understanding and interests of the pupils by the materials he uses with them, by the suggestions he makes for further study, by the way he discusses concepts with them? Does he use the textbook in such a way that this group of students with varied cultural backgrounds, interests, abilities, hopes and expectations finds the book a useful resource?

Evidence of Stimulating Search for Knowledge

Does the teacher excite the students toward a continuing, scholarly approach to searching for knowledge? If so, the textbook becomes only a starting point. Even the suggested questions for further study—and suggested reference, also—may become quickly outdated in terms of current events or the discovery of new knowledge.

Does the teacher raise questions in such a way that students are encouraged to test one source of information against another, to evaluate sources of

information, to learn that "authorities" in fields represent different positions and points of view relative to many questions in the field? Does the teacher raise questions with students in such a way that they are caused to begin to generalize within the field and across fields at more than a superficial level? If so, the student must seek information beyond the confines of a single book.

Conclusion

In the judgment of this writer the best textbook, the *quality* textbook, is limited in its possible effect, unless it is backed by a quality teacher. Similarly, the effect of the quality teacher is limited unless he has quality materials to use with students and for the foreseeable future in India the material most readily available to students will be the textbook. Efforts already under way in India for improvement of both texts and teachers must continue. Co-ordination of resources in colleges, schools, universities, and where appropriate in the public sector, will serve to hasten improvement in both areas.

● Don't laugh at youth for his affectations; he is only trying on one face after another to find his own.

—LOGAN PEARSALL SMITH

New Perspectives for Teaching Language

FRANCIS SHOEMAKER

LANGUAGE IS THE central nervous system of human society. With it, we name things and ideas; we share experience; we cooperate with one another; we remember events and store up experiences and feelings, we imagine events in the future and plan for them; we make comparisons and develop values; we reason; we become self-directive in the interests of national and world integration; we come to know the Self in the most intimate, sub-vocal introspections.

This imposing list of actions differentiates us as human beings from all other animals. And the way we perform each one differentiates us from one another and constitutes our individuality.

The significance of language is personal and social development, though it is not currently reflected in our teaching of language in India. We treat language as a *tool*. We spend most of our energy and our pupils study time on improving *skills* in using the tool. This is important, but it is not enough. It leaves untouched the vast amount of *subject matter* about language. It is as if we tried to teach science as laboratory skills alone without reference to the subject matter of science which the skills help to illustrate.

With this subject matter about language we may help our pupils understand and appreciate language as the most complex invention man has yet made—and one he goes on refining in daily use. From this background, it is

entirely possible that we may improve and speed the development of the skills of listening, speaking, reading, writing and observing.

My purpose in the paragraphs which follow, then, is to share with fellow teachers of language (whether mother-tongue, English, Hindi, or any other additional language) some of the information we now have *about language*. It comes largely from three research sources, each of which provides an illuminative context within which to examine the importance of language. *Psycho-biology* provides one such context; *studies in culture and communication* provide another; and *contemporary linguistic scholarship* provides a third. These are, of course, inseparable in daily life, but for our present purpose of getting new perspectives for teaching language, let me describe them separately.

I. The Context of Psycho-biology

First, imagine that we are helping to deliver a baby. We at least are present at the moment of birth. We see the doctor or the midwife perform the deft *post partum* separation and clean the mucus from the baby's throat. The baby is rigid—seemingly in suspended animation. Then suddenly, as the baby exhales the first air that reached its lungs, we hear its birth cry, "who-a-a-a!" and we see, *simultaneously*, that the respiratory system begins its rhythm for breathing; muscular tensions relax and the bladder empties; fists clench and

feet kick; eyes open for a brief blink at the new environment; and (we imagine) eardrums vibrate to the "bloom-ing buzzing confusion." Then the little organism settles into sleep. It has completed its first cycle of tension-expression-relaxation. The whole cycle, life itself, started with the elemental language of the birth cry. It told us that the baby was fully, organismically *awake*—and *independent*. For the rest of its life, the improvement beyond the elemental language and elemental movements will determine *how alive and alert* it is—and determine *how independent* it will be in directing its thought and action.

For instance, from the first indiscriminate kicking of legs there will gradually develop creeping, then crawling, then standing, then the ultimate athletic control of the rugby player or the artistry of Indrani Rahman. The mere opening and closing of tiny fists will develop into grasping, catching, writing, painting or the artistic coordination of playing the sitar. From the first blinking of eyes comes the gradual ability to discriminate size, shape, tone and colour quality. Similarly the ear develops from its mere animal awareness of noise to finer and finer discriminations of sounds, tones and qualities of the human voice, and ultimately of the design and structure of great music.

Conscious effort to develop these discriminatory abilities depends on language. So also does learning the facts and values of science, social studies, mathematics, history, humanities. As teachers of language we may well pay special attention to this, for language determines the amount and quality of all other learning in school and society. The teacher of language is virtually at the centre of all education.

When a child is born, whether in India or Japan or the United States, he

has a capability for producing approximately 7,000 different sounds. Gradually, as he learns mother-tongue, he limits the range of his voice-producing mechanism—(diaphragm, vocal chords, tongue, teeth, nasal cavity and lips). If he learns Hindi, for instance, he limits his proficiency to 49 distinguishable phonemes; if he learns English as a native speaker he limits his proficiency to 43 phonemes. He learns to discriminate among these sounds both in listening and speaking. He also learns, when properly taught, to discriminate in volume and quality, *i.e.*, to whisper, or to speak in the normal conversational tone, or to increase volume and intensity in addressing larger audiences; he may ultimately develop the control and discrimination in tone and pitch essential to singing.

The child learning mother-tongue does not limit his range at any given moment. The muscles of his voice-producing mechanisms retain their flexibility until approximately age eleven. Up to that time the normal child, placed in a multi-lingual situation, can learn as many as five separate languages with equal ease and equal proficiency. By "multi-lingual situation" we should think not of a classroom, but of normal oral, conversational intercourse with other native speakers of each language. But after age eleven, the child's muscles begin to function within the exercise patterns they have learned, and it becomes extremely difficult for any additional languages to be mastered without an accent.

The implications of this biological fact should be clear. The dominant pattern for second language and third language learning in school in India is for instruction to begin at the 8th standard—when children are well past age eleven. The voice producing organs have had approximately three years to "freeze" into the limited patterns of mother-tongue, whatever it happens to

be. If we intend to develop genuine fluency in a second or third language (and to aim at less is to waste both student and teacher time, let alone defeat the tri-lingual goals of our nation) we must institute the additional languages from approximately the 3rd standard.

There is a third aspect of this psychobiological context which provides an additional perspective on the study of language. In the preceding section we turned special attention to the development of discriminations in all expressive forms, culminating in high-level artistic and/or scientific endeavour. Now let us look at the new knowledge we have about the nature of the *symbol* in human communication.

We can understand more readily if we compare our own behaviour with the wonderfully instinctive behaviour of the honey bee. We know, for instance, that the honey bee which reconnoiters for pollen-yielding flowers returns to the hive and performs an intricate dance in the presence of other bees. The number of times the bee turns around, the direction in which it turns and the position of the body in relation to the sun provide the other bees with the direction and distance from the hive to a source of pollen from which honey can be made. Certain members of the hive then fly from the hive to the flowers with absolute precision, solely on the information gained from the dance of the informing bee. This is communication, but it is not communication through symbols, for the informing bee could not add any gestures to its dance which would say "The flowers will be in fuller bloom day-after-tomorrow," or "It will be preferable to gather pollen from white roses rather than pink." In other words, the bee's communication is performed with instinctual signs. Its genes provide a code for perpetuation

of identical behaviour generation after generation.

Human beings, on the other hand, have no instinctive signs which they know at birth. And the experiences which the person has are all transformed symbolically, and stored away in language for later reference, recall, or use at will. Intellectual and emotional growth take place through increased skill in using two kinds of symbols: those which refer to *facts* (as in mathematics and scientific formulas) and those which refer to *feelings* (as in the arts of literature, music, dance and painting). Through the consciously formed symbols of human beings information, emotions, attitudes can be stored and later expressed appropriately at a consciously chosen time under planned circumstances.

The implications of this for education and the teaching of language are tremendous. What it really means is that language forms a major medium through which an individual comes to know himself as a self. It also constitutes the major medium through which man is able to control himself in his society and to organize his energies cooperatively for control of his behaviour in his social and physical environments.

II. The Context of Culture and Communication

The second context in which it is instructive to look at language is the cultural context. This may include both the context of the contemporary culture and the history of the development of human culture. It is impossible here to give a detailed account of either of these. But we can reduce our work to manageable dimensions by organizing our ideas around four "revolutions in communication."

The first revolution came with the invention of the alphabet; the second

with the invention of movable mediums such as papyrus; the third with the invention of printing; and the fourth, in which we are now involved, the invention of electronic mediums such as telegraph and television.

Each of these revolutions moved mankind markedly along the road to self-understanding and self-determination in political and personal independence. We infer from our observation of tribal patterns today that the laws governing early historic peoples were largely contained in the mind of the headman, king, emperor—whatever he was called. The safety of the tribe and the safety of any individual was dependent on the vagaries of that one man's mind. With the invention of alphabets and writing on clay tablets and rock walls, the law became accessible to every man and the customs and patterns of human behaviour became uniform in a given society. This occurred in all early cultures, in Babylon, in Egypt, in Ur of the Chaldees, and in the empire of Ashoka, whose edicts, emplaced in every section of India, provided a base for moral and ethical and legal freedom hitherto unknown.

