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GREATNESS

Greatness is a spiritual condition worthy to excite love, interest and admiration; and the outward proof of possessing greatness is, that we excite love, interest, and admiration.

— MATTHEW ARNOLD,
Culture and Anarchy.



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EDUCATIONAL INDIA

Work Experience - Bringing the School Closer to the Community

By

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"THE curriculum for the 10 year school - a framework" issued by the NCERT emphasises the importance of Work Experience as a source of learning and to bring the school closer to the community there by promoting equalisation of educational opportunities and help bridge the gulf between education for the elite and that for the masses. Work Experience here is intended to provide an opportunity to learn from the use of the hands, give insight into the material phenomena and human relationships involved in organised productive work and create attitudes necessary for cooperative accomplishment of tasks.

II

In any programme of provision of Work Experience there is the danger of having too narrow and static a concept of work. In this connection, it is of interest to note that the Editor at the National Foundation of Educational Research (UK)*

has attempted a re-definition of work with the objective of converting the school into a congenial environment for making the most of intellect by relieving it of the function of training people to accept that work is necessarily imposed and unpleasant. The author (Gabriel Chanan) says that instead of viewing work merely as the job for which we are paid, it is necessary to regard it as all that has to be done to sustain life. Changes in the range of things regarded as work would also imply changes in attitudes to work which would help us in fortifying peoples against "the blow to moral that unemployment inflicts, by learning to be not wholly dependent on roles and wages". All work done outside the market economy would thus reduce reliance on that economy.

The author suggests that the best way is not to define a new set of subjects and to look for experts in them, but gradually to transform schools into something like cultural centres where they could be encountered. All activities have to be

* Times Educational Supplement, London. Dated September 10, 1976.

conducted so as to get the most out of learning.

As examples of work the suggests:

(1) Rural environment studies could be expanded by turning over some playing fields to producing food for school dinners.

(2) City and Rural Schools could exchange schemes as well as trade; craft departments could run print shops, produce text-books and educational schemes compiled by teachers.

(3) Technical Departments could run vehicle repairs, furniture and buildings, maintenance workshops.

(4) Secretarial studies departments could process some of the school's paper work needs.

Activities of this nature undertaken in a spirit of making a definite contribution to community life would reduce alienation from school, provide natural forms of integrated studies and more specifying learning experience.

The author however makes a note of warning when he says that *the school should not merge totally with the community* while undertaking these activities. "A protective boundary should ensure that pressures of production and consumption are not imposed too nakedly on young people." He says that the production work done in schools should not be fed to the ordinary market; instead it should be used to satisfy the needs of those who have actually done the work or to barter with neighbouring schools or social centres or the immediate community. "This is a world away from what is normally meant by Work Experience in which the young get a foretaste of what it is like to be cogs in vast impersonal machines over which they have no influence."

III

Another article in the same series argues for a curriculum more responsive to the job expectations of different groups of people. Any new course, however well-taught and however well-resourced, can be effective only when there is a radical change in the attitude of the school to the social, human and work environment outside, for, a majority of school leavers will be working in the neighbourhood and largely through them contact has to be made and maintained by the school with work places, -through employees as well as through employers. This would mean that courses need be organised which involve students in making visits, meeting and interviewing people at their places of work and reporting back to their group at the school the important aspects of a wide range of local jobs and the more important variations in the attitudes of employees and employers to work. The author says that these visits might last over a period and lead to a "modified, out of school work experience". There is also the need to think of work experience being provided inside the school. This might involve staff and students in a simulation exercise in which the school workshops are transformed for a week into a small factory, including simulated tea breaks. At the same time it is necessary to gear more closely the practical subjects provided in schools to the needs of the schools or of the local community.

The author, however, points out that this extension of the use of practical subjects must not necessarily be accompanied by the extension of the theory work, for according to him, the introduction into syllabus of a "nauseating mass of theoretical dust and ashes" has made subjects

The New Pattern of Secondary Education

By

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THE latest formulae of 10+2+3 is not simple Arithmetic i. e. 15 years for the first degree as against 14 years at present. It envisages ruthless selection after 10 years of schooling, followed by 2 years of Intermediate or Higher Secondary education at the end of which again the suitability of the student for the higher education is to be tested at a public examination. All those will be dropped who fail to secure high grades. However, it is not merely addition of one year to the education of the child or a strict merit test for further academic education but a lot of other things such as new syllabi and courses, work experience, community service, grading system of

(Continued from preceding page)

involving practical skills repellent to a large number of students.

IV

For the curriculum planners in India, these thoughts are relevant and need to be widely discussed in order to provide the type of courses which are meaningful and which would implement the essential philosophy of Work Experience leading to vocationalisation of education as the skill forming terminal point for a majority of full-time secondary level students.

marking etc. It is intended here to examine critically the new formulae of secondary education in historical perspective and in the light of the aspirations and needs of society.

Historical Background: The need of reforming secondary education has been keenly felt from the very dawn of freedom; many Commissions and Committees were appointed for the purpose of improving the quality of education, for providing vocational education and for improving the examination system. The University Education Commission (Radhakrishnan Commission) made the first attempt at reforming Secondary education because without reforming secondary education nothing can be achieved at the higher level. The most important suggestion was the raising of the school education to 12 years in place of 10. The Secondary Education Commission of 1952 (Mudaliar Commission) recommended 11 years of Secondary education and three years of the first degree. The Education Commission of 1960 (Kothari Commission) revived the idea of ten years school education, two years of intermediate and three years for the first degree. As regards providing vocational education the need for vocational education was felt as far back as 1927 when Hartog Committee made suggestion for diver-

sified and varied curriculum in the middle school stage. The committee further suggested the diversion of more boys to industrial and commercial courses for which provision was to be made for offering courses at that



stage preparatory to special instruction in technical and industrial schools which remained a pious hope. The matter was again taken up by the Mudaliar Commission of 1952 which suggested a comprehensive plan for vocationalization of secondary education. The Commission suggested the establishment of Multipurpose schools to cater for the diverse aims, aptitudes and abilities of the pupils. The Commission's suggestions were not accepted by the States of U. P., M. P. and Gujarat. The States which introduced the pattern faced unsurmountable financial difficulties. The Kothari Commission also emphasised the need for Vocationalization of education and wanted to ensure that by 1986 some 20% of all enrolment at the lower Secondary level and some 50% beyond class 10 are provided part-time or full time vocational and professional courses at the school level.

