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Problems of Secondary School Administration

Report of the Dalmianagar Seminar

28th January to 10th February 1960

FOR REFERENCE ONLY

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SANTA PROSAD
Regional Deputy Director of Education,
Patna Division
&
Director of the Seminar

Report of Seminar
Secondary Education

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INTRODUCTION

1. The Seminar at Dalmianagar from the 28th January to the 10th February, 1960 of Headmasters and Headmistresses of High schools, some of them now called Principals, was lucky in having on the occasion of its inauguration by Sri Uma Nath Ojha, Principal, Koath High School, the Education Secretary of the State, Sri Saran Singh to preside, and on the closing day, the Minister for Education, Kumar Ganga Nanda Sinha to deliver the address of valediction.

2. The Minister of Education made out three points in course of his valediction speech :—

- (i) the place of English in the curriculum ;
- (ii) growing indiscipline among students ;
- (iii) assessment in schools.

3. Elaborating these points, he told the assembled teachers that under the imperialist British, English had been the prima donna in his educational opera. A combination of circumstances led to its acceptance as a subject as well as a medium of instruction in our curriculum. It could not be gainsaid that English continued to be a recognised vehicle of international communication. Its richness in scientific and technological literature as well as our familiarity with it, and our cultural, political, and economic contact with the English speaking people helped to continue its study in some form or the other. The question now was, if English was to be studied, a certain minimum standard of proficiency would have to be maintained. Its inclusion in the curriculum without the concomitant assurance of a fixed level of attainment would mean infructuous intellectual gymnastics. The Central Advisory Board of Education to whom a reference was recently made by the Rajasthan Government, did hold the same view.

4. On the subject of growing indiscipline, the Minister for Education said that just the analysis of causes would not

suffice to stem the rot with the healing touch. Causes such as dismal prospects in life, contagious moral degeneration romping past all social strata, tendency to equalise the feel of independence with unfettered indulgence in idiosyncracies, democratisation of education, growing parental apathy and exclusive reliance on Government to remedy all ills were not amenable to any easy prescription. Government and social leaders were trying their best to assuage the situation, but their unaided efforts might not bear fruit. Teachers and Headmasters came forcefully into the picture and they could do a lot. Government of India had proposed reintroduction of the system of religious instruction, which was not to be sectarian. The concept of God, the cosmos, the bond between man and his Creator had considerable influence on human behaviour. If teachers took seriously to these and imparted instruction with sincere and ardent faith in God, who is non-sectarian, it might help to rehabilitate our youth in his wavering faith in ethioal concepts, leading to a corresponding improvement in his social conduct.

5. Kumar Ganga Nanda Sinha who referred to the system of assessment traced what it had been intended for. The external examination had played its evil part and it required to be neutralised. The new system projected an evaluation of the pupils' work as they progressed with it from day-to-day. Unfortunately, such a noble programme had been used as a handle to boost private gains. Credulity of innocent parents had been toyed with in a most sordid manner. The state of affairs was a sad commentary on the morality of the profession. The Minister for Education expressed his ardent hope that teachers would still salvage some of it, while it was still time to do so.

6. On the occasion of the inauguration of the Seminar, Sri Uma Nath Ojha too had referred to these very questions, namely, those of discipline, assessment, and the teaching of English, besides various other programmes and aspects connected with secondary education. Readers will find it

interesting to go through his speech whose transcript is printed at Appendix 'C' of this report.

7. Sri Saran Singh, the Education Secretary in course of his speech to the Seminar on the opening day, exhorted the teachers assembled not to be complacent but establish closer contact with students than at present in order that indiscipline was rooted out. It was quite true that mass education had been responsible for the lowering of standard. Group politics in managing committees had led to administrative inefficiency, but a bill was on the anvil and the State legislature was about to consider it. Sri Singh referred to the pride of place the teachers had. Only a few days back some teachers of this State had been honoured by the President at the Vigyan Bhawan. The President in all humbleness approached the teachers and made his award to them. That was an example for every teacher. The present was the time prominently bringing out the crisis of character. Everybody talked of it, but nothing substantial was achieved. Indiscipline was its chief result and this led to a serious situation. By everybody throwing blame on the other person, the teacher blaming the guardian and the guardian blaming the teacher, this evil could not be removed. According to Sri Singh, at the root of all the problems was the complacency of everybody and the guardians as well as teachers had lost contact with the students. He hoped that the Seminar would apply itself to this question.

8. The Seminar discussed five subjects in detail and made important recommendations. These may be briefly listed here :—

Group I—Organisation of School Libraries.