But Ashokan pillars 43 feet long and the Rosetta stone weighing many kilos were not readily movable. If the law was to emanate from a capital centre and be made available readily in outlying areas of a country or an empire, it was necessary that it be carried to the outlying districts. With the invention of light materials on which writing could be inscribed it became possible to *send the law* to the farthest reaches of an empire. The development of the Roman Empire and the maintenance of its codes of justice were dependent on the invention of papyrus, which made it possible for a single runner to carry in his hand a scroll communicating the emperor's message to the farthest corner of the empire. And at approximately the same time the

spread of the empire of Chandragupta over the entire Gangetic Plain was supported by the ability (apparently not available in Ashoka's days) to govern by emissaries carrying copies of the law from the emperor himself.

The third communication revolution came with the invention and rapid development of printing in Europe in the latter part of the 15th century. Up to the time of printing, most information was communicated directly by word of mouth or accumulated in very expensive and almost inaccessible manuscripts. With the invention of print it became possible for many individuals to have copies of books which they could read in the privacy of their own homes. The printed page then became a virtual analytical mirror, and individuals could in reading a page say to themselves "Ah! these ideas on this page are also the content of my mind." When individuals were thus able to objectify their own mental operation, they became conscious of their individuality as they had never been before. For the first time in the Western culture, for any large number of people, the consciousness of self emerged.

It is interesting to note that at the same time that print made it possible for a person to stand off and look at himself in perspective, painters developed the then new technique of "perspective" and showed man against a background in depth. And simultaneously mathematicians like Tycho Brahe invented the new mathematics of trigonometry, which made it possible to measure the content of solids. We see then that the third communication revolution brought with it an entirely new conception of man, making him aware of himself and aware of the multiple alternatives open to him in all forms of action—and with this came the conception of choice in behaviour and depth in personality.

The fourth communication revolution has come within the present century, beginning with the invention of the telegraph at about the turn of the century and moving rapidly through motion pictures, radio and television toward instantaneous availability of all current and accumulated information in the world. Where the invention of alphabets had provided a cumulative quality of communication, new mediums had provided mobility, and type had provided larger audiences, the new electronic medium gave mankind an opportunity to share in all of the accumulated experience of the human race and to record and transmit instantaneously all of the activities of the current world.

What are the implications of this for education? In many countries in the world until recent years the classroom has been the major channel for the transmission of information and values from one generation to the next. This is no longer true. Over the mass media of communication more information is now available than through all of the classrooms of the world.

What does this mean to teachers? Simply this, that where they once conceived of themselves primarily as imparters of information, they need how to see themselves in a new role. The new role, as yet largely in great urban centres, is that of helping students to develop ways to organize information coming to them through print, radio, motion pictures and television. The implications of this specially for the teaching of language are these: where once it was sufficient for the teacher of language to deal solely with printed messages, it is now imperative that he deal with the spoken language of radio as well as the written language of print, and that he deal also with the entirely new form of language which we listen to in motion pictures and television where the voice

is constantly heard in combination with a moving picture, frequently in colour.

The language used to accompany the moving colour pictures (or even the colour pictures in advertisements) is essentially different from the language which has no pictorial support—as on a simple black and white page.

We have seen in looking at these four communication revolutions that each has brought with it a remarkable alteration in the nature and extent of man's participation in his own culture—of his personal responsibility for participating in the control of his own destiny. These changes have come as a direct result of the changes in the nature of communication; and the changes have been more rapid, and more audio-oral-visual as the information flow has increased to increasing numbers of people. From all of this we may generalize that communication (no longer a mere matter of oral and written language) is at once the medium and the measure of social change.

III. The Context of Contemporary Linguistic Scholarship

The third context in which it is helpful to look at language study and language teaching today is that of contemporary linguistic scholarship. This, of course, is inseparable from the psychobiological or cultural and communication contexts, for the modern linguist is aware of the psychological aspects of his study and constantly involved in observing language use in culture. But there are a number of ideas and processes which the linguist uses which may be valuable for us to look at at this point.

The linguist starts, for instance, with a basic conception that language itself is a *human invention*; it is actually the most complex invention that man has

yet made (perhaps a second most complex invention is the great metropolitan city whose functioning is entirely dependent on language). Both of these dwarf the much publicized complexity of space missiles and satellites, which themselves could not have been developed without man's basic invention of symbol systems—the languages of words and numbers.

A second concept which the linguist works with is that *speech is the language*. Writing is also an invention—a secondary set of symbols which man invented to stand for the noises which he makes in his throat. All of us who have been teaching language from books and paying primary attention to written form in the early grades have been neglecting this basic principle.

A third major idea of the modern linguist is that *language is always in the process of change*, not only as vocabulary grows through science and technology and the normal metaphorical additions to meaning, but in language structure also. And the linguist further believes that structural changes are normal; they are not necessarily signs of cultural and linguistic deterioration.

From these fundamental ideas the linguist moves on to the methods by which he studies language, which include observation of the way language is used for various human purposes in the daily round. The so-called "new linguistics," therefore, has at its centre the methodological concept of observing language in daily use and describing the relationship of its sounds, forms and patterns to human relationships. It is not a "grammar book" with last century's models to be copied as "correct."

Starting from such points as these we realize that the symbols in a language are themselves symbolic of the way of life of any given people. Among Eskimos, for instance, where human

survival is constantly dependent on snow, the vocabulary contains more than two dozen different words for snow; one representing snow from which an igloo can be built, one representing snow on which a dog sled may move safely and rapidly, another representing snow with the hard crust that may look safe but permit a man to drop thru and be lost, etc. Similarly, among desert dwelling Arabs—and perhaps even among the Bikaner Camel Corps—there are many different words for camel, to permit accurate designation of a camel that can be used for farm work, a camel that can be used for racing, a camel that can be used for fighting, a camel whose hair is ready to be used for weaving, etc.

Beyond vocabulary we also find that the language structure may be symbolic of a way of life of a given people. Among Trobriand Islanders in the South Pacific, for instance, linguists have observed that there is no provision in the language for indicating past or future time as we do in Hindi or English. There is only the immediate present. In consequence, the Trobriand Islander has in his consciousness all of the history of his people as related to him by elders in his tribe, but it is unsorted in terms of time, and he lives in a constant state of excitement and awareness of the accumulated experience of his people.

Structurally also it may be interesting for future scholars and teachers of Hindi to examine the significance of such an expression as *Ram ke pas ghora hai*. What are the implications of stating possession in the static and (from the English language point of view) passive mode? "Ram" is not a possessor in the sense of having been, or of being, an active agent in holding the horse in his possession. It may be that, as India moves actively towards the realization of its third and its fourth and fifth Five Year Plans, this kind of static and

essentially passive quality will disappear from Hindi and the language come to reflect human activity in which persons phrase ideas to show clear control and responsibility for themselves and their culture.

Teachers of English perhaps have access to more advanced description of language structure than teachers of other languages in India. Modern linguists point out that English uses two signal systems—the lexical (or word meanings) and the *structural* (or grammatical). Hence, even with a complete mastery of the 600,000 words in the unabridged dictionary a person would not be able to communicate. The words have meaning only in the context of structure of sentences. All sentences in English fall into seven structures or patterns. Each pattern has become conventionalized to communicate certain basic human relationships. For instance, the pattern N V (John ran) is used to name an actor and his action. The pattern N V N (John hit the ball) is used to name an actor-action and the receiver of action. The pattern N HV N (John is a boy) is used to name an identity—and N HV A (John is *brilliant*) is used to make a value judgment.

This new way of describing language is the "grammar" of the language as we now know it. The "grammar" we have been using was the best description available in mid-19th century—but not adequate to modern science.

Once again, the implications of these new ideas about language are very far-reaching. There are at least three that we should note in this brief treatment. One, already mentioned, is that our teaching of language should be based in *audio-oral* forms and practice, since normal language learning is always oral—and proficiency in reading and writing is dependent on oral proficiency. The audio-oral image in the ear and

throat should always accompany the visual image in the eye. Second, teaching of language must be carried on within the context of study of and about the culture in which the language is spoken. Third, the study and teaching of any language may be improved and probably shortened by the use of modern grammar; and in India's trilingual system the potential *halving* of school time spent on language would advance education considerably.

IV. Implications for Teaching

With these kinds of information teachers will soon ask, I am certain, about the point in the curriculum at which various parts of this whole vast field of language learning can be taught. A word or two about this may be appropriate. Teaching these ideas about language at various grades will necessarily depend on the ingenuity of the teacher and the maturity level of his classes.

But if we realize, as we have said before, that *oral language is the language* and that the muscular structure of the young child provides for greater flexibility in use of language, then early grades should include predominant emphasis on audio-oral exercise, including conversation, discussion and reading aloud—always using as much of the range of the human voice as possible for communication of feelings, attitudes and sympathies. In dramatizations, for instance, there should be instruction in portraying varieties of personality and varied moods in varieties of human situations. If we do this in the early grades we may be able to bring up a generation of people who influence their own growth through the very nature and character of their own speech. Slightly later there should be some attention to the way in which the context within which words are used determines their meaning. As the pupil moves through the middle school

and secondary school curriculum there should be a gradual development of his understanding of the history of his own speech community. Later still, perhaps not earlier than 9th standard, there may well be a factual study of the structure of the language based on direct observation of the mother tongue without reference to any other language. With 10th standard it would be appropriate to learn about the way language is used in the various fields of science and the humanities by professionals in those fields; for only through control of the language in the subject fields can learning take place. And with more maturity

in 11th standard young people might well be led to study and observe the function of language in human relations, and the personal and social consequences of using language in various ways.