As regards the evaluation and examination system these Commis-

sions recommended far reaching changes eg. the Mudaliar Commission suggested the reduction of external examination and introduction of objective type tests. In addition to this the Commission also pointed out the need for keeping records of student's progress, to be considered in the final assessment of the pupils. In addition to these suggestions the grading system was also recommended. The Kothari Commission suggested measures for the improvement of the essay tests and the introduction of internal assessment as integral part of the examination system.

In spite of all these efforts the secondary education remained as defective as ever. No national pattern of education could emerge and there were divergent systems of education in other states. All the measures suggested by the Commission failed because of financial difficulties. Not only the conversion of ordinary schools into Multipurpose schools foundered on the rock of finance but even the addition of one class to school could not be achieved on the national scale...So was the case with Vocationalisation of education. The establishment of such schools needed more teachers, more equipment and more accomodation which was not made available. The reform of examination met the same fate because that too was not an easy job. It needed teachers well trained in the use of new tools and techniques of evaluation. Neither such training was available nor there was any uniform policy in this regard.

10+2 Pattern: As pointed out earlier the Kothari Commission (1964) recommended educational reforms by introducing a uniform pattern of 10+2+3 throughout the country

and suggested reorganisation of curriculum at all stages of education. The recommendation was accepted by the Government of India vide its National policy statement on Education in 1968. It was discussed at the Conference of Education Secretaries, Chief Ministers and Education Ministers and at the meetings of the Inter University Board and the Boards of Secondary Education and was accorded approval at all the levels in 1972 and finally the Central Advisory Board of Education also endorsed it. This was followed by setting up a special Committee to suggest ways and means to implement the new pattern in the member schools of the Board which too endorsed it. The new pattern was introduced in all the schools of the Board with effect from May 1975 and in many States with effect from July 1976. Some States are yet undecided. Some of the important features of the scheme are as follows :

1. *Addition of two years to school education* : It is pointed out by the exponents of scheme that this will be helpful in raising the standard of school education and can be utilized for selecting good students for higher studies and poor students for vocational instruction. They say that by the end of the last two years of the school the pupils will be mature enough to show their aptitude and talents in a particular direction. The Education Commission hoped that it will be possible to divert 50% of school leavers to different walks of life. Thus the addition of two years to school will be helpful in reducing the pressure on University admissions. These are laudable objectives but these objectives were before the earlier educational reformers who also suggested similar means for improvement of secondary education but their suggestions were not implemented

because of the huge expenditure involved. But as the proposal has come from the Government and its financial implication fully calculated, the scheme has all the potential of achieving the objectives pointed out above.

2. *The new approach to curriculum* : The new curriculum for 9th and 10th classes envisages a comprehensive course of general education which includes Languages, Mathematics, Sciences, Social Science, Health and Physical Education. The reason of imparting instruction in so many subjects is that the child at that stage should be given a background knowledge of all the available subjects so that his development is not lopsided as was the case in the past. With this end in view the study of science which was formerly an optional subject is made compulsory. Besides this the curriculum includes work experience, community service, health and physical education which were formerly completely ignored, with the result that education was merely theoretical and for a country like ours, where 75% of the people work by hand for earning their living, was an unpardonable mistake. It was with this end in view that Gandhiji visualized a work oriented education as far back as 1937 (The Basic Education). However, the work experience stipulated in the present scheme is not spinning and weaving but activities of modern life such as Engineering gadgets, Electronics, Dairy farming, Poultry, Sericulture, fine arts etc. There are about 50 such activities out of which the student may select a few of his choice. This again involves huge expenditure. If each and every school is provided with the wherewithal for introducing all these activities this will revolutionise our

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Sanskrit as Lingua Franca

By

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ONE cannot deny the fact that the holy trinity—Valmiki, Vyasa and Kalidasa—is wholly responsible for the integrity of our vast continent, inspite of its climatic, linguistic, geographical, cultural and political differences. It was the only linguistic force that bound the whole country as one for centuries together. When we were victims to the only policy of Britishers, viz. Divide and Rule, we all know how we lagged behind in our progress. Before independence, Rabindranath Tagore prayed God to cut the walls of narrow fragments (Regions), and thereby expressed his strong desire for the integration of India. The Emergency declared by the Government of India headed by Smt. Indira Gandhi, saved us from the danger of breaking into pieces again. The integration now achieved should be supported, reinforced and made concrete lest the history repeat. The force which can achieve perfect integration is only Linguistic Forde. As in past, we already derived the integration for centuries together, let us accept the same, but not find a substitute by experimentation.

When the Centre proposed Hindi, the strongest opposition from the South expressed its disregard. Of course, now the Government may

convince people or rather impose Hindi in this time of Emergency. In this context, I would like to discuss pros and cons in accepting Sanskrit as National Language. At the same time, I request the Government to consider the matter technically, but not politically.

For Sanskrit to be Lingua Franca, the following points are in its favour :

(1) As to the question that it cannot meet the demand of supplying the Technical Terminology, the answer is obvious. In fact, the question is a mistaken concept. To-day, we are translating the Technical Terminology of the West or of developed countries into sixteen regional languages including Hindi.

The pity here is the very translated word, whatever be the regional language be, is ultimately of Sanskrit. So here, the translated words are disguised Sanskrit words with a label of regional language.

For example, the word 'Radio Activity' is translated into a regional language, as *Rasmudgarata*.

Rasmeh = of light

Udgarata = spontaneous flow out.
i. e. a spontaneous flow of light.

People have to bear a lot of mental torture in facing laborious,

confusing, indirect, incorrect, redundant translations. Let us have a common terminology throughout India in Science, Technology, Law, Commerce, Administration, Education, etc.

2. Ignorant people believe that Sanskrit is a dead language. No, it is mortal. It flows in Indian blood and dances on the tip of the tongue of the race. Its physical structure is manifested in the regional languages of India.

3. As we are looking for a substitute for English, it should have the same features—*international exchangeability*, i. e. similarity with foreign language and at the same time *nationality*, i. e. it should have the quality of leadership among national languages.

Then such a language is only *Sanskrit*.

It being a member of Indo-European Languages, possesses the first quality, i. e. international exchangeability. Its word formation, syntax, etc. are similar to that of European languages. Hence, a foreigner can easily learn and deal with Sanskrit and vice versa.