- (i) every school should have a trained full-time librarian ;
- (ii) while Government grant was necessary to augment a school library, an annual Rupee 1/- per student as library fee should be regarded as essentially leviable.

Group II—Higher Secondary Syllabus and Staff.

- (i) the syllabus in social studies should be the same for the secondary school as for the higher secondary examination and it should be spread over three years for study for the latter;
- (ii) for non-Science students, the paper in Everyday Science should contain Elementary Mathematics of 50 per cent of the full marks;
- (iii) agriculture students should have the option either to offer a composite course of Everyday Science and Elementary Mathematics, or only Elementary Mathematics;
- (iv) Elementary Economics and Civics should be broken up into two subjects;
- (v) Students failing only in English at the secondary or higher secondary examination should be declared passed without English.

Group III—The Teaching of Science and Mathematics

- (i) restriction be imposed on Mathematics and Science offering;
- (ii) there should be a composite paper of Everyday Science and Elementary Mathematics for non-Science students;
- (iii) cheap buildings and improvisation of scientific equipments be regarded as essential.

Group IV—Teaching of English.

- (i) heads of institutions should be given free hand in the selection of readers out of a series of suitable readers;
- (ii) structural approach to the teaching of English should be accepted as the method;
- (iii) considering colossal failures, English should be made optional after four years of schooling and those failing in English at the end of the Secondary or Higher Secondary stage be declared passed without it.

Group V—Administration.

- (i) managing committees should become advisory in character;
- (ii) there should be an administration board at the Sub-divisional and District levels with full executive power.

9. A useful work the Seminar did was to draw up a list of books which, in its opinion, was suitable for school libraries. The list will be found arranged subjectwise at Appendix 'A' of this report. Another useful work it did, was to list subjects in the syllabus of Mathematics (both Elementary and Advanced) which, in its opinion, required either to be eliminated from the class-room or used with modification, in it. The recommendation drawn up by it is printed at Appendix 'B' of the report.

10. Educational administrators including the Addl. D. P. I., Sri S. M. Ahmad, from Patna, Ranchi and Bhagalpur paid visit to the Seminar and helped the participants in their deliberation by talking to them on subjects of interest to them. Summary of their talks, arranged chronologically, is to be found at Appendix 'D'. Due to a pre-occupation, Mr. A. P. Weaver of the British Council could not find it convenient to visit Dalmianagar but he readily agreed to meet the participants at Patna where he was himself conducting a training programme. Accordingly, members of the Seminar (as well as local teachers of English), had the benefit of listening to him on Structural English first hand at the Patna Collegiate School on a fine mid-February evening.

11. At the instance of the Director of the Seminar, the three District Education Officers and all the Sub-Divisional Education Officers of the Patna Division also attended and participated in some of its proceedings. Shri S. N. Pandey, the District Education Officer, Shahabad, gave quite a good deal of his time to subjects under discussion like the teaching of Science or Mathematics besides that relating to the administration of Schools. The District

Education Officer, Patna, Sri G. Saran, also discussed with the heads of schools the need to have cordial relationship between the headmaster and the managing committee. Quite frankly, a headmaster could not escape blame by merely holding himself to the outmoded slogan that the Managing Committee could not interfere in his internal affair

12. A report on the Seminar will remain incomplete if mention is not made of the co-operation and warmth it enlisted of the local school authorities. On the inauguration day, Sri V. Poddar, president of the Dalmianagar High school committee welcomed Sri Saran Singh and the headmasters and headmistresses who came to participate and on the closing day, Sri J. P. Saxena, vice-president of the committee, extended his greetings to the Minister for Education in the Dalmianagar Club hall. The Secretary of the school, Sri J. P. Jain and the Headmaster, Shri C. L. Gupta offered to make arrangements for the accommodation of the participants in the old High school building and spared no pains to see that every one was comfortable. The visiting headmasters and headmistresses seized of their visit to this place to make an excursion to Sasaram where they saw the tomb of Sher Shah as well as other monuments. There, they were entertained to a lunch by the authorities of the Takiya Higher Secondary School. The Seminarists also visited ^{Dehri} Darihat, where the High School authorities entertained them.

13. The kitchen arrangements, which were run on a community line, were supervised by a committee consisting of Sri C. L. Gupta of the Dalmianagar High School, Sri Jag Narain Tiwari of the Darihat High School, Sri R. R. Dikshit of the Takiya Higher Secondary School and Shri Kapildeo Prasad Verma of the Dehri High School. Entertainment programmes were worked out by Sri C. L. Gupta and the local Sub-Inspector of Schools, Sri Ram Bachan Singh. Local artistes and Kala Kendras readily accepted invitation

to offer entertainment to the visiting heads of schools. The Seminar expressed its sincere thanks for and heartfelt appreciation of the warm welcome it received.