With this kind of education in language it is quite possible that our young people will not only learn better what is to be learned today, but they will have *learned how to learn* through the years after they have left school. This may be the maximum contribution of education to the fulfilment of national goals.

- The teacher added the following note to an otherwise poor report card:

“Johnny contributes nicely to group singing by helpful listening”.

Influence of Educational Psychology on Teaching Skill

Given below is an account in brief by Shri S. B. Kakkar of Government Training College, Jullundur, of an investigation he carried out with 153 teacher trainees to show that the understanding of the principles of educational psychology has an influence on the teacher's teaching skill.

EDITOR

THE MARKS IN Educational Psychology secured by 153 teacher-trainees of Government Training College, Jullundur in the first-type examination (unstandardised) were compared to their marks in their first teaching skill examination (unstandardised) held a little before their theory examination. The syllabus covered in Educational Psychology before the first examination was 50 per cent.

Their second achievement in Educational Psychology after they had covered 100 per cent syllabus was compared with their second achievement in teaching skill examination held subsequently.

The two achievements in Educational Psychology were mutually compared as were the two in teaching skill.

The averages of the two achievements in Educational Psychology was compared with the average of the two achievements in teaching skill.

The achievements in Educational Psychology of those showing a difference of 4 or less marks in the two evaluations were compared to their corresponding achievements in teaching skill.

The answer books of Educational Psychology each time were marked by different examiners. The practical skill of each candidate was assessed by different examiners each time.

Statistical analysis of the data, up to correlation coefficient derived through Pearson Product-moment method, was attempted.

Data in Brief

Averages: Mean of the 1st evaluation in Educational Psychology	..	..	..	=34
Mean of the 2nd evaluation in Educational Psychology	..	..	..	=40
Mean of the 1st evaluation in Teaching Skill	..	..	..	=51
Mean of the 2nd evaluation in Teaching Skill	..	..	..	=52

THE EDUCATION QUARTERLY

Correlation Coefficients

Achievement of 153 Students

1. 'r' between 1st Evaluation in Educational Psychology and 1st Evaluation in Teaching Skill = .61
2. 'r' between 2nd Evaluation in Educational Psychology and 2nd Evaluation in Teaching Skill = .68
3. 'r' between 1st and 2nd Evaluation in Educational Psychology = .71
4. 'r' between 1st and 2nd Evaluation in Teaching Skill = .73
5. 'r' between Evaluation in Educational Psychology and that in Teaching Skill (taking average of the two evaluations in each case) = .62

Achievement of 45 students who show a difference of 4 or less marks in their two evaluations in Educational Psychology.

6. 'r' between 1st and 2nd Evaluation in Educational Psychology = .95
7. 'r' between 1st and 2nd Evaluation of Teaching Skill = .74
8. 'r' between 1st Evaluation in Educational Psychology and 1st Achievement in Teaching Skill = .72
9. 'r' between 2nd Evaluation in Educational Psychology and 2nd Achievement in Teaching Skill = .66

Achievement of 19 students who show a difference of 15 or more marks in their two achievements in Educational Psychology.

10. 'r' between 1st and 2nd Evaluation in Educational Psychology = .87
11. 'r' between 1st and 2nd Evaluation in Teaching Skill = .61
12. 'r' between 1st Evaluation in Educational Psychology and 2nd Evaluation in Teaching Skill = .62
13. 'r' between 2nd Evaluation in Educational Psychology and 2nd Evaluation in Teaching Skill = .65

Roundup of activities **M**inistry of education

Education and National Emergency

The Union Ministry of Education has taken a number of steps to reorientate the educational system to meet the National Emergency.

Facilities for Science education at all stages of education are being expanded, and particular attention is being paid to the training of secondary pupils in applied skills.

The Ministry has formulated an expanded programme which includes training in Educational Discipline, Physical Education, and N.C.C. for students in schools, colleges and universities. Plans are afoot to increase the training centres for National Discipline Scheme instructors and to give in-service training to Physical Education teachers.

The National Council of Educational Research and Training has undertaken the preparation of a series of pamphlets to give secondary school pupils a scientific orientation.

The Central Social Welfare Board and the National Council for Women's Education have also oriented their schemes to meet the present Emergency.

Central schools are to be established to provide educational facilities for children of defence personnel and of Central Government employees liable to transfer. Selected places where there

is a concentration of defence personnel and Central Government employees have been chosen for establishing the schools which will cater for the needs of defence personnel, Central Government servants, personnel belonging to All India Services, floating population and other people. The medium of instruction will be Hindi and English and a common syllabus preparing for the examinations of the Central Board of Secondary Education will be followed by all of them. The schools will be residential generally and will include some of the good features of the public schools system without raising the cost of education.

In universities and colleges greater stress is being laid on the implementation of schemes relating to research in science and technology.

The National Council of Educational Research and Training has prepared a scheme for secondary schools designed to systematise extra-curricular work and focus it on areas closely connected with training manpower for defence and economic development. The Scheme has been recommended to all State Governments for implementation.

A scheme for technical courses of short-term duration has been framed and communicated to the States to meet to some extent the urgent need for trained manpower at the craftsman's level.

The Government of India is in constant touch with the State Governments and is guiding them on the lines as to which the State Programmes should be oriented to meet the defence needs of the country.

PRIMARY AND BASIC EDUCATION

Gift of Paper from Sweden

An agreement was signed between the Government of India and the Royal Swedish Government on the 5th December 1962 for the gift of 80,000 tons of paper from Sweden for printing school textbooks. The paper has been allotted to State Governments and Administrations. The gift paper has been exempted from customs duty.

Regional Centre for Training

The first training course for educational planners and administrators in Asia in which 20 trainees from 12 countries participated, ended on December 14, 1962. The second course started from December 24, 1962.

School Meals

The school meals programme has been made a Centrally sponsored scheme and the Central Government will share the expenditure with the State Governments in the proportion of 1 : 2 exclusive of contributions made by the local community and by any other donor organisations.

Women's Education

A scheme of Assistance to Voluntary Educational Organisations engaged in the field of Women's Education was initiated for providing assistance for developing the following types of activities:

- (1) Projects of experimental or educational significance.
- (2) Laboratories and libraries in training institutes for women teachers.

- (3) Hostels attached to training institutes for women primary teachers.

SECONDARY EDUCATION

Educational Concessions to the Children of Service Personnel

In the Union Territories the following educational concessions have been granted to the children of service personnel during the present Emergency:

(a) Free education to the children of service personnel (combatant J.C.O.s and other Ranks in the Army, and equivalent cadres in the Air Force and the Navy) in all the schools and colleges run and aided by Government and Local Bodies in the Union Territories.

(b) Free education to the children of all those persons who have been killed or disabled while in action on the front in all schools and colleges run and aided by Government and Local Bodies in the Union Territories.

(c) The concessions at (a) and (b) above have also been extended to the children of the personnel of the Assam Rifles and of such Police Battalions as may be deployed on the Indo-Tibetan Border during the present Emergency.

(d) Condonation of delay in the payment of school and college dues in respect of children of army personnel who are not covered by the concessions mentioned above.

N.C.C.

A sum of Rs. 90,000 has been sanctioned to the Director of National Cadet Corps, Ministry of Defence, New Delhi, as the contribution of the Ministry of Education towards the expenditure to be incurred by the Directorate on N.C.C. Troops in public schools during 1962-63.

Central Board of Secondary Education

A sum of Rs. 4 lakhs has been sanctioned as loan to the Central Board of

Secondary Education, Delhi for meeting its day-to-day expenses, purchase of furniture and equipments, acquisition of land and for construction of the Board's building at Delhi.

Central Advisory Board of Education

The 30th session of the Central Advisory Board of Education is proposed to be held in May, 1963.

Standing Committee of the C.A.B.E. on Secondary Education

The third meeting of the Committee was held at Chandigarh from 28th to 31st January 1963. The members of the Committee visited some educational institutions in and near Chandigarh. They discussed problems of secondary education with the officers of the State Education Department, the University, some heads of schools and other educators in the Punjab. The Committee also met representatives of Himachal Pradesh.

All India Council for Secondary Education

The fifth meeting of the All India Council for Secondary Education was held at New Delhi on November 2 and 3, 1962 under the Chairmanship of Shri P. N. Kirpal, Secretary, Ministry of Education. The Council considered among other questions the role of secondary schools in the present Emergency.

Educational and Vocational Guidance

The proposal of the Government of Assam for the strengthening of the State Bureau of Educational and Vocational Guidance during the third Five-Year Plan was approved and a sum of Rs. 11,055 was sanctioned to the State Government for the implementation of the scheme during 1962-63.

State Education Evaluation Units

The proposals received from Andhra Pradesh, Maharashtra, Gujarat, Punjab,

Bihar, Orissa, Rajasthan, Mysore and Kerala for the establishment of Education Evaluation Units were approved and a total amount of Rs. 78,265 was sanctioned for 1962-63.

HIGHER EDUCATION

University Grants Commission

A sum of Rs. 2,89,25,000 (Rs. 72,00,000 under Non-plan and Rs. 2,17,25,000 under Plan) was released to the University Grants Commission during the period under review.

Central Institute of Advanced Studies, Simla

For the promotion of research in the fields of Natural and Social Sciences and the Humanities, the Government of India have decided to set up a Central Institute of Advanced Studies in the premises of Rashtrapati Niwas, Simla. The Panel of five experts set up by the Government to finalise the financial and organisational details of the Institute held its first meeting on 7th December 1962, and second meeting on 16th January, 1963.

