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The race is not to the
swift, nor the battle to the
strong, neither yet bread to
the wise, nor yet riches to
men of understanding, nor
yet favour to men of skill;
time and chance happeneth
to them all.

Ecclesiastes 9, 11.



Hon. Editor :

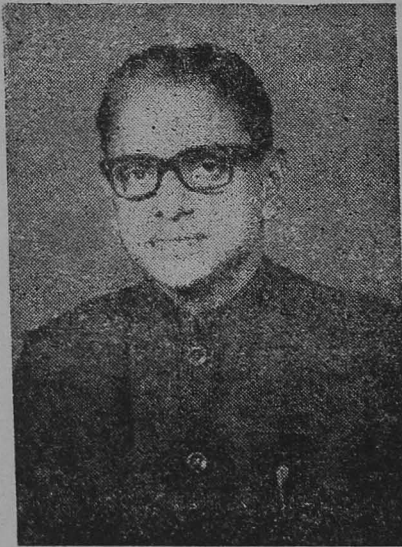
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Recipient of the National Awards

SHRI C. V. SITARAMAYYA, B. A., B. SC., B. ED., presently Headmaster, Tanuku Parishad High School, W. G. Dt., A. P. was born in the year 1929. He hails from Chivatam, Tanuku Taluk. He was the student upto SSLC in the same School of which he heads now. After his B. A., B. SC., B. ED., he worked for 11 years as a Teacher handling Maths.



Shri C. V. Sitaramayya, B.A., B.Sc. B. Ed.,
Headmaster, P. H. School, Tanuku (A. P.)

Science and English subjects. Later he became the Headmaster of *Iragavaram* High School and served there for 2 years. This brief span of service reflected his mettle—and *Iragavaram* High School soon rose to prominence under his stewardship. *Undrajavaram* High School was his next assignment for a period of 6 years. In West Godavary District—

now this is one of the foremost Schools. In 1971 he was transferred to Tanuku High School—which assignment was given to him by dint of his selfless services. TANUKU High School is now best administered under his paternal care. His words are his wands, and the discipline in the School is quite spontaneous reflecting his personality.

He was an active participant in number of Seminars and Workshops in Mathematics and Science. He heads the District Headmasters' Association as its President. He is the Secretary for the District Common Examination Board.

Wherever he worked, he felt it his foremost duty to improve the Institution in every respect—in discipline, in its tone and in all its requirements to make it a full blown School. Through Cultural, Educational, and Sporting activities he strove hard to develop the innate and latent faculties of the pupils for the development of their alround personality. There is no educational activity or Educational Innovation which he has not touched—be it Science Fair, Inter School Sports, NCC., Book Banks etc. He implemented in his School the 12 Point Educational Programme in its true letter and spirit. He was awarded as a Best Teacher in the District in 1975 which paved him the way to be the recipient of the National Award as a Best Teacher. We wish him a still glorious record of service as an Ideal Teacher.



EDUCATIONAL INDIA

By Prof. Uday Shankar

Prof. of Education, H. N. C. University, Kurukshetra

Evaluation in Education

THE process of education, at any level is to modify or change the individual so that from a raw material, as he comes to the world, he becomes, as much a finished product, as possible under the conditions of his education and is able to find his way in the long walk of life in the specific society or community, he is required to live in. This process is like planning, designing and building of an engine with the raw material required and available for the specific purpose. While designing or building an engine we do not think to start with, how to inspect it or to evaluate its working or efficiency; we first design and build it and then bother about its evaluation or inspection later. In a similar manner we in education should first plan and help in building the personality of the individual and then try to assess or evaluate how far he has been fashioned for his role in society. Evaluation is, no doubt, essential as even a cook tastes the curry or sees the rice, by picking a grain from the pot, whether it is cooked or not. But evaluation is secondary or ancillary and not primary; the primary task is to start modifying or educating the individual, just as the cook must start doing the cooking first.

In education, therefore, the system of evaluation or examination

should be for and in accordance with the objectives and system of education. We in this country (as is said by some authority), did not have a system of education, and have had only a system of examination. Whatever system of bookish education for instruction and literacy as required and introduced by the British, for turning out clerical hands to help in the administration of the British rule, there existed it fitted with the system of evaluation by external examination which only tested the attainments in the three R's or at best in attainment in reading, writing and conversing in the English language with of course, some acquirement, here and there, in English literature, Western Sciences and other fields of academic learning concerning solely with the mental or intellectual powers or the brain of the individual in almost total disregard or neglect as other aspects of his personality or his other capacities and abilities, physical, emotional, social or moral.

It is tyrannical indeed to judge the value of an individual or his personality from the marks he gets in the external examination which marks hardly have 10% or even less confidence, and particularly when chances are not provided and efforts are not made to develop those aspects

and abilities in the system of education. It is cruel, indeed, to thus punish the individual for no fault of his as the examination marks do not show the real attainment nor do they touch other aspects of the individual's attainments and abilities. There is need of improving the educational procedure and curricula, improving the Schools, the teachers and the conditions of education and not to punish the individual because of poor marks that he has got. It is not his fault.

Fortunately the situation is now changing. It is being realised that education is meant for the development of each individual in various aspects and to acquire necessary skills in the modern scientific, industrial and technological world for proper adjustment and for making life as much fruitful as possible both for the individual and for the society or the country. The social requirements and material development is being increasingly in view for planning educational procedures and practices so that creative activity is enhanced for national needs. The individual is to be equipped to go into the world at large and to handle jobs of all types. But merit is to be detected, fostered and allowed to grow not only for the social or political purposes but for the best development of each individual. Reform in education, is therefore, thought to be a must in this context of the needs of education now.

The needs or objectives of education at all levels and more in Universities or Colleges have to be specifically identified and enunciated, as at this stage is the individual to prepare himself to fight the battle of life and to serve both individual and social goals. There is a plethora of educational needs or objectives adumbrated since early times and many people have given long lists of

objectives of education many of which are repetitive and not quite exclusive of each other. The main objectives can be accepted as given by the Robbins Commission in U. K. more recently. These are :—

a) To give to the students new knowledge or information and to enable them to acquire new skills or expertise in specific fields according to their abilities or aptitudes to enable them to be usefully employed.