14. Day-to-day recording of the proceedings was done by Sri Ram Raj Ram, a Sub-divisional Education Officer under training and Shri R. R. Dikshit, Principal of the Takiya Higher Secondary School. The S. D. E. O. of Barh, Sri Harswaroop Sharma, co-operated with them and helped them to present reports in the form of diary every day. The materials thus produced have been invaluable in the drafting of this report in its final form. The Director of the Seminar places on record his appreciation of the work of these three gentlemen. The Director also expresses his warmest thanks to the authorities of the local high school, but for whose co-operation, the peaceful session of the Seminar might not have been possible; to the local gentry and art and cultural organisations for their unhesitating response to invitations; to those local press representatives who voluntarily came forward to cover and report proceedings of the Seminar to their respective press organisations in Patna; and to Sri S. M. Ahmad and all the other educational administrators who gave their time to the Seminar, talked to it or participated in its work, and lent quality to its deliberations.

PART I
GROUP REPORTS

GROUP I
ORGANISATION
OF
SCHOOL LIBRARIES

Members of the Group

- 1 Shree Md. Halim Khan, Head Master, G. C. H. E. School, Rambagh, Patna (Convener)
- 2 „ A. P. Karpathak, Head Master, Military High School, Dinapur (Recorder)
- 3 „ Md. Hashim, Head Master, Hadi Hashimi School, Gaya.
- 4 „ S. N. Pandey, Head Master, Baulia High School.
- 5 „ J. P. Singh, Head Master, Premnagar High School.
- 6 „ Deva Nandan Prasad, Head Master, Barun High School.
- 7 „ Subodh Krishna Mitra, Head Master, Haridas Seminary, Gaya.
- 8 „ Kaushal Kishore, Head Master, Poonpoon High School.

Organisation of School Libraries

The scope of discussion was confined to the following aspects :—

1. The purpose of the school library and its present position.
2. Selection of books.
3. Management.
4. Finance.
5. How to popularise the library.
6. A suggestive list of books.

The school library plays an important role in the promotion and improvement of Secondary education. It is an essential instrument for cultivating the habit of general reading, facilitating the adoption of the progressive methods of teaching, creating literary and cultural tastes in students, introducing them to new interests and pursuits, besides conveying information and knowledge. Unfortunately, in the majority of our schools, libraries do not function efficiently. They exist only in name and have old, out-dated and unsuitable books, usually selected without reference to students' tastes and interest. They are ill-planned, ill-equipped and ill-managed. This unsatisfactory position is mainly due to the following factors :—

- (a) Haphazard selection of books.
- (b) Absence of a well-planned library service.
- (c) Lack of proper interest and enthusiasm on the part of the teachers.
- (d) Placing the library in charge of a clerk or a teacher who has neither sufficient time nor knowledge of library technique.
- (e) Paucity of funds.

Suggestions for improvement.

1. Selection of books.

Proper selection of books is a very important and essential factor in the building-up of a really good and useful library. In the actual selection of books for the library, the most important point to be remembered is that the task is 'Selection' and not 'Collection'. This task should

be the function of a small committee of teachers and a few senior students who have a genuine love for books, with the head of the institution as its chairman and the librarian as its Secretary. The practice of issuing coupons by the Education Department to schools for purchasing books from certain publishers or book-sellers out of a particular list, which has worked unsatisfactorily, should be discontinued. The guiding principle in selection should be the natural and psychological interest of students. The school library serves a small and well-defined community and, therefore, the task is to select what is most needed, most useful and most likely to be of permanent value. The old, out-dated and unsuitable books should be weeded out.

In the selection of books, due place should be given to books on different subjects, books on morals and high ideals, books of reference and those on library science. Due attention should be paid to the physical make-up of books; for, children will never come to love books which are not pleasant to handle and physically easy to read. The points to look for in the physical make-up of the book are bright covers, good legible type, good quality of paper, plenty of illustrations etc.

Having been properly selected, books should be classified as under :

- A. Reference library.
- B. Teachers' library.
- C. Students' library.
- D. Class-libraries. (These should be placed in charge of the class-teachers and monitors).

The school library should also provide an adequate supply of suitable journals and periodicals which are no less important than books.

