

# aims and objectives of indian education

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S. V. JEVOOR



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Aims and Objectives of  
INDIAN EDUCATION



S. V. JEVOOR

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# Aims and Objectives of INDIAN EDUCATION

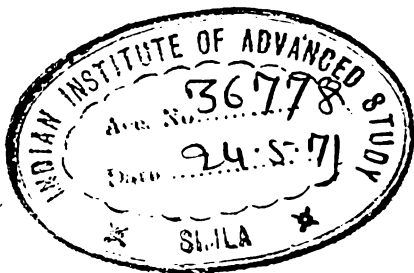


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*Dedicated to*  
THE UNKNOWN TEACHER



## Foreword

“EDUCATION” has been and will continue to be a subject of perennial interest to all leaders of thought in every country. Since independence, India has been trying to evolve a system of education which would suit the needs of our democracy.

In any scheme of education, education at the primary and secondary levels must receive priority as education of the masses is the highest responsibility of the State. There is much thinking in the country on the need of evolving a self-contained system for preparation of pupils for future careers and re-orientation of the syllabus for training teachers with competence to meet the challenges of the changing society.

Mr. S. V. Jevoor is an experienced teacher and a seasoned administrator. In this book, apart from giving a graphic account of the progress of “Education in Mysore State”, he has highlighted the weaknesses of our system and emphasised the need of scientific and objective evaluation to develop analytical and critical faculties in our students. While appreciating the rich tradition of the Mysore State Adult Education Council, he has indicated how inadequacies of men and material in our institutions have been hindering real progress in education and how decent accommodation, well-trained teachers and good libraries—class

and general—can meet the growing demands of the country.

The book is an instructive and useful contribution to the study of our problems of school-education. The discussions are thought-provoking and suggest with sufficient clarity what the objectives of our education should be. With his vast practical experience, the author has emphasised the vital importance of teacher training in the advancement of education and the need of inculcating discipline amongst the students by judicious parental and tutorial direction and guidance.

*Bangalore*  
5 January, 1970

T. K. TUKOL  
*Vice-Chancellor*  
*Bangalore University*

## Preface

WHEN EDUCATION IS receiving unprecedented attention both at the hands of Government and the Public, it is but natural that an administrator like me devotes some more attention to it, not only as a matter of force of circumstances but also as a voluntarily chosen avocation outside his working hours. The result is the present collection of essays which are an expression of certain thoughts that arose in the discharge of my duties. Some of them have already appeared in the press in some form or the other, but I thought bringing them together like this for presenting them in a bunch would enable me to achieve the intention better and also to help the reader to give some more thought to this ever-interesting subject.

I sincerely feel that I have an added advantage in giving expression to these thoughts more usefully and effectively, since I am in the midst of implementation of many programmes of education and have thus the facility of bringing to bear on them the field experience I happen to have.

If anything is going to decide the future of our country, it is sound school education, both primary and secondary, though, of course, higher education has its own place in the scheme of things. The very fact that we remember our school days more

than our college days is an evidence of this. School education, in the present days of growing demands of society, has to be realistic without at the same time sacrificing the basic needs of enlightenment and edification. Mere expansion is no sure indication of progress and hence broadbasing the concept of education, exposing pupils to worthwhile experiences through audio-visual education, better library facilities, cultural activities, better evaluation, vocational guidance, etc., are some of the urgent needs if some kind of quality in education is to be brought about immediately. In our hurry to expand, some basic requirements like reorganisation of educational administration, training and recruitment of officers are ignored. These also have their own place if the desired ends are to be attained. I hope and trust that some thoughts expressed in this collection have an immediate relevance to school education as such besides raising certain fundamental issues that are conducive to the progress of education as a whole.

I am grateful to Shri K. R. Samant and his colleagues in Somaiya Publications Pvt. Ltd., Bombay for giving this opportunity of expressing my thoughts to the public at large through this endeavour.

S. V. JEVOOR

26, *Vasantnagar*,  
*Palace Road*,  
*Bangalore 1*,  
26 December, 1970.

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## Secondary Education : The Strongest Link

BOTH THE Secondary Education and the University Education Commissions headed by Sri Lakshmanaswamy Mudaliar and Dr. S. Radhakrishnan respectively have emphasised directly and indirectly the importance of the stage of secondary education. There was a time when it was a kind of a half way house between primary education and higher education. But with the expansion in numbers of students attending schools in general and the introduction of compulsory primary education, conditions have changed. It is also not necessary to point out how the social and economic structure of society has undergone changes during the past two decades. Hence the state of secondary education needs to be considered in its proper perspective so that the role played by it is in keeping with the spirit of the times. By the end of the fourth Five Year Plan it is expected that the number of pupils attending secondary schools in the country would almost be double the number existing now. The very fact that about two lakhs of pupils are appearing at the S.S.L.C. public examination this year in the Mysore State alone shows how the number is swelling. It is therefore necessary to adjust ourselves to the problems of secondary education.

For a long time our teacher-training institutions for secondary

teachers have been following more or less the same syllabus which was framed long back. Since then there have been wholesale changes in the approach to the problem of secondary education and hence it would be necessary to think of a proper syllabus which has a bearing on the present day needs. Subjects like crafts, Hindi, library science, civics, astronomy in its simple form, etc., have been introduced and one of the main aims of secondary education is to make it terminal for those who do not have the capacity to go in for higher education both in a financial and merit sense. It has become a common feature to see a large number of students who are ill-equipped and immature rushing to colleges. Perhaps one of the reasons that prompts them to join colleges is that they do not have the proper terminal course and hence with a view to improve their prospects they seem to join colleges in such large numbers rather blindly and without any definite aim. If the secondary stage of education has a clearly defined aim of providing both a terminal course for the large number of pupils according to their inclination and ability and also a continuation course for some who are gifted for taking up higher education, then the purpose will have been served.

From time to time efforts have been made to give effect to these requirements. But what has actually happened is, most of the pupils and also most of the parents think that engineering or medicine is the best course and hence, whether or not pupils are equipped for these courses, they take up these subjects. This mad rush needs to be curtailed at its proper stage by providing the necessary guidance to pupils and by enlightening parents and guardians on these questions. This also presupposes well defined courses for pupils studying in high schools. Again aided high schools need to be properly equipped and geared to meet all such needs and only then two broad courses which mainly aim at helping pupils, would be feasible. During this period of transition and rush, things are sometimes likely to be done half-

heartedly and, therefore, ill-equipped and improperly managed schools would not help matters.

Recently there is also a feeling that, as in old days, secondary education may mainly aim at giving a broad-based general type of education without any diversification or multipurpose aims. This has been actually put into practice in the Mysore State from 1969-70. Though this appears to be the best solution in the present circumstances, we should not ignore that the growing economy and the complex nature of society call for some kind of sorting of pupils, particularly after they attain the age of eleven plus, so that all are not unnecessarily put through a common course. If standards have fallen and we are to provide better type of education at the higher level, standards should improve from the very bottom itself so that the need for such a general course of a uniform type only at the high school stage, admittedly aiming at improving matters, may not arise. One of the main reasons for thinking of such a scheme apparently appears to be that our present-day matriculates are not up to the mark for the purpose of being enrolled as first year students at colleges. This should not, therefore, be the main reason for doing away with the idea of diversification of courses at the secondary stage of education. In almost all progressive countries, and as has been recommended by various committees and commissions set up for purposes of education, the importance of providing diversified courses at the secondary stage has been emphasised and reiterated. Hence it is worth while considering whether the idea of multipurpose or diversified high schools should be given up at all without going into the main question viz., whether the secondary stage of education should not have openings for different pupils according to their bent of mind and the requirements of society.

According to the constitution of our country the minimum and essential basic education is to be provided compulsorily for all those who are between the ages of 7 to 14. Now in almost

all the states, compulsory primary education has been introduced up to the age of 11, if not up to 14. Even then the rush of pupils from junior primary schools, where primary education is compulsory, to senior primary schools has been great and naturally the urge among parents to educate their sons and daughters has also been on the increase. If the broad base of good and general education is ensured in our junior and senior (middle) primary schools, then we can be sure of fairly good stuff at the secondary stage of education. If we are taking this aspect into consideration and attempts are made to meet disappointing conditions at the senior (middle) primary school stage itself, it might not be at the cost of factors such as proper openings at the proper stage or at the proper psychological moment at that. One of the ways of improving conditions in primary schools is to make sure about proper teaching and judicious promotions. In many states schools are authorised to have their own examinations for declaring results together with the last examinations of primary education. Since it is found that there has been no judicious promotion, the Department of Education in Mysore has recently decided that the last examination of primary education should be a public examination last year. This, no doubt, appears to be a kind of encroachment on the autonomous functioning of schools as originally intended.

Conditions however have come to such a difficult pass that, without such a measure, it may not be possible to improve matters at least to some extent. Pupils passing the public examination will have to attain some standard and possibilities of being promoted blindly will be remote. Our schools will take some more time to appreciate the values of proper coaching and judicious promotion. If attention is paid only to the latter, without taking into consideration the former, I need not say how disastrous the results would be.

As we go higher up the ladder of education, we find that there are developments in various fields of knowledge and therefore,

universities offer a variety of courses according to the needs of society. This has been quite in evidence particularly after the attainment of independence. Many industries have come into existence and there has been a rapid expansion in various sectors on account of the various plans undertaken by governments. Take for example the state of Mysore itself, where we find that almost every district has a polytechnic and the number of professional and engineering colleges has risen quite high. As education has to keep pace with the requirements of the nation in the first place and as human knowledge has also increased in various fields, higher education naturally tries to meet these needs. Hence it is found that persons equipped in a particular manner are best suited to take these different specialised courses at the higher stage of education. While such is the position at the higher stage of education, I have already pointed out how at the lower stage there has been a great rush on account of compulsory primary education and the thirst of the common man for ensuring the best kind of education to his sons and daughters. Being sandwiched between two such situations, the course of secondary education has got to be necessarily well planned and with great imagination at that. At the same time the fundamental principles of education cannot be thrown overboard just to meet some needs of the moment. If we are to keep pace with the other progressive eastern and western countries, we must try to see that our education is not unnecessarily prolonged at the cost of the student's career and the national interests as a whole. If a broadbased general type of secondary education is thought of, it is possible that we might also require more time for it than now.

About twenty years ago, we aimed at securing a matriculation certificate mainly to get employment under a foreign government or in private bodies. Now the situation has completely changed as there are comparatively very few openings apparently under government and private bodies and, therefore, a good

many need to be absorbed in society in various avocations. Hence it has become imperative to provide education for life through secondary education. For a large number of posts, the minimum qualification is no doubt Secondary School Leaving Certificate and even for becoming a primary school teacher one should be at least an S.S.L.C. certificate holder. As in Mysore state, secondary education has become almost free in some other states and it has become popular both in urban and rural areas. As a result of this, most persons in society are mostly those who have passed their S.S.L.C. exam. Since the number is so large they are required to occupy many places of considerable importance in society. Apart from the fact that a few intelligent people at the top may be in a position to give ideas and direction, when it comes to implementation it is the common man who is to act properly. In other words, however efficient the machinery may be at the top, it is equally important to see that the agency that implements the ideas from the top is also competent. Further, in these days of democracy public opinion is formed through the common man and hence people at the top generally envisage schemes that are acceptable to the common man. Hence it will be seen that the so called educated common man who nowadays is generally a matriculate or has some high school education counts in a number of ways. It is therefore necessary to see that the common man gets this proper and almost free secondary education with the proper perspective so that there is no beating about the bush.

Our high schools should cease to be replicas of one common model since they have their own individuality as in the cases of persons. Considering the stage of life at which secondary education is imparted it is very necessary to see that this education is given to the individual so as to enable him to play a role suited to his capabilities after leaving the school. The secondary schools should not become only a dumping ground for the overflow from primary schools and a nursing ground for higher education:

without assimilating the basic principles of the secondary stage of education as a whole. As it is, secondary education has been sandwiched between primary education and higher education.

A National Commission of Education had been set up by the Government of India to go into the question of education in the country. Since this had been set up in the wake of commissions for secondary and university education appointed in the previous decades, it is obvious that the question of education was taken up quite seriously. The Commission consisted of educationists not only from India but also from abroad. In a way, it was a Commission that would be of international importance for the whole of the world. The recommendations of the Radhakrishnan and Mudaliar Committees have been given effect to, to a great extent and the system of Basic Education as propounded by Mahatma Gandhi has been given a full trial. Against such a background, a system has now got to be developed so that we are realistic in our approach and not wanting in any respect. It is therefore up to the country and particularly to educationists to see to it that the right type of secondary education is imparted so that mistakes of the past are not committed, implementing at the same time the aims and objects of real secondary education in a realistic way for the reasons already discussed above. I sincerely feel that if our society is to be sustained through sound education, it can be possible to a great extent by providing efficient education at the secondary level. In other words, the stage of secondary education should become the strongest link so that, taken by itself, it should provide the much needed wherewithal to the growing number of school going pupils. The task is at once delicate and massive and calls for serious consideration at all levels.

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## Education In Mysore State and Its Future

AFTER INDEPENDENCE the first attempt to introduce reforms in education to suit the genius of the people and the changed conditions in the state was made by the Government of Mysore in the year 1952, by setting up the Educational Reforms Committee, with the Chief Minister as its Chairman and the Director of Public Instruction as its Secretary. The Committee consisted of educational experts, Vice-Chancellors of several Universities, members of legislature and other public leaders interested in education. After over six months of deliberations, they brought out a Blue Book on Educational Reforms, containing many far-reaching and comprehensive recommendations on the various branches of education from the pre-primary stage to the college level. Some of these recommendations were radical and novel in approach. For example, the Committee recommended that each primary school and high school in the state should have attached to it at least a few acres of cultivable land, donated by the people of the locality, so that teachers and pupils could spend a few hours growing more food for the nation, thus augmenting the resources of the school and at the same time developing a healthy respect for manual labour. Accordingly the "Bhoodan for Schools" movement was launched and many



public spirited people came forward eagerly to donate lands to the schools. Even to this day many of the schools in the old Mysore area have lands attached to them, the produce going to ameliorate the financial conditions of the poorly paid teachers, and also to meet to some extent the educational needs of the poorer sections of the student community.