Northern Indian languages—Hindi, Assami, Punjabi, Marathi, Bengali, Oriya, etc. are descendants of 'Apabhramsas' which ultimately is the descendant of Sanskrit. Hence, their source being Sanskrit, they do not feel it difficult to learn. South Indian languages, the Dravidian languages—Tamil, Telugu, Malayalam, Kannada—influenced Sanskrit and are influenced by Sanskrit. There will be no question of difficulty in accepting Sanskrit as *Lingua Franca*.

4. It can become a medium of instruction after Higher Secondary stage, because it is closely connected to every regional language.

As an educationalist, I strongly oppose the blind dictum that medium of instruction should be the mother-tongue at any stage. Let it enjoy its privilege upto the stage where it is desirable.

To illustrate this, I put this question: Breast feeding, no doubt, is the best nourishment for a baby. Upto what age. Could you do it at the age of 10 even if it is available? Or can it be a food for an adult?

So also, medium of instruction should be the through mother-tongue upto Secondary stage only. Medium of Instruction should be the same for all regions from Higher Secondary 11th standard of 10 + 2 + 3 curriculum. At the same time, it should be the nearest and dearest to the mother-tongue. Can it be any other language than Sanskrit for an Indian?

5. The treasure house of ancient knowledge in India is locked in Sanskrit. So, the only way to unlock the treasure house is to educate our young minds through Sanskrit.

People doubt whether really is there any scientific knowledge which is useful for the modern scientific thought and can it be in any way useful for further scientific research.

The answer is 'Yes'.

I do not argue that every modern theory was there in Sanskrit, but some ancient theories may help us in our present investigations or alter the present standings or may be found useless. But this benefit cannot be given by any other Indian language if we accept it as medium of instruction.

For example, Concept of Gestalt psychologists (the modern school of psychology), viz. whole vs parts, is given by Tarka Sastra at about 2,500 years back as *Avayava Atirikta Ava-*

A Case and Programme for Vocationalisation of Education

By

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Reflection of the Present

THE destiny of a nation is shaped in her classrooms. The welfare, prosperity and discipline of her people emerge from the walls of her educational institutions. The present reflection of our Educational system may not be very heartening. Millions of unemployable youths are being added to the grim unemployment situation. The rate of drop outs of under eighteen years age is nearly 90%. The confusion of educational goals, depersonalised academically burdened non-productive courses for the general education have hardly any significant motivation for the millions of the learners. The misfits, meagerly or inadequately trained even the vocational degree holders who are unemployed or under

employed and the frustrated 'fall guys' add to the economic stagnation, prevailing poverty, increasing trends of inflation and general disgust among the public. Naturally, it involves the concern of the educationists to find where lies the fault?

Past Attempts

Attempts have been made even before and after the independence to give shape to the Indian Education System which may better suit our changing needs. These thoughts by the best brains lie open in the reports by Hunters Committee (1882), Wood-Abbot Committee (1937), Sargeant Report (1944), University Education Commission (1949), Secondary Education Commission (1953) and Kothari Commission (1964). But the follow up programmes have not been taken

(Continued from preceding page)

yavi. The so-called Scientific Method is clearly explained in Tarka Sastra as *Panchavayava Vakya*. So also, in Medicine, Astrology, etc.

6. The difficulty now facing by the Government of India—to utter the sentence in Hindi, get it translated into sixteen languages, conducting U. P. S. C. examinations in the 16 principal languages, regionalization of education, provincial superiority, complexity in administration, etc. can be got rid of.

7. To the objection, 'it is difficult to learn' the answer is simple.

When it is accepted as National Language, and put to use in day-to-day dealings, people having a tendency for easiness, will make simpler and easier.

It is not hyperbolic to say that Sanskrit will be the international language, instead of English, if it is made Lingua Franca of India to-day.

Psychologically, educationally, historically and linguistically, Sanskrit should be the Lingua Franca. If there is any disagreement to the above statement, it can only be no other than political.

as enthusiastically as desired and thus the present situation is quite unsatisfactory. But with the change of time and needs of the present, we plan to add a few more suggestions for consideration.

What is Needed?

The Educational system of every country has a direct link with its prosperity. The present need of the nation is economic growth and full employment. The rate of economic growth will be increasingly dependent upon the rate of technological development and this depends upon the availability of technical personnel. Education of people in the professional, technical, skilled occupations thus become supreme factor in the increasing growth rate of national enterprise. The present rate of economic growth is far from satisfactory. Education should equip the learner with tools and skills mental or physical which can be marketed, productive and saleable. He should not only be able to earn for himself but also contribute to the growth and development of the nation. Education which has employment potentialities for all, gives psychological security, confidence and worthiness in one's self. The individual realises a status role, recognition and acceptance. The single most significant status conferring role is the job. This enables the human being to form some stable concept of himself and his position in Society. An education which leads one to earn one's (wages) living has a purpose, objective and goal for the learner. He makes his best attempts to achieve it.

What is the Programme?

Before developing any such programme, the basic consideration is the priority sector of the nation, its aims to achieve. In the next Five

Years Plan, India has set, the removal of poverty and economic self reliance as the priority sectors. Under such guide lines, we vehemently suggest the productivity-oriented vocationalised system. Better the skill, better the income, better would be the living standard. This is a well-tested and sure instrument which has stood the test of time in USA, Russia, China and various other countries which are already adopting it i. e. Sri Lanka and Ethiopia. Although it is not a magic wand to wane all the aspirations, but vocationalisation of Education is a system to adopt. It is vocation-oriented, job-based, wage earning, biased system of Education. It aims to develop skills, and attitudes which help the individual to earn his living. It is the totality of experience through which one learns about and prepares to engage in work as part of his/her way of living. Without doubt the biggest task facing the education to-day is to make its curriculum meaningful to students. This meaning must be found in subjects related to the world of work.

A Few Fundamental Issues before the Programme

- (a) Can we afford resources in men and material for vocationalising the education?
- (b) Are we really willing and ready for such a radical change?
- (c) Can we match the jobs and men at this stage?
- (d) Can we achieve complete vocationalisation in this five year plan?
- (e) Can we balance the population growth, the economic growth and educational growth?