(b) To enable them to develop their mental powers for critical judgment.

(c) To enable them to be carriers of the culture they are brought up in and to bear the stamp of citizenship of the particular community or country for social adjustment.

(d) To enable them to carry on research to add to the knowledge already known.

The curricula at various stages should be built in the infrastructure keeping in view these objectives. But for higher education in Universities and Colleges, in particular, the teaching methods and the assessment of evaluation of the attainments have to be geared to the fulfilment of these chief objectives.

Keeping in view the objectives of academic attainment the evaluation at present is done by external examinations but for proper evaluation there should be a continuous assessment as the teaching and learning progresses. In actual fact evaluation should be done by the teacher himself because he is the only person who knows what has been taught and also who have been taught. Such internal assessment has been the tradition in this country in olden times when the Guru assessed the attainment of his disciple and promoted him on satisfactory progress to the next stage.

Internal assessment in a continuous manner is useful because stock taking of the learning, goes on side by side and it also serves as an incentive for further learning as the pupil feels encouraged when he is told about his performance.

Although internal assessment is essential but there may be certain pitfalls and dangers because many teachers these days, are not so objective and academically disposed. Some universities tried internal assessment but subjectivity, arbitrary and even favoured marking, made it almost useless and they stopped it. But instead of total internal assessment there should be at least partial internal assessment and it could be made more objective and reliable by eliminating the subjectivity of the teacher to a great extent. If some universities tried it and gave it up does not take away the merit and the use of partial internal assessment provided it is done in a systematic and objective manner. Also, we should begin to trust our teachers and the responsibility and initiative of teachers for internal assessment can't be ignored.

It seems, therefore, more reasonable that instead of continuous evaluation depending on entirely internal assessment, to begin with, 25% weightage is assigned to internal assessment. This also is to be based on occasional class-tests, assignments or practical work. There could be two or three class tests or assignments in every subject in every term and also one terminal examination. But there should be proper records of them maintained in college/department office. The question paper set, the scripts of the tests should be kept in the office and the marks or grades earned by each student should be recorded in register which should be an open book. It may, however, be required that soon after the marking

of the script these are returned to the students to see their awards who should also be permitted to appear for re-evaluation if they feel that the awards are not fair. The scripts may however, be taken back and kept in the office for the year. This would make the teachers to be more cautious, fair and objective in giving the awards and when proper records of the awards are kept, it would make internal assessment quite objective, reliable and with no objection from any quarters.

For the remaining 75% weightage there could be evaluation with the help external examinations which in view of uniformity of standards for so many students in so many colleges in a university or for so many universities themselves, can't, these days, be ruled out. But one snag about the external examinations as pointed out by many studies (for example the one conducted under the auspices of 'New Education Fellowship' in certain European countries and partly published in the 'Hartog Committee Report'. Examination of Examinations) is the irreliability of the marking by various examiners or by the same examiners over a period of time. These days the external or course-end examinations can not be entirely given up and what is needed is to make them more objective and reliable. For this various steps have to be taken and each university has to make provision for making their external examinations worthy of reliance. Some of the steps needed can be the following:

(a) The paper-setters should be the persons who have been teaching the subject for at least two or three years. These paper-setters should earlier be oriented or trained in the art of good paper setting so that the papers are in the unambiguous language.

age, definite and in accordance with the syllabi. There should not be overall choice but there could be choice in between the two questions. The questions could be short answer questions and in some subjects essay type and objective type questions also. It is better to give four or five short answer questions under a question covering the unit or area of the syllabus.

(b) The marking should be done as far as possible centrally keeping in view that the examiner awards marks by reading the whole script and the scripts examined should be as many as one could do reasonably in the time allotted.

(c) The paper-setter could first give definite instructions and directions to the examiners preferably by supplying model answers for the questions set

(d) Steps have to be taken so that use of unfair means and copying is not resorted to by the candidates.

(e) For this it is found useful to build up a question bank by setting questions by committees of experts or individual experts in each paper, before hand. These questions could be made available to the students during the course of their studies so that they prepare the subject properly with the help of these questions. The paper-setters could also use the question bank picking up questions as they think proper. The tendency of not repeating the questions set last year is to be given up, because generally students avoid preparing answers to questions in a paper set last year. To avoid unfair means it may also be desirable that questions are written out on cards and each student draws his own card. This will not only save the cost of printing a large number of question papers but would put a stop to copy-

ing because students sitting together have different questions to do, though the paper is the same. They could write down the identity number of the card on their script for evaluation.

Grades or Marks

The question is also raised these days whether grades are better than marks. The argument against marks is that one can't be so sure of making distinctions in marks a few steps up and down in terms of which the ability or attainment of the candidate is judged because there cannot be as many types of candidates as the marks secured. How can one be sure that a candidate getting 30 marks is better than one getting 28 or 29 or even 25 marks. So it is suggested that instead of marks there could be grades, like A, B, C, D, E, F, G. In terms of which each question is to be judged and for grade there could be points. So the total score of a candidate for the various grades earned for each question done can be expressed in terms of grade points and the average could be found. One's total average grade points can be found for the entire examination having different papers and he could be categorised according to the grade earned. On the examination record card the grades for various papers may, however, be shown and one should be required to reappear in the paper in which his grade is too low indicating failure and not in the entire examination. For the awards in external examinations, there should be provision for re-evaluation just for internal assessment there is scope for appeal and reevaluation. The grades in internal assessment and external examination should be shown separately because not only the methods and means of assessment differ in the two cases but the abilities, skills and

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Cloze Procedure—A Technique for Measuring Reading Comprehension

GETTING meaning from the printed pages is the end product of the reading act. Reading without comprehension is not only useless but also baseless. One who reads just for decoding and does not get the meaning is simply barking at the print and it is not reading in a real sense. At all stages, reading instruction should be a matter of developing comprehension. As Tinker and McCullough (1962) point out: The fundamental goal in seeking to produce mature readers is to have them able to com-

prehend whatever printed materials will serve their purpose, no matter how difficult these materials may be. The acquisition of a sight vocabulary and of skill in recognizing words, and of verbal facility in general, all are aimed at promoting the understanding and interpretation of the meanings embodied in printed symbols. The extent to which these meanings are clearly and accurately understood and interpreted by the reader represents the degree to which he is a good reader.