Another recommendation of the Committee, which was implemented but later on given up for reasons of administrative convenience, was changing of the school year. Schools were required to commence on the Sarvodaya Day, the vacations and holidays being adjusted to suit the agricultural seasons. Setting up of the Educational Research Bureau and the Educational and Vocational Guidance Bureau to do research and frame curricula and courses of study, to prepare text books and to render vocational guidance to pupils at the high school stage are all direct consequences of the recommendations made by the Reforms Committee.

The Committee also opined that it would be a national waste to lose the services of trained and experienced teachers of mature experience, at the age of 55 years, when they are still capable of rendering many more years of useful service. The Government, accepting these recommendations, raised the age of retirement of teachers at all levels to fifty-eight years.

Before the other recommendations of this Committee could be examined and more the important of the remaining ones implemented, the whole country faced a change which necessitated rethinking of the whole problem. On 1 November 1956, the new state of Mysore, that is "Karnataka Rajya", came to be inaugurated, bringing into its fold four districts of the old Bombay-Karnatak area, three districts of the old Hyderabad-Karnatak area and one district from the ex-Madras area, as well as the Part C State of Coorg, in addition to the ten districts already existing in the old set-up of the princely state of Mysore.

Prior to integration, the educational set-up in these different

areas were vastly different from one another. The number of years of schooling, the curricula of studies, text books, pattern of examinations, media of instruction, and administrative structures in these integrating areas differed from one another, and the enormous responsibility of integrating these widely different patterns of administrative set-up and services and evolving from them a uniform pattern, acceptable to all areas, devolved upon the Department of Public Instruction.

The problem became all the more complex, as provision had to be made for the education of the children from the primary stage to the S.S.L.C. terminal stage in the different mother tongues of the children, as they had a right under the Constitution to be taught in their own languages spoken at home. So text books had to be devised in as many as eight languages viz., Kannada, English, Hindi, Urdu, Marathi, Tamil, Telugu and Gujarathi, and examination papers set in all these eight languages. Gradually a uniform syllabus covering the entire range of schooling from primary standard I to high school standard X had to be devised and introduced year by year. Many of the public examinations conducted according to the patterns existing in different areas, prior to integration, had to be gradually replaced by one common S.S.L.C. Examination for the entire State. All this the Education Department took upon itself to change, and change it did, the transition being smooth and least obstructive, thanks to the co-operation of teachers, the public and students. Soon after integration the State Government set up the Educational Integration Advisory Committee, which set out to devise a common pattern of education for the entire state. On the recommendations of the Committee, a uniform integrated primary course of seven years was evolved, common syllabi and courses of study devised and introduced in the first two lower standards in 1959-1960. By 1962-1963, the seven year primary course had come to be introduced uniformly in the entire state to be followed in the successive years by the three year high school

course, and then the last year higher secondary course leading on to the University Degree Course of three years.

While the Department was trying to solve the problem of integration and devising ways and means to make the changeover smooth, it could not shut its eyes to the other aspects of administration viz., the tremendous expansion that was going on in all fields of education as a consequence of the national upsurge and demand for greater schooling facilities.

In 1955-1956 there were 20,692 junior primary schools and 1,558 senior primary schools of which 1,359 were for girls, catering to a total student population of 12.45 lakhs of boys and 6.4 lakhs of girls. Today there are 21,547 junior primary schools and 9,565 senior primary schools of which 1,531 are for girls, with a total student population of 20.96 lakhs of boys and 15.13 lakhs of girls. While in 1955-1956 Rs. 486.83 lakhs was the direct expenditure on primary education, the expenditure during 1965-66 rose to Rs. 1,233.50 lakhs. It is about twenty-three crores for 1969-70.

The tremendous expansion in the field of primary education is mainly due to the fact that in accordance with the directive principles of the Constitution, the Compulsory Primary Education Act was promulgated in 1961, making it obligatory for children in the age group of 6 to 10 years to attend the school. During 1965-1966, 91 per cent of the number of children enumerated were enrolled. The provisions of the Act are further strengthened by offering various incentives so that children, especially in the backward rural areas, are attracted to schools. Not only is primary education free in all government and non-government schools, but also, over a million children are provided free midday meals under the CARE Programme. These midday meals are simple but provide at the same time adequate protein requirements for the effective nutrition of the growing child of the primary school age. Girls are encouraged to attend schools by being awarded attendance scholarships varying from

Rs. 5/- to 20/- per annum. The effect of all this is now visible,

The success of any social reform depends to a large extent on the active co-operation and support of the population. This is achieved by setting up School Betterment Committees which have on their membership rolls local dignitaries and representatives of the Village Panchayat. These committees have shown great enthusiasm in organizing enrolment drives, ensuring regular attendance, preparation and serving of the midday lunch, repairs and maintenance of school buildings, securing of furniture, equipment etc. As a result of intensive efforts on the part of these Betterment Committees a sum of over Rs. 3½ crores has been collected during the quinquennium 1960-1965 and after by way of voluntary donations in cash and kind for the improvement of schools in the state.

The good work done by these Betterment Committees is recognised by the Department by awarding Rolling Shields. These awards and prizes have acted as an incentive to better efforts and also have encouraged a healthy competition amongst different committees.

In spite of the many incentives offered, a certain percentage of pupils in primary schools drop out at various stages. For those who fail in standard V and leave school, Pre-vocational Training Centres have been set up at Anekal, Kota, Malavalli, Koppal, Alamatti and Challakere. These run a course of three years. Those who pass the course are eligible for joining standard VIII in the high school or junior technical schools. The candidates admitted are given Rs. 10/- stipend per month. The course includes general education as well as training in crafts. The scheme is sponsored by the Central Government.

The expansion and growth in the field of secondary education has been as spectacular as in the field of primary education. As has been mentioned in the earlier paragraphs, the newly integrated State of Mysore inherited various patterns of secondary education from different integrating areas. On the recommenda-

tions of the State Integration Advisory Committee, and keeping in view the recommendations of the Lakshmanaswamy Mudaliar Commission on secondary education, a common pattern of secondary education consisting of the three year high school course terminating with the S.S.L.C. Examination followed by the one year higher secondary course (corresponding to the P.U.C.) culminating in the P.U.C. public examination, came to be introduced in 1960-1961, starting with VIII standard. The first batch of students under the new uniform scheme took the S.S.L.C. Examination of March 1963.

The tremendous expansion at the primary stage had its impact on the expansion and growth of secondary education also. While up to the date of integration, secondary education was mainly concentrated in the schools run by Government or Local Bodies, after integration, the initiative for starting high schools came to be wrested from government and local bodies by private agencies who came forward in large numbers to start high schools. While during 1965-66, there were only 486 secondary schools in the state with an enrolment of about 1.7 lakhs of pupils, in 1965-1966 this number increased almost three-fold. By the end of 1965-1966 there were 1,491 secondary schools catering to a total student population of 4.5 lakhs, nearly one-fourth of them being girls. The expenditure on secondary education (direct) also rose up from Rs. 144 lakhs in 1955-1956 to Rs. 364 lakhs in 1965-1966. It is now nearly nine crores for 1969-70.

This sudden expansion at the secondary stage has put a severe strain on the department to provide trained teachers for all these schools. Training is the *sine qua non* of any good system of education, and if quality must keep pace with quantitative expansion, training facilities must also expand as rapidly. While the number of teacher training colleges offering post-graduate training facilities has increased from 7 to 20, the percentage of trained teachers has remained almost static at about

60; may be it has even decreased to 56.9 in recent years. This problem is engaging the serious attention of the department and efforts are being made to have evening courses, in-service training and correspondence courses to raise the proportion of trained teachers to the required level.

Side by side with the P.U.C. colleges affiliated to the universities about 300 higher secondary schools have standard XI. The syllabus, text books, and pattern of examinations in these XI standard classes are common with the P.U.C. classes of Universities in the respective University jurisdictions. Actually the three Universities in the State conduct the Standard XI Public Examination side by side with their own P.U.C. examinations.

During the last two years even secondary education is made free for all, in all Government, Local Body and Aided Schools in the state, only failed students being required to pay fees. This has acted as a great incentive to the poorer sections of the community to continue the education of their children at least upto the S.S.L.C., particularly in the rural areas.

In addition, a large number of scholarships are awarded to students at the primary and high school levels. The following figures give a comparative idea of the large amount being spent by the state on scholarships:

	1956-1957		1960-1961		1964-1965	
	Number	Amount Rs.	Number	Amount Rs.	Number	Amount Rs.
High Schools	13,579	7,28,275	19,983	10,34,849	34,189	23,47,430
Middle Schools	5,065	1,31,917	14,643	3,42,542	11,601	2,91,740

While thus the department has spared no efforts to make education free and has taken it to the very doorsteps of students

by opening a large number of primary and high schools and has offered incentives by way of scholarships and free supply of books, qualitative improvement has also been duly engaging the attention of the department side by side with quantitative expansion.

The quality of education imparted in our schools depends to a large extent, apart from extraneous factors such as proper buildings, furniture, adequate library and laboratory facilities etc., on the quality of teachers employed. It is very essential to have only trained teachers in our schools, either by recruiting only trained personnel, or giving training to those who have remained untrained. The number of teacher training institutions for primary teachers, has increased from 44 in 1965-1966 to 84 in 1965-1966. Every year approximately 6,000 teachers get trained in these institutions.

In the twenty post-graduate teachers' colleges over 1700 teachers are trained every year. In addition, a State Institute of Education has been set up at Dharwar since 1963-1964, with the objective of bringing about qualitative improvement in primary education and teacher training institutions through in-service training of the inspecting officers and the staff of training institutions conducting studies and investigations.

The Regional Institute of English set up at Bangalore in 1963 caters to the needs of the four southern states of Mysore, Andhra Pradesh, Kerala and Madras. It imparts training in the methods of teaching English to primary school teachers of English through teachers serving in teacher training institutions. The trainees are from all the four southern states and the cost is also shared by these states.

In addition, the State Institute of Science has been set up at Bangalore since 1964-1965 under Central Government assistance for the improvement of science teaching in secondary schools. Generous grants are given from the department for equipping science laboratories in secondary schools. Even the

senior primary schools are equipped with simple laboratory equipment for conducting basic experiments in general science.

As the number of girls' high schools and primary schools and the enrolment of girls in these institutions is increasing year by year, it has become necessary to pay special attention to the problems relating to girls' education in the state. So, recently an officer of the status of a Deputy Director of Public Instruction has been posted at headquarters to deal with these problems specially.

For improving the curricula and courses of studies and for conducting research in various educational problems, the State Educational Research Bureau has been set up (1958). It concentrates on curriculum construction, preparation of text-books, preparation of guide books for teachers and conduct of educational research and investigation. A text-book nationalisation wing has also been attached to it, so that standard quality text books prepared by panels of experts and experienced teachers in the respective fields gradually replace the existing text-books prescribed from the open market. As many as 193 text-books in various languages and subjects have been so far nationalised. Steps are under way to nationalise the language and non-language text-books of other standards, according to a phased programme.

The Government Branch Press at Mysore has been converted into a departmental Text-Book Press where most of the nationalised text-books are printed and distributed to various selling agencies through Departmental, Divisional and District Book Depots.

The State Bureau of Educational and Vocational Guidance has been started with the three objectives of providing leadership for guidance, development of tools and techniques of guidance, and undertaking research and follow-up work. The Bureau brings out a monthly brochure on vocational guidance for use in schools.

The Text Book Committee continues to function since all



text-books of all standards are not yet nationalised. The Committee recommends text-books written by private authors, for selection and prescription as text-books, after careful scrutiny.

Our system of examinations, both at the school level and at the state level has come in for great criticism, as it is felt to be educationally unsound, laying as it does heavy emphasis on learning things by rote rather than assimilation of knowledge. The question papers set in various subjects cover only limited areas in portions covered. So the urgent need to bring about a radical reform in the field of examinations has been keenly felt both by the Central Government as well as by the State Department of Education.

As under the existing set up we cannot altogether do away with the examinations, we have at least to improve the quality of question papers set. We could make them objective-based and set them to cover the entire range of the subject taught instead of setting a few essay-type questions. A lot of research has yet to be undertaken in this field. A beginning has been made by setting up the State Evaluation Unit, whose main objective is examination reform. The unit works in close collaboration with the State Secondary Education and Examination Board, which is a statutory body set up only last year and which is also the main agency for conducting the various departmental public examinations. The Evaluation Unit analyses the question papers set and suggests improvements. It also conducts workshops for training teachers in setting objective-based question papers. An analysis of the S.S.L.C. Examination results, diagnosing reasons for heavy failures at the S.S.L.C. level and suggesting remedial measures constitute the important task facing the Evaluation Unit.

The Department has also set up Vidnyana Mandirs at Devarayasadra, Moodibidare, Shiralakoppa, Myasandra, Kondnur, Ilkal, Hamsabhavi, and Basavakalyan centres in the state, with the objective of familiarising the rural folk with scientific

principles, by arranging demonstrations, displays, exhibitions, talks and film shows etc. These work in close collaboration with the Community Development and National Extension Service Units at the taluka level.

In addition several steps have been taken for ameliorating the conditions of the poorly paid teachers. The Mysore State Teachers' Benefit Fund set up in 1963-1964 aims at giving financial aid to teachers and their dependants who may be in financial distress due to circumstances like untimely death or prolonged illness of teachers. It also makes ex-gratia payments to such of the selected teachers after retirement, as may have rendered exceptionally meritorious services.

Side by side the Mysore State Students' Welfare Fund is also set up since 1963-1964, with the manifold objectives of promoting the welfare of students studying in educational institutions in the state by rendering financial assistance such as payment of all kinds of fees, purchase of books and stationery, supply of uniforms, meeting maintenance charges in really poor cases, providing essential medical treatment, and meeting the cost of transportation from and to educational institutions, and also extending financial aid to educational institutions promoting student welfare such as midday meals, health and physical education, co-curricular activities and book banks.

For both these funds, all teachers and all students of secondary stage and above are required to contribute at a uniform rate of Re 1/- per year. In addition, contributions of Government and Local Bodies, donations, receipts from benefit shows go to augment the resources. A number of benefits are provided through the National Foundation of Teachers Welfare Fund also.