We have still reservations to nod our heads in the affirmative for the

above said issues. However, the strong will power, faith and dedication to the cause, sincerity to the purpose and intensity and magnanimity of the problem may force us to move to launch the programme. Expense is no bar when human ability is the raw material. We base our programme for radical and revolutionary action with realistic tone and optimism.

General Objectives Of The Programme

1. Increases the rate of growth leading to economic self-reliance.
2. Increases the employment potentialities in the learner.
3. Develops skills to earn living.
4. Makes education purposeful and meaningful for the learner.
5. Inculcates the habit of work, manual and mental labour,
6. Provides motivation to learn in schools and diminishes the rate of drop out and failures.
7. Develops right attitudes towards the future.
8. Individual identifies himself with the Indian citizenship.
9. Creates confidence in the public.
10. Establishes relationship between learning in schools and world of work.
11. Satisfies human needs to achieve and accomplish.

We will prefer to take the programme in the following hierarchical stages.

1. Induction to the world of work.
2. Awareness of a vocation and Career Exploration.
3. Career preparation.

Induction To The World Of Work. (Five Years In Elementary)

It is a developmental stage of the child. Child should be treated as a child in a child's world and not like man in a man's environment with all complexities of real world. The career development outcomes should be planned through perceptual orientation to the child. It is right here that our academic work should lead to the academic skills, work values, attitudes and the work habits in the children. So the programme at this stage should include doing and activity oriented curriculum in the form of physical activities, sensory and muscular development, co-ordination of various parts of the body, creating, constructing of ordinary articles of paper, cloth, clay and introduction to simple house - hold appliances - a hammer, needle, tong, scissor, screw drawer, wrench, agricultural tools and so on.

Around 50 to 70% of the school time should go for these activities. Other subjects can be postponed for the later stage when the child is able to learn at almost double the speed and can bear the burden of taxing his brain. The level of language at this should be to fit him in the channel of social communication. Since life does not come to him as chemistry, physics and history, social studies should develop personal hygiene, habits and social norms of behaviour. The main emphasis is on developing the attitude to meet the world of work in the right earnest. The authorities at district level should have the freedom to frame such curricula in accordance to the needs of the area and society. But at the same time a broad base is to be given so that the children have introduction with the general activities of this standard. Small kits for

the activities of the children should be freely provided differentiating the background of Rural and Urban schools.

There is no harm in enrichment of activities on horizontal axis so as to broad base the experiences. About 52% of the children leave education by this age due to poverty or so. Should this education for five years be a waste? By these activities they will be an asset in the household vocation in the Rural and Urban areas. The staff needed should be trained or qualified persons be taken in carrying out these programmes. The success of any programme depends on the attitudes of the men involved in carrying out the programme. It is thus highly desirable that the persons with favourable attitudes should be taken in the programme or positive attitudes for the activities be developed and then they may be put in charge of the tasks. The instructions should take the form of concrete operations. Instructional activity packages may be provided to each school. We will further recommend the introduction of guidance services for the proper development of the child. Promotion should be graded on the continuous performance criteria in the activities.

Awareness: This stage will comprise five years in (10+2) scheme of school Education. The educational programme at this stage will again be activity centred in the form of *Work experience*, arts and crafts education. Work experience will be the core subject and should be given much importance. The other courses will have to be given more time in comparison to the first stage along with the general subjects of study. The time to be allotted to work experience, arts and crafts education should be varying from 50 to 30 percent of the

total time available from classes six to ten.

The work experience activities (list attached), will involve skill developments, better co-ordination of body and mind, development of creative capacities, expression to his inclinations and use of tools of machines, agriculture equipment—assembly of parts of simple machines as cycle, tailoring machines, agricultural instruments—depending on the need of the area and local environment. We strongly emphasise the need of a central laboratory. It may be a combined lab. having facility for portable arrangements in the form of self-sufficient movable small trolley. Some half days be fixed for one school or full time for some other schools depending on the demand and facilities available. The work experience programmes will be carried under the close supervision of instructors so that the products, material and money is not wasted. The establishment of such workshops can be used for finishing these products adequately for sale through exhibitions, fairs, Government shops at cheaper rates. The aim of education is to enable a person to help himself to earn simple wages or help the parents and serve as basis for higher education. So the individual becomes aware and explores the possibilities of taking vocations. The courses are designed to internalise the awareness of vocational aspects through conceptualisation, participation and doing. There will be ordinary and advanced levels of courses for the talented ones. Let those who left school education after the primary have the facilities in the form of part time, whole time evening or condensed courses as is done in Russia. The guidance services will continue to play their roles. The cumulative records of the learner must be (emphasised) maintained for

their better development. Many individuals go for industrial training Institutes after 8th class. So this stage will equip them better for such courses as well. There is need for opening more avenues for the children who leave education at this stage or after the industrial training Institutions. The major portion of employment goes to skilled workers at this stage. Much encouragement, facilities in the form of equipment, finances for establishment of small scale industry of this level is needed in public and private sectors. In the private sector some arrangement in the form of students' corporations under the care of Government officials can be encouraged for such an enterprise. Rural areas have much been neglected in this sphere. More attention be paid to encourage small scale industry and agricultural based vocations. Since the work experience in various areas can be conducted only when proper facilities of the areas concerned are available, so a central workshop for two to three schools, selfsufficient trolleys and such provisions must be provided. It is not sufficient to make provision for one area of work experience but atleast four to five keeping in view the needs of children and community. The teachers should be trained with sufficient and sound background of subject areas. The promotion of the child to the next class must give due consideration to performance-based criteria in these activities.

Preparatory: At this stage the major division of courses is recommended. At the age of 15 years, our adolescents are not psychologically weaned (because of cultural and child learning practices) and in view of the thinking confusion of the adolescents and craze for variety of attractive courses, they may not be in a position to opt for a proper vocatio-

nal preparation. But with the help of guidance and counselling, this difficulty will be overcome.