(Continued from preceding page)

attainments assessed by them also differ.

For the other two objectives of development of mental faculties and for educating for citizenship, there have to be in the educational programmes or curriculum, provision for tutorials seminars, work-hops, conferences, group projects, social meets, excursions, picnics, games, dramatics, debates, declamation contests and other forms of extra-curricular activities which in fact, are co-curricular activities, as far as possible compulsory for all and organised in a proper manner for the attainment of the objectives of developing the mental powers of critical judgment and for the inculcation of social traits like cooperation, national pride, civic sense, social service, tolerance, sympathy for the weaker sections of society and such like traits which make the students as the bearers of the culture as citizens with capacity

or critical evaluation of all issues and not to accept any dogmas, stereotypes or viewpoints credulously but only after logical analysis and mature thinking.

These qualities or traits should first be decided upon inculcation by well thought out means and methods as mentioned here. Then their assessment or evaluation be done by the staff committee jointly on a 5 points or 7 points rating scale. Such a judgment on a rating scale about the various traits can as well be done by staff members for the students individually and then all could be culled together for the individuals' final assessment. These assessments could also be recorded on the examination record cards or on the cumulative record cards which students are issued on leaving the college or the department for finding useful occupation in society at large.

Bond and Tinker (1967) write : Basically, comprehension depends upon facility in the use of concepts or meanings evolved through experience. To be of use in reading, the concepts acquired through experience must be attached to words or groups of words as symbols of their meanings. Such words become a part of one's understanding and speaking vocabulary. Then, when a reader recognizes a word or group of words, perception of the printed symbols stimulates the recalling or constructing of meanings for which the symbol stands. Obviously, the meanings recalled are those possessed by the reader and necessarily must have been evolved through past experience.

As noted by Harrison (1939), the meaning may be derived directly from those past experiences, or it may consist of a newly constructed meaning which results from combining and reorganizing meanings already possessed by the reader. The author brings known ideas together in such a way that the reader senses a new relationship and therefore gains a new idea, concept, or sensory impression.

"Comprehension" is just a big blanket term that covers a whole area of thought-getting processes in reading. Teachers need to be fully aware of the different mental processes involved in reading for meanings and to stand ready to aid their pupils in developing all of them (Smith, 1963).

While testing reading comprehension, many problems may come up which are to be solved according to the background and requirement of different groups. For example, difficult questions about an easy passage cannot be compared with asking easy questions about a difficult passage. Similarly, if the testees have to answer comprehension questions after the text is removed, memory factors and

reliance upon cues in the questions will influence the results. On the other hand, if the subjects (testees) have to answer the comprehension questions retaining the passage with them, results will be different. Both these types of comprehension tests cannot be compared and also we cannot say with certainty that both the tests though on the material of equal difficulty value are measuring the same thing. If the multiple-choice items are given, again many factors such as guessing, types of alternatives and the range of options may affect the responses of the subjects on a reading comprehension test. At this juncture, "cloze procedure" for testing reading comprehension comes to our rescue. The cloze technique is only appropriate when students have mastered the basic word recognition skills and the teaching focuses on the improvement of comprehension skills.

The Cloze Procedure :

The Cloze procedure as a technique for measuring reading comprehension was introduced in 1953 by Wilson Taylor. The term "cloze" is derived from the Gestalt concept of "closure", the tendency to complete a structured whole by filling a missing gap. A cloze test can be constructed by deleting certain words in random from a verbal passage and substituting underlined blank spaces. The testee is asked to fill in the word which very suitably belongs to each blank space. Only minor misspellings are disregarded; otherwise responses must match the actual word deleted. The comprehension score on the cloze test consists of the number of correctly filled spaces. As far as deletions in a cloze test are concerned, there are of course, different ways of doing that. Some authorities in the field are of the opinion that every fifth word in a passage should be

deleted; others are in favour of every seventh or every ninth word; still others say that only verbs and nouns should be deleted. Many favour the random deletion of words in such an order that ten percent of the total words should be deleted randomly—not following fifth or seventh or tenth deletions in a purely mechanical manner. Moyle (1970) is of the opinion that omissions or deletions from the text can be selected on a structural or lexical basis. Rankin (1959) found that structural deletions correlated at a significantly higher level with vocabulary and reading comprehension scores than did lexical deletions. In structural deletions, a certain percentage of words is removed from the text no matter what words these prove to be. In lexical deletions certain parts of speech are omitted, for example, nouns or verbs.

Structural deletions can be determined by a table of random numbers or the omission of say every tenth word. Taylor (1953) found that though both methods achieved a similar grade of the passages he employed, the deletion of every fifth word gave the best discrimination between passages. It must be added, however, that Taylor was working with adult subjects and it may be that there will be differences from one age to another in the deletion rate which gives the best discrimination. Smith and Dechant (1961) suggest that among young children a passage cannot be understood if more than one word in ten cannot be read. If this is so, then to omit more words than one in ten would prevent the child using his ability to understand the text in order to fill in the blanks.

In brief, cloze procedure requires the subject to fill in a gap, a whole word which is missing. In order to

do this, the subject must supply the words for the blanks to suit the language pattern of the writer who has written the passage. Now the question arises as to why does the subject to fill in the precise word that was deleted? This question can better be answered in the words of Taylor (1953) who originated the procedure; A 'cloze unit' is any single occurrence of a successful attempt to reproduce accurately a part deleted from a 'message' (any language product) by deciding, from the context that remains, what the missing part should be." To the extent that the reader and the writer have similar backgrounds of experience, interests, language habits, etc., the reader should be able to make accurate predictions of words which have been deleted.