2. *Management.*

For obvious reasons, no treasure of books can do any good without proper management and service organisation.

For the fullest and most effective use of a collection of books, especially in a large school, a number of rooms or a 'Library Block' is ideally required. This will comprise (a) the library, (b) the reading room and (c) the librarian's work-room. It is, however, felt that the 'Library Block', though desirable, is not likely to be possible for many schools and, as such, it may be suggested that the library

should be housed in a spacious well-lit room which should be tastefully decorated to attract the students. This room should also serve the purpose of the reading room. The furniture—almirahs, shelves, tables, chairs, reading desks—should be artistically designed and arranged to make the place attractive. As far as practicable, the Open Shelf System should be encouraged, with the co-operation of the students, to enable them to have a free access to books at their leisure. At least, one period a week should be allotted in the school time-table to each class for the use of the library and reading room. But it is strongly held that the successful functioning of the library is not possible without a qualified and trained full-time librarian (preferably a graduate) who should be on par with other senior teachers, in pay. It is, therefore, necessary to appoint a full-time librarian (at Government's cost) in every Higher Secondary and well-established Secondary School. The librarian, in consultation with the head of the institution, should draw up a code of rules to regulate the use of the library. He should maintain the Accession book (*i.e.* the library stock-book), a Catalogue of books (subject-wise), a register to record the important activities of the library and two Issue registers—one for the teachers and the other for the students. A few pages of the Students' Issue-book should be set apart for each student to ascertain, at a glance, the number of books he has read. The librarian has also to arrange for the withdrawal, binding or replacement of the worn-out or damaged books and train pupil assistants who can carry out day-to-day routine of the library. He should carry out the Stock-taking of the library at least once a year, preferably on the eve of the Summer Vacation, and submit a report thereon to the head of the institution for the needful.

3. *Finance.*

For proper maintenance and efficient function of the library the following are suggested as sources of income:—

- (a) Allotment from the General fund of the School.
- (b) Government Grant for the library (both recurring and non-recurring).
- (c) A Library-fee of Re 1/- per annum per student.
- (d) Gifts from the gentry and the elite of the locality.
- (e) Supply of Government publications, free of cost.

4. *How to popularise the library.*

With a view to popularising the school library, steps suggested are:—

- (a) Film-show by Government agencies on the importance and use of libraries.
- (b) Journals and periodicals should be tastefully arranged on the reading desks.
- (c) A short review of new books by the librarian should be circulated among the teachers and students to arouse interest in them.
- (d) General instructions on the technique of reading books should be given wide publicity from time to time
- (e) Students should be asked to keep diaries of what they have read, not just titles but synopses of the contents of the books read.
- (f) An essay competition should be held twice a year on the subject-matter of the books read by the students and prizes should be awarded to the best of the writers.
- (g) A Library Association should be formed of a few senior teachers and class-representatives to review the progress of the library and to suggest measures for improvement.
- (h) The walls of the Library-cum-Reading room should be suitably colour-washed and the room itself should be decorated with artistically framed pictures and prints of famous paintings to draw a large number of students.
- (i) Each class should elect a Library prefect to facilitate the issue and return of books.
- (j) Provision should be made for giving a short training in Library science to suitable teachers during long vacations.
- (k) Annual Seminars of librarians should be organized to discuss the day-to-day problems concerning school libraries and to find solutions thereof.

5. *Suggestive list of books*

Careful thought has been given to the preparation of a suggestive list of books for a school library. It will be of great help, if the Education Department gets graded catalogues prepared by a body of experts leaving of course the choice and purchase of books to the schools concerned. Such graded catalogues should contain books ranging from the value of Rs 250/- to Rs 5000/- and above to suit the availability of funds in different schools.

A suggestive list is given in Appendix 'A'.

Summary of Recommendations of the School Libraries Organization Group.

After a careful study of the problem, the following steps to ensure an efficient functioning of School libraries are recommended:—