Since 1-4-1963, the Triple Benefit Scheme has also been introduced, covering the teaching and non-teaching staff, permanent as well as temporary, serving in state aided schools, whether run by local bodies or by private managements. The personnel coming under the scheme are entitled to the

three benefits of pension, provident fund as well as life insurance, as in the case of government servants.

#### SOCIAL EDUCATION

The education of adults and adult literacy and management of Vidyapeethas are in the hands of the Adult Education Council. Government subsidises the Council by grants.

In Bombay-Karnatak area the Regional Committee looks after this work.

The recently constituted State Council for Social Education is taking steps to coordinate the work of the various agencies in this field.

#### NURSERY EDUCATION

The education of children of pre-primary stage (children of less than 5) is mostly in the hands of private agencies at present. These are given generous grants by the department.

As it is, there is a grievance that the benefit of nursery education is not being enjoyed by rural children. Government are considering steps to extend it to rural areas by starting *balavadies* in villages. The report of the Committee set up for the purpose is under consideration of Government.

During the last decade two more Universities have been started in the State—one the Bangalore University and the other the Agricultural University at Hebbal on the outskirts of Bangalore.

This has given a great fillip to higher education and to agricultural education which is the great need of the times.

Besides these, the three academies in the state viz., the Sangeeta Natak Academy, the Lalith Kala Academy and Sahitya Academy are also doing very good work, in encouraging development of arts and literature in the state, organising periodical exhibitions,

performances by eminent artists and programmes of troupes from places outside the state, etc. Eminent men in the field of literature, dance, drama, music, arts, painting etc., are being honoured by the state through awards instituted by these Academies.

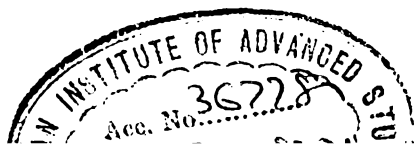
The Literary and Cultural Development Section of the Department is busily engaged in the production of the Kannada Encyclopaedia. The work on the Kannada-Kannada Dictionary through the Kannada Sahitya Parishat is briskly going on.

#### THE FUTURE

Ever since independence the quest for a national system of education related to life, needs and aspirations of the people, thereby making it a powerful instrument of social, economic and cultural transformation necessary for the realization of national goals, and aimed at increasing productivity, achieving social and national integration, accelerating the process of modernisation and cultivating social, moral and spiritual values has been going on. Several state governments have set up Committees to bring about reformation in the existing system of education. The Central Government itself had set up at least three commissions, first the Radhakrishnan Commission on University Education, then the Laxmanaswamy Mudaliar Commission on Secondary Education and the latest the Kothari Commission set up in 1964 to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects. The recommendations of the Kothari Commission which were presented to the Government of India on 29-6-1966 are of very great interest as they are the latest and also as they cover the entire gamut of education, from primary level to University level, barring perhaps legal and medical education. The Commission has rightly pointed out that any educational policy to be formulated must have built

into it flexibility so that it can adjust to the changing circumstances, thus giving a certain amount of leeway for experimentation and innovation and enabling the country to get out of the rigidity of the present system. For in the rapidly changing world of to-day one thing is certain "yesterday's education system will not meet to-day's and even less so the needs of tomorrow". As the Chairman of the Commission has pointed out at the time of presenting the report, the recommendations of the Commission would provide "some basic thinking and frame work for taking at least the first step towards bringing about what may be called an educational revolution in the country". The various sectors and aspects of education covered by the Commission's recommendations are :

- (1) Introduction of work experience (which includes manual work, production experience etc.) and social services as integral parts of general education;
- (2) Stress on moral education and inculcation of a sense of social responsibility. Schools should recognize their responsibility in facilitating a transmission of youth from the world of school to the world of work and life;
- (3) Vocationalization of Secondary Education;
- (4) Strengthening of centres of advanced study and setting up of a small number of major Universities which would aim to achieve highest international standards;
- (5) Special emphasis on the training and quality of teachers for schools;
- (6) Education for agriculture and research in agriculture and allied sciences should be given a high priority in the scheme of educational reconstruction. Energetic and imaginative steps are required to attract a reasonable proportion of talent to go in for advanced study and research in agricultural sciences.



- (7) Development of quality or pace setting institutions at all stages and in all sectors.

These various recommendations are engaging the immediate attention of both the national Government at Delhi and our own State Government. The Government has to take a very early decision on what should be the future pattern of education in our own state keeping in view the important recommendations of the Commission. For example they have to decide whether the present system of 11 years of higher secondary education followed by a three year Degree Course should be increased to one of fifteen years consisting of ten years of high schooling, two years of P.U.C. followed by the three-years degree course; whether the P.U.C. should form a part of the secondary education scheme or whether it should be added to the collegiate course as a preparatory course for a degree. Government have also to decide whether to continue the present three language formula and also decide about the place of Hindi in the new educational set-up. Another important point that requires immediate attention of Government is the one of examination reform. There has been a national cry against the tremendous waste that is going on as a result of heavy failures in various public examinations. Charges are made that innocent children are slaughtered at the altar of an out-moded examination system. Charges are also levelled that our children are being made the guinea pigs for experimentation in the ever-changing pattern of education. These points and several others are crying for an urgent attention. It is high time that we sit down to the serious problem of studying the existing ills and take remedial measures before it is too late. The Commission has pointed out that any delay in translating thought into action is going to be dangerous. The Commission has also pointed out how urgent is the need for educational reconstruction which is crucial to our future. It is true that the problem is

unusually difficult because it is to be accomplished with comparatively meagre resources in terms of men, material and money. In spite of these difficulties it has to be taken up in earnestness immediately and pursued intensively. "We stand at a critical cross-roads of history where the choice is between education and disaster. We must either build a sound, balanced, effective and imaginative educational system to meet our developing needs and respond to our challenging aspirations or be content to be swept aside by the strong currents of history".

## Regional Colleges of Education \*

It is indeed a matter of pleasure for me to meet you all this morning as one heading the Mysore University Commission in connection with the affiliation of the courses of the Regional College of Education. I for one feel, and I hope the other members of the Commission also feel, that the staff members and students should have some discussion with us regarding the progress that is being made in various areas. Some time back I went to some institution to inspect, during holidays, and I met only the Principal and a few staff members and I did not get a complete idea about the working of the institution. There is nothing like having a kind of dialogue between the students and the people that come to the institution, so that the latter will have some idea of the thoughts that are uppermost in the minds of students. That is the way I feel about it. We will be able to assess the college as a whole that way and thus be in a position to know what is what. I feel that my esteemed colleagues Shri Srinivasa Murthy and Shri Ramachandra also agree to this kind of dialogue.

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\* Speech delivered at the Regional College of Education, Mysore, on 31-1-1969.



I am very glad that you are in an institution which is unique. It is unique not only on account of its buildings, staff members, equipment and such other things, but also due to certain activities that are carried on here. It is an institution that caters not only to Mysore, but also to other sister states in the neighbourhood and it is the only one of its kind in the whole of South India. Therefore, here we have students drawn from all the four states. In no other college in the state we find such a group of students coming from different parts of the southern zone. There are great many advantages in the matter of maintenance of standards depending on the attainment of students and also forging ahead to improve conditions. Within this college, you may come across very well-equipped students and in order to come up to their requirements, we will have to pull up others. Thus I feel that there is indirect influence of students having different attainments in the same campus. If there are some very backward students, the standards will have to come down to meet their requirements. I have always felt that we should strive to go up and not to go down.

This institution again has greater facilities than many others. There are fine laboratories, well-trained staff and good residential facilities. Very few training institutions have such arrangements. Yesterday I was very much impressed with the Dining Hall which is yet to be declared open. I was telling the Principal that there could be no less a person than the Prime Minister herself to declare it open. I feel that this college would be one of the centres where many types of seminars, workshops, in-service training courses and such other much needed activities could be carried on very successfully, and to the great advantage of one and all. When we were discussing about the future of this college, I felt that an educational institution with such a standing has a great future in spite of so many reports and comments we often hear in the press and outside. Because education is growing and then because we say we are going to give new direction to the

whole programme, it does not mean that this college or similarly situated institutions have no programme in future at all. For instance, I was telling Miss Chari, quite a few days back, that even though this college was originally meant for the multipurpose courses, we were going to have another multipurpose course, not from standards VIII and IX, but from Standard XI. Therefore, we do not sometimes even appreciate the shift of emphasis to some thing new. That does not mean that this college has no definite programme in days to come. Therefore, in this growing demand for training and for improvement of the quality of education, a very well-equipped, well staffed and well organised institution like this has also a very important role to play, and I, therefore, very much look forward to its being very useful and effective in its various undertakings.

I am aware of the various courses that are run here, particularly of the Summer Schools-cum-Correspondence Course and in-service training programmes and other things. Your Professor of Education, Shri Devadason, was asking me to talk to you about "Re-organisation in Education" and also about the new changes that are going to be brought about in the State of Mysore. I was telling Miss Chari and him that they have, no doubt, been telling you about the various changes that were initiated and brought about. However, I cannot help referring to some of the main things which are in my mind. For example, I would like to mention how very necessary it is in Mysore State to strengthen the Inspectorate.

There has been a lot of expansion in the student population giving rise to a large number of primary and secondary schools. Even under our Government of India Schemes, nobody was thinking about increasing the inspecting staff commensurate with the rise in numbers. To have expansion in the number of pupils, schools and other allied things is one thing. But to ensure that there is an effective and competent machinery to supervise all this is another. I think in the whole of our country sufficient

attention has not been given to this aspect. Many of the schools are now not being regularly visited or inspected. Even in earlier days, I find that there was one visit and one inspection in the case of very well-established institutions. But now new institutions are coming up with inexperienced teachers under very young managements. Therefore, the need for inspection and supervision is much more than before. Generally, Government is supposed to spend about four or five per cent of the total expenditure on direction, inspection and such other purposes. But in the Mysore State, for your information I might tell you, we are spending less than 2% only, which means the Director of Public Instruction here, as in the case of other Directors of Public Instruction elsewhere, is handicapped to the extent of 50%. Everybody is talking about improvement in quality, standards and what not, but if we look at this from this angle, you will immediately realise how some very important areas are not taken care of properly. And again, you will find that the cost has enormously increased due to free secondary education and also due to free compulsory primary education. Committed as we are to the Constitution, we must have free primary education as in all other states. Here also we have tried to give teachers, according to pupils enrolled, based on our census which is arranged at the end of every calendar year. The names are there on rolls and we have to think of the requisite staff. And then we will have to provide the staff, if we are to implement the scheme of compulsory primary education. So we have added some 20,000 primary school teachers during the past few years, and then we have also increased the number of high schools. The total expenditure for this year is going to be round about thirty-four crores for school education, not to speak of collegiate education, technical education and university education. Only for school education the present expenditure would be in the neighbourhood of thirty-four crores of rupees. And next year it is going to be of the order of thirty-eight crores of rupees. So you find

that this expenditure is increasing by leaps and bounds, and you find that there is shortage of funds. That is why we are thinking of increasing the educational cess, by levying 25 paise in a rupee, so that we are able to get a certain amount of money from the tax payer. We are tied down to the policy of free and compulsory primary education and also to free secondary education, but our resources have not increased. Therefore, we are thinking of raising funds that way.

What I feel personally about the whole thing is, in addition to such funds, we must also have other sources of income mostly from the locality, because, it is the locality and the local people that stand to benefit and they should exert themselves in developing their institutions with the help of the local resources and personnel. Fortunately for us, as we are all aware, everybody is anxious to have good education and we should make use of this feeling in a very systematic way. People often think that when an educational institution is started, they must get all the benefits from Government. Here I would also like to emphasise that, in the new set-up, the traditional method of looking up to Government for everything should cease. We are a free nation and therefore the local institution should find salvation through local efforts. If education has progressed in other countries, it is because local authorities such as the county councils in the United Kingdom and other local bodies have come forth to invest more and more on education. I was in Chicago, seven years ago, and there I visited perhaps the richest training college in the whole of the U.S.A., richest in the sense, it has very spacious buildings, staff, equipment and all that, and the salary of the Education Officer there is more than that of the Governor himself. Those people have realised that, after all, the person who sits in judgement over educational matters is going to be really more effective than any other person. In fact, the trend in countries like Germany or Russia is that people who are in the field of education are given more than adequate remuneration. I am

mentioning all these just to point out to you that if there is real earnestness, we find that there is proper reward. I was telling this just to show how the local authorities can seek their own salvation through their own concerted efforts by rousing one and all concerned. I am, therefore, positive that unless we also adopt those methods in India, we are not in a position to deliver the goods. Well, that is about the financial part of it.

Now, coming to the syllabus, which we are at present revising, we are going to have an electiveless syllabus up to Standard X, and then a kind of a multipurpose syllabus from Standard XI onwards—for Standards XI and XII. We want to have some systematic courses in Standards XI and XII. Some courses would no doubt lead on to the university education and some others would be terminal. Our effort to have successful multipurpose schools, at the high school level, as you all know, has not succeeded not only in Mysore State, but also elsewhere in the country. Our boys and girls are still too immature to decide on a course of studies as early as, say Standard VIII or Standard IX.

Our boys and girls are also unfortunately looking comparatively puny and underdeveloped. Yesterday while going with your Principal around the campus along with my colleagues, I mentioned this point. It is a fact, and there is no gain-saying it, because it has got to be accepted. Therefore, incidentally, I should also say that apart from anything else, we must care for the robust body-building of our boys and girls, because only strong boys and girls who can take on the load can assimilate things, and then rise to the occasion. We cannot expect much from under-nourished, weak and energyless boys and girls. However fine may be our machinery for teaching, if the recipient is not in a position to imbibe, what is the use of all our efforts? Therefore, I have now started telling my teachers: "Well, take care of the boys and girls; if they are not properly fed, start a canteen and make them really happy, to the best of your ability."