According to Wilson and Carroll (1954), the underlying logic of the method is as follows;..... If the encoder producing a message and the decoder receiving it happen to have highly similar semantic and grammatical habit systems, the decoder ought to be able to predict or anticipate what the encoder will produce at each moment with considerable accuracy. In other words, if both members of communication act share common associations and common constructive tendencies, they should be able to anticipate each others' verbalizations.

Rankin (1959) puts it like this: The cloze procedure is an objective measure of language correspondence between reader and writer.

It may be inferred, however, that the ability to make correct word predictions of the precise words deleted in a cloze test is indicative of the respondent's grasp of "meaning" contained in the message. The ability to predict the precise word

used by the writer is more indicative of the reader's understanding of the writer's total meaning (with all its semantic and stylistic connotations) than the prediction of a synonym with similar, but never quite the same, connotations or the prediction of another word which merely produces a plausible sentence.

Moyle (1970) states that cloze procedure involves accuracy, in that the child cannot hope to fill in blanks if he cannot recognize the majority of words given. It also involves fluency and a knowledge of grammatical structure. Further, it necessitates understanding the text and therefore comprehension. He suggests the following criteria for filling in the blanks:

1. Select word according to grammatical rules.
2. Select a word with the correct meaning.
3. Choose a word which fits in best with the language patterns and vocabulary employed by the author.

Experiments With Cloze Tests.

Rankin (1957, 1959) and Jenkinson (1957) have demonstrated that cloze tests have adequate validity for evaluating reading comprehension for most general uses. Using the cooperative English Test, Reading Comprehensions C2, as a criterion of general comprehension, Jenkinson obtained correlations of .78 and .73 between cloze test scores based on literacy materials and the vocabulary and level of comprehension subtests, respectively. Rankin found similarly high correlations between cloze test scores and the Diagnostic Reading Test, Survey Section.

Bloomer (1962) reported that an experimental group of college students in a remedial reading program using a graded series of cloze exercises made

significantly greater improvement on a standardized reading comprehension test than did a control group which followed other remedial procedures.

Rankin studied the use of the cloze test to measure different aspects of reading comprehension, such as comprehension of specific facts and comprehension of general relationships between ideas. He found that cloze tests constructed by deleting only nouns and verbs from a reading passage are primarily a measure of factual comprehension; cloze tests constructed by deleting all types of words indiscriminately resulted in a better measure of the comprehension of relationships. He also obtained evidence that cloze test scores based on noun verb deletions show lower correlations with intelligence scores than do cloze scores based on deletions of words without consideration of the type of word that is deleted. Bormuth (1962) found that cloze tests were efficient measure of reading comprehension in various content areas with children in Grades 4, 5 and 6. He also reported that the cloze tests used in his study were valid predictors of the readability levels of the reading passages upon which they were based.

Some of the Possible Uses of the "Cloze Procedure"

The five possible uses of the cloze procedure have been listed below.

1. Readability of the reading texts for school children can be checked.
2. Cloze procedure is a very easy technique for grouping the children on the basis of their reading ability.
3. It serves as a good measure for second language testing.
4. It is an easy and interesting way of checking certain important aspects of reading comprehension.

Turn to 3rd Cover

(From page 248)

5. Standardized 'cloze tests' simplify attainment testing in reading.

The cloze procedure can very safely be used to study the communication process from several viewpoints. Rankin (1959) writes: Thus far it has been used to study readability and information (or lack of redundancy) messages, knowledge, comprehension, and intelligence of readers.

Finally, to conclude this article in the words of Karlin (1971) will not be out of the way; Experiences with the cloze procedure show that it has possibilities for determining the difficulty of materials, of measuring levels of comprehension, analyzing and overcoming meaning difficulties, and suggesting ways to teach readers how to use the context in vocabulary development.

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By Shri Peri Subbarayan, M. A., M. Ed.,
Lecturer, S. G. V. P. O. College, Rajahmundry—533104

The Third Dimension of Education

LONG ago—from the time of Social life that we can trace back—it was believed that the teacher himself was the Education. Matter, Method, time-table, type of the courses were nothing but outcomes of the teacher. So people assumed him to be manifestation of *Himself*. His position in the Society was unestimable. There needed no supervision, or control over him, yet he never misused his power. The whims and the fancies of the teacher were only for the welfare of the student and thereby for the Society. Thus Education at that time was strictly for its sake, main aim being acquiring higher and higher wisdom at the cost of all other aims of education. Thus we find an idealistic Education. Hence education was unidimensional, teacher being the only determining measure.

When gradually the rate of growth of population gained momentum, pollution had its birth in all walks of life and Education was not at all an exception. In order to meet the demands of the growing population number of teachers was multiplied. Respectable position of teacher in the society tempted many and false-hood, housed in the hearts of the teachers for the first time. Their wills and pleasures whipped the Society. Their tyranny on students, in its turn was doubled when they were crowned. This practice ran through generations for a long period.

It was father Pestolozzy who felt sorry for the harassment of teachers and advised psychological basis for Education. The position of the

student in the process of Education was felt for the first time. He should not be the victim to the prejudice and interests of the teacher.

He has to choose the type of education he wants. So to say, Education can be purposeful only when his interests, abilities, aptitudes attitudes etc, are attended to. Education should be the child centered. Proverbially it is said that 'To teach Latin to John one should know John as well as Latin. Natural growth of students brain should not be grown in an artificial manner and at the cost of his teachers and parents will. Now Education becomes a bipolar process, in which the teacher and the pupil form the two poles. It is this Psychological truth that we termed as second dimension.

Society is the base for both the poles of educative process. But till last century it was no where taken into account. As a matter of fact, the two poles of the educative process are integral parts of the Society. This fact was not realised by thinkers for a long period. Education and Society are kith and kin to each other. In 19th Century August Comte declared Sociology as an independent Social Science. It was John Pyne who first defined Educational Sociology, and application of principles of Sociology to Education. Education is for Society and Society has to be educated. Literacy and Education are vehicles of progress of the society. Today, after the II World War we realised the fact that increase in literacy and growth in Education are the surest

ways of measuring social progress of any country.