- 1(a) The selection of suitable books should be entrusted to a small committee of teachers and some senior students who have a genuine love for books, with the head of the institution as its chairman and the librarian as its secretary. The real task of the committee should be 'Selection' and not 'Collection'.
- (b) The guiding principle in selection should be natural and psychological interest of students. The committee should select what is most needed, most useful and most likely to be of permanent value.
- (c) The practice of issuing coupons by the Education Department to schools for purchasing books from certain publishers or book-sellers out of a particular list should be discontinued.
- (d) The old, out-dated and unsuitable books should be weeded out and due place should be given to books on different subjects including books of reference and those on high ideals and morals.
- (e) The book to be selected must advertise itself by its attractive physical make-up—bright covers, good legible type, good quality of paper, plenty of illustrations etc
- (f) Government should appoint a body of experts to get graded catalogues of books prepared. These catalogues should contain books ranging from Rs. 250/- to Rs. 5000/- and above to suit the availability of funds in different schools.
- (g) A well-equipped library should be classified into various sections—Reference library, Teachers' library, students' library and class-libraries
- (h) The library should also provide an adequate supply of suitable journals and periodicals.
- 2(a) Since the provision of a 'library Block' is not immediately possible for many schools, the library

should be housed in a spacious well-lit room which should also serve the purpose of a reading room.

- (b) The furniture should be carefully designed with an eye to the artistic effect and functional efficiency.
- (c) The open shelf-system should, as far as practicable, be encouraged.
- (d) A qualified and trained full-time librarian (preferably a graduate) should be appointed (at Government's cost) to ensure the successful functioning of the library and to make it pulsating with life.
- (e) The librarian should maintain the Accession book, a catalogue of books (subject-wise), a register of losses, a register to record the important activities of the library, and two issue books—one for the teachers and the other for students. A few pages of the students' issue-book should be set apart for each student to ascertain, at a glance, the number of books he has read.
- (f) The stock-taking of the library should be carried out at least once a year, preferably on the eve of the summer vacation and a report thereon should be submitted to the head of the institution for the needful.

3 Allotment from the General Fund of the school, Government Grant (both recurring and non-recurring), a Library-fee of Re. 1/- per student per annum and gifts from the gentry and the elite of the locality should form the principal sources of income. The library should be further enriched by the supply of Government publications, free of cost.

4 The following steps will popularize the school library:—

- (a) Film-show by Government agencies on the use and importance of libraries.
- (b) Circulation of general instructions on the technique of reading.
- (c) Decoration of the Library-cum-Reading room with artistically framed pictures and prints of famous paintings.
- (d) Formation of a Library Association consisting of a few senior teachers and class-representatives to

review the progress of the library and to suggest measures for improvement.

- (e) Election of a Library prefect by each class to facilitate the issue and return of books.
- (f) Maintenance of diaries by students of what they have read— not just titles but synopses of the contents.
- (g) Holding of an Essay-competition twice a year on the subject-matter of the books read by the students and award of prizes to the best of the writers.
- (h) Tastefully arranging journals and periodicals on the Reading desks.
- (i) Provision for a short training to suitable teachers in Library Science during long vacations.
- (j) Circulation of a short review of new books by the librarian to arouse the interest of the teachers and students.
- (k) Annual Seminars of librarians to discuss day-to-day problems.



GROUP II

HIGHER SECONDARY SYLLABUS AND STAFF

Members of the group

1. Shri Jamuna Pd. Singh, Principal, Anugrah Multipurpose School, Auarangabad (Gaya).
(Convener)
2. „ Ayodhya Prasad Principal Gandhi Multipurpose School, Jahanabad Gaya (Recorder)
3. „ Nageshwar Singh, Principal, Shri Krishna Multipurpose School, Mokameh.
4. „ Bhuvaneshwar Prasad, Principal, Higher Secondary School, Maner.
5. „ Shri Pande Parmeshwari Prasad, Principal, Zila Multipurpose School, Gaya.
6. „ Shyama Charan, Headmaster, R. B. High School, Hilsa, Patna.
7. „ Raghubansh Pathak, Principal, Higher Secondary School, Deo Gaya).
8. „ Ramraj Sinha, Headmaster, M. B. High School, Kulharia, Shahabad.
9. „ Ramashish Sinha, Principal, Multipurpose School, Buxar (Shahabad).
10. „ Rajendra Prasad Sinha, Headmaster, Raj High School, Tekari, Gaya.
11. „ Deoki Nandan Prasad Sinha, Principal, Theosophical Model Higher Secondary School, Gaya.
12. „ Ram Kripal Lal Verma, Headmaster, Haspura High School, Gaya
13. „ Baiju Prasad Sinha Principal, Shukdeo Multipurpose School, Ekangerserai, Patna.
14. „ Ramesh Chandra Prasad, Principal, Town Higher Secondary School, Auarngabad, Gaya.
15. „ Ram Lakhnan Pandey, Principal, Raj Higher Secondary School, Dumraon, Shahabad.
16. „ Rameshwar Prasad Mishra, Headmaster, High School, Nabi Nagar (Gaya).

Higher Secondary Syllabus and Staff.