I am finding many of our under-nourished boys and girls sitting with an woebegone appearance in class-rooms, and if we try to give the best of our knowledge, using the latest methods, we would all fall flat. Students of psychology as we are, we should first, I think, gauge whether they are really in a mood to listen and that is the first consideration. Next to that, I feel, we are to approach the whole thing in the new way and not in the old way. The new way as we have learnt already is to engage the boy or girl, in a rather free and homely manner and not to make him feel ill at ease. I am mentioning all these very rudimentary things, just because, sometimes these rudimentary things are lost sight of. There was a time when pupils used to be actually carried to schools, because they hated going to schools. Now I wonder whether those boys could ever learn anything at all in those schools. And, therefore, I feel that the personality of the teacher has much to do with his success in getting them to the school in proper shape, both in body and mind, so that he is ready to have a dialogue, a kind of sending across ideas and then to enthuse them. Very often these are lost sight of and, therefore, as prospective teachers (some of you have already been teachers, I am sure) you would get over this and thus make the school a lively place, a place of attraction, to the best of your ability, involving all your staff members, the local public and all well-wishers. We are judging the teacher not by his ability to teach mathematics or any other subject alone, but by his ability to pull them all together towards a higher aim by looking to the requirements of so many fields. There are so many important things in the development of personality. A successful teacher is conspicuous by his work in the premises of the school, on the play-ground, so on and so forth, but what is happening is that our teachers, now-a-days, are becoming more and more mechanical due to various reasons. That kind of approach should really disappear. I have been wondering very often, why we should not have some meetings of teachers to orient them

towards a lively approach to things, towards a constructive outlook, towards preventing them from damning their own school and all its activities. Quite often we come across many friends who start their work grumbling and end up by sitting quiet in the chair. Well, nothing can cause greater harm than such an attitude.

Coming back to the syllabus, I might say that we do want to strengthen our Science and Mathematics courses. Compared to other courses, I mean courses in other countries, we found these were not quite up to the mark and our boys and girls never compared favourably with the boys and girls in other countries. Even the first class students were telling me in the U.S.A. that they were handicapped in the beginning, because of the low standard in Science and Mathematics in our schools and colleges. Therefore, we want to strengthen those courses. We want to do away with this nomenclature, Social Studies. For example, we want to trifurcate it into History, Geography and Civics, because in the name of Social Studies they had a curious jumble of all these things, which did not sometimes make any sense.

You know what happens when we prescribe text-books. The syllabus may be there with the general indication of the intention. But the syllabus is not everything. Then these text-books come as a living commentary, on the spirit of the syllabus. I am very anxious to say a word or two about our text-books. We do not have the text-books as we require them, ideal text-books I mean. I must, of course, at the same time pay tribute to the N.C.E.R.T. in the production of a large number of text-books on a great variety of subjects. Even among them, some are too high or too difficult for the common run of our pupils. Great experts have gone into the question and they have tried to make them really very comprehensive and I appreciate their efforts. But I would also at the same time appreciate the actual needs of our boys and girls. We want to soar up. But there is

the need to keep us up at the same height so that we do not just fall down and break our necks. Sometimes these text-books are the be all and end all of our effort in teaching. We do not produce all text-books at the moment, though of course we have started nationalising. We have nationalised nearly 200 books. Previously we used to get books written by other publishers and then we used to select the best available books. So any book that was a little better comparatively was picked up and was kept in the hands of our students and teachers. I am analysing all this from my long experience, and those text-books became the basis on which everybody depended for running schools. First of all our teachers were not fully equipped. Even now nearly 40% of our teachers in high schools of Mysore State are not trained. Many of them have joined this profession as a last resort. I do not think any one of you has done this here. But many of them did join as a last resort, but later, you see, I am very happy to tell you that they have started liking it also. That is something. It is no use joining something which one does not like and again being quite indifferent to it. If they have joined and if they have started liking it, that is very good.

I was asking your Principal as to how many first class students you had this year, because we want to attract the best talent in the country, and thanks to the various facilities here, this college has attracted highly talented students and teachers to undergo training. I am telling all about this, because I am analysing the whole situation. If they come and join because they could not get a job elsewhere, you know how they would fare in our classes. And again to add to that there were such text-books which were not thorough. There was thus what you call the *Triveni Sangam*—the discontented teacher, the bad text-book, lack of proper training and equipment.

Naturally none of the teachers tried to see beyond his nose because he thought that the books placed in his hands were the best available. Only in some exceptional cases there were some



efforts to give some additional knowledge and thus by and large they were able to carry on their work. But this arrangement has an adverse effect on teaching as a whole. Therefore, we want to avoid this. We want to raise our scales. Now we are raising our scales and at the same time trying to nationalise all textbooks. At the same time we want to give all incentives to our teachers to come to this profession. We have to go to the very basic things. We are very earnest about improving conditions by enriching the syllabus also. We are at the moment running some classes, some seminars and workshops with a view to acquainting our teachers with these new developments.

One of our officers, the other day, was telling that sometimes we spend more time on these, rather than going to the root of the problem. These days we hear very often about seminars, workshops, refresher courses so on and so forth. All these are very good. But the material should be there. Otherwise all these are a waste. We must have the basic thing, namely gold. If gold is not there and we are hammering some metal that shines like gold it is a sheer waste. But, fortunately for us, we are finding that earnest teachers have the maximum pay, so that they are in a take-off position when they go to our class rooms. That is why we are going round (your professor Devadasan is also going round) and helping officers in this regard. By and large I must say that a great awakening at all levels and on all fronts is necessary to overcome the present disappointing state of affairs. You are all going to different parts of the country after your training. Mere training is no good, but what follows after training is really the most important thing.

Very often there is a complaint heard from all quarters that everybody forgets whatever he has learnt in the training institution after the training is over and starts teaching in his own way. Well, I feel that all the sophisticated things you learn here cannot be implemented in your schools or in your conditions. I do agree. But the spirit underlying all these theoretical principles

and elaborate teaching aids and such things should carry you to some extent, if not far, in your day-to-day effort for making your teaching effective and satisfying. Therefore, please do not think that you must do everything in your class-room or you must give up all that you have developed. I feel, according to the circumstances and the needs, you must strive to adopt the latest methods, to put forth your wholehearted efforts and to see how best you can be of use to your pupils. After all there is nothing like being transparently sincere in your desire to send across ideas and get a proper response. A ton of all such extraneous effort is of no use if there is no ounce of intrinsic sincerity in your day-to-day teaching. As a teacher one has succeeded more if he has got some response from the bright and inquisitive faces of pupils. I am not so much for the teacher who goes on doing things in a very routine and mechanical manner. The reward of successful teaching is actually felt in the class-room whatever it is. It may be an experiment; it may be solving a sum; it may be a poem, and that is the highest reward one can think of. I feel that there are not too many of such teachers who are out to get the satisfaction on the spot by involving the whole class in a very satisfying and fruitful effort. And that reward is the criterion of successful teaching. I do not care so much for buildings, libraries, audio-visual aids, so on and so forth, if you see that earnestness is not there on the part of the teacher.

Well, Ladies and Gentlemen, we have launched a massive programme in the field of education, but the success of it depends on the attitude of our present teachers and the new teachers that are going to join the profession. I feel that every one of us is moving about with great responsibility on his shoulders. I do not mean to say that others do not have any responsibility; but their responsibility is there for the time being, but not for a long time. We are passing through a crisis and the success of getting over the crisis depends on our teachers at all levels.

And, therefore, we are trying to associate as many people as is possible. We are very much after this idea of 'The School Complex'. The idea is open and simple; it must help our primary school teachers. We must look up to the college teachers in our day-to-day programme and thus all of us should join hands to make our teaching rich and intensive. All these days there were artificial barriers between the junior primary school and the senior primary school, between the high school and the college, and thus you see though men and materials were available we never cared to use them. At no other time there was a greater need for economy than now. And, therefore, a teacher should be brought to such a place which is, if I can call it so 'an educational paradise', and he must be taken round, shown things, and thus he must be given an insight into the new trends, new developments and thus be put on a new line of thinking. Well, this kind of work should go on at all places, even at the village level, and then only I am sure that the conditions would look up, and we will have some hope of improvement. I am not speaking out of a kind of disappointment. I am mentioning all this, because we have such a thing which could be depended upon, which could be made use of and only when you and the people that matter, at many levels, strive yourselves with a will, then only things would improve.

Well, Ladies and Gentlemen, I am afraid I have taken too much time dilating on all these aspects. But I could not help mentioning these, because our approach is a comprehensive one, a well-thought-out one, to meet the needs of the situation and we value every individual that is involved in this stupendous task of education. It does not mean that we have done our best only by taking care of school education. We have to take care of adult education. We have to take care of recreation centres, play fields, entertainment, so on and so forth, so that we are able to create a climate which is so necessary for achieving our things. Our literacy is as low as 25% in the country and we

want to work out a democracy successfully at the same time. Can you work it out? No, we cannot work it out unless we try to help our grown up people in all possible ways. One of the hall-marks of some of the progressive countries is that, even after their routine school education, the educated grown-up people are brought back to community schools, namely high schools. So many good things are taught there and this class is called Adult Education Class. Please do not think literacy is there to make a man free from further learning. There is education even after school. So our attack should be on so many fronts and at so many levels. I wanted to raise some of these issues, so that I could speak out my mind and thus be in a sort of dialogue with you with these ideas.

I am extremely thankful to Miss Chari and to all of you for having given me this opportunity of saying a few words; by the way I might also suggest your asking a few questions so that I might be able to give some of my reactions or some of my ideas concerning those points.

I am sure all of you are enjoying yourselves here, enjoying yourselves with your studies. Enjoyment is the sign of progress. If you enjoy your studies, you enjoy your stay in the hostel and you enjoy your life in the campus. All of you do look very happy. If you look happy and prosperous, that is an indication that you are on right lines. Therefore, before concluding, I congratulate you and your staff members and the Principal on all the good things you are doing here and you are going to do.

Thank you.

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## Objectives in Education and Evaluation

### SYSTEM OF EDUCATION

OUR COUNTRY needs waking up to the problems of education in a wider sense. The meaning and concept of education have broadened now. Education is not mere learning isolated bits of information. It is the development of the abilities, attitudes and skills in children. Thus it indicates definite shift in the objectives. For improving the quality of education, one has to take into consideration the proper selection of objectives of education, proper selection of the curricula of studies, suitable methods of teaching and correct methods of evaluation.

### OBJECTIVES

Objectives in any area of the curriculum are to be regarded as directions of growth. The growth and development of the individual has to be directed towards these goals or objectives. These objectives have to be selected and stated in such a way that progress towards them may be appreciated. The problems that confront our children today are very complex and diversified. With this diversity of adjustment patterns that are deman-

ded of our pupils, it is necessary to select the objectives that are functional. This suggests the need to set up certain criteria for selecting the objective. These criteria are :

1. The statement of objectives should be practicable for class-room teacher.
2. The statement should be based on sound psychological and pedagogical principles.
3. The objectives should be possible for attainment under reasonably favourable circumstances.
4. The statement of objectives should indicate the relationship of the class room activity to desired changes in human behaviour.

#### CRITICAL-MINDEDNESS VS. SPONGE-MINDEDNESS

The objectives of teaching a particular subject have to be thought of separately. But some of the major goals of teaching any subject are knowledge, application, skill and attitudes. Formerly much importance was given to knowledge. But knowledge is not the be all and end all of education. The knowledge that pupils acquire should not be the formal type—but functional and should relate to life situations. Formal knowledge is likely to be forgotten. But the content learnt in reference to the solution of problems is actually strengthened and augmented with the passing of time. Application of knowledge to life situations is one of the important abilities to be developed in children. Pupils are expected to be critical-minded and not sponge-minded. Unless opportunities are given to pupils to learn things by experience and we encourage them to apply that knowledge to new situations, pupils do not retain that knowledge and they do not desire for any benefit out of it.

Skill is another important ability to be developed in children. Besides developing mechanical skills like handling things

properly, drawing diagrams, maps etc., attention should be paid to develop skills in solving problems. Problem-solving abilities are the important prerequisites to be developed in children. When once they know how to solve problems in school subjects, they may be able to solve their every day problems in similar life situations and later national problems and international problems too. Educationists have recognised that proper attitudes are to be acquired by children to become good citizens. Some people consider attitudes as by-products of learning. But it is now recognised that these are important objectives. The success in developing proper attitudes depends upon the teacher. By providing proper learning experiences, it is possible to develop proper attitudes in children. Teachers can guide pupils so that attitudes, insights, and behaviours they learn contribute to the well-being of themselves and of society. Human relations education helps pupils to learn to accept differences—differences in talent, ability, emotion, race, religion, caste and related matters. The teacher cannot force new insights upon children. He can expose them to new ideas. He can provide appropriate experience and materials and construct bridge-heads of interest. Much of the prejudice and predisposition which pupils had before will disappear if they are helped to understand themselves and others in this way.

#### ORGANISING THE SYLLABUS

Keeping in view the objectives of education as stated above and the types of needs of the individual, the content material should be selected. Content should be selected in terms of broad concepts, general and specific needs of children, interest, growth and age difficulty level of children. The syllabus should be framed so as to ensure continuity in the development of topics. Text-books and guide books for teachers should be written on this basis. Teachers should have an active hand in various

methods of teaching. They should keep in view the major objectives of teaching, the subject and the specific objectives of teaching, the lessons in the subject and adopt appropriate procedure, use proper teaching aids and help pupils to learn.

#### EVALUATION

The various objectives of education are generally listed. But there is great divergence between the objectives of education and the outcome achieved. This is because of the defective evaluation methods adopted. Examination is playing a vital role in the educational system. It decides the student's course of studies, his career and his progress. Hence every thing else is neglected by pupils, if it does not satisfy his immediate purpose. An analysis of the question papers set for the examination shows that they do not satisfy the coverage of the syllabus, nor do they promote and encourage the objectives. The difficulty level of the class has not been kept in view by paper-setters. They encourage cramming. These are only a few of the defects noticed. Hence there is an urgent need to reform the system of examination.

The question paper should be of a composite type. It should contain improved essay-type questions, the objective-type questions and the short answer-type questions. Before conducting such a type of examination with composite question papers, headmasters and teachers should be trained in this evaluation technique by conducting a number of evaluation workshops.

The progress made in every field should be reviewed periodically and action needs to be taken to improve the system. All efforts need to be made now to improve the quality of Education.



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## Educational Organisation and Administration

IF WE JUST consider the number of pupils, teachers, administrators, etc. involved in the field of education in the Mysore State and elsewhere, we would easily find the enormous range of the problem.

Out of nearly two and a half crores of the population in this state, nearly half a crore are involved in education in one capacity or the other. First of all, there are about thirty-one lakhs of pupils in primary schools, three to three and a half lakhs in secondary schools, about one lakh and ten thousand primary and secondary school teachers, and about 60,000 of pupils in pre-primary schools.