Thus Sociology became the third dimension of education and answers in the best way to the Questions—Education for what? For whom? By whom? This explains the Philosophy of Education and Psychology of Education. Philosophy of Education and Psychology of Education are outlook of the Society. Thus Philosophy and Psychology of Education are inter woven in the frame of Sociology.

In 20th Century we could discover the 3rd dimension theoretically, yet we lag in practical applications. We know that Education is for a better society. But in India today we find educated cross section do not look for the uplift of the uneducated. Our education is confined to literacy alone but not to lead the mass around. Our Science and Technology are to improve the atomic experiments, but not to cater to the needs of the rustics. Their bullock carts are running still, with a prehistoric technology. We do not bother to improve the efficiency of the cycle of the common man and the poor, but plan for air-conditioned coaches. We rise our tone to the apophorisms "School should be taken into Society", and "School is a miniature Society", but our education is locked in between the four walls of the class room. We have got our University campus closed to separate this cross section of Society from the rest.

We train the young to accustom for the cheap politics from the high school stage. We laugh at the social service. Discipline has a negative sense in our code. We mock at, chase the rising scientist till he takes flight to a foreign land. We offer more chances to the Bank Account holders, but not

for the talented. Our Government suppresses the wonderful talent of an young brain from an upper caste, and in our turn we, the Society look down the talented young brain from a low caste. Thus both are deprived of their fittest offices. We honour the suggestion of Dr. Kothari, but do not work with whole heart.

In our ancient India every educated has four duties—Adhiti, Bodha, Acharana, Pracarana—on his head till he was buried. More are less we do the three, but leave the Acharana for others. Our Social Education is not yet developed to its edge. At a time when we are flying to Mars we are here to talk, to your caste, community, Religion, and Region.

It became the fashion of the day to reject the good of our tradition and to project the bad out of it. Whatever education you impart, Social education should be the base; otherwise our pool of national talent will be perverted.

So the third dimension of Education i. e., Sociology should be followed practically in our educational process.

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PURSUIT OF EXCELLENCE

IN any country proclaiming democracy as its way of life, pursuit of excellence has to be made an essential activity. India today suffers from mediocrity in all spheres and a country which does not strive to get out of this, cannot rise to any heights of excellence and will have to be ever content by remaining in the rear ranks. There is, therefore, an urgent need for us in India to nourish excellence in education, which should in due course, result in excellence in all spheres of public life.

THERE is a great variety in talent and every type of talent needs attention. Besides, the normal achievement of the lay children and the depth of their knowledge should also be enriched and their knowledge level brought higher.

THE process, therefore, involves two things: First is to locate and identify individual talent for proper nourishment and secondly we have to add depth, quality and creativity to the education of the lay child.

AS far as the second point is concerned, the Centre and State Governments, as well as other agencies are already engaged in sponsoring and starting suitable programmes like improvement of curriculum, preparation of suit-

able text books, introduction of new methods of teaching and helping teachers to grow professionally by means of in-service programmes.

Variety Of Talent :

IT is, however, the first aspect that has not so far received any substantial attention from any agency or institution.

CHILDREN possess varied types of talent. The variety of different children possessing outstanding ability can be classified as follows :-

i) Outstanding intellectual ability with keen sense of reasoning and fluency, mathematical skills and special imagination.

ii) Extraordinary ability in scientific subjects, mechanics, technical dexterity and sharp logical and rational thinking ability etc.

iii) Talent for the creativity like art, painting, sculpture, music, creative writing, dramatics, dancing etc.

iv) Social leadership and human relationship.

v) Talent for physical activity, games and sports, athletics, mountaineering, hiking, camping etc.

INDIVIDUAL children have gifts or talents for one or more of the activities. So far, however, we have only been concentrating on intellectually gifted children at

the cost of neglecting other talents. Today, therefore, there is a great need for the development of cultural and social human relationships.

THE first point however, is to decide about the principles of identification of talent. In this connection, it may be argued that identification to be more scientific must be a continuous process. The tools we use for this identification must be as objective as possible so that screening may be useful. Besides the usual intelligence tests and other types of achievement tests, teacher Judgement could also be more objective if the following steps are taken;—

i) Reliance should not be made only on judgement of persons.

ii) Judgement should be based on character traits which have been commonly located among the gifted.

iii) Information from the home and friends may also be obtained to supplement the data gathered by the teacher.

Special Pattern :

IN our country, therefore, there is a great need to evolve a special pattern of education for the gifted. These may include the following points :

i) Itinerary services; i. e. programmes to discover and locate the gifted children.

ii) Integration i. e. allotment of space for a special class

of gifted in the same physical plant.

iii) Segregation : This may involve starting of special schools for the gifted.

iv) Acceleration : This is also known by the term Group Skipping. This involves double promotion.

v) Enrichment : The above patterns are mostly administrative while enrichment means giving of enriched curricular experiences to this class of children as well as provision of literature and equipment.

vi) Vacation Groups : Use could be made of the vacations for giving something extra to the gifted.

THE Education Commission as well as the Education Policy Resolution have emphasised the importance of education for the gifted. It is, therefore, suggested that this may be taken up as a priority programme as Centre-cum-State sponsored scheme. The following steps may be initiated :

i) A national expert committee for the education of the gifted be constituted at the Centre with one representative from every State Government. This committee may immediately meet and draw guidelines for the state programmes along with financial implications and the extent of central assistance.

ii) Every state may nominate a state expert committee on the above pattern to coordinate the work in the state and to get in touch with the central organisation.

iii) The state committees may prepare a Five-Year-Plan so as to cover all schools in every block in a phased manner. It is expected that with this background it may be possible to cover most of the Schools in the state during the Vth & VIth Five Year Plans.

iv) The state committees may also be responsible for the implementation of the schemes and for providing guidance to the institutions.

v) The Universities should also associate with State Governments in providing expertise for this purpose.

vi) Every State Government should on their own also allocate

some money for such programmes and not depend entirely on the Centre.