Correspondence Courses and Evening Colleges

Approval of the Cabinet was obtained for incurring expenditure on Correspondence Courses conducted by the University of Delhi. A sum of Rs. 35,000 has been sanctioned to the University Grants Commission for re-grant to the University for running these courses during 1962-63.

The Expert Committee on Correspondence Courses and Evening Colleges appointed by the Government of India to work out the details of the Scheme, finalised its report on Evening Colleges also and the same has been accepted by the Government. The Committee felt that there was a real educational and social need for Evening Colleges, as for Correspondence Courses. Steps have

been taken to complete the procedural formalities for implementing the scheme.

Code of Conduct Committee

The National Integration Council set up a Committee under the Chairmanship of the Education Minister to consider the question of evolving a code of conduct for the teachers, students, educational institutions and political parties. The Committee held a meeting at New Delhi on January 11, 1963.

Low Priced Re-publication of Foreign Educational Standard Works and Books of Reference

Under the scheme one more book, 'Britain—Her People and the Commonwealth' by Robert B. Eckles and Richard W. Hale, Jr. has been brought out. Its original American price is Rs. 38.75 while its re-published price is Rs. 12.50. This brings the total number of books re-published in low priced editions under the scheme to 17.

The fourth meeting of the Indo-American Board took place on 28th November 1962 under the Chairmanship of the Education Secretary.

A meeting of the Sub-Committee to the Joint Indo-American Board was held on January 21, 1963. Certain items of interest, such as the question of re-publication in Hindi of books already approved for re-publication in English were discussed.

Grants to All India Institutions of Higher Education

Under the scheme, the third instalment of Rs. 75,000 has been released to Gujarat Vidyapeeth, Ahmedabad for the construction of the building of Mahadev Desai Samaj Mahavidyalaya.

RURAL HIGHER EDUCATION

Grants and Stipends

Grants and Stipends amounting to

Rs. 4,81,550 and Rs. 1,99,031 respectively were released to the Rural Institutes.

National Defence and Rural Institutes

To promote defence efforts and to assist in meeting defence requirement for technicians and craftsmen, it has been decided to place the Engineering workshops and other physical facilities available in the Rural Institutes at the disposal of the Directorate General of Employment and Training who are organising short-term courses for the training of craftsmen.

PUBLICATIONS

The Publication Section of the Ministry brought out 35 publications during the quarter under report.

SOCIAL EDUCATION AND SOCIAL WELFARE

SOCIAL EDUCATION

Assistance to Voluntary Educational Organisations

Grants totalling Rs. 36,920 were given to the institutions for development of their activities in the field of Social Education.

Sahitya Shivirs

Two Sahitya Shivirs for training authors in the technique of writing books for neo-literate adults are being held during 1962-63, one each in Andhra Pradesh and Mysore. Each Shivir will be of eight weeks duration and will train about 20 authors.

Books for Neo-literates

The third meeting of the Price Fixation Committee was held on December 18, 1962, and prices of 53 books selected under the various prize competitions were fixed. Orders will be placed with the publishers to supply the requisite number of these books to the various

State Governments and Union Territories for distribution at centres in Development Blocks and other places where the new reading public will have access to them.

SOCIAL WELFARE

Integrated Services for Child Welfare

A sum of Rs. 2,30,000 has been sanctioned to six State Governments for establishing Demonstration Projects for integrated services for child welfare in their States.

Central Social Welfare Board

A sum of Rs. 28,75,000 has been sanctioned to the Central Social Welfare Board as grant-in-aid to enable them to carry on their general activities.

A scheme, enabling the Central Social Welfare Board to enlist the cooperation of voluntary organisations for provision of knitted woollen garments to the Armed Forces personnel, was sanctioned. The Board is to set up a revolving fund of Rs. 2,00,000 for this purpose.

Grants to Voluntary Organisations

Three institutions were given grant-in-aid totalling Rs. 85,675 under the scheme 'Financial Assistance to Voluntary Organisations.

REHABILITATION OF DISPLACED PERSONS

Rehabilitation Directorate

During the period under report there were 539 trainees in the various Training-cum-Production centres. The total number of wage earners was 1432.

EDUCATION OF THE PHYSICALLY HANDICAPPED

Scholarships

On the basis of the recommendations by the State Governments and Union Administrations, 82 blind, 64 deaf and 105 orthopaedically handicapped

students have been selected for the award of scholarships during 1962-63.

Special Employment Exchanges

The establishment of two new Employment Exchanges for the Physically Handicapped at Calcutta and Bangalore has been sanctioned. With the establishment of these two exchanges there will be six special employment exchanges for the handicapped in the country.

Assistance to Voluntary Organisations

Grants-in-aid amounting to Rs. 1,54,331 have been sanctioned to 11 institutions for the handicapped for the construction of buildings and purchase of equipment.

Training of Teachers of the Blind

The scheme for the training of teachers of the blind formulated in consultation with the National Association for the Blind has been approved by the Ministry of Finance. During the Third Plan period, four centres for the training of teachers of the blind are proposed to be opened at Bombay, Calcutta, Dehra Dun and Palamkottai. A sum of Rs. 20,000 has been provided for this purpose in the budget for 1963-64.

SCHOLARSHIPS

Selections under the following schemes were made:

Schemes for Studies Abroad

1. Union Territories Overseas Scholarship, 1962-63
2. Overseas Scholarships for Scheduled Castes, Scheduled Tribes and other Backward Classes Students, 1962-63
3. British Council Scholarships, 1963-64

4. Teacher Training Bursaries—Offer from the U. K. Government, 1963-64
5. Bursary for Writing, Production and Distribution of Textbooks—Offer from the U. K. Government 1963-64
6. German Academic Exchange Service (W. Germany) Scholarships, 1963-64
7. Philippines Board for South-East Asia Scholarships 1963-64

Schemes for Studies in India of Foreign Nationals

1. Commonwealth Scholarships and Fellowships Scheme, 1963-64
2. Teacher Training Bursaries, 1963-64
3. General Scholarships Scheme, 1963-64

Schemes for Indian Nationals

1. Scholarships for Research in Sanskrit to students of Traditional Sanskrit Pathshalas, 1962-63
2. Post-Graduate Scholarships in Humanities and Sciences, 1962-63
3. Scholarships for Study of Hindi to students from non-Hindi speaking States

A new scheme for grant of loan scholarships has been approved. The scheme envisages the award of nearly 70,000 loan scholarships during the remaining three years of the Plan and will involve an outlay of Rs. 9 crores.

PROPAGATION AND DEVELOPMENT OF HINDI

Grants

Grants totalling Rs. 1,42,198 were given to 23 organisations during the period from November 1962 to January

1963 for the Propagation and Development of Hindi and Sanskrit.

A grant of Rs. 20,000 was released to Nagari Pracharini Sabha for the preparation of Hindi Encyclopaedia, and a grant of Rs. 32,500 was released to them for the preparation of a revised edition of Hindi Shabd-sagar.

Scheme of Translation of Standard Works of University Level into Hindi

Under the scheme arrangements in respect of 96 books have been finalised with the publishers and copyright owners. Negotiations are afoot with 116 publishers and copyright owners for 450 titles.

Proposals from Gujarat University amounting to Rs. 3-4 lakhs for translation of books into Gujarati have been received and are under consideration. The scheme of Translation of Standard Works has also been extended to the publishers.

The Punjabi University, Patiala and Marathwada University are participating in the scheme for translation of books into Punjabi and Marathi respectively. Six books are being allotted to each University for translation.

Translation of Standard Works

Out of 113 books submitted by various publishers under the scheme of translation and publication of books with the collaboration of publishers, 52 have been approved.

History and Culture of the Indian People in ten volumes originally published by Bhartiya Vidya Bhawan has been approved for translation into Hindi by the Bhawan.

'Vishwa Ki' Prachin Sabhyatayen' submitted for consideration as an original work has been approved for publication under the Government of India Scheme.

PROMOTION OF SANSKRIT

Sanskrit Dictionary

A sum of Rs. 75,000 has been sanctioned to the Sanskrit Dictionary Department, Deccan College, Poona for preparation of Sanskrit Dictionary based on historical principles.

Purchase of Sanskrit Books

During the quarter under review 55 Sanskrit works costing about Rs. 26,000 have been purchased under this Ministry's scheme for encouragement of production of Sanskrit literature.

INDIA AND UNESCO

Indian National Commission Enlists the Support of Universities

At the annual meeting of the Inter-University Board of India held in Bombay on February 7-9, 1963 Shri P. N. Kirpal, Secretary General, Indian National Commission, presented suggestions for increasing collaboration between the Commission and Universities in the implementation of Unesco's programmes, particularly the East-West Major Project. The activities suggested include the organisation of a national seminar on the role of universities in East-West relations, a series of symposia on the traditional values in Indian and American life and the celebration of Orient-Occident week at selected university centres. The India International Centre in cooperation with the Commission has undertaken to organise these activities.

Education in International Understanding

The Indian National Commission launched a programme in December 1962 for promoting experimental activities in education for international understanding and cooperation in 400-500 secondary schools and teacher training institutions, in the country.

This programme aims at extending the scope and impact of Unesco Associated Schools Project which has so far been confined to 20 educational institutions. Under this programme the schools and teacher training colleges will be encouraged to take up experimental activities to promote learning about the people and culture of other countries, respect for human rights, and fundamental freedom, and teaching about the United Nations and Specialized Agencies.