It may, therefore, be said that one out of every five in the Mysore state is receiving education and or doing work in the field of education. Obviously the problem of education is enormous and it is necessary to see whether all of them are properly taken care of. To have a large number is one thing, but to see that they are properly doing their work is another.

Here comes the question of organisation and administration. Besides considering only the proper administration of schools, it would be equally important to see whether all the bottlenecks in administration are removed in the matter of pay, service

conditions, physical comforts, timely guidance etc, so far as the teaching population is concerned. I, therefore, feel that taking care of teachers and administrators who are concerned with such a large number is of the utmost importance. The efficiency of these no doubt will have its effect on all under them and the public that they come in contact with.

#### SCHOOL AS A UNIT

Organisation and administration needs special attention at all levels. Taking the school as a unit, we find that running and maintaining it properly is itself the first step in the interest of education. For this purpose studies in schools should be properly organised and educational activities, both curricular and extra-curricular, should be properly planned. Building and equipment are also no doubt necessary, but we will have to work with the available means and resources.

Dr. S. Radhakrishnan, our former President, has said that he is the best teacher who uses equipment least. This might be possible for a few gifted teachers. The average teacher has to depend on many aids for making his teaching really useful. This means that a school should have a fairly good stock of the requisite equipment.

Most of our schools, particularly Primary Schools which number about 30,000 in Mysore State, do not have their own buildings. Some are actually held in public places like temples, mosques, churches, dharmasalas, etc. A little more than one-third of our schools have their own buildings. The rest of them are housed in rented buildings.

It is up to teachers and administrators to see that at least the minimum housing facilities are provided for making teaching effective. We may also have cheap design buildings as suggested by Sri S. Nijalingappa, the former Chief Minister of Mysore. For this the co-operation of villagers and well-wishers is absolutely necessary.

The school staff is the key-stone in the structure of the school. The success of a school depends on them. Whether they are trained or not, is not really very material, provided they are realistic and enthusiastic about work and do their job to the best of their ability. Sometimes untrained teachers are found doing better work than trained ones. They are the enthusiastic teachers of exceptional ability and resourcefulness.

#### NEW EDUCATION

In its normal sense, education is not necessarily confined to the four walls of the class room. It is for teachers to find out various other agencies and utilise them to enrich education. Home is the extension of the school and vice versa. It is very necessary to create an educational climate in homes through contacts with parents and guardians. After all the pupil spends less time in school than at home and the teacher has to take this fact into consideration while planning his work and the studies of his charges.

There are many problems in the field of primary and secondary education. We have launched the scheme of Compulsory Primary Education. Secondary Education has to be made true and practical education for life, based on the actual needs and aspirations of the students. It is for teachers to ensure that the largest number of pupils are brought to our primary schools and also to interpret the new syllabus of the secondary school in its real meaning. *Nayi Talim* or *New Education* has thrown a new challenge to all educationists and it is for teachers and the public to make this new approach a success as preached by the Father of the Nation.

#### PROBLEMS

This is a period of transition and if we are not aware of our

problems, the main purpose would be defeated. The Midday Meal Scheme is supposed to attract more pupils to schools, especially in rural areas. To organise this and to get proper results, much hard work is required. Food materials from the CARE organisation have to be supplemented by villagers in a voluntary way.

If a school building needs minor repairs, the school itself has to attend to it with the co-operation of pupils and the public. In all such matters dependence on Inspecting Officers, District Educational Officers etc. should cease.

In high schools, it is necessary to help pupils prepare themselves for some definite careers in life, not taking to their studies in a *blind* way. Educational and Vocational Guidance plays an important role these days. The vast man-power of our pupils must be channelised according to their bent of mind in the best interests of the country.

The Inspecting Officer plays an important role in administration and organisation. He is not the old type officer who goes round with an air of authority to point out only mistakes and defects in schools and teachers. He is now the friend, philosopher and guide of the teacher and the school.

Professional competence through training and courses is a must for all teachers. Experience shows that many teachers do not like to undergo training especially when the Training College or School is far away from their places. This is regrettable.

The success of sound education depends on the machinery which is responsible for imparting it. Hence professional competence achieved through various means has a far-reaching effect in education.

#### DISCIPLINE

One disappointing feature is that there is no proper discipline in our educational institutions. Students are left to themselves

and they go on acting according to their whims and fancies much to the detriment of their future and that of the nation.

Teachers should inculcate a high spirit of discipline in the students. The administrators should set an example to one and all in these matters. In the name of "free discipline" sometimes things are done in fissiparous ways. These have got to be deprecated. True discipline is the criterion of a good school.

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## Primary Education and Problems

THE RAPID expansion of primary education after the introduction of compulsory primary education is no doubt a matter of pride and joy for all those interested.

At no other time in the history of any State or as a matter of that of the country, there was such an enormous increase in the numbers of pupils and teachers. Most of the states are spending twenty to twenty-five per cent of the budget on primary education alone. The expenditure on primary education in the state of Mysore is about 50 per cent of the total outlay on education. This will clearly give an idea of how the problem of mass education in primary schools has assumed great importance.

One however feels regretfully that proper standards are not maintained in our primary schools for various reasons. The syllabus has no doubt been made simpler and more practical to suit the needs of all pupils. Even then it is found that the standard is woefully low. So it would be necessary to do a little hard research and to find out what the main reasons are for this deterioration.

HEAD MASTER

There is no question that the teacher himself is the corner

stone of the edifice of primary education. He is to be properly equipped and should be competent to do justice. On account of the sudden expansion, the department had no doubt to recruit a number of candidates according to their availability without waiting for qualified and sufficiently equipped teachers according to normal standards. Such teachers, therefore, need a lot of training and grounding before they are able to turn out the minimum amount of work expected. This does not mean that there are no good teachers on the existing staff. Very often it is found that the teachers need a lot of grounding in the subjects of the syllabus as also in the syllabus itself and then further need to be refreshed and brought up-to-date. It is needless to say that under the able and efficient guidance of one headmaster, a school can flourish in spite of all handicaps because he will be the source for laying down the guidelines and to inspire his assistants to work methodically and in the best interest of the school. Hence from the administrative point of view it would be necessary to see that a school is headed by a competent headmaster so that he is able to create the requisite climate for the attainment of at least normal things.

There are of course a number of group meetings and conferences calculated to help the cause of education. But these need to be geared to the upper-most needs of our schools. They need not always pursue routine matters as in old days. There are many questions confronting every primary school teacher these days. Take for example the ability of a pupil to read and write in his own mother-tongue. This no doubt is a very simple question, but even this is not duly attended to by our teachers. I need not go into the question of their ability in arithmetic, social sciences and other subjects. Somehow it appears that an effort needs to be made by teachers to see that our boys and girls attend to the new syllabus in all subjects as laid down in the syllabus. It would, therefore, be necessary to visualise the problems according to their size and to pay attention on priority basis. Sometimes

we find that a lot of time and energy are spent on not so very important aspects, though of course, they should have their own place in the scheme of things. Hence it is necessary to arrange every problem according to its size and to devote attention in an effective way to overcome the obstacles by planning and through discussions at such group meetings and conferences.

Again to revert to the subject I had mentioned earlier as an instance, it would be necessary to adopt effective measures to get over the drawbacks in the teaching of a language by showing in such group meetings the effective ways adopted by some successful teachers. Story telling, recitation, writing, power of composition, manipulation through crafts, school manuscript magazines etc. can be shown to all teachers and thus good work done in these can be made known to all concerned.

Similarly models of the area to begin with may be brought to the notice of others who would also naturally feel that they should emulate their examples. Even in the matter of correction of written work, progress can be achieved through such group meetings where the good work done by a teacher in correction can be placed for perusal and guidance of all the participants in group meetings. This is only an example to show how these meetings can be used for furthering a good cause when the severity of the problems is staring in the face of one and all.

#### ECONOMY

The Government is spending a huge amount on compulsory primary education and accordingly the requisite staff has also been sanctioned. The enrolment figures are no doubt very encouraging. What really matters is how many of the pupils actually attend the school and meet the requirements of compulsory primary education. This question needs a lot of attention at the hands of our primary school teachers. Very often it is found that each class does not have the full strength and some-



times it appears why should such small classes not be combined under one teacher to save and economise, in other words to have one teacher for a sufficient number of 40 to 45 pupils in each class. It is not only a waste of money but also of man power if small classes continue under full-fledged teachers. In these days when we are passing through financial stringency and are still trying to implement compulsory primary education by spending huge amounts, we ill-afford to lose both money and manpower. Hence each teacher will be doing great national service if he sees to it that at least ninety per cent of the enrolled boys and girls attend all primary schools, whether they are located in the urban or rural areas. This question I know is not very acute in the urban area but the crux of the problem lies really in the rural area. It is, therefore, a challenge to our teachers to see that the actual strength in our primary schools is up to the maximum limit, that is ninety per cent attendance, so that there is no frittering away of the money and energy. How can we sit idle when one teacher is handling a class having half of its normal strength? Is he not using only fifty per cent of the money and his energy?

#### ACCOMMODATION

Accommodation is no doubt a problem. With the introduction of compulsory primary education, there is not even and consistent growth of primary school buildings to house our schools. It is particularly so in big cities and places having large population. At least in the rural areas, the villagers have realised the importance of school buildings and have improvised for themselves to meet the situation to some extent. The question becomes really acute in the thickly populated centres where housing is a problem. The population of the country has no doubt increased on the whole. The greatest congestion is so to say, in large cities. These again provide a challenge to the

ingenuity of the local authorities and the public-spirited people. Mere expansion in numbers is not a matter for consolation. Whether there are minimum facilities to accommodate the numbers is also equally important. Government cannot all at once provide funds for the construction of school buildings unless the local people themselves come forward realising the need and provide the necessary accommodation. Many taluka-boards have spent large sums of money on such school buildings. Comparatively the efforts of towns and cities in this direction have not been very encouraging though of course one feels that there should be greater response from people in such places. It is, therefore, up to teachers and members of the school Betterment Committees to see that these handicaps are removed and our growing boys and girls have at least the minimum conditions of accommodation, health and hygiene. Many of our school buildings are not in proper repair. Though open space is available round about the existing buildings, it is not properly used for games and sports; nor is it used for growing vegetables, crops, etc. at the present moment of shortage of food.

#### FACELIFT

The appearance of the school can in a broad way indicate the work that is going on inside the school. If we are to adapt an old saying, one may say this: "Show me your school and I will tell what kind of teaching is going on in the school". Here it is not intended to impress that an old building should be made only to look very beautiful and trim. Whatever may be the building, the teacher can leave his impression on it through his efforts and the efforts of his colleagues and his pupils. After all the school is a community centre and the interest the community takes is reflected in one way or the other in the school. It may be in the matter of equipment or facilities for providing the midday meal scheme, drinking water or even such a small

thing as the gift of a clock or a bell. For making the school such an institution, it is very necessary that all the staff members work as a team with full co-operation of villagers and the local authority. In the district of Belgaum some rolling shields are given to the best schools as an encouragement. I am sure that the judges take all factors into consideration before deciding to which school the honour should go. The school need not necessarily be a new one with a spacious building, craft equipment, garden, boy scouts, guides, etc. Certain schools have no doubt an advantage due to certain traditions and historical reasons but to assess the actual work done by the staff members, taking the school as it is or as it existed, would be the real basis for coming to a judicious conclusion.

#### A CHALLENGE

Apart from the question of improvement of standards, accommodation, equipment and attendance, it may be said that everyone should work for the school for leaving a mark on it, particularly during this period of transition. Every school has to develop its own tradition and should maintain itself as an important entity in society, particularly now after the attainment of Independence. Nothing can be more disheartening than educational institutions going down in the estimation of the public. As in the case of other areas, in the matter of education also, we should plan to achieve though on a small scale and then attain success as if struggling on the battle front. For this purpose very imaginative planning and co-ordination of efforts and finally effective implementation are very much needed at this hour of trial. Every teacher, with the co-operation of his colleagues and his pupils, in his own way can show how best he could rise to the occasion and thus be equal to and be able to meet the challenge.

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## The Present Role of Extension Services Departments

THE WORKING of the Extension Services Department attached to B.Ed. Colleges in the Indian States has been all along going on for various purposes. The idea of Extension Services was envisaged about fourteen years back in the field of secondary education as in other fields. In view of the expanding numbers as also the poor quality of education, such a move was long overdue and hence the importance of the Departments of Extension Services at various B.Ed. Colleges cannot be over-emphasised.

Though it is desirable to have a uniform programme for all the Departments of Extension Services, it may not be out of place to suggest to each Department of Extension Services to tackle problems of its own area so that certain glaring drawbacks are removed and a stage is set for developing conditions on a uniform basis. Take for example the Gulbarga Division where there are very poor S.S.L.C. results. If the Extension Services Department of the B.Ed. College, Gulbarga, wants to improve conditions in that area, this question can be tackled on a more extensive and intensive scale so that the B.Ed. College will have grappled with the problems in a realistic way. For this purpose it would be necessary to identify where the main drawbacks are in the existing institutions so as to ensure normal conditions. Again each insti-

tution might be having its own draw-backs and it may also be possible to categorise institutions into different groups according to common defects. Hence, it would be necessary to lay our finger on the weak points of each institution and to find out a solution to rectify the same besides handling general drawbacks. No doubt there might be certain drawbacks which are peculiar and need to be rectified. Sometimes due to certain handicaps peculiar to some institutions these might not be working satisfactorily. It is therefore the duty of the extension workers to find out what those special impediments are and to remove the same besides attending to the common disabilities.

In fact, the results at the S.S.L.C. Examination and also in the lower classes in our high schools leave much to be desired throughout the country, except in a few districts. What I personally feel is that besides working out model programmes of studies, activities etc., steps should be taken to see to it that normal conditions prevail as that is the greatest need of the hour, and it is possible only by removing the main disadvantages existing in such schools. Our earnest desire should be to see that a school is in a position to implement its minimum programme of teaching and should have at least normal results. Due to the recent increase in the number of secondary schools and the shortage of well qualified teachers, it has become a problem to ensure the minimum educational programme in our secondary schools. We must make sure of minimum standards and achievements. Hence the foremost responsibility of the Department of Extension Services would be to create a climate conducive to such a minimum programme. Unless this is done, all our efforts to build a superstructure with a strong foundation would be of no avail.