MUCH can, however, be done at the local and institutional levels through the initiative of the staff concerned. Individual institution could arrange extra classes and other programmes for the gifted before and after school hours; and/or during holidays. Help could be taken from the local expertise. Or as a better alternative all the schools in a locality could pool their resources and arrange special programmes for children falling in the category of the gifted. It is only essential that some early beginnings are made.

—V. S. Mathur

N. C. E. R. T. Directives for Classes XI and XII

IT was our privilege to comment on the syllabus for classes I and X of the proposed N. C. E. R. T. syllabus in our Editorial of June Issue. It is time now to supplement the same with the study of the followup for Class XI and XII syllabi and admission requirements. It is proposed that 25 percent of the school time will be devoted in the study of compulsory core subjects which will include study any language and general education subjects. General subjects have been defined as study of Contemporary India since Independence, Culture of India with emphasis on completeness; National Integration of Science and Society and Problems of Rural Development.

It is not clear whether any one, a selected few, or all these will form General subjects. If all of them are included, the time to be devoted will not be adequate for any one except for a superficial study. As for the language, it is most probably the medium of instruction or the regional language.

ADMISSION for academic courses, will be determined according to the achievements in the preliminary class IX—X course.

ONLY those who get Grade C (Good) in Mathematics and Science, Grade D (Average) in language and E (Fair) in remaining subjects at the Class X level will be permitted to pursue a

Science specialisation course at Class XI-XII level.

AS for Admission in Humanities and Social Science courses, only those with Grade D (Average) in two languages and in Social Sciences and Grade E (Fair) in remaining subjects will be admitted.

FOR Commercial courses Grade D (Average) in Mathematics, Social Sciences and Concerned language and Grade E (Fair) in remaining subjects will be considered.

FOR other courses Grade D (Average) in respective language and E (Fair) in remaining subjects will be adequate.

FOR Vocational Courses Grade D (Average) in work experience and Grade E (Fair) in other subjects is a must; provided for stenography Grade D (Average) in the language concerned is a must.

SOME compensatory provisions are, however, made for those who do poorly in one or two subjects but very well in some others. Those who get B (Very Good) in one subject will be allowed in the course, even if they get lower than E, ie E (Marginal) in any of the remaining subjects. Also those getting B (Very Good) in two subjects may be admitted even if they get F (Marginal) in two of the remaining subjects.

THE rules seem to be good on the face, but one may ask what will be the fate of those who get below E in remaining subjects or below C or D as the case may be for qualifying subjects? Will

they be denied opportunity for further education (what ever it may be) or will they be given a chance to reappear again in Class X course to better their grades, and if so how many chances will they be given for the same.

THEN comes the question of lowering the minimum requirements for any group, live relations of Army personnel, Scheduled Caste or dependents of Freedom Fighters, and if so to what extent? On principle, while we recommend all avenues to be open to under privileged group, and encouragements given by liberal scholarships and subsidies, we would not like any lowering of admission standards, for it will reduce the quality of Future India with substandard scholars and citizens.

THE vocational courses are mentioned in a schedule and seem to be quite comprehensive. It is good that half the time is to be devoted for practical training and the teaching time apart from imparting relevant basic knowledge in scientific subjects and needed for vocational subjects will vary according to the needs of the vocational subjects. The implication is that in some cases perhaps, more than half the time will be available for practical work and that demonstration and any laboratory work may take up the time. We recommend the actual practical work should be in real life situation in work shops, in small factories, in craft centres and in agricultural farms or animal husbandry

centres or the like. It is only a work in these centres that can give a real experience in life situations which may ultimately prove beneficial to the students after graduation from vocational courses. Any other type of practical course will be unrealistic and would perhaps train students in practical methods which may not be commercially successful.

FOR the purpose of economy, it may be profitable to adopt a Gary Model Plan recommended by John Dewey. In this students work in work centres (workshops, factories, farms etc) for half the time and study in schools in half the time allright; but they are divided into two platoons or alternate batches, so that while one batch works in school, another go and work in work centres for half the year. Then the first batch goes to work centres and the second comes to study in schools. This on one hand ensures economy in teaching, for schools may be kept busy for the whole year with twice the intake of their student quota; for only half will come at a time. It also solves the problems of work centres to which students are deputed. These work centres, if they have their adequate quota of workers, skilled, semiskilled and unskilled, will find themselves overcrowded with fresh intake of trainees who come to them for a limited period; and may not be able to afford enough training facilities for them, being at the same time overwhelmed with numbers. The proposed system would do away with this problem;

for the work centres are assured with a supply of workers all over the year from trainees sent there in alternate batches. They may thus appoint a smaller number of permanent staff, mostly at the level of foremen or supervisors or skilled labourers in certain specialised sections and keep all work at the unskilled or semiskilled level to the trainees who would come, a continuous supply of the latter being assured.

THERE is yet a third problem which the scheme tries to solve at least partially, if not totally. The students who come for work experience on work centres and contribute their labour are entitled to wages. It may be atleast Rs 6/- per day for the semester of the first year and Rs 9 or Rs 10/- per day for the semester of the second year which would mean a total sum of over Rs 2500/- at the end of the course. Will it not be a decent sum to present it to the trainee at the end of his course? One of the basic things our trainee needs is of course skill and education on actual life situations which the proposed scheme offers. There is yet another requirement; he must be provided with some employment (including self-employment) at the end of his course. If all trainees queue for paid jobs there may not be enough jobs for them. Self employment is possible provided there is capital for purchase of necessary tools and equipment. An ordinary trainee lacks this capital. Loans from Banks, Life Insurance Corporation and other bodies

can not cope with this big problem. By linking production with training, we have created some capital on an average of at least Rs 2500/- per student at the end of a two year half time course in vocational training. This may be enough to start a small work centre by the trainee, or perhaps in some cases two may combine and establish a joint work centre with Rs 5000/- It will depend on the nature of the industry concerned. We may also say, that provision of $\frac{1}{2}$ time for practical training is quite flexible, it may be six months theory and six months practical work at a stretch for some, or may be three months or less at a time for other work experiences depending on the nature of experience, alternating of course in each case so that the net result is six months labour at the end of a year.