The productivity-centred activities with development of skills at the broad base is to be continued. A careful formation of curricula can help to achieve this. At this stage the vocationalised activities i.e. independent activity can easily be taken. So the curricula should be sufficiently wider in scope to engulf the needs to various interests. The individual may take the group of subjects, Science, Arts, Commerce, Agriculture, and at the same time should have the option to work on particular productive (area) subjects. The learner who comes out of such institutions be able to fit himself in some wage-based activity either by him-self or in employment. Employers should devise their own methods based on skill, productive abilities of the individual and less weightage to theoretical aspects and qualifications on paper for employment. Our institutions in this regard require a complete and revolutionary changes in men and materials, equipments and courses. Out of the school facilities for improvement of vocational aspects will be maintained. The core of all our activities is the workshop, industrial experience - productive work. After the schooling of course, the vocational courses are taken for specialisations. Every individual who joins the higher education will go for some specialised courses. There are roughly 3,000 established wage earning activities and about 104 courses offered, so the careful admissions on man power needs, ability and specialisation will help in achieving the goals.

In conclusion, we have only to say that it requires plunging into action. Pilot projects can be started

in each state and further expansion can be done subsequently.

ACTIVITIES :

Preparation of fruit products (Squash, sauce)

Preparation of food-chemical, canning and bottling

Effecting minor repairs in building, white washing, painting, polishing

Renovation of furniture

Weaving of cloth

Dyeing and printing

Dress making, designing, repair.

Effecting minor repairs in electri-

cal appliances and gadgets (fans, heater, iron, mixie, toaster etc.)

Doll making, soft toy, puppets

Removal of stains—tea, coffee-milk, ink, grease.

Repairing a cycle

Fountain pen watches, clocks, repair

Preparation of cream, snow, talcum powder, face powder, ink, anti-mosquito cream, germicides.

Soap making.

Wax making.

Polishes, boot, floor, car, electroplating, anodizing, printing and dyeing etc.

Appeal to Allot Part of Arms Budgets for UNESCO

The Director - General of UNESCO (United Nations Educational, Scientific and Cultural Organisation), Mr. Amadon Mahtara M'Bow, called on member nations to earmark part of their arms budgets for UNESCO.

In a speech winding up the general debate at the 19th UNESCO conference Mr. M'Bow said that "to put at UNESCO's disposal the amount of money that, for example, a modern bomber aircraft or any other expensive equipment would cost, would be, on the part of member-States who took the initiative, both a widely-influential symbolic gesture and direct aid to the cause of international co-operation in education, science, culture, and news."

On the question, of news, Mr. M'Bow said it was "urgent to help developing countries to strengthen their own means of communication and to organise systems better adapt to exchanges, as much between the countries of the third world as between them and the developed world."



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From D. P. I. Andhra Pradesh R. C. No. 886—M 4./58 D/19-11-58

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Education and Status of Women

THERE has been a consensus of national opinion that the status of women in our country has essentially suffered for lack of education. This lag has been mainly responsible for denying them opportunities of equality and parity with men. We all believe that women can contribute to the productivity, development and progress of our society. In certain ways they can play a more effective and lasting role in the reconstruction and vitalization of our society, to work for its cohesiveness and to eradicate such ills which are corroding our personal, social and national life. They can be pace-setters to new social order as well as healthy equilibriums for conserving values and traditions which continue to have a pride of place for us.

IT is ironical that though they possess natural endowments and talents, social and economic handicaps, conservatism of the people and environmental situations have stood in their way to come to their own. This is not only true of our country but it has been equally true with other developing countries of the world. It is on account of this that United Nations declared 1975 as

the International Women's year, with the theme of the year as 'Equality, Development and Peace'. But observance of the International Women's year may not itself be sufficient. It is very essential that they must have the necessary training and education to effectively participate in the developmental efforts which are afoot.

ACKNOWLEDGEABLY, educational lag is the most formidable hurdle which stands in their way to come to their own. Age long social customs like early marriages and purdha and apathy of society to give them education etc. have acted as great dampers in their attaining literacy and education. Wastage and stagnation have eroded girls' education most. The low enrolment figures and drop out rates in schools at the elementary stage is really staggering. In classes I to V the total enrolment is 244 lakhs or 66% of the total population in the age group 6-11. For every 100 girls enrolled in class I about 30 reach class V. In classes VI to VIII, the total enrolment is 45.37 lakhs or only 22% of the total population in the age group 11-14. It is therefore obvious that considerable headway will have

to be made in the expansion of education for the age group 6-11 and especially for the age group 11-14 before we attain our objective of universal education. The enrolment of girls at the secondary stage is 23.4 lakhs or 12% of the total population in the age group 14-17 (as against 31% for boys). It is generally concentrated in the upper and middle classes in urban areas. At the university stage, the total enrolment in general education is about 9 lakhs or about 1.3% of the age group 17-23 (about 31 girls for every 100 boys enrolled.)

ONE of the dismal features revealed by the 1971 census is the extremely low literacy rate. It was 18.7% for females, 39.5% for males and 29.2 per cent for the total population. The highest literacy rate for females 37.4 per cent was in the age group 10-14. The rural female literacy in India was 13.2 per cent. Even with the best of governmental efforts and enlightened public opinion, the results have not been commensurate with the efforts put. The major contributory cause for this state of affairs is the lack of women teachers, who are averse to serving in such places which very often lack even elementary amenities and elements of the so called civilized life. Salary structure in private schools is less than that of men, as women constitute a higher proportion of the educated unemployed.

IT is really gratifying that of late as a result of various measures and because of the process of

social change there has been a good deal of awakening in the country to accelerate the pace of girls education and to equip them with such type of schooling, training and equipment which make the needed use of their potential. The examples of such women who have made feelable contribution in the manifold life of our community and national life both in the past and at present have really offered them a great incentive.

ODD as it may appear, there has been a feeling among parents and people in the society that education brings in women a type of outlook and thinking which is not in tune with the temper of our times and its needs. Very often it neither improves their economic status nor gives them skills relevant to the discharge of such domestic obligations which may bring peace, harmony and happiness. There is a righteous feeling that there is an urgent need to re-orient curriculum for girls to meet their specific needs. Besides formal ways of schooling which seek to make education of the girls more widespread and efficient, increasing resort should be made to informal methods of education.

OUR school curriculum in various subjects and textbooks which are our main stay must consistently inspire idealism among the youth that women are not inferior to men either in their potential or in their contribution for the regeneration, enrichment and progress of national life and

its onward march. Equality of opportunity must bring them a realization and responsiveness for equal participation to mutual advantage in the development of the nation. Family should project its functioning as a corporate system with joint responsibility. The spirit of healthy co-operation and supplementation must eclipse seeming accidental conflicts and competition. Women's contribution to the growth of civilization has to be consistently illustrated through specific content pertaining to the annals of different countries. Dependence of girls and women as a traditional value should be discarded to emphasize equal commitment for work at home and outside by both the sexes. No national endeavour will succeed unless such efforts are complemented and reinforced, by women themselves and by society. Universalization and vocationalization of education must consciously direct their efforts to this section of clientele.