With an increase in the number of higher secondary schools this year, the total number being about 300 in the Mysore State alone there is a field for the interested to solve difficulties and problems. In fact, each higher secondary school with standard

XI is a small college where at least some post-graduate teachers with the necessary background and experience are necessary to teach subjects on satisfactory lines. Though the department is trying to have some long term courses for this purpose, the assistance of the Extension Services Department in this behalf cannot be minimised. Last year, the Extension Services Departments in the Mysore State ran a number of workshops for teachers of standards XI and it was a great help to them. Many of them were initiated into the syllabus of standard XI of two of three different Universities as they had no full idea about the plan of studies and what was expected from the students by the Universities. By bringing together teachers of standard XI and college lecturers in the classes, many of the difficulties were solved and our teachers were in a better position to do justice to their wards. Fortunately for the students the results at standard XI examination were also quite encouraging. This year, again about forty schools have been added to the list of higher secondary schools. There is still a greater need for such kind of work through the Extension Services Departments. In a way, conditions this year are the same as last year. All the schools might not be having post-graduates with the necessary training and experience or the number of such teachers may be quite small with the result that inexperienced teachers might be handling such classes. It is therefore necessary to ensure that all the teachers in such higher secondary schools have the minimum equipment to do full justice to pupils and their studies. This can be done only with the co-ordinated efforts of the Extension Services Departments and the Education Department. While referring to the above need, what I want to emphasise is that the Extension Services Department would be doing a greater service if they are aware of the greatest problems that are confronting secondary education in the State. Earlier it was pointed out that different centres may be having different problems and hence those centres would concentrate their efforts on certain problems and projects.

Here it would not be out of place if the notes of experience gained in centres are exchanged with other centres; the benefit accruing from such exchange would be immense. Sometimes there are many cases of overlapping efforts. Rich experiments of some centres are not made available extensively to one and all. I would therefore feel that if such experience is made available to all centres on a basis of healthy rivalry, then the work of the Extension Services Departments would be really very comprehensive and really useful to one and all in a practical sense.

As a result of recent developments there are many new problems confronting secondary education. For example, Hindi had become a compulsory subject in standard X in the Mysore State. There are many teachers trained in library science and most of such teachers are attached to higher secondary schools. Our present day schools of agriculture are not working quite satisfactorily for one reason or the other. As we are an agricultural nation, it is necessary to see that agricultural education is imparted on sound lines and the returns are quite encouraging. In the circumstances, I would emphasise the need for reorganising all such agricultural courses on a sound footing as a matter of a minimum essential programme for such schools. Of all courses, agriculture is the most important subject and an agricultural school therefore presents a challenge to the Extension Service workers. With increase in population and shortage of food in the country, the intensive efforts made in such schools would not only make our pupils agriculture-minded but also would be an example to one and all, not to speak of the returns gained through a planned and co-ordinated programme in such schools.

Recently in the State of Mysore as elsewhere, many Central Schools under the Government of India, have been set up and it is equally important to associate ourselves with such newly started institutions.

A number of Book Banks have been started in our high

schools through the Students Welfare Fund of the Mysore State. It is therefore very necessary to see how these Book Banks are functioning in the interest of the poor and the financially handicapped.

Comprehensive school broadcasts through All India Radio are planned and it would be necessary to see how these broadcasts are made use of in the day to day teaching in our schools.

A number of workshops have been run for the benefit of our headmasters in the new theory and practice of evaluation methods. It would therefore be necessary to see whether the new ideas have percolated down to our schools and are incorporated in our system of examination in whatever small but effective measure possible.

The Triple Benefit Scheme has been extended to all the non-government institutions in the Mysore State in the interest of working personnel. Sometimes teachers do not know their own interest and their voluntary willingness to participate in that scheme is not forthcoming in an abundant measure. Unless a proper climate is created through efforts of the personnel of the Extension Services Department, the best interests of teachers may not be served through default.

Much has been done regarding educational and vocational guidance through workshops, seminars, guidance weeks, etc. To get training is one thing but making use of it is another. It would therefore be necessary to see how far this new programme has been introduced in our secondary schools and with what results.

Secondary education is passing through a transitory period. The sheer rise in the cost of living has also posed a number of problems which is also a thing to be faced in a practical and effective way. In the event of rapid expansion of the numbers, the standard of teaching is bound to suffer but we should not allow further deterioration. It would be only through a planned and intensive programme of extension work that we should be



able to maintain standards to the best possible extent.

The Extension Services Department has a challenging part to play in the present circumstances, besides ensuring minimum conditions of education. It would also be necessary to provide enrichment wherever it is possible and such an effort would help the institution to reach something higher. Sometimes if our attention is devoted only to drawbacks and the rectification of the same, our institutions might not prosper for want of enriching influences of a broad nature. Hence the Extension Services Department should always have a blueprint of what should happen and wherever necessary it should try to implement a few here and there and thus provide ample opportunities for comparing notes and thus help the institutions to develop a kind of healthy rivalry among them. First things should however come first. In the face of more glaring defects in the machinery of a particular institution, to hold out a model blueprint which is impracticable and out of proportions might lead to beating about the bush. The first problems of better equipment or better staff in institutions need to be met with. As the friend, philosopher and guide of secondary schools, the Extension Services Department should always come out with a practical solution by providing the necessary technical advice besides tapping sources to procure equipment wherever necessary. The Extension Services Departments might take equipment, books etc. to needy schools from their centres or good institutions to help them in all possible ways. On the whole I feel that it would be the main responsibility of the Extension Services Department to see that all institutions are kept duly informed of the help they are rendering and also to give help whenever it is needed and called for.

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## Importance of Library Service in Schools

THE LIBRARY WEEK and Book Exhibition arranged by the Mysore Library Association and other similar bodies is a well thought-out and timely move. Broadly speaking, it may be said that there are no special library facilities for pre-primary schools and junior primary schools in this State and elsewhere except in some progressive schools which are confined to places like Bangalore, Delhi, Calcutta, Madras, Bombay, etc. Even in these schools there are only some picture books and story books in English. Only a few senior primary schools have a small collection of books for the use of teachers and pupils. It is, however, necessary to have a well-equipped library for a high school. A number of high schools have sprung up during the past 4 to 5 years and it is necessary to see that all these high schools have adequate library facilities.

High School libraries are again of two kinds—general libraries and class libraries. Experience shows that the class libraries work more effectively in the interest of pupils since they are able to get books of their choice in the class itself under the guidance of the subject teachers. Here I have not emphasised how the subject teachers are closely associated with the library movement. They suggest suitable books in their subjects for use of pupils.

It would be better if pupils are asked to write down the summary of the books they have read and to jot down difficult words and to find out their meanings so that their vocabulary is improved. They may also jot down some important ideas or passages so that the same could be used in their composition, debates, examinations etc.

In the State of Mysore there are about seven Extension Services Departments which have also arrangements for circulating books among high schools. Some of them have their own vehicles and it is easy for them to make available the latest books to teachers and pupils. If finance is not coming in the way of adding books to all libraries, such arrangements will go a long way in helping teachers and pupils.

Some schools have arrangements for open-shelf library and pupils have free access to the books on the shelves. Experience, no doubt, shows that sometimes books are found missing but it cannot be helped since this would give an incentive to pupils to read as they like and to have a wide variety of books at their disposal for use whenever they find time. In the general interest of the library movement, it is desirable that more and more open shelf libraries are opened so that there are more opportunities for use of books by pupils.

During holidays and summer vacation, efforts should be made to run a library and a reading room at a central place so that such of those as are interested might come there for reading. Such an experiment has proved a success in many places like Bombay and Bangalore. Even individual schools can make this facility available to pupils so that pupils are enabled to spend their holidays reading interesting and enlightening books.

Very often it is found that our teachers are not aware of the latest books that are brought out and are quite useful to children. Sometimes it is found that even in colleges the staff members are not aware of the latest publications. It would be, therefore, necessary to see that all our teachers go through the reviews of

books published in newspapers and periodicals and get those titles for reading and use the same if found suitable in school libraries. In some cases it is found that the libraries are rich only in a particular branch. Though this is desirable, it is necessary to see that the library is comprehensive, with the minimum number of books on all important subjects so that readers are not in any way handicapped.

According to the departmental orders in Mysore, teachers doing the work of school library are exempted to an extent of five periods a week from teaching work. They are supposed to see that the library functions on sound lines and the school children make use of the library. The bigger the school, the greater the number of such periods available to such teachers who should take care of the library and the students reading. Many of our schools have very good libraries and they need to be properly arranged. The books need to be classified and listed. In the Government High School, Karwar, where I was serving, I found that there were many valuable books which were not much used. It is, therefore, necessary to see that all the books available in the school library are properly sorted out, listed and categorised so as to facilitate the reader to make a selection of books according to his choice.

The State Education Library at Bangalore has a unique position of its own in catering to the tastes of the various schools functioning in the city. Some amount out of their sports and reading room funds is collected from each of the schools by the State Education Library and in return, books are circulated to different schools. Recently a van has been sanctioned by Government for the purpose. This will be an additional facility to the city schools and as such some rare books would be available to the interested readers. The Library Act has also provided greater opportunities for reading more interesting books by borrowing the same from branch libraries.

On the whole, it may be said that the Library Act adds one

more dimension to the teaching technique and if it is used fully it is bound to help our pupils to enrich their minds. The school room is not the only agency for education. If libraries are put to intensive use by creating a proper climate, I am sure the teacher will be able to use the leisure time of pupils to great advantage. But this aspect needs to be considered carefully and pursued with perseverance. Many of the high school libraries are not functioning in the best interest of pupils. Conditions are not very encouraging in our newly started high schools. There is urgent need to improve library service in our schools.

The following remarks as expressed by the Secondary Education Commission some years back hold good in the case of many of our high school libraries. "The books are usually old, outdated, unsuitable, usually selected without reference to the student's tastes and interests. They are stocked in a few bookshelves, which are housed in an inadequate and unattractive room. The person in-charge is often a clerk or an indifferent teacher who does this work on a part-time basis and has neither love for books nor knowledge of library technique. Naturally, therefore, there is nothing like an imaginative well-planned library service which could inspire students to read and cultivate in them sincere love for books. What makes this situation particularly difficult (the Commission could as well have said dangerous) is the fact that most teachers and headmasters and even educational and administrative authorities do not realize how unsatisfactory this position is and, therefore, they have no sense of urgency in the matter."

From this it would be seen that steps are to be taken to overcome all these draw-backs and to see that the library works functionally and plays its own role in enlarging the mental horizon of our pupils. After all, education is for life and if situations like intensive and extensive reading of library books are not provided, our problem of education will not have been fully tackled and solved. It is surprising to note that in some

schools pupils read as many as fifteen to twenty books a year and in some others only a few books; in some others still no books are read at all. Library is an effective agency for filling the vacant hours of our pupils both inside and outside the schools and its utility depends on the imagination, resourcefulness, planning and co-ordination of the head and the staff of the school to make the best use of library facilities.

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## Evolution of Library Service

THE LIBRARY movement is of recent origin. It is the result of many democratic influences. The desire to spread the benefits of learning to people at large prompted opening of many public libraries. The firm belief that libraries are the instruments of popular education has paved the way for establishing many libraries in India. A vast number of books are now published every year on all subjects and are added to libraries. Hence the necessity for the proper organisation, administration and management of libraries is keenly felt. Man's outlook in regard to library matters has undergone a radical change in recent years. In olden days libraries were regarded as precious possessions to be jealously preserved from the intrusion of the vulgar. Now this idea has gone. Today the library is regarded as a democratic institution for the profit and enjoyment of all. How to attract readers to libraries, how to extend the facilities to all classes of people for using books, how to render the maximum amount of help to those who wish to use libraries, and how to save the time of readers and the library staff are some of the questions which though seemingly simple, demand much thought, imagination, skill and experience on the part of librarians and the concerned people. Attempts have been made to systematise

the knowledge on this subject and now it has attained the status of a science. It is doubtless that there are certain essential principles underlying the management of libraries according to the present day needs.

Every great nation in the past had its public libraries, although their use was limited to a special class of community. Today ideas have changed and even private libraries are generally open to all intending readers.

A library which is keen on its books being used fully must plant itself in a central place amidst its clientele. In schools and colleges also a prominent portion of the building should house the library. In olden days, a room which was not suited for any use was generally chosen to house the library. Now the importance of the library is felt and attempts are made to house the library in a prominent place of the institution, just as we try to have it in a central place of the locality.

The next factor that has undergone change is about the library hours. The libraries were kept open during limited hours during day time when other offices and institutions were working. They did not realise that readers come to the library only when they have leisure. If the library service should be effective, the libraries should be kept open for longer hours. When other institutions and business centres are having holidays, libraries have to be kept open so that more readers can make use of libraries during their leisure time. Libraries should be kept open from morning till late in the night and also on Sundays and other holidays.

Formerly it was thought that doling out books to readers who wish to read them was the only function of the library staff. No attention was paid to the comforts of readers. Some of the books were kept in shelves which were so high that they could be reached only by the help of a ladder. This is because the authorities did not want to waste any space in the library building and the shelves even reached the height of the ceilings. The readers



had to seek the assistance of the attendants to get the books required by them. Today attempts are made to give readers all the required comforts and convenience in the library. The shelves are  $6\frac{1}{2}$  feet high and they will be kept always open and the "open access" system is introduced. The reader himself can pick and choose any book he wants. According to modern library practice, every book is systematically classified according to a recognised scheme, labelled and arranged on the shelves in a filiatory sequence. There will be shelf guides and bay guides. The stock room will be arranged in such a way that a reader will not find any difficulty to locate the books he wants. In addition to this shelf arrangement, there will be the modern library catalogue which reveals every book by a particular author, on a particular subject and with a particular title, that is stocked in the library. In addition to these, there will be a reference librarian who is ready to assist the reader personally. By such modern library technique, display and personal service, books are made available to every reader according to his needs. The library furniture should be as comfortable as possible for the reader in a modern library. Chairs should be cushioned. Charming pictures and inspiring portraits should adorn the walls, so that the tired eyes of a reader may rest and refresh themselves. The lighting arrangements in reading rooms should be pleasing and should not strain eyes. The floor of the library should be carpeted to prevent noise. The whole atmosphere of the library should be alluring, inviting and homely to the reader. It is no wonder that the modern library service has thoroughly revolutionised the old conceptions and given prominence to the reader and his needs.