India's Contribution to Education in Africa

In addition to a financial contribution of Rs. 10 lakhs made by the Government to Unesco for its emergency programme for educational development of Africa, the Government has offered 33 fellowships for the training of African University*personnel in India. These fellowships will cost about Rs. 5 lakhs and will form a part of the Unesco African Fellowship programme.

Newsletter

The Indian National Commission for Unesco started the publication of a quarterly *Newsletter* in September 1962 to provide information about the purposes, principles and programmes of Unesco and the role that the Commission is playing in furthering the aims and activities of Unesco in India. The publication of the Newsletter was made possible by financial assistance given by Unesco.

Assistance for Science Education

At the request of the Government of India, Unesco agreed to make technical assistance available for the development and improvement of Science Education at the secondary level and post-graduate education and research in natural science at the university level. This assistance is to be given under the U.N. Expanded Technical Assistance Programme and the major part of it will

come from the Soviet Russia's contribution to the U.N. Technical Assistance Fund.

EDUCATIONAL STATISTICS

The first National Seminar on Educational Statistics was held at New Delhi from 17th to 22nd September 1962. Sixty delegates from all States and Union Territories (except NEFA and Pondicherry) participated in it. The report of the seminar has been finalised and circulated to the various States and all others concerned for implementation.

INFORMATION SECTION

About 2000 inquiries on facilities available on higher education in India and abroad were dealt with by this Section during the period under review. Besides, about 200 visitors consulted the various publications on the Indian as well as foreign universities and institutions available in the Library.

EDUCATION OF TIBETAN CHILDREN

The three residential schools for Tibetan children at Simla, Mussoorie and Darjeeling are being reorganised and expanded to increase the intake of each school. Two more such schools are being established at Dalhousie and Mussoorie.

In areas where agricultural colonies have been set up for the Tibetan refugees, day schools have been established. The children are given midday meals and free clothing, books and stationery. Such schools exist in NEFA, Mysore, U. P., and Jammu and Kashmir.

The Tibetan Schools Society has also sanctioned grant-in-aid to certain institutions which are providing educational facilities to the Tibetan children at various places. Such institutions are working at Kalimpong, Gangtok and Madras.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

Research in Problems of Education

The sixth meeting of the Standing Committee on Research was held on the 27th November 1962. It considered 30 proposals for Research outside the National Institute of Education out of which nine involving a total expenditure of Rs. 1,43,380 were approved.

On the recommendation of the Finance Committee four proposals involving an expenditure of Rs. 64,540 were approved.

During the period grants totalling Rs. 30,430 were released to eight institutions for undertaking approved research projects.

Central Institute of Education

Child Study Unit

A Survey of pre-school Education in Delhi aimed at evaluating the present conditions of pre-school education in Delhi and studying the existing patterns was completed during the period and the report was printed. The report includes suggestions for the improvement of the present conditions of pre-school education. It also gives a picture of a nursery school based on the modern concepts of child psychology.

Development of National Institute of Education

Four Sub-committees for developing the work of the National Institute of Education in collaboration with the Teachers' College, Columbia University Team, were constituted under the chairmanship of Dr. J. Paul Leonard, Chief of the Party. The areas to be covered by the four committees are: Problems in Indian education; Social and Philosophical Foundations and Comparative Education; Ph.D; and Teacher Education.

Central Bureau of Educational and Vocational Guidance

The Bureau convened the first meeting of the Working Group for the co-operative development of a Scholastic Aptitude Test in Hindi for the entire Hindi speaking region and equated forms of the test in some of the major regional languages.

Central Bureau of Textbook Research

The Bureau has worked out a programme to be carried out during the next five years. This programme includes studies and investigations on the curriculum, methods of teaching and various types of research projects.

Directorate of Extension Programmes for Secondary Education

Regional Colleges of Education

The building plans and cost estimates of the Regional College of Education, Bhopal were approved for the amount of Rs. 34.28 lakhs by the Sub-Committee of the Work Committee at a meeting held on November 10, 1962.

The building plans and cost estimates of the Regional College of Education, Bhubaneswar were scrutinized and the administrative approval and financial sanction for an amount of Rs. 35.01 lakhs were given to the State Government.

A sum of Rs. 35 lakhs was transferred to the Government of Orissa (15 lakhs), Government of Rajasthan (10 lakhs) and Government of Mysore (10 lakhs) towards grant for meeting the expenditure of building for the colleges.

Extension Services

A Seminar on Secondary Education was held in the Central Institute of Education in October 1962. The topics discussed *inter alia* included classroom practices, professional development of teachers and utilization of existing resources for further improvements.

Programme of Science Education

The Department of Science Education has started a quarterly publication entitled 'School Science' and its first issue was brought out in October 1962.

The programme of Science Talent Search is being taken up on an experimental measure in Delhi territory this year.

National Institute of Audio-visual Education

In the context of the present national Emergency, the Institute has developed a Geography Room containing some instructional material on the different facts of the Himalayan Region for the benefit of the students and teachers of secondary schools in India.

National Institute of Basic Education

The Standing Sub-Committee on Extension and Field Services selected 26 training institutions for the location of extension services at primary level. Up to December 1962, grant-in-aid amounting to Rs. 2,97,000 was released in this connection.

National Fundamental Education Centre

The Centre has prepared research designs for some studies relating to adult literacy under the scheme 'Literacy Unit'.

NATIONAL ARCHIVES OF INDIA

Accession

The National Register of Archives, London sent as a gift four volumes of Reports on the Papers of Lord Canning and Lord Bentinck. About 250 volumes acquired by way of gift or purchase were added to the Departmental Library.

Reference Service

A number of enquiries were attended to, the more important ones to be mentioned related to trusteeship of the

Nathdwara Temple, protected monuments in the former Dhar State and Sapru Committee Report on Higher Education.

Technical Service

A number of institutions and individuals from abroad as well as within the country availed themselves of the technical service of the Department for collections of books and records.

Publication

Volume IV of *Fort William-India*

House Correspondence, Annual Reports of the National Archives of India for 1960 and 1961 and index to Volume XII of the *Indian Archives* were published.

Exhibition

A special exhibition of documents of Russian interest was held in November-December 1962 on the occasion of the visit of two eminent Soviet Archivists (Messrs Dmitriev and Kopylov) under the Indo-Soviet Cultural Exchange Programme.

SECONDARY EDUCATION

"SECONDARY EDUCATION" is a quarterly journal published by the Union Ministry of Education in March, June, September and December each year.

The journal is devoted to the problems faced and the developments and progress made in the field of Secondary Education in India and abroad.

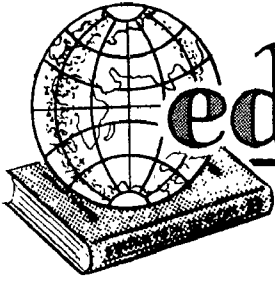
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education today.

Educational Concessions to Children of Defence Personnel in Andhra

The Government of Andhra Pradesh has directed that all children of Defence forces personnel engaged in fighting or posted at the front and also of those who have been killed or disabled in action during the present Emergency may be exempted from the payment of fees. They are also to be given preference in the award of stipends, bursaries and scholarships if they are otherwise eligible on the prescribed merit-cum-means test.

In the context of the National Emergency it has also been decided that a scheme should be formulated whereby the educated widows and wives of the Defence personnel may be taught shorthand, typewriting etc. and that in the case of those who are not educated, facilities should be provided for training them in suitable vocations.

* * * *

Elementary Education in W. Bengal

Two State level seminars for 42 Assistant Inspectors of Schools were held at Tarangapur and at Kalanabagram in the district of Burdwan on the subject 'Orientation of Primary Schools towards the Basic Pattern'. At the district level seven seminars for Sub-Inspectors of schools were also conducted in December 1962.

* * * *

A Survey of Teaching of Mother Tongue in Mysore

A survey was conducted in 10 per

cent of the primary schools situated in the city of Bangalore and was restricted to Standard I. The object was to find out the learning and teaching facilities available for mother tongue in Standard I in the city schools and to suggest ways and means of improving the situation.

The analysis of the data revealed that two in every three teachers were untrained in Standard I. In this class 85 per cent of the teachers use either the word or alphabet method instead of the sentence method suggested by the Department. Seventy per cent of the teachers are women. Half the number of schools have teaching aids and only 20 per cent of the teachers take interest in preparing simple teaching aids such as alphabet, word or sentence charts.

Regarding the students it revealed that 80 per cent attend school regularly, 70 per cent of them possess textbooks. One in every five children fails to go to Standard II. Poverty is the main cause for not possessing books by students; indifference of parents is also responsible for this to some extent.

Follow-up action is being taken on all these findings by the Department.

* * * *

Production of Children's Literature in Mysore

A Workshop was conducted by the Government of Mysore to bring out in Kannada under the caption 'Nanna Mane' ('My Home'), 20 children's books

relating to 15 States of India and five big cities. In each of these books it is proposed to depict a picture of the geo-socio-economic-cultural pattern of a selected State or city as narrated by a child of nine or ten. The 20 participants of the Workshop are now on tour in different States and cities of India to collect firsthand data through personal contact and observation. On completion of their tour, it is proposed to finalise their manuscripts with appropriate illustrations and get them printed for the general reading of children of primary and secondary schools of the State.

The aim of the scheme is to promote inter-State understanding and emotional integration.

* * * *

Education and National Emergency in M.P.

To help the personnel engaged in active Military service (up to the rank of combatant J.C.Os. and other ranks in the Army and equivalent cadre in the Air Force and in the Navy), the Government of Madhya Pradesh has decided to give the following educational concessions to their children. These concessions have already come into force and will continue throughout the duration of the Emergency.