To combat the challenge of new situations of a developing society, with the stress and imperatives of modernization and difficult economy and with awareness of the people and society to women's education things are bound to improve. Gradually, society will have to evolve required norms or institutions to enable women to fulfil multiple roles that they are expected to play in India today.

WE can no longer afford to ignore the fundamental and basic equality of man and woman

in all walks of life. But it should never be forgotten that status can never be raised by 'laws', 'conferences' 'resolutions' and 'publicity materials' containing the condemnatory story of age long grievances and injustices. It has to be earned and inspired. The change can best come through education. This will give true colouring and texture to their status. But education itself must project certain values, spiritual and moral representing our crystallized wisdom and culture, which has a unique stamp of its own free from 'modern' 'interpolations' 'frills' 'thrills' and 'stances'. The ways of persuasion, creating proper climate, surmounting difficulties by constructive efforts may be more result-yielding than coercion, executive measures and slogan mongering.

— D. N. Gaiind.

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Public Opinion

PRIME MINISTER

on

Current Educational Issues

Speaking after receiving an honorary degree conferred by the young university of Mauritius, the Prime Minister told the gathering of scholars that for quite some time Indian institutions had looked mainly to west. It was difficult to say whether they had entirely shed this tendency to undervalue their own ability and capacity but she said "we have now begun to emphasise on courses of study of more direct relevance to our conditions and needs."

In the recent past agricultural universities and scientific research centres had come closer to the field and people turned to them for solution of their problems.

She said that India's entire educational system was changing though many thought that the change was not fast enough. Education should not create self-regarding elite class but it must give equality of opportunity to all sections of people to become good and creative citizens.

She was very pleased to visit the university as she said to those in heat and dust of public life, visit to a university "is a dip in cool and sacred waters."

"A university is like a perennial river, nourishment from primordial snows or from periodic rains. A river sustains life in the lands through which it flows. It has an unmistakable identity yet is ever new as it feeds the sea of human experience", she said.

Quoting profusely from Swami Vivekananda, Aurobindo and the great educationalist J. Krishna murti, the Prime Minister said ideals preached by them involved a large degree of personal guidance to each student and higher

quality and dedication on the part of the teacher.

Any system to succeed demanded the full co-operation of mind and body, she said.

By discipline she did not mean "unthinking acceptance" but desire to learn and concentration and perseverance to be able to do so.

"In a developing country it also entails a spirit of co-operation, sensitivity to insecurity of newly free country and awareness of dangers which threaten building of solid foundations for its future", she said.

Inaugurating the 7th meeting on cooperation among industrial development financing institutions organised by UNIDO Smt Indira Gandhi said, that agencies like UNIDO must bring about the requisite transfer of technology and the development banks—whether international, regional or national—must provide the financial resources.

The extent to which UNIDO could ensure the transfer of technology depended on the resources available to it since technology transfers would have to be at low cost. Some of the difficulties in transferring technology could be eliminated by direct co-operation among the developing nations,

The Prime Minister reaffirmed India's willingness to make available to fellow developing countries the experience and technology it had generated in the process of its modernisation. This could be done through international agencies like UNIDO or bilaterally. In turn, India would like to learn from the experience of other similarly situated developing countries.

All efforts for the rapid economic transformation of societies must aim

at reducing inequalities not only in the world as a whole but also within regions, within countries and between man and man, she said. All activities of national development must subserve this fundamental objective.

The exchange of information among industrial development financing institutions must result in the evolution of more effective techniques in achieving these objectives, and India had clearly set these parameters for her development financing institutions.

YOUTH SHOULD FACE CHALLENGES

Youth Mrs. Gandhi said, should avoid despondency—they should develop an attitude which gives them hope and self-confidence. Instead of getting overawed by challenges, they should try to get strength from them.

Mrs. Gandhi told that while the Youth Congress programme must get their first allegiance, it was only a "part of the general Congress programme and the Congress programme is only a part of the wider problems of this vast and wonderful country. "All of us at all times must be dedicated to the country's work," she added.

"Each person, they say, gets what he gives to life. So if you meet life with courage you will find that many more opportunities will open out to you," Mrs. Gandhi told the biggest gathering of youth that has ever assembled at any place in the country.

"Opportunities are not brought from somewhere. They exist in our life, in our society. A person who is courageous and who is observant can find hundreds of opportunities around him and must learn to take advantage of them, not for personal selfish reasons but for the greater cause of our party and our country and I hope the Youth Congress will go ahead with this kind of courage and the desire to help one another."

THE HINDU

on The Right Language Formula

Writing Editorially on Nov. 27,
The Hindu States :

Recent discussions on the ten year school frame have raised a few unresolved but important questions on the implications of three language formula. Particularly in States where Hindi is not the mother tongue. As a correspondent in our Letters column pointed out the other day, a lot of confusion has been created by what are stated to be the guidelines of the language formula as indicated by a brochure of the National Council of Educational Research and Training (NCERT) brought out over a year ago. The time table prescribed by the NCERT in that document for implementing the three language formula, especially the study of English, would result in grave distortion particularly in the language skills of pupils in non-Hindi States. There is, therefore, an urgent need on the part of the Government to clarify the NCERT analysis and to enunciate a policy clearly on the lines of the recent statements made by the Prime Minister. She had been fairly explicit in saying that English will continue to have a place of importance in the country and its study cannot be neglected. According to the NCERT guidelines, while Hindi areas will study Hindi, English and a modern Indian language, non-Hindi States will have to introduce in the curriculum the regional language, Hindi and English in that order. But the snag is that while English is to be studied in Hindi areas from the sixth standard itself, in non-Hindi States it will commence from the ninth standard, with only two periods a week allotted to it. This proposal of the NCERT is unacceptable for it is bound to lead to a tremendous handicap for the non-Hindi pupils who will then be entering college with very little knowledge of English which is still the window of the world. The Government should not allow such an anomalous situation to be created.