Fundamental Considerations.

1 The quantum of learning and the standard of attainment at the completion of Higher Secondary Course should be on par with, if not superior to, the Pre-University attainment level.

2 In conformity with the changed concept of education and re-organised pattern of Secondary Education under-implementation, the ultimate conversion of all the existing High Schools with the passage of time into Higher Secondary schools is a foregone conclusion. Suitable adjustment in the two syllabi of the Secondary School Board Examination and the Higher Secondary Examination should receive earnest attention to facilitate gradual conversion, admission and transfer from one type of School to another during the transition.

3 Elementary knowledge of Mathematics is considered to be indispensable for effective living in practical life. If it continues to be an elective subject in the curriculum, students not offering Elementary Mathematics are bound to be handicapped in adjusting themselves in the world of to-day.

4 The course of studies for Higher Secondary School Examination already enforced by the State Govt. (1958 Edition) be taken as the basis for recasting the syllabus where needed.

5 In determining the basic qualitative and numerical requirement of the teaching personnel for a Higher Secondary school consisting of four classes including the exploratory class, the basic formula of 25 periods of teaching work per week per teacher be adopted, keeping in view the additional work load of regular assessment, casual absence of teachers besides adequate leisure for self-study, preparation of lessons, reference to library, extra-mural activities, practical class etc. during the School hours.

6. Appointment of duly qualified, capable, experienced teacher with organising ability as the head of each faculty viz. Humanities, Natural Sciences and a vocational group in the scale of Rs. 150 - to Rs. 350/- be considered sine qua non for efficient organisation of teaching in the multipurpose and bi-purpose Higher Secondary Schools.

7. The minimum qualification for teaching in Higher Secondary Classes should be a trained graduate.

8. Provision for a trained graduate physical instructor, a whole time graduate librarian trained in library service, a Laboratory Assistant-cum-Store-keeper with I.Sc. or Higher Secondary certificate with Science and a second clerk for each Multipurpose and bi-purpose Higher Secondary School with roll strength of over four hundred pupils be considered absolutely essential for the efficient functioning of the institution.

9. It will not be out of place in this context to indicate that the pay scale prescribed for the Govt. Multipurpose and Higher Secondary Schools be also sanctioned for the kindred Non-Govt. Institutions without any discrimination.

Recommendations :

(A) Syllabus:

(1) During the period of transition, the Secondary School Board examination syllabus be suitably amended to correspond to the syllabus of classes IX and X of the Higher Secondary examination.

2 Curriculum content load in the Higher Secondary syllabus under review is rather heavy in different subjects and it includes topics which are beyond comprehension of the students at the Higher Secondary level. How best to reduce the work-load of students is the crux of the question. The following modifications and adjustments in the existing Higher Secondary syllabus are, therefore, suggested :—

- i) The Secondary School Examination Board syllabus for social studies be prescribed for the Higher Secondary examination to be spread over three years as a complete paper by itself for theoretical examination carrying full 80 marks.
- (ii) A composite course of Elementary Mathematics and Every Day Science, each carrying 50 marks for non-science group students be made compulsory. The Secondary School Board Examination syllabus for Every Day Science be spaced over three years and the treatment of the topics be made more popular and non-technical. The topics to be dealt with in Elementary Mathematics for this composite course should comprise of Elementary knowledge of Arithmetic, Algebra and Geometry, as given in Appendix 'B (i)'.

- (iii) There should be a separate paper in Elementary Mathematics for Science group students as at present with certain curtailment as given in Appendix 'B (ii)'.
- (iv) The students offering Agriculture as their elective subject should be given an option either to offer a composite course of Every Day Science and Elementary Mathematics or Elementary Mathematics, as a compulsory subject.
- (v) The compressed course of Elementary Economics and Civics as one subject in the syllabus under review be split up into two independent papers (each carrying 80 marks as at the Pre-University level) and the topics under each subject be given a comprehensive treatment.
- (vi) Students failing to pass only in English at the Final Higher Secondary Examination be declared to have passed the examination without English and be given the option to appear at the said examination within two consecutive years to qualify in the subject as private candidates.
- (vii) The students of non-humanities group as elective subjects should be given option to offer any of the allied subjects falling in that group as the tenth paper in lieu of classics.
- (viii) The topics as indicated in Appendix 'B (iii)' be dropped from the Higher Secondary syllabus in Physics, Chemistry and Advanced Mathematics under review.