The most important factor of the library is the library staff. It is the library staff that ultimately make or mar a library. When the chief concern of a library in the olden days was preservation of books from the four enemies viz. fire, water, vermin and men, all that was wanted by way of staff was a competent

care-taker. It was not unusual in those days to man the libraries with persons unfit for other jobs. Some times a deaf or a maimed or a stammerer or a never-do-well was appointed as a librarian. It took long to realise the need for a professional librarian. Even upto very recent times the necessity for training, energy, alertness and specific fitness for library work was not so much appreciated by many. They never thought that the library was incomplete without people whose normal job was to make the best use of the books that were available. No one would be admitted as a teacher unless he knows the subject he has to teach. But it took many years to realise that a librarian who has to deal with learning, who has to find for each person his appropriate book, who has to persuade people to benefit by the knowledge treasured up in books, who has, in fact, to help the life-long education of all and not merely children must have learning, must know his books as tools not only for the dissemination of knowledge but also for the extension of the boundaries of knowledge. Mere scholarship cannot make a good librarian. He should have the aptitude, the spirit of service and the technical training. Now greater attention is paid to the training in librarianship and chairs have been founded in several Universities for teaching library science.

In India after the introduction of compulsory primary education, the percentage of literacy has tremendously increased and there is a demand for reading material in the country. This is really a healthy sign. State after State has passed the Library Act which enables them to raise the finance by means of a library cess. Days are not far off when a net work of libraries will spring up throughout the country, when knowledge in the form of books will be carried to the very doors of the countrymen, to enrich themselves with knowledge, inspiration and nobility and to work for the progress of the country with the rich inheritance of the glorious past and make India a place of pilgrimage for the people of other countries.

A public library may be defined as a public institution charged with the care of collection of books and the duty of making them accessible to those who require them. Today libraries play an important role in the improvement and progress of mankind. "The culture of the world is contained in its libraries" and this culture should guide the people to plan for peace and prosperity of the future. The books contain the great thoughts of great men recorded in print. Successive cultures and civilisations of the past have left behind a volume of records of the thought and action of men and women of the past. Such accumulations include clay tablets, papyrus sheets, and parchment rolls and recently the printed books and other audio-visual aids. After the invention of printing, the production of cheap and large number of printed books on all subjects has increased considerably and hence the scope of the libraries also has consequently increased.

The importance of a library in shaping the progress of community life has been proved in a number of ways. It can be stated in simple terms that libraries in the past as also at present gave and are giving the ordinary man, woman, child the chance to develop intellectually. The four important agencies among others which help to make citizens worthy, useful and thinking individuals are the school, the public library, the press, and the radio.

In order to obtain the best results, these agencies should be fully developed. The public library is capable of extending its services and usefulness to all grades and shades of opinion in the community, irrespective of age, religion, profession, sex, political conviction, and economic level. No other social institution can perform such a wide range of services to the entire population of a particular area. The public library is a community centre of study, an information bureau, a continuation school, and a training school, all meant for a democracy. Libraries are the beacon lights that show the people the correct path.

Libraries and books by themselves are incapable of making men good and useful citizens. Books are a means to an end. A book is a silent object. When a reader makes use of the information it contains, the book becomes a source of inspiration and improves his dynamic qualities and power to shape the destinies of several human beings. It is the duty of library authorities to make the libraries a living force in the world.

What should be the function of a Library?

- 1 A Library should render free service to all who need it.
- 2 It should be easily accessible.
- 3 It should have a good stock of books.
- 4 The reader should be free to make his own choice of books.

Among the varied activities of the library, the most important functions are:

- 1 selection and collection of a stock of good books.
- 2 its preservation, and
- 3 dissemination of knowledge.

The Kenyon Committee Report of 1927 says: "In such centres (of national activity) the Public Library is no longer regarded as a means of providing casual recreation of an innocent but somewhat unimportant character; it is recognised as an engine of great potentialities for national welfare and as the essential foundation for the progress in education and culture without which no people can hold its own in the struggle for existence".

There should be inter-library loan system. It will not only be economical but would also help smaller libraries to get costly and technical books from bigger libraries that can afford to purchase such books for the readers of smaller libraries. Funds can be pooled together and books which are costly can be

shared by many libraries through this inter-library loan system.

It is the function of every library not only to satisfy the readers but also to promote the desire for books. The library should help to develop the reading habit. The desire for reading is not involuntary like hunger and thirst. Hence the library should be an attractive place and inviting in its appearance. The library should promote the reading habit by having a reading room. The librarian should work like a salesman and display the reading material and journals as attractively as possible.

Library science essentially deals with three important functions viz., collection of books useful for readers, arranging these books systematically and preserving them and finally making them available to readers who require them.

In every public library the needs of children are also taken care of. There is a Children's Corner in a public library. It is made as attractive as possible with coloured charts, pictures, globes and maps. The furniture should suit children. In some libraries there are story hours for children. The librarian reads a story from a book and it is no wonder that children eagerly wait for the story hour. Children are thus encouraged to cultivate reading habits from the early age and the child's energies thus come to be channellised towards reading through the guidance of the librarian. This reading habit will help the child to develop the taste for good books in his future years.

If libraries function properly, the imperishable wealth of the nation, i.e., the potential knowledge contained in books, is not only preserved but also used for the benefit and prosperity of humanity.

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## The Importance of Educational and Vocational Guidance

### NEED FOR VOCATIONAL GUIDANCE

THE PROGRAMME of Educational and Vocational Guidance has a great part to play in guiding pupils in educational matters and in the choice of a career. There was a time when education was for the sake of passing the examination and in those days it was very easy to get a job. But now the number of students is so very rapidly increasing that about two lakhs of pupils appeared for the last S.S.L.C. examination in March in one state alone and for September there were nearly a lakh of them. More or less the same number will be there next year. All of them cannot be employed as clerks; nor can become pleaders or officers. Our S.S.L.C.'s will have very restricted openings if they want to become only clerks or wish to enter colleges. All cannot enter colleges as many of them will be financially handicapped. At the same time they feel that they cannot help but joining colleges, because a mere S.S.L.C. would not make an opening in life. We find that the problem that is facing our high school boys and girls is really very serious. Therefore government has been pleased to provide proper guidance in the matter of selection of subjects (electives) so that students may keep some

particular profession or vocation in view and try to equip themselves with the necessary skills for those jobs.

#### IMPORTANCE OF APTITUDE FOR THE CHOICE OF SUBJECTS FOR STUDY

These are days of competition and every one should try to develop that particular aptitude one has. Otherwise if one tries to become a doctor without having the aptitude for it, he would not fare very well in his study and also in his profession later on. I remember a friend of mine who was with me in the pre-university class some thirty years ago. He was one of the first ten students of the Bombay S.S.C. Examination. He offered science as his elective in spite of the fact that he was not so good at it. Later on he found it very difficult to pass even in the third class. What I want to point out here is that just because of some attraction our boys and girls should not blindly think of choosing subjects for which they have no aptitude or liking.

About forty years back, even a third class would have been somehow successful but now jobs are becoming more and more specialised as knowledge has vastly increased and jobs are comparatively less in number. If one is to stand on his own legs and face the situation, he must have the necessary equipment and skill. Then only he would be fit to face life and be successful.

#### RIGHT MAN IN THE RIGHT PLACE

In foreign countries they have done a lot of research in the field of Educational and Vocational Guidance. They have framed highly developed tests for selecting suitable persons for various jobs. For example, if a person wants to become a salesman, objective tests are administered to him and he will be selected only if he scores a high percentage of marks. But in our country we are not able to find out at least what aptitudes our boys and

girls have to guide them, in their career.

Experiments have shown that if a wrong man is placed in a job, not only the job but also the man will suffer. He tends to have a headache and may feel uneasy, resulting in wastage of man power. Neither is he able to help the firm nor will he prosper in that particular job just because it does not suit him.

#### SUITABLE JOB AND PSYCHOLOGICAL SATISFACTION

Hence it is necessary that a person should take up a job which is nearer to his heart and interest. In that case, however much he works in the field, he does not feel taxed or tired in that job. A person becomes easily tired when he is doing a job which is not congenial to him. If the right person is placed at the right job, there will be efficiency, and wastage of man power can thereby be saved. Therefore it is important to examine as to what particular kind of work our boys and girls like and then they may be encouraged to go in for that kind of work so that he or she will derive the satisfaction of doing the right kind of job. This shows "education" has a new dimension in the sense that it does not consist of mere knowledge of certain subjects, but also of something that keeps him psychologically contented.

In the case of those students who have no interest or aptitude for the particular subjects of study all our efforts to help them to pass would be a waste. It is just like watering a dead root with the hope of seeing it grow up. How many of us have not been trying to coach our boys and girls for something which is not liked by them. It will be a waste however much he might be working day in and day out. This exactly is the problem in the educational field today. Pupils are however required to learn some core subjects which are compulsory as it is felt that they are essential. It is quite necessary to know as to whether our boys and girls have the aptitude for Arts or Science subjects and to advise them to choose electives accordingly. Some



of them might be having very limited abilities. Therefore in their own interest, it is advisable to tell them to go in for some industrial training which does not require higher qualification. One can get the stipend and learn a job and become gainfully employed.

#### VOCATIONS SUITED TO INDIAN CONDITIONS

So, if you want to see that your students are properly employed after their education, you must have a comprehensive idea about the various openings that are possible for them. You cannot think of teaching them some thing connected with jet aeroplanes. In fact, in high schools in America, they teach something about repairing or cleaning and such other things connected with jet engines. But here we must see what processes are possible in our surroundings. It is therefore necessary to find out what the demands of our country are. The theory of demand and supply should apply here also. It is no use teaching repairing television sets in our high schools though it is being done in foreign countries because in those countries television has become a part and parcel of daily life. We cannot expect our boys and girls to do that kind of job, because our country is mainly agricultural. Only a few of our cities are industrially developed. Many job opportunities that exist in Bombay or Bangalore may not be available at a place like Dharwar or Nasik. As Bangalore is a highly industrialised city many professions and jobs are available there. So, our schools and other educational institutions should be so geared as to meet the requirements of the respective areas.

#### IMPORTANCE OF OCCUPATIONAL INFORMATION

The field of education has also become very vast. There is a great variety of educational institutions. Nearly one-fifth

of our population is undergoing education. One out of every five is learning in a school or college. There are about 1,08,000 primary school teachers, in one state alone in India. There are 32,000 primary schools, 1,600 high schools and out of them nearly 200 are higher secondary schools in that state. There are about 80 training institutions and 20 B.Ed. colleges besides a large number of pre-primary schools and other adult literacy classes. So if you take into account all these you will find that a vast number of pupils are engaged in the field of education and therefore you can advise some of them to become teachers after they complete S.S.L.C. if they are suited and like the profession. For the remaining four fifth of the whole population, one will have to think very seriously in other areas of openings according to the ability of a boy and his financial resources. Sometimes a person may be having ability; but he may be poor. Then you should find out whether he can get some scholarship or some kind of aid. Thus you would be helping him in an educational sense if you give all the information about the course to be taken up, the scholarships he would get and so on. So this guidance programme is not purely of an academic nature; it touches life at so many points and calls for a very thorough knowledge about men and matters.

#### EDUCATIONAL GUIDANCE AND MINIMUM WASTAGE

After all how many students go to college? Only about thirty per cent of pupils who are successful at the S.S.L.C. join. Even at S.S.L.C. examination sixty per cent of them fail in the Mysore State. Why do they fail? This is the question. If we are spending eight to nine crores of rupees on our secondary education in the Mysore State alone, we have in a way wasted sixty per cent of it. So in case we had given them proper educational guidance, all of them should have been able to pass. It appears as if large numbers of failures have become a regular feature

and nobody can help it. But under the new set up and in the light of our new thinking it is felt that all of them should be so coached that all are able to pass. Then only will every paisa of our public money is fruitfully utilised.

#### PARENTS AND GUIDANCE

We are seeing clearly that there is so much of stagnation, there are so many failures and some parents are always very insistent on making their boys engineers or doctors without knowing their aptitudes or abilities. We may appreciate the parents' ambitions. By and large this should however be discouraged. It is dangerous to think in this way. As it is sometimes it may so happen that the boy may not come up to their expectation at all. We must encourage our students to take up the profession for which they have the ability and aptitude.

#### TEACHER'S INCREASED RESPONSIBILITY

Therefore, if our education is 'for life and through life' as Mahatma Gandhi preached, we will have to expose our boys and girls to various life situations, so that we are able to see how they react and what abilities they possess. So the skill of a teacher lies not so much in teaching something that is in the text-book, but in seeking also how he or she reacts to various important life situations, so that we are able to know what he or she really is. The responsibility of the teacher now is so much that he is required to assist a boy very carefully in a very scientific way. Thereby he is able to put his finger on the strong and weak points, on the likes and dislikes of the boy, etc., and thus he is able to notice those things and put him on the right track. His job is very exacting. Now our teacher is not only required to teach his lessons well, but he should also be able to make his boy a very successful member of the society by guiding

him to occupy a suitable place and by enabling him to make the best use of his abilities not only in his own individual interest, but also in the large interest of the society.

#### AVOID NATIONAL WASTAGE OF MANPOWER

If you are allowing a boy who is not good at mathematics to aspire to become an engineer, you are encouraging national wastage of manpower; because he is trying to become something for which he is not suited in spite of all his best intentions and efforts. Thus not only the man but also the whole country will have to suffer, because to that extent there is frittering away of manpower, which would have otherwise been very helpful to our nation. Thus our business is now to see how we are able to make the best use of the manpower of the nation. It is only through education that we are able to know what our boys are capable of and how best they will be able to serve our country. If half of the pupils are becoming doctors though they are not good at it, then there is wastage to the extent of fifty per cent. So, a teacher's job is to see that there is no such wastage of manpower. He will be sinning not only against himself, but also against the whole nation if the teacher allows a boy to take a subject in which the boy has no interest and is not suited to him.