The whole idea behind the language formula which was first approved by the

Chief Ministers in 1961 is to establish what the Education Commission called "equality" with regard to the study of languages between Hindi and non-Hindi areas by recommending that, as against Hindi which students in the non-Hindi areas have to learn, pupils in the Hindi areas will learn another Indian language besides Hindi and English. The scheme, though well-conceived did not make much headway as it was felt to have been devised more to satisfy political sentiment than to meet the educational needs of the community. There was also the oft-repeated argument that the three-language formula imposed too heavy a load on school children: nor was there any motivation for the study of an additional Indian language in the north. The facilities for studying a third language in the Hindi areas being utterly inadequate, the whole concept also gave the impression of being unreal. The result was that States in the non-Hindi belt too did not, as a retaliatory measure, find

the urge to study Hindi along with the regional language and English, and Hindi has yet to become the lingua franca of the country, despite its being the official language of the Union.

The NCERT, which is presided over by the Union Education Minister, might itself like to go over its guidelines once again and issue fresh ones. But the Government, if it means to chalk out a policy that can be applied with benefit to all parts of the country should insist that the third language, wherever it is English, should be introduced at the sixth standard itself, because the notion that this will create hardship for the children is not borne out by facts. Given the right kind of teachers and books in regard to both of which the NCERT with its expertise can help, there is no reason why English could not be taught uniformly throughout the country from the sixth standard, or even earlier, without jeopardising the chances of Hindi becoming the link language.

INDUSTRIAL DEVELOPMENT

IN ANDHRA PRADESH AND GENERAL PROBLEMS

BY: DR. RAM K. VEPA, I. A. S.

The book is broadly divided into two parts: the first refers exclusively to Andhra Pradesh and deals at length with the story of its growth in the last ten years and on several aspects of this growth such as Small Industry, Rural Industry, Large and Medium Enterprises etc. There is a chapter on the Medium Industries Development Programme of Andhra Pradesh Industrial Development Corporation with which the author was closely connected. The second part deals with general problems of industrial development in the country such as the small industry programme, industrial estates, impact on National integration etc..

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(Continued from page 125)

The New pattern of Secondary Education education. But if the traditional neglect of the needs and requirements of the school is allowed to reign supreme, the scheme will meet the fate of Multipurpose schools of the early fifties.

3. *The new system of marking:* The scheme has laid great stress on grading system in five point scale in place of giving marks and declaring students fail or pass or awarding divisions. There will be two examinations, one at the end of class 10th and the other at the end of class 12th. The students should get high grades in them for getting admissions to the next higher class. It is surprising that too much emphasis has been placed on the external examination. It is on the basis of the external examination that the student will be selected for admission to university, or be diverted to various vocations. The studies on examination have shown that the external examination is a poor device for determining the abilities and achievements of students. They lead to memorization and all sorts of malpractices with which our system suffers. It was in the light of these studies that the Mudaliar Commission, the Radhakrishnan Commission and the Kothari Commission gave their verdict against the examination and proposed the switchover to continuous evaluation by the teacher and use of objective item test and tests for the measurement of certain abilities, attitudes, and other qualities which cannot be tested by the external examination with its traditional essay type questions. The new scheme visualises continuous evaluation in subjects like physical education, work experience, and the third language. It is wondered why important academic subjects are left to the

mercy of the idiosyncrasy of the external examiner. The lapse is all the more conspicuous because the whole future career of the candidates will depend on the grade they are awarded by the external examiner. Thus in order to make the examination valid and reliable the teacher should be associated with assigning grades to the students on the basis of their day to day performance in the class room for which full records should be maintained.

In short it may be said that the new system envisages far reaching changes in curriculum planning. The examination system however needs rethinking and continuous evaluation should be resorted to and at least 50% credit should be given to teacher's estimate and the rest to external examination. There should be more flexibility in determining the suitability of the students for a particular type of instruction to be imparted to him. The most crucial factor is the availability of finances which should be forthcoming without let or hindrance. On the whole the scheme is a bold step in the right direction but its real worth is to be seen in practice and not in precept.

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MANKIND'S MAJOR PROBLEM : TO DEMILITARIZE

By PHILIP NOEL-BAKER

During the Roundtable on Cultural and Intellectual Co-operation and the New International Economic Order, the most fervently applauded speech was that of Philip Noel-Baker which (abridged and edited) we reproduce here. Mr. Noel-Baker, born in London in 1889, has been a life-long advocate of International disarmament. He has also been a distinguished athlete who ran in the 1912 and 1920 Olympics and captained the British team at the 1924 Games. From 1960 until this year he was president of the International Council on Sport and Physical Education. As a politician, he sat in the House of Commons as a Labour member for 36 years and held ministerial offices, including Secretary of State for Commonwealth Relations. After the First World War he was a member of the League of Nations Secretariat and at the end of the Second World War he helped draft the Charter of the United Nations.

I began to work on armaments after I came back from a freshman year in Haverford College, Pennsylvania, in 1907. I helped my father prepare his papers for a deputation to the second Peace Conference at the Hague that year. The deputation demanded the ending of the arms race and the compulsory arbitration of all international disputes. Subsequently I did four years in the First World War at the front, and since then I have lived in the League of Nations and the United Nations.

I have watched the struggle over nearly 60 years by the men who wanted lasting peace and who believed that world disarmament was the only condition by which lasting peace could be obtained: Robert Fishill, Fridtjof Nansen, Arthur Henderson (for all of whom I've worked), Aristide Briand, Joseph Paul-Boncour, Pierre Cot and many more from France. I watched the struggle between these men and those who believe that lasting peace is an idle pipe-dream, that wars sure to come and, therefore, give their lives to armaments and war.

And in those decades I have watched the militarists defeat those who wanted lasting peace. They destroyed the Hague conferences and the disarmament conference of 1932. I know how near that conference came to full success and I know that it was the British militarists who made delays which allowed the arms manufacturers of Germany to bring Hitler into power: Krupp, Thyssen, Hugenberg, and all the rest. If the conference had succeeded, as it nearly did, we should have had no Hitler and no Second World war.

And now I watch the militarists today. I know the men working against the United Nations and against disarmament. There have been no serious disarmament negotiations since 1964. Because what are called negotiations are carried on by men who do not believe in what they are asked to do.

There is really only one major problem before mankind: to demilitarize the governments and the societies of the world, and to release the resources, wasted on what is called defence when

there is no defence, which can solve vital problems.