(B) Staff:—

1. The standard staff for each category of Higher Secondary or Multipurpose school be calculated on the following basis:—

- (a) Teaching personnel on the basis of teaching periods per week for—

Principal/Headmaster	10
do	Head of faculty 20
do	Teacher of subjects 25
- (b) Additional hands for Bi-purpose Higher secondary and Multipurpose schools with more than 400 pupils on roll:—

- (i) One graduate trained Physical Instructor.
 - (ii) One whole-time graduate Librarian trained.
 - (iii) One Laboratory Assistant-cum-Store Keeper.
 - (iv) One Laboratory Boy
 - (v) One Second clerk.
 - (vi) One or two additional staff for Agriculture according to requirement.
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GROUP III
THE TEACHING
OF
SCIENCE AND MATHEMATICS

Members of the Group D

- (1) Shri Umanath Ojha Jagnarain Higher Secondary
Vidyalaya, Koath (Convener).
- (2) Shri Lalit Sinha, High School, Ghosi (Recorder).
- (3) Shri D. R. Roy, S. G. B. K. Sahu High School,
Warsaliganj.
- (4) Shri Rameshwar Prasad, S. M. G. K. High School,
Masaurhi.
- (5) Shri Jagdhar Jha, Sarvodaya Multipurpose School,
Jethian.
- (6) Shri Alakhdeo Sinha, Mahabir High School, Gaya.

The Teaching of Science and Mathematics.

The subject could be broadly examined from three points of view : (A) aims of teaching the subject, (B) difficulties in the realisation of these aims and (C) remedies.

(A) *Aims and Objective of teaching Science and Mathematics in Secondary and Higher Secondary Schools :—*

- (i) To create, arouse, maintain, and exploit curiosity.
- (ii) To cultivate scientific attitude.
- (iii) To create love for search of truth and develop habit of exploring the mystery of nature around the pupils.
- (iv) To broaden scientific concept.
- (v) To develop manipulative skill with accuracy and exactitude.
- (vi) To develop power of observation, thinking, and generalisation in a scientific manner.
- (vii) To prepare the learner for higher and specialized studies.

(B) *Difficulties experienced:—*

- (i) Lack of suitable buildings and adequate equipments.
- (ii) Dearth of qualified and suitable teachers.
- (iii) Lack of suitable text books in regional languages.
- (iv) Lack of uniformity in scientific and mathematical terminology used in regional languages.
- (v) Opting for science subjects and mathematics being not based on ability and aptitude of the students.
- (vi) Lack of suitable scientific and mathematical background at the elementary stage over which content of the secondary curricula has to be grafted.
- (vii) Lack of suitable books on general science, periodicals, and magazines in regional languages.
- (viii) More emphasis on theoretical principles than practical side in the present day teaching of science and mathematics.

(C) *Remedies suggested:—*

- (i) A body of technical experts be set up at State level to devise plans for construction of comparatively cheaper and economical buildings and also

to advise on improvisation of scientific equipments on the lines suggested in the UNESCO publication 'Suggestion for Science Teachers in Devastated Countries' by J. P. Stephenson.

- (ii) Higher start of pay in the existing scale of salary and some extra allowance for the head of the faculty of science, along with other faculty heads, be considered to attract qualified hands.
- (iii) A high level committee of experts be set up to examine the problems of suitable text books on science and mathematics in regional languages.
- (iv) A committee of experts be set up without any further delay to standardise scientific and mathematical terminology.
- (v) Restriction be imposed on science and mathematics offering. Counsellor's opinion combined with the Headmaster's personal assessment of the Counsellor's opinion and the results of previous examinations be taken into consideration for allowing a student to take up science. A preliminary test, if needed, be held.
- (vi) Stress be placed on more drilling in Mathematics and Nature Study at the Elementary stage.
- (vii) Attempt be made for enriching the Science section of the school library and compilation of suitable and useful books on science and mathematics should be taken up at central as well as state level. By the way, as a suggestion, UNESCO Services of Hand-books on the Teaching of Science in Tropical Countries (10 Vols.) along with books recommended in appendices attached thereto should be included in the Science library of every school.
- (viii) Concretising of teaching in Science and Mathematics be stressed – practical work, maps, charts, history of discoveries and discoverers.
- (ix) In view of the fact that Elementary Mathematics is an elective subject, a large number of pupils are wanting in even rudimentary knowledge of Mathematics. Hence, it is suggested, rudimentary Mathematics be included in the syllabus of Every Day Science and made a compulsory composite paper for examination for those who ultimately decide for a non-Science Course.