WE welcome the suggestion of determining the type of vocational education available in different areas after studying the the vocational needs in each area determined by surveys. We would at the same time recommend that the survey should not be a single or a static activity, but should be continued periodically ; so that if after a time the vocational needs of a certain area change (quite a common experience in developing countries), or if there is over supply of vocational training and suggest a suitable alternative to remove possible underemployment by over production.

TO sum up, the proposed scheme has certain good features, but should think about and add a few more on the lines suggested in order to be really effective and to avoid shortcomings.

— Dr. L. Mukherjee

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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TOYS THAT TEACH

By C. E. TIFFEN

While Kiddicraft Ltd. of Kenley, just outside London, keeps to the principles of making the good, safe and colourful educational toys which were pioneered by its founder Hilary Page in the 1930s, it applies modern research, manufacturing and marketing techniques. As a result, its exports have grown steadily in the past five years.

Says David Day, chairman of Kiddicraft: "We have been on a group footing since merging in 1975 with Three Four Five Ltd, creator of pre-school play-and-learn material, with which we had been associated on a sales basis for several years and whose activities complemented ours." Today 32% of the group's total output is directly exported but Three Four Five itself expects to achieve more than 60% this year.

Selling in 50 Countries

Most Kiddicraft toys have a general appeal and are selling in 50 markets — ten in Europe, the others ranging through the Middle East and Africa to Australia, Canada and Japan. Australia is a major market for pre-school material. In Japan the importance attached to pre-school education presents a big potential for Three Four Five.

From Kiddicraft's Cradle play to the flipover "Create a Story" books of Three Four Five, the group offers a range of fun and learning products which stimulate manipulative ability and understanding of sequence, colour and size discrimination, and pre-reading shape recognition. Extra attention is paid to safety aspects, whether of colouring materials, durability of plastics, or the size of parts of baby toys.

In 1960 Britain began a trend by setting up the British Standards Institution Committee which evolved the first national standard for safety in toys. For

15 years the chairman of this committee was David Day.

Safety Standard

Says Mr Day: "The British toy industry is today setting an example with its contribution towards a European toy safety standard on which six nations have been working for more than three years and which we hope may be issued by the end of this year. Then we have to look towards more worldwide harmonisation in toy safety."

One of the newest Kiddicraft lines is Crawl-A-Ball, designed for babies over the age of six months. "This," says designer Geoff Butcher, "illustrates the importance of preliminary work on such a seemingly simple product. We saw it as important that a child's first ball should not roll out of its reach, so we thought of surface studs. These had to be smooth, but strong enough to resist teeth and tongue, and the moulding process had to be developed to achieve this.

"The vinyl material used is non-toxic and without smell—thanks to the technologists who came up with a special compound. Then we had to push the toolmaker to produce moulds with an 'orange peel' surface—to add to the tactile interest of the studs. It took nearly four years, but we got what was needed: an appealing first ball, completely safe to fall on, even to suck and bite."

Better Rattles

Babies' rattles have age old basic characteristics— a handle to hold and to shake for an interesting noise. "It sounds simple," says Geoff Butcher, "but here again we have come up with new features. Our Fingers and Tongue Rattle can be gripped in various ways, has a hole for exploration by fingers and tongue, teething ridges, and the required durability."

One of the earliest kiddicraft toys was building beakers, which are ideal for piling and nesting, or for sand and water play. With the opportunity offered by the need to retool, some less totally involved producer might just have changed the shape for the sake of difference.

"But," says David Day, "While we are not in the novelty business we maintain the ability to go on inventing. We found we could add to this 40-year-old product a new facility for building colour matched towers. No competitor had thought of it in all those years."

New Impetus

The Three Four Five company has given new impetus to the Kiddicraft reputation. This was a small publishing firm founded in 1968 by Iris Grender, a nursery school teacher, who well knew the need for pre-school learning experience as an introduction to formal education. She set out with consultant designer Geoffrey Butcher to meet this need with material aimed to keep children amused in the home at weekends and during holidays.

First the company developed the Nursery Course, a year long programme of activities for mother and child to share, which is mailed monthly to subscribers. This has been outstandingly successful, with more than 28 000 subscribers in Britain alone. It is now established in many other countries, including Australia, Canada, New Zealand and South Africa, and is about to be launched in Scandinavia.

In 1971 Three Four Five produced its first branded products for retail sale and Kiddicraft undertook the marketing. Initially the range comprised activity books and rhyme books with accompanying records. It is now broadened to include records, board games, activity cards and "Jigbits", a type of three dimensional jigsaw.

Aid to Parents

Each Three Four Five product is designed around one or more specific learning functions, which are clearly explained to parents so that they can

encourage and watch their child's abilities develop and help make the most of the play opportunities offered. Yet, like Kiddicraft toys for younger children, each must first stimulate and be enjoyable to the child. So the products are colourful, with bold use of primaries, and have a simple design style.

There are several original features in the range. For example, the records are not sung by adults but are recorded by young children singing naturally, with only piano accompaniment. Experience has shown that young children will sing along with young, even imperfect voices, rather than well trained older ones.

The "Create a Story" series of flip-over books gives a new dimension to picture books, providing endless interest for a young child. "Jigbits" are not flat jigsaws, but pieces which slot together three dimensionally to create human and animal characters which a child will assemble - rightly or wrongly.

New ideas are tried out through Iris Grender's contacts in playgroup organisations and their observations and criticisms supplement other specialist advice sought on aspects of early learning.

Backed By Finance Group

Recognising the potential for mutual development, the Kiddicraft and Three Four Five companies merged and reorganised in 1975 with the aid of Abingworth, a City of London financial company which took a minority stake in the toy group. There are signs that the City's judgment was sound: this year group exports are expected to increase by 25% and total sales by 49%.

Markets abroad are getting even more personal attention, by David Day meeting Kiddicraft distributors in Europe, the Middle East, Australia and the Far East, and by Geoff Butcher attending the book fairs of Frankfurt and Bologna.