When is enough enough?

In 1945, after the Second World War ended, there was a bitter and brusing conflict in the United States Congress, between those who wanted their Atomic Energy Commission to be under civilian control and those who wanted to have a military man. Victory in the end went to those who stood for civilian control, and in due course Mr. Gordon Dean became the first Chairman of the U. S. A. E. C. Mr Dean pursued his duties with great zeal, imagination and success. He built up a large stock of nuclear bombs for the U. S. forces. He developed many peaceful uses of atomic energy. And when he had been there five years, he made a public speech in which he asked a question: "When is enough enough? When you can destroy the cities of your enemy, when you can smash his industry and so his military power? Have you got enough, should you go on making more?"

Some people didn't like his question, and within a period of months he had ceased to be the Chairman of the A. E. C. His place was taken by a military man, Admiral Strauss, who won world fame by saying that if he was allowed to go on with nuclear tests, he could produce a "humane H bomb" - it would destroy London or New York, but it would have no fall - out - it would be "humane".

Mr. Dean did not lose his interest in the subject. He wrote a book and defined his theme as follows:

"The atomic age has introduced another factor that must be taken into all calculations. Whereas before the problem was simply one of war or peace, it is now of oblivion or peace. With a question like that, it is hard to imagine any answer except peace. Yet man, even in the atomic age, has not chosen peace. He has also not chosen war, and he seems to think he can go on forever without deciding upon one or the other. Maybe he can, but the risks are enormous."

I have a friend who is an authority almost as eminent as Mr. Gordon Dean on nuclear weapons-Sir Solly, now Lord Zuckerman. Sir Solly was for many Years Chief Scientific Adviser to the British Ministry of Defence. An eminent scientist, he agrees with Gordon Dean's dogma; "peace or oblivion." And he says if we want to measure the chances of oblivion, we must judge it by the only yardstick of actual experience that we have, the Hiroshima bomb.

I was sent by this saying of Solly Zuckerman to visit Hiroshima. I've made the pilgrimage three times. On 6 August 1975 I stood with the citizens of Hiroshima while they recalled the 30th anniversary of the day on which the bomb was dropped. And I want to try to make you live that day as I re-lived it in Hiroshima.

Shadows on stone

August the 6th, 1945. 8.15 a. m. The streets are full of people; people going to work, people going to shop, people-smaller people-going to school. It is a lovely summer morning, sunshine and blue sky. Blue sky stands for happiness in Japan.

The air raid siren sounds. No one pays attention. There's only a singlet enemy aircraft in the sky. The aircraft flies across the city. Above the centre, something falls. It's hard to see, the bomb is very small. Two kilograms in weight, a little larger than a tennis-ball in size. It falls for 10 or 15 seconds, it falls and falls. Then there is a sudden, searing flash of light, brighter and hotter than a thousand suns.

Those who were looking directly at it had their eyes burnt in their sockets. They never looked again on men or things. In the street below there was a business man in charge of large affairs, walking to his work. A lady, as elegant as she was beautiful, A brilliant student, the leader of his class; a little girl, laughing as she ran. And in a moment they were gone. They vanished from the earth. They were utterly consumed by the furnace of the flash. There were no

ashes even on the pavement, nothing but their black shadows on the stones.

Scores of thousands more, sheltered by walls or buildings from the flash, were driven mad by an intolerable thirst that followed from the heat. They ran in frenzied hordes towards the seven rivers of the delta on which Hiroshima is built. They fought like maniacs to reach the water. If they succeeded, they stooped to drink the poisoned stream, and in a month they, too, were dead.

Then came the blast, thousands of miles an hour. Buildings in all directions for kilometres, flattened to the ground. Lorries, cars, milk-carts, human beings, babies, prams, picked up and hurled like lethal projectiles, hundreds of metres through the air. The blast piled its victims up in frightful heaps, seven or eight corpses deep.

Then the fireball touched the earth, and scores of conflagrations, fanned by hurricane winds, joined in a fire-storm. And many thousands more, trapped by walls of flame that leaped higher than the highest tower in the town, in swift or in longer agony, were burnt to death. Then all went black as night. The mushroom cloud rose to 40,000 feet. It blotted out the sun. It dropped its poison dust, its fall-out, on everything that still remained not lethal in Hiroshima. And death by radio-active sickness from the fall-out was the fate of those who had survived the flash, the river, the blast, the fire-storm.

The Science Editor of the London Times, writing in August a year ago, said: "On that fatal morning, 240,000 people died within an hour. Today, in Hiroshima, many young people who were only embryos in their mothers womb when the bomb fell, show the fatal seeds of leukaemia."

And he said, "Let's remember that the Hiroshima bomb was a nuclear midget." Many of the present weapons are a hundred times as powerful and some a Thousand times. The stock-piles of the world, if they were used, would serve to exterminate mankind, three or four times over. "Peace or oblivion", was the

doctrine of the Science Editor of the London Times.

Destroying democracy

What of the other problems that that we have to face? In country after country, year after year, we have watched militarism and guns destroying democracy and freedom, and they are destroying them still. Torture? Torture, a shame to all mankind, is practised in eighty or so countries today. It is the logical, perhaps the inevitable result of government by guns and not by law. World hunger? It's a question of resources. We could feed the hungry people within five years. We could double the food production within ten. But we must divert the \$ 300, 000 million that go to arms every year. Illiteracy? A thousand million people cannot read or write: the door to social, cultural, political progress closed to them. And their number is growing. We could end illiteracy for a fraction of the money given to military research. Population? To raise the standard of living is the way to bring the birth-rate down. Inflation? The major cause, incomparably more important than all others put together, is armament expenditure. And social justice? Decent houses instead of loathsome slums, hospitals for the sick, help for the widows and the orphans, education for the people, music and the arts, not for the elite only, but for all. What has happened to social justice? What has happened to these things? They've been sacrifices on the shrine of Mars, the Roman god of war. And it is time that these sacrifices were forever ended, and that we went back to the principles which Unesco was set up to teach.

Two centuries ago, before the Revolution in France, a radical, Tom Paine, said that "an army of principles will penetrate, where an army of soldiers cannot pass". If we believe in the principles of the United Nations Charter, if we believe that they can defeat the powers of darkness, then most assuredly Victory will be ours.

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