1. No tuition fee will be charged up to the higher secondary stage.
2. Free books will be supplied by the institutions up to the middle school stage.
3. Half tuition fee will be charged from male students in the post-secondary stage leading to the first degree or diploma.
4. No tuition fee will be charged from girl students in the post-secondary stage leading to the first degree or first diploma.

The State Government has reorganised the NCC, ACC, Physical Education

and Scouting activities in the context of the National Emergency.

* * * *

Joint Council for Primary Teachers in Maharashtra

The Government of Maharashtra has issued orders for the establishment of a Joint Council for Primary School Teachers employed by the local bodies. It is to consist of 12 members, of whom six are to be nominated by the Government and the remaining six by the Teachers' Associations. The Secretary to the Government of Maharashtra, Education and Rural Department and the Deputy Director of Education in charge of Primary Education are to act as its Chairman and Secretary respectively. The Council is entrusted with the following functions.

- (1) To provide for the best means of utilising the ideas and experience of primary school teachers.
- (2) To provide for the ways and means for securing to the primary school teachers a greater share in and responsibility for the determination and observance of the conditions under which the duties are carried out.
- (3) To determine the general principles governing conditions of service.
- (4) To suggest improvement in the machinery for the administration of Primary education.
- (5) To discuss any question which has a bearing on the position of primary school teachers in relation to their employment.

* * * *

Curriculum Workshop in Mysore

A Workshop on curriculum for secondary schools was organised by Mysore Government to train teams of teachers of secondary schools in framing the syllabus, curriculum guides and in preparing programmes of teaching. Thirty teachers from ten schools par-

icipated. Dr. Marcella R. Lawler, Curriculum Expert of Columbia University directed the Workshop.

* * * *

Schemes for Promotion of Literature in Gujarat

The Government of Gujarat has sanctioned two schemes for the promotion of literature during 1962-63. Accordingly two prizes of the value of Rs. 2,000 and Rs. 1,000 are to be awarded to the best Gujarati books meant for adults and two prizes of the same value to the best books meant for children.

* * * *

More Merit Scholarships in Orissa

To build up the requisite number of technical men in the State to meet its requirements for rapid industrial development and to provide incentive to poor but meritorious students to continue studies and to make them science-minded, the State Government has rationalised its system of scholarships awarded to students of the upper primary, middle English and high schools. This has been done by increasing the number of scholarships as well as their value. Besides, the Government has also introduced a new type of scholarships termed as 'proficiency scholarship' to be awarded to students of secondary classes on the basis of their proficiency in Mathematics. It has been decided that, it all, 9,000 scholarships of this category be introduced with effect from the academic year 1962-63 at the rate of 1,500 per class.

* * * *

Family Pension to Teachers in Madras

The Government of Madras has extended the concession of Family Pension to all teachers employed in aided and local body schools including those who are already enjoying the benefit of the teachers pension scheme. Under this scheme, the family pension will be granted to the family of a teacher who dies while in service or after his retirement if he has completed not less than

20 years of qualifying service. The family pension is payable for a period of ten years if the teacher dies before he attains the age of superannuation, but the payment of family pension should not extend beyond a period of five years from the date on which the deceased retired or on which he would have retired on a superannuation pension in normal course. The amount of family pension payable to the family of a deceased teacher will be one half of the family pension admissible to a teacher of similar category in Government service with the same length of service.

* * * *

Teachers' Training in W. Bengal

A Science Fair was organised at the Government Training College, Hooghly, under the auspices of the Extension Service Annexe attached to the college for four days from December 16, 1962.

An Exhibition of Scientific Handiworks of pupils of associated schools and members of the Central Science Club of the college was also organised.

FOREIGN SCENE

Orientation Courses for Overseas Students

The Australian Commonwealth Office of Education conducts orientation courses to assist students from overseas countries adapt to the Australian way of life and thus settle more easily and successfully to their courses of study.

The courses are now a well established feature of the Australian academic and technical education fields and are much appreciated by the students.

Each year, hundreds of men and women come to Australia from all over the world to study at universities and other institutions of learning or to gain further experience in special fields.

The orientation courses have been designed to introduce them to the Australian scene with a minimum of delay

and inconvenience—especially to familiarise them with the spoken tongue, local customs and the places in which they will be living and working.

Many of such students hold scholarships and fellowships granted by the Australian Government under various international schemes, such as the Colombo Plan.

The greatest number come from the countries of South and South-East Asia under the Colombo Plan but other schemes enable students from Africa, the Pacific region and many other areas to come to Australia.

Graduates from Great Britain, Canada and New Zealand come to Australia for postgraduate research under the Commonwealth Co-operation in Education Scheme. Students from the newer Commonwealth countries also benefit under this scheme.

The courses followed are many and varied.

While students accustomed to Western traditions have little difficulty in adjusting to local customs, handling local currency and finding their way about from place to place, others from countries such as Burma, Thailand or Vietnam find much that is strange to them and often have difficulties with the English language as spoken in Australia.

The Office of Education arranges an introductory programme to meet the needs of each individual student.

Problems which recur most frequently with all students are language, food and climate.

Students from the older countries of the Commonwealth need only a brief introduction to Australia. Much the same applies to those from Asian and African countries which have had a long association with Western culture.

In all cases, the students take part in group discussions covering such

topics as Australian history, geography, sport, education and government. Much use is made of films and other visual aids.

A popular feature of the courses are the luncheons to which the students are taken not only as a gesture of hospitality but as a practical means of acquainting them with the kinds of food eaten in Australia and the manner in which it is eaten.

Visits are made to places of interest such as zoos, gardens, museums and public entertainments as a means of giving them practical experience in using public transport, handling the currency, signalling buses and taxis, using telephones—and how to shop.

For those who need help in speaking English, special courses are held. Tests are conducted at the conclusion of courses and it has been found that not only have the courses been successful in their specific intent but have sometimes revealed the need for remedial work by students. Attention to this has enhanced their prospects of success in their chosen fields.

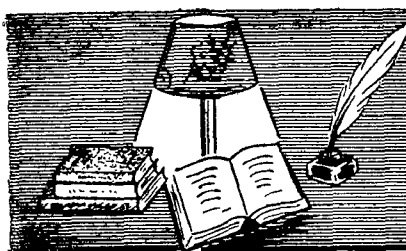
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Classroom Shortage in the U.S.A.

Shortage of public-school classrooms in the U.S. last fall totalled 121,200, the U.S. Office of Education has reported on the basis of information received from 50 states and the District of Columbia. This is 6,100 fewer than the shortage reported for the previous year.

The shortage this year is about half in classrooms needed to replace unsatisfactory facilities and half needed to relieve over-crowding. There were 1,667,000 pupils in over-crowded classrooms last fall, a reduction of only 26,000 from the previous year's figure.

The states completed 72,000 classrooms in 1961-62 and abandoned 18,100. For the current year it is estimated that 64,100 new classrooms will be completed (The Education Digest).



book r e v i e w s

Imprint—(September), published by F & S Distributors Ltd., 50 Colaba Road, Bombay; pp 186; price Rs. 1.50.

This magazine appears to be based on the model of the highly successful "Reader's Digest": that is to say, the original matter it contains is relatively unimportant, the real purpose of the magazine being the presentation in condensed form of books by well-known authors. If the number under review is typical, the readership aimed at is predominantly male, fairly sophisticated and decidedly unintellectual. The works chosen are one "true life adventure" story, one humorous piece with a Service background, one thriller and one piece of popular science. No doubt, this to some extent reflects the tastes of the magazine's American editors, though the correspondence column confirms that, despite the lack of any very marked Indian flavour, there is a market in this country for writing of this kind.

But is it really the case that this readership lives at so hectic a tempo that it has insufficient time to read the whole of the books selected? One would have thought that what distinguished the best writers of this kind of work was precisely the craftsmanship to produce a fast moving and economically written tale. Even admitting that the condensations read quite smoothly, one must assume that something of value has been sacrificed.

At any rate I cannot believe that this method of disseminating literature will commend itself to educationists.

J. P. HENDERSON

Appraising Vocational Fitness: by D. E. Super and J. O. Crites; published by Harper & Brothers, New York; pp. xv+668.

Appraising Vocational Fitness is a revised version of the title that first appeared in 1949. The main purpose of the book in the words of the authors was 'to bring together the results of the significant research which has been done with the most widely used and useful tests, to interpret these findings in the light of recent developments in testing theory and practice, and to view each test in the perspective gained by those who are currently using them in schools, colleges, consultation services, business, and industry.' Since the appearance of the first edition, there has been an enormous increase in the States in the use of tests for vocational guidance and personnel work. The number of tests available and the volume of information concerning them have increased so rapidly that a new edition became necessary to bring the information of the first edition up-to-date.

The new edition omits reference to some of the tests and inventories discussed in the first edition which have since been practically replaced by tools

constructed by more refined methods or concerning which no significant new material has been published. These are: the Iowa Placement Examinations, the Bernreuter Personality Inventory, the Bell Adjustment Inventory, and the Minnesota Personality Scale. A number of new instruments have also been added. These are: the School and College Aptitude Tests, the Wechsler Adult Intelligence Scale, the Sequential Tests of Educational Placement, the Rotter Incomplete Sentences Test, and the Edwards Personal Preference Schedule.

The book easily divides itself into three parts; the first part may be said to consist of the first five chapters whose main preoccupation is with the discussion of general problems concerning test construction and the use of tests for vocational guidance and selection purposes.

The second part consists of 14 chapters, the main object of treatment in these being to classify the great variety of available tests into suitable categories and describe the more well-known tests. While describing the tests, the authors also give competent summaries of the research evidence available on their uses and limitations. The key question of the test user: "What does this test, and the score made on it by this person, tell me about his vocational problems?" is constantly kept in mind to increase the practical usefulness of the information given in this section. The last section with three chapters is largely addressed to the spelling out of advice that ought to be followed by test users in vocational counselling and selection.

The book contains two Appendices of illustrative cases, one being given to appraisal and counselling, and the other to follow-up and evaluation. The cases described are those that were tested and counselled by D. E. Super,

one of the two co-authors, and his associates including students in a number of different places at various times during the past 25 years. The discussion of each case ends with an exercise for the reader. The exercises provide a useful test of whether or not the reader has mastered the technique of practical guidance.

Other significant features which distinguish this publication from many others in the field are its encyclopaedic range, scholarship of a high order, great competence in summarizing research evidence and achievement to a remarkable degree of the basic intention of the authors which was to place in the hands of teachers, counsellors, and others called upon to perform guidance and selection functions—a reference book of practical value. The book is a must for every library specialising in educational psychology, industrial management, and personnel work. It is also a must for anyone who is interested in surveying the field of mental measurement and sizing up its present status.

VEDA PRAKASHA

Elementary School Health Education:
by Messrs. *James H. Humphery,*
Warren R. Johnson and Virginia D.
Moore, published Harper & Brothers, New York; pp. 390.

Health education has long been considered as an important responsibility of the schools. At all stages of education, primary middle and secondary, the subject is of vital importance. Attempts are being made to do justice to this subject by all school organisations. However, the gap between what is attempted and what is accomplished has been a source of serious concern to school officials.

In order to teach this subject effectively so that it makes a significant difference in the lives of the boys and

girls we require fully-qualified teachers, adequate teaching materials and a well planned curriculum. "Elementary School Health Education" by James H. Humphery, Warren R. Johnson and Virginia D. Moore has provided orientation to the total school health programme, concentrating, however, on the curriculum of this education.

The nature and structure of modern health education is here depicted, the meaning of child health and fitness defined, a suitable curriculum for the several school grades proposed, principles of teaching methodology very well presented and specific ways in which health might be taught in conjunction with other curriculum areas, spelt out.

In 1962 when pedagogy insists that education at all levels should be integrated with all the other educational experiences and activities, even the teaching of health education has to be integrated with other subjects of the curriculum. This has been very well done in the present volume, and chapters 11 to 16 deal with this integration of health with arithmetic, language arts, social studies, science, physical education and creative expression.

Every chapter begins with a number of questions. These questions set forth a study guide for the reader, give a ready reference to the problems to be considered, and provide a device by which the reader can evaluate his present knowledge of the subject. As the book has been written on the basis of successful experiences of many outstanding classroom teachers, administrators and supervisors in various schools, there is no doubt that it will find a place of honour on any shelf of books on this subject.

D. V. NAVATHE

The American Review : Vol. II, No. I, October, 1962; published by the United States Information Service, New Delhi.

The American Review is a quarterly published by the United States Information Service, New Delhi on behalf of the American Embassy. Its articles are selected from American journals; the basis of selection is to present representative examples of American thought and opinion current in the United States on different subjects of intellectual and cultural interest.

The American Review is for serious reading; it speaks to the highbrow, serious-minded reader, albeit a layman. The range of subjects is wide.

The present issue of the journal has nine articles. Among these are two articles of educational interest: "Is Progressive Education Obsolete?" and "New Horizons in Engineering Education". The other articles are "A Man of Few Affairs" (about Henry David Thoreau), "What I learned about Existentialism", "The World with Both Eyes Open", "A Second Look at America" (by Nuri Eren, former Turkish Minister to the United Nations), "The Sunny Master of Sunnyside" (about Washington Irving), "The Aims and Values of the Sciences" and "The Coming Generation of Genius."

KALA THAIRANI

Education from Dewey to Gandhi: by G. Ramanathan; published by Asia Publishing House, Bombay; pp. 308.

The book is divided into two parts and 20 chapters. Part I provides the background, including the genesis, for a detailed treatment in Part II of the fundamental concepts and psychological bases of Basic education. The subtitle of the book, *The Theory Of Basic Education*, is more indicative of the contents than the major title. The avowed aim of the author has been "to re-examine the foundations of Basic education and to test their soundness by philosophical inquiry. Dewey's

Theory of Education and its implications have been rightly referred to for their relevance, to arrive at the conclusion "that Gandhiji takes on where Dewey leaves off", and that "Basic Education is the logical fulfilment of Dewey's theory of life-centred education and the consummation of past educational thought in the world". Perhaps a still better title would have been, "In Full Defence of Basic Education". Troubled by the reported confession of Dr. Zakir Hussain that "Basic Education has failed in its purpose", the author has examined at great length (to the point of tediousness) all important and unimportant objections raised against the system, especially in relation to self-support, correlation and industrial progress, finally to conclude that "Basic Education represents the peak point in the development of world educational thought till today and its pedagogical technique is the most potent means for the education of the child so far devised by mankind."

The author is not willing to make the slightest compromise on any aspect of Basic education as propounded by Gandhiji, for "that will be the end of Basic Education as a new phase in educational thought. If Basic Education has any vitality in it, it has to justify its fundamental doctrines on which its individuality is based....." On the matter of correlation "either we should drop the idea of correlation with life, or we should take objection to the idea of 'life' being represented by crafts." There is hardly any choice left for a person who professes belief in Basic education. He has, similarly, proved that Basic education must be self-supporting. Once "it is agreed that crafts are a proper medium of education and that productive crafts are more efficient media than others, then it is impossible not to concede his (Gandhiji's) argument about self-sup-

port." It has been proved by most elementary arithmetical calculation that even if each student works for one hour a day, the income from the sale proceeds should be more than the expenditure. "Even if these calculations fail and the quality of craft products does not reach marketable standards, the state can intervene and buy all the articles produced in the schools." A person who has almost a religious faith in Basic education may be excused for lapses in logical reasoning. While suggesting that the state should buy the un-marketable products, he also defends Gandhiji's position on the ground that "the financial compulsions were always at the back of his mind. As he was leading the political struggle against the British Government, he could not look to the government for any help and so his thinking and planning were conditioned by the necessity of the people to fall back upon their own resources for every nation-building programme." Revolt against the Government and expectation of purchase of unmarketable commodity by it go ill together.

Basic education in the mind of many people has come to be associated with the economic self-sufficiency of the village. The author, on the other hand, feels that "an industrialised community stands more in need of Basic Education than a rural community." Children should be trained "in these manual crafts at school so that when they grow up and are employed in industry they may escape the feeling of drudgery, and the social tensions usually found in industrialised communities."

Shri Ramanathan has succeeded in presenting to the students of education a very readable book on one of the most controversial subjects. All that can be said in favour of Basic education has been said in this book. How much of it will carry conviction to the different categories of readers will, perhaps,

depend on their philosophy of education and their readiness to accept the basic assumptions on which the author has built the superstructure. I have gone through it with interest and profit.

R. K. SINGH

प्राचीन तथा नवीन शिक्षण विधियां :- लेखक --- श्री० के० सी० मलैया :- प्रकाशक --- राजकमल प्रकाशन प्राइवेट लिमिटेड, दिल्ली. मूल्य---२.५० रुपये. पृष्ठ संख्या---२६५.

इस पुस्तक में श्री मलैया ने संसार में आदिकाल से चली आई विभिन्न शिक्षण-विधियों का संक्षिप्त तथा सुबोध विवेचन किया है।

प्राचीन, मध्ययुगीन और अर्वाचीन इन तीन कालखण्डों में प्रयुक्त शिक्षण-विधियों को अपनी पुस्तक के तीन विभागों में समझाते हुए लेखक ने प्रकरणशः प्रत्येक विधि के सिद्धान्त एवं मूल तत्त्वों का विवरण किया है।

इस प्रकार पहले अध्याय में शिक्षण-पद्धति के निर्माण एवं विकास कहानी संक्षेप में कथन करते हुए प्रगतिशील मानवजाति की अपनायी हुई अनेक शिक्षा-विधियों का निर्देश किया गया है। प्राचीन तथा मध्ययुगीन कालखण्डों में संसार के पौरस्त्य तथा पाश्चात्य देशों ने अपनी-अपनी शिक्षण-समस्या को हल करने के लिये प्रयुक्त की हुई विविध शिक्षण-विधियों का विवेचन दूसरे और तीसरे अध्याय में पाया जाता है और किडरगार्टन, डाल्टन-योजना, मान्टेसरी-पद्धति, प्रोजेक्ट या योजना-पद्धति और खेल-विधि इन अर्वाचीन शिक्षण-प्रणालियों का विवेचन चौथे अध्याय से नवें अध्याय तक क्रमशः किया गया है। दसवां अध्याय पाठकों को बुनियादी शिक्षा अर्थात् आधुनिक भारतीय शिक्षा-विधि का परिचय कराता है; और अन्तिम दो अध्यायों में शिक्षण-क्षेत्र में किये गये गॉर-विधि, ह्युलिस्टिक या

स्वयंज्ञान-विधि, विनंटका-विधि इत्यादि अन्य प्रयोगों का समालोचन कर, इनकी व्यावहारिक उपयोगिता का निर्देश किया गया है।

शिक्षण-विधियों के इस व्यवस्थित विवेचन के साथ-साथ इन सब का समतोल बुद्धि से मूल्यांकन करते हुए लेखक ने प्रत्येक विधि के गुण-दोषों का भी सुचारु रूप से निरूपण किया है और साथ साथ स्पष्ट शब्दों में सूचित किया है कि ये विधियां चाहे कितनी भी प्रशंसनीय क्यों न हों, अपनी परिस्थिति तथा आवश्यकता का विचार किये बिना उन्हें अन्धश्रद्धा से अपनाना उचित नहीं है; क्योंकि प्रत्येक विधि का प्रादुर्भाव किसी आदर्श को सम्मुख रखकर ही हुआ करता है, और विभिन्न देशकाल में रहने-वाले विभिन्न जनसमूहों की पृथक-पृथक जीवन-निष्ठा में तथा उनके राष्ट्रीय गुणविशेषों में यह आदर्श भिन्न-भिन्न रूपों में दृष्टिगोचर हुआ करता है। भारत की अपनी एक विशिष्ट जीवन-निष्ठा है। उसकी सामाजिक तथा आर्थिक परिस्थिति भी पूर्णतया भिन्न है। अतः किसी भी विधि को यहां पर अपनाने से पहले हमें चाहिये कि हम उपर्युक्त महत्वपूर्ण बातों पर गौर से विचार करें।

मुझे प्रतीत होता है कि इस पुस्तक की अपने मन ही मन आयोजना करने के समय श्री मलैया ने मुख्यतः अध्यापन-कला के विद्यार्थियों का ही विचार किया होगा। क्योंकि प्रत्येक अध्याय में प्रतीपाद्य विषय का विवेचन इतना सुस्पष्ट हुआ है कि यह पुस्तक किसी अध्यापन-विद्यालय के छात्र-शिक्षकों के सम्मुख ही हुई व्याख्यानमाला-सी प्रतीत होती है। मार्जिन (या समास) में दिये हुए शीर्षक, तथा प्रत्येक विषय के उपविभागों को दिये गये विषयसूचक अभिधान पुस्तक की उपयुक्तता को बढ़ाते हैं। इसी प्रकार पुस्तक में दी हुई शिक्षा-विधियों की तालिका का आलेख तालिकीय अध्ययन के लिये, एवं पुस्तक में दी हुई समस्त विधियों की एकमात्र दृष्टिपात में पुनरालोचना के लिये अतीव उपयुक्त है।

किन्तु इतनी अच्छी पुस्तक में सूची तथा संदर्भ-ग्रन्थों की तालिका का अभाव एक आश्चर्य सा है। हां, आवश्यकता के अनुसार प्रतिपादित विषय के समर्थनार्थ लेखक ने अनेक आधार-ग्रन्थों के अवतरण उद्धृत किये हैं तथापि चुने हुए आधार-ग्रन्थों की नामावली तथा संदर्भ की सुविधा के लिये सूची इन दोनों के समावेश से इस पुस्तक की मौलिकता अवश्य ही बढ़ेगी।

इस पुस्तक में अत्र तत्र कुछ पुनरुक्तियां दिखाई देती हैं। किन्तु लेखक के इस मन्तव्य से कि इस ढंग के ग्रन्थ में पुनरुक्ति सर्वथा अपरिहार्य है पाठक अवश्य सहमत होंगे। इस प्रकार की पुनरुक्ति प्रतिपाद विषय का संपूर्ण आकलन कराने में उपकारक ही ठहरती है।

आज हमारे देश में विद्यमान शिक्षण-पद्धति में भारतीय जीवन-नीष्टा के अनुसार आमूलग्र क्रान्ति हो रही है। ऐसे अवसर पर 'क्या था' और 'क्या है' इन बातों का परिशीलन भविष्य में 'क्या होना चाहिये' इस बात का सम्यक ज्ञान होने में उपकारक हो सकता है। मुझे विश्वास है कि श्री मलैया की यह नयी पुस्तक अपने पाठकों को व्युत्पन्न तथा विवेकपूर्ण दृष्टिकोण से भारत शैक्षणिक प्रश्नों को हल करने में सहायता देगी। इस पुस्तक के अन्तिम भाग में लेखक ने यह बतलाने की चेष्टा की है कि आधुनिक शिक्षण-विधियों के सभी सिद्धान्तों का समावेश होने के कारण 'बुनियादी शिक्षा' ही भारत की विद्यमान परिस्थिति तथा आवश्यकताओं के अनुकूल है। परन्तु मुझे डर है कि लेखक का यह मत सर्वसंमत होना असंभव है। किन्तु लेखक के इस दृष्टिकोण से इस सुन्दर पुस्तक का महत्व तानिक भी नहीं घटता।

निःसंदेह श्री मलैया 'प्राचीन तथा नवीन शिक्षण-विधियां' जैसी सुन्दर और उपादेय पुस्तक लिखने के कारण बधाई के पात्र हैं; और जिनके लिये यह पुस्तक इतने ब्यवस्थित ढंग से लिखी गई व इसका अवश्य समादर करें यह मेरा हार्दिक अनुरोध है।

हिन्दी शिक्षण विधि: लेखक, पण्डित रघुनाथ सफाया: प्रकाशक--पंजाब किताब घर; जालंधर शहर; मुल्य-- रु० ६.२५

हिन्दी भाषा भारत की जन जीवन की भाषा है, इसी लिए इस भाषा को राष्ट्र भाषा होने का गौरवमय स्थान प्राप्त हुआ है। इस उच्च पद पर आरुढ़ रहने के लिए हिन्दी के लिए यह आवश्यक है कि उसके विकास के लिए विशेष प्रयत्न किए जायें। जितने प्रयत्न हिन्दी भाषा को उन्नत करने के लिए किये जा रहे हैं, उन में से एक प्रयत्न यह भी है कि हिन्दी भाषा की शिक्षण-पद्धति को अधिक से अधिक वैज्ञानिक एवं मनोवैज्ञानिक बनाया जाय। यह प्रयत्न और भी आवश्यक हो जाता है जब हमारा ध्यान उन प्रान्तों की ओर जाता है जहां हिन्दी अभी साधारण जन समाज की भाषा नहीं बनी है।

अभी तक हिन्दी शिक्षण-विधि सम्बन्धित पुस्तकों का अभाव सा ही रहा है। केवल गिनी चुनी पुस्तकें ही दिखाई देती हैं। परन्तु प्रस्तुत पुस्तक ने प्रकाशित होते ही एक विशेष स्थान प्राप्त कर लिया है। आज कदाचित ही कोई शिक्षण-संस्था हो जहां इस पुस्तक को स्थान न मिला हो। यह पुस्तक सारे देश की हिन्दी भाषा सम्बन्धी समस्याओं को सामने रख कर लिखी गई है क्योंकि देवनागरी लिपि से लेकर हिन्दी भाषा के हर एक अंग अर्थात्, अक्षर विन्यास, गद्य पाठ, कविता, नाटक, व्याकरण तथा रचना आदि पर सविस्तार विवेचन तथा विश्लेषण किया गया है तथा सभी विषयों को पढ़ाने का मनोवैज्ञानिक तथा सुरुचिपूर्ण ढंग प्रस्तुत किया गया है।

अध्यापकगण अभी तक हिन्दी भाषा को पढ़ाने के लिए प्राचीन तरीकों का ही अनुसरण कर रहे हैं। प्रस्तुत पुस्तक पुराने तथा नए अध्यापकों को नवीनतम शिक्षण-पद्धतियां देकर नया प्रयास करने के लिए प्रोत्साहन दे रही है और देती रहेगी, ऐसी आशा है। लेखक महोदय का परिश्रम सचमुच सराहनीय है क्योंकि उन्होंने, भाषा शिक्षण-पद्धति पर

देश तथा विदेशों में जां परीक्षण हुए हैं तथा अच्छे लेखकों द्वारा जितनी पुस्तकें, इस विषय से सम्बन्धित, प्रकाशित कराई गई हैं, उन सभी का भली भांति अध्ययन किया है तथा मूल्यवान विचारों को इस पुस्तक में समावेश करने का प्रयत्न किया है।

पुस्तक को चार खण्डों में विभाजित किया गया है:— (१) भाषा शिक्षण के उद्देश्य तथा सिद्धान्त (२) भाषा शिक्षण के विविध साधन (३) शिक्षण-विधियां एवं (४) आवश्यक बातें— जिनसे अध्यापक को कक्षा में दो चार होना पड़ता है। ये बातें पाठ्य-क्रम, समय सारिणी, परीक्षा एवं पाठ योजना से सम्बन्धित हैं। यह पुस्तक जहां अध्यापकों के लिए लाभकारी है वहां जूनियर बेसिक, सीनियर बेसिक, बी० टी०, तथा बी० एड० आदि के विद्यार्थियों के लिए भी विशेष

उपयोगी है। विद्यार्थियों की सुविधा के लिए अध्यायों के अन्त में अभ्यासात्मक प्रश्न दिए गए हैं। विद्यार्थियों के लिए यह पुस्तक विशेष महत्व इस लिए भी रखती है, क्योंकि भाषा की शिक्षा-सम्बन्धित इतनी सामग्री किसी एक पुस्तक में मिलना कठिन है।

पुस्तक की शैली सरल, रूचिकर, सुन्दर एवं आकर्षक है। सुगमता का ध्यान रखा गया है और इसी लिए आवश्यकतानुसार फुटनोट, अंग्रेजी में पर्यायवाची आदि का प्रयोग किया गया है।

प्रकाशन सुन्दर है। छपाई भी साफ है। कहीं-कहीं प्रूफ की अशुद्धियां खटकती हैं, आशा है अगले संस्करण में ये सुधार ली जायंगी।

पी० एस० जैन,

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