These year round contacts are not only sales occasions; they contribute to overall assessments of the products, with which the Group must be constantly concerned in a market requiring more and more professionalism. ★

— By Courtesy "London Press Service"

To Reveal and Develop A Person's Talent

By OLEG RHESTINSKY

The education of a literary replacement has become a matter of vital significance for the Soviet Writers. More, concern over young talent has become a matter of state policy.

There are different ways to effect in practice the emergence of young authors in serious literature. One of them is through the Moscow Literary Institute. This is a unique institution of higher learning, the only one of its kind in the country. Every year, prior to its current enrolment, the institute receives over 2,000 works by beginner authors. Only 45 are singled out. The competition helps the Institute bring forth the most talented—only that determines an applicant's destiny. No other factors—social origin, nationality or Party membership—play any role in the admission committee's decisions. The Literary Institute's present student body numbers people of 50 nationalities.

The Literary Institute fans the spark of talent into a flame, to help the beginner probe himself, develop his voice. That is particularly enhanced by creative seminars which are conducted by eminent Soviet prose writers, poets and literary critics. It has fully proved its worth. During the 43 years of its existence, 900 Institute graduates become members of the USSR Writers' Union.

There are other ways also for becoming a professional writer. Literary studies play a prominent role in the appearance of new names in the world of letters. One of the most well-known is the 'Green Lamp' studio, functioning under the journal YUNOST (Youth). Every participant is a future contributor to the journal, and the works which are discussed comprise concrete material for its issues. Well-known prose writers, poets and critics gather in the Green-

Lamp's light. Together they discuss works by studio members, as well as the most prominent developments in literature. Here is where art is discussed seriously.

No little work is conducted by the Literary Consultation Centre under the Soviet Writers' Union. Its annual mail numbers about 2,000 manuscripts by beginner authors. The Consultation Centre arranges for the highly-qualified reviewing of these works. If it proves to be a talented work, the reviewer helps prepare the manuscript for publication.

No few present-day professional writers commenced their literary career in literary circles and associations at factories, enterprises and libraries, which are usually headed by experienced men of letters.

But all major undertakings are initiated at the Literary Institute. Creative get-togethers of beginners play a considerable role in the professional development of the youth. We organize all-Union, territorial, republican, regional and city conferences and seminars.

The USSR Literary Fund allocates certain sums for assistance to beginners. On our initiative they are granted free-of-charge vouchers to country retreats for writers, their creative trips through the country are financed, and so on. The letter is probably of particular value for young authors: life, was and will be the beginner's main school, after all:

To be printed is very important for a beginner: when there are no contacts with the reader, the beginner loses confidence in himself, and his talent may wilt. But broad opportunities in this respect, naturally, open only to works distinguished for freshness and originality. (APN)

Great Interest for Indian Literature in the USSR

There is a great upsurge in the interest among the young Soviet people for Indian literature—says Dr. (Mrs.) Neena Popova—a Soviet scholar of Indian literature.

Mrs. Popova teaches contemporary Hindi and Urdu literature at the college of Afro-Asian Studies under Moscow State University.

The world has changed, so, it is not only the European and American literatures that alone should be taught at colleges and universities—said Mrs. Popova. The study of the literatures of Afro-Asian peoples has been made compulsory in the Soviet Union for those who want to study world literature—she added.

She said the number of those interested in Indology is so great that in Moscow University alone there are 30 to 40 Indologists who are engaged in extensive research work.

Asked what attracts the Soviet youth about India, Mrs. Popova said the Soviet youth feel fascinated by the romanticism and exoticness so abundant in Indian literature and culture. And above all—she pointed out—it is because of the fact that India is a neighbour of the Soviet Union.

The main purpose of Mrs. Popova's visit to India is to meet contemporary Indian litterateurs and to collect material for her forthcoming book which will be a critical study of modern short-stories in Hindi and Urdu.

She recalled her memorable meeting with the famous Indian writer Krishna Chandar. Unfortunately it was to be her last meeting with him as she met him just 2 days before his death. She had visited him at the Bombay Hospital and shown him an article she had written on him. Krishan Chandar immensely appreciated the article saying he was glad to know that there were people in the Soviet Union who took so much interest in Indian literature.

Incidentally, Mrs Popova had chosen the works of Krishan Chandar for her Ph. D. thesis way back in 1955. She

is also writing a book on him. She also met Rajinder Singh Bedi and Bhisham Sahani among other Indian literateurs.

She was delighted to hear a Mus-haira which she said helped her immensely to understand new trends in contemporary Urdu poetry.

She likes Meghdoot by Kali Dasa and gazals by Mir Taqui Mir. She also enjoys the Kalaam of Mirza Ghalib.

So far, Mrs. Popova has written 15 articles on Hindi and Urdu. She was also a co-author of a text book on the history of literatures of Afro-Asian peoples which was published by Moscow University.

Mrs. Popova says the study of contemporary Indian literature began seriously in the Soviet Union only after India had achieved independence. Besides Hindi and Urdu, other Indian languages like Punjabi, Marathi, Tamil etc. are also taught in the Soviet Union. Books in Indian languages are printed by the thousands in the Soviet Union.

Recalling her school days, she says she was known as a poetess at the Young Pioneers' Palace and when she was 17 she took a liking for India. It is a long way since, she says, and I am glad to be in India.

She likes many things in India—its people, flowers, traditions. In support of this, she quotes the famous Persian couplets inscribed on the walls of Dewan-e-Khas at the Red Fort in Delhi: "Gar Firdaus bar rooe zamin ast, ham... asto, hamin asto, hamin asto" (If there is a paradise on this earth, it is here, it is here, it is here.)

Mrs. Popova can communicate in Hindi and Urdu effortlessly. She reads a lot of literary magazines, periodicals and books in Hindi and Urdu to keep her knowledge upto-date.

Her greatest wish is to see the fulfilment of a lifelong dream—to bring the peoples of the Soviet Union and India closer still and to further strengthen the friendship of the two great peoples.

— By courtesy U.S.S.R.