**GROUP IV
REPORT OF THE GROUP
ON
'TEACHING OF ENGLISH'**

Members of the Group

1. Sri Dharmaraj Kishore, Principal, Higher Secondary School, Tilothu (Convener).
2. Mrs. Alo Bhattacharya, Head Mistress, Rama Rani Jain Balika Uchcha Vidyalaya, Dehri-on-Sone. (Recorder)
3. Sri Md. Reza Hyder, Head Master, Soghra High School, Bihar Sharif.
4. „ S. P. Shrivastava, Principal, Sasaram Multipurpose School, Sasaram.
5. „ Suraj Ram, Head Master, Katar High School, Hassanbazar.
6. „ Badri Narayan, Head Master, Model Institute, Arrah
7. „ Kapildeo Prasad Verma, Head Master, High School, Dehri-on-Sone.

Report of the Group on 'Teaching of English.'

After a preliminary discussion, the problem was considered under the following sub-heads :—

1. The place of English in Free India.
2. The aim of teaching English.
3. Deterioration in the standard of attainment in English.
4. Remedial measures.
5. Methods of teaching English.

1. *The place of English in Free India.*

When a country passes into foreign domination, the language of the rulers does receive a reverential superiority. But with the liquidation of this domination things inevitably change and, in fact, a regular re-action is set in. The mother-tongue acquires fresh dignity and an impetus is given to its many-sided development. This explains the position of English both during the pre-independence and post-independence days.

With the attainment of freedom a great deal of controversy has arisen about the place of English in the scheme of studies. Opinions are sharply divided on this issue. Some people advocate its retention as a compulsory subject in our Secondary Schools for the following reasons:—

- (a) As a result of historical causes, English has come to be the one language that is widely known among the educated classes of the country.
- (b) The present position of India in the international sphere is partly due to the command that educated Indians have acquired over English.
- (c) English has paved the way for the political unity of India.
- (d) Books on important subjects like—Science, technology etc. are found in English which gives an access to the master-mind of all ages.
- (e) English is a great means of inter-state communication.
- (f) It is the language of international commerce—it is the tourist's most current 'coin'.
- (g) It has an obvious cultural value.

- (h) It is a repository of technical terms.
- (i) Japan and many other countries teach English as a compulsory subject at the Secondary School stage although their national feeling is not less awakened than ours.

On the other hand, there are some who press the view that it is unnatural and inconsistent with the present position of the country to prescribe English, a foreign language, as a compulsory subject of study. In support of their view, they put forward the following points :—

- (a) It keeps reminding us of our foreign domination.
- (b) It proves a stumbling block to the success of a large number of students.
- (c) Its retention as a compulsory subject will result in the neglect of other languages and other subjects of the curriculum.

Careful thought being given to the arguments advanced both for and against the retention of English as a compulsory subject and also in view of the language policy of the Government, the teaching of English language (and not literature) as a compulsory subject for a period of four years followed as any elective subject for two years at the Secondary School Stage is recommended.

2 *The aim of teaching English.*

Effective teaching of English is not possible without a clear conception of the aim of teaching the subject. The teacher of English should be able to say in categorical terms what knowledge, abilities, and skills he is striving at to impart to his pupils. Much of the defect in the organisation and teaching of English is due to want of a clear perspective about our aim of teaching English.

Unanimous opinion is that English should occupy the place of a second language in our High School curriculum and it should be taught compulsorily as a skill subject rather than a content subject for a period of ~~six~~ ^{four} years. The aim of teaching English should be to help the pupils (a) to understand (b) to speak (c) to read and (d) to write correct and simple English. And for the attainment of this working knowledge of English, every pupil should have mastery over a minimum of 250 basic structures and 2500 words of frequent use as advocated by educational experts.

3. *Deterioration in the standard of attainment in English.*

The causes leading to the deterioration in the standard of attainment may be summarised as under :—

- (a) Emergence of a national language replacing English in various spheres of life.
- (b) Indifferent attitude of parents, teachers and students towards a foreign language.
- (c) Introduction of English at a late stage and the short duration of its teaching.
- (d) Lack of favourable atmosphere at home and in the school.
- (e) Poor teaching due to non-availability of really efficient teachers of English.
- (f) Heavy syllabus.
- (g) Mushroom growth of High Schools leading to easy admissions and promotions.
- (h) Defective system of examination, evaluation and assessment resulting in utter neglect of composition.
- (i) Inadequate teaching aids.
- (j) Faulty text-books.....e. g.

(1) Free India Readers—Book 2.

First Chapter : 'From the Cloud-land to the Earth' of 