#### “RIGHT MAN IN THE RIGHT JOB” AND PROSPERITY

Another thing, one must remember is that if a right man is in the right job, then he will have ample leisure. Great statisticians have found out that if the right man is in a right job, only four hours work a day will do and our country will be overflowing with milk and honey. Because of this maladjustment they are not able to have that leisure which also is so essential to make our life really full.

## LEISURE AND HOBBIES

All work does not make one happy. We must also have leisure. It is only during the period of leisure, that we are able to think, write and paint and thus express our higher feelings so that we are capable of doing some thing in the higher sphere. The more the man is able to devote himself to such leisure time pursuits, the greater is the civilisation of that nation. If Greece, Rome and other big countries were able to make name in arts and sciences it was because they had ample leisure.

## SCHOOL INFORMATION CENTRE

But now there is always constant war between the employed person and the job itself, and there is thus a lot of maladjustment and wastage of manpower. If a teacher is alert and able to feed our boys and girls with this information about the trades and professions in an informal manner from the beginning, only those things would take root in the minds of our pupils. Even in the earlier days good teachers did suggest certain things in an informal manner. But at present it is unhappy to note that our pupils do not know what kind of openings exist for them. Therefore it would be very necessary to bring people who are experts in business and in industry into the life of the school and to arrange for talks and thus acquaint pupils with various kinds of openings. For this, it would be necessary to have an Information Centre in each school where information about various courses after S.S.L.C. is available. Many of them do not know what they should do after S.S.L.C. "What next?" is the problem before them. So if there be an information corner in your school for the guidance of pupils, our boys and girls may know about the courses and professions that they may choose. There should be constant contact with the Employment Exchange. For example we are not able to get good typists or stenographers.

Why should not many of our boys and girls take up these courses? They do not know that they would get employment if they pass such courses. Such information can be made available in the Information Center. It is very necessary again at the secondary stage, because it is the most important stage in the education of boys and perhaps the most important stage in the life of a boy or a girl.

#### HIGH SCHOOL STAGE BEST SUITED FOR GUIDANCE

Compulsory primary education is essential and is imparted from standard I to standard VII. After having the proper base, we want to develop in our pupils some specialised leanings according to their abilities, and it can be done effectively only during the high school stage. If parents and the teacher fail to take proper care about this aspect at that particular stage pupils simply drift away without any plan. At the collegiate stage, the students' attention will be concentrated towards specialisation in particular subjects. But it is the high School stage which is crucial when you should know what the boy or the girl is and then you must decide on his or her future. He may be very much concerned with three R's. and general knowledge at the stage of primary education, but at the college level he may be so much concerned with specialisation. But at the high School stage when many of them drift away, you are to see that they are properly and fully equipped with the knowledge of their abilities, resources and job opportunities. In foreign countries so many boys and girls do not enter the colleges after S.S.L.C. as in India. In England, America and Japan, a good pass at the S.S.L.C. is sufficient to make a beginning in life and he may get a lift even to the highest position. It is only in India that there is a kind of glamour for college, because they do not know what they are doing; in other words, they do it blindly. This is to be curbed at the high school stage. Only a

selected few who are good at higher education should be encouraged to go in for college education after an entrance examination and not all of them. In fact our colleges are flooded with pupils and thus again at the university level there is wastage on unsuited boys and girls. Already we are wasting almost half the money at the high school stage, and at the university level, there is more wastage and thus so much of money and energy are wasted.

#### PROGRAMME OF EDUCATIONAL AND VOCATIONAL GUIDANCE

Who is responsible for all this? That is a very important question. We have to tackle it in a realistic way and through a proper and effective programme of educational and vocational guidance. The Educational and Vocational Guidance Bureaus and some organisations like the Rotary Club have already brought out a number of booklets, magazines, etc. In this connection, I hope every school will possess that literature. At least one of the teachers on the staff of every school should be trained as a Career Master, and after getting such information, he should guide his pupils. The latest and the most useful information should be available in the school. Just as a dictionary is very essential for carrying on day-to-day work in the school, this information about various professions and courses is equally important, and without that it is very difficult, rather dangerous to carry on the school work. It has come to that. We are experiencing the consequences of aimlessness among our pupils. There is among pupils a lot of indiscipline, mental worry, disappointment, frustration and revolt, because square pegs are put into wrong and round holes by way of wrong choices of subjects. If such is the situation in a large number of cases, they would be waiting for the slightest opportunity to flare up with a kind of strike and so on. There seems to be no planning, no coordination, no proper screening and no proper advice particularly at the end of the S.S.L.C.

## PURPOSE OF CUMULATIVE RECORD CARDS

In order to obviate these difficulties, a record of the personality of the pupil is attempted through the cumulative record card which has of late been introduced in schools. It should give an analysis of a boy or a girl not only about his or her mental make up, but also about his or her interest in extra-curricular activities. Thus the staff members with the help of the class teacher of the boy who has moved with him for three or four years in and outside the school should be able to tell what he is capable of. Then only can one say that the cumulative record cards have played their role properly. Some teachers think that it is a work thrust upon them. But it is not so. They should be interested in knowing as to why the boy fails, and appreciate the cumulative record card with that objective thinking, and then the job would become light.

## HARNESS EDUCATION TO COUNTRY'S AGRICULTURAL NEEDS

I do not want to dwell upon this very important question any longer, because you have presumably given thought to it already. Times are changing and our leaders expect that our educational systems should help the nation to grow into prominence. If our nation is to gain strength as a result of good education, it is up to us to make the system of education a sound one. A nation progresses only through an efficient system of education. We are required to grow more food. But most of our students tend to settle down in the cities in spite of their having lands just because they are ill-advised. So a teacher's job is to pick up willing pupils who are good for such vocations, and to encourage them to settle on farms. That is also one of the aims of educational and vocational guidance. Therefore if we are to hold our heads high in the comity of nations, we must be able to have a very sound system of education which would be a



practical one, so as to help us to grow more food, to help us to employ our students in a number of ways according to their abilities and to produce the maximum amount for the reason that the right man would be in the right place and then all of them would be happy. Happiness is a sign of proper adjustment.

#### ORGANISATION OF CAREER CONFERENCES

Therefore if the nation is to grow in stature it can do so only when we like jobs and work hard, not marking the clock or watching time, but do our duty whole-heartedly. That is possible only when we have created the proper atmosphere. It will be possible if our teachers bring prominent persons of different walks of life into the school to acquaint pupils with the information about various courses and thus educate them in a real sense and not in a bookish way, thus opening the book of life to them in a significant way. Thus they are enabled to prosper in their lives. Therefore a teacher has now to play his part effectively not only in the school and on the playground, but also in planning the life of our boys and girls so as to fit them in their society.

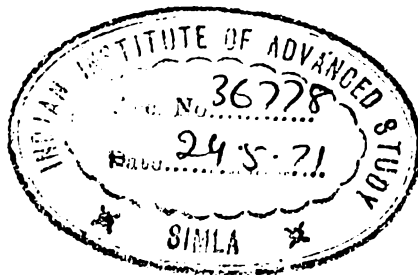
#### TEACHERS' EARNESTNESS AND SINCERITY MORE IMPORTANT

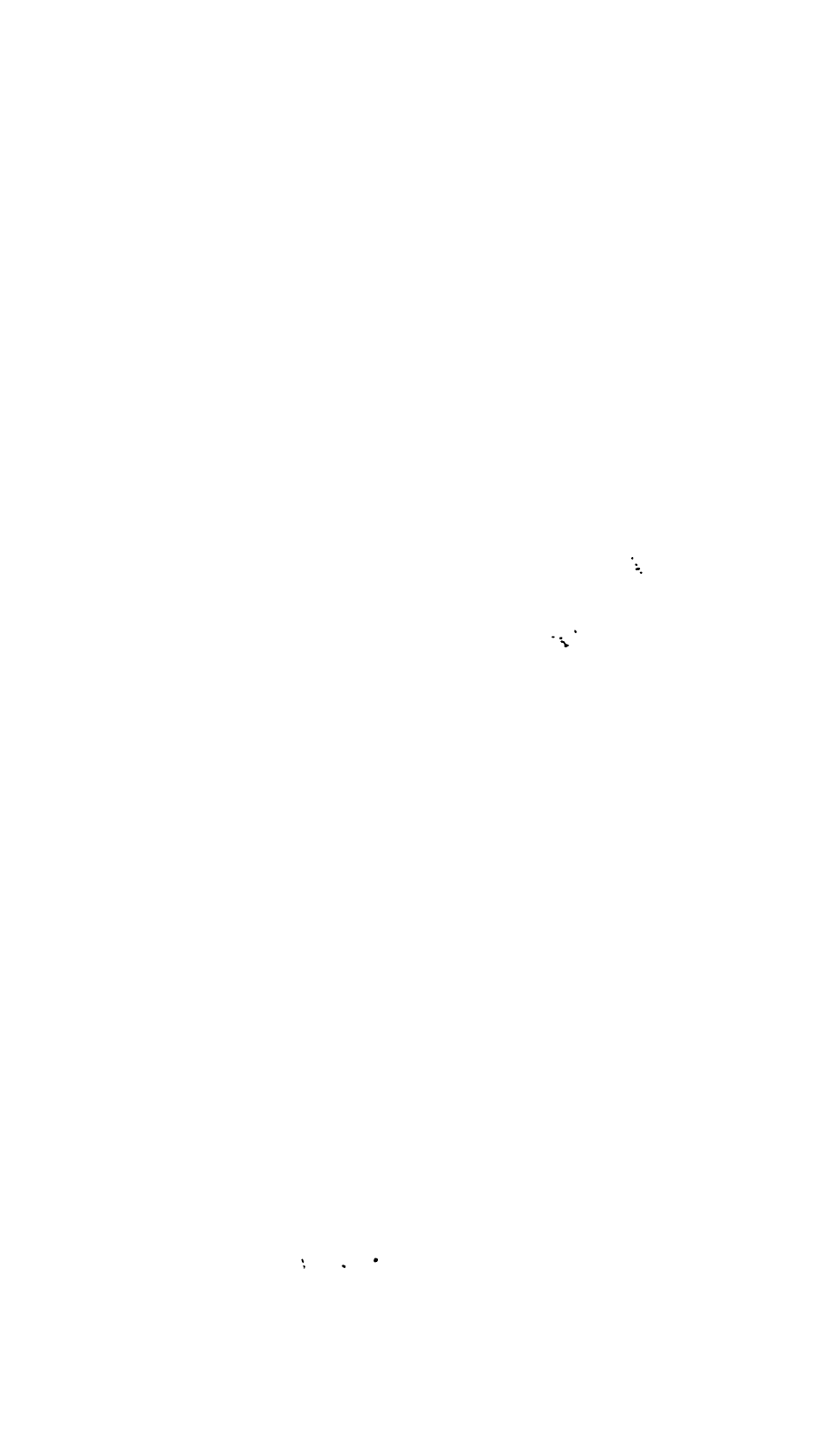
So the teacher's job is a very responsible one. I feel personally that the teacher should be given the highest pay in order to attract the best people and they will be able to produce the best kind of students. But let us not feel sorry because we have not always the best type of people. Let us try hard with the existing staff and reach the goal. Let us also know what other countries are doing and have done through such programmes and let us give our best to the future generations, because if we go on asking for more pay, then the fundamental thing would suffer. Because there will be complete elimination of one generation if we do not

guide our pupils properly. There will be a waste and the future generation will have to pay very heavily for that. Therefore in the interest of the nation let us try our best. All of them may not be first class people, but sometimes a first class does not take pains whereas a third class may be painstaking and is able to show better results. Therefore what counts is the earnestness and sincerity of purpose on the part of the teacher. A first class teacher may not exactly be the right man to help our boys and girls. So we attach the highest importance to sincerity, earnestness and hard work and if these qualities are there among teachers, I think our boys and girls at this stage of education are safe in the hands of such teachers.

#### TRAINING FOR HEADS OF SECONDARY SCHOOLS AND PRIMARY SCHOOLS

I have dealt with this Educational and Vocational Guidance in its main points. I hope that this message needs to be circulated among other teachers who have not attended such important courses. More and more teachers should be given training in this important programme, as the number trained is not adequate as yet compared with the increase in the number of high schools, year by year. It is also desirable that primary school teachers also are trained in such programmes. It is quite necessary that the heads of high schools are trained in this programme so that they may extend their necessary co-operation and encouragement to Career Masters who look after the guidance programme in their schools.





## THE BOOK...

WHEN education is receiving unprecedented attention, it is but natural that an education administrator like the author devotes some more attention to it, not only as a matter of force of circumstances but also as a voluntarily chosen avocation outside his working hours. The result is the present collection of essays which are an expression of certain thoughts that arose in the discharge of his duties.

If anything is going to decide the future of India, it is sound school education, both primary and secondary, though, of course, higher education has its own place in the scheme of things. Mere expansion is no sure indication of progress and hence broad-basing the concept of education, exposing pupils to worthwhile experiences through audio-visual education, better library facilities, cultural activities, better evaluation, vocational guidance, etc., are some of the urgent needs if some kind of quality in education is to be brought about immediately. In the hurry to expand, some basic requirements like reorganisation of educational administration, training and recruitment are ignored. These also have their own place if the desired ends are to be attained. The thoughts expressed in this collection have an immediate relevance to school education as such, besides raising certain fundamental issues that are conducive to the progress of education as a whole.

## THE AUTHOR...

S. V. Jevoor, B.A. (Hons.) B.T., M.Ed., (b 1917), entered Government service as a teacher in 1939 soon after his graduation with Honours in English Literature from Bombay University. He has had, since then, a distinguished career both under the erstwhile Bombay Government and the present Mysore Government. For the last five years he has been the Director of Public Instruction of Mysore State.

In 1961-62, he went on a study tour of the U.K., U.S.A. and Europe, under an USAID scheme. He has published about 10 books in English, Kannada, and Hindi, among which may be mentioned *A History of Education in Karnatak* (based on his M.Ed. Thesis submitted to Bombay University) and *Summer Harvest*, a collection of essays. Shri Jevoor is a keen lover of fine arts and is actively connected with the State and Central Academies. He directed the All India Seminar on Primary Education at Simla in 1969 sponsored by the Ministry of Education and Youth Services and is the elected Dean of the Faculty of Education of Mysore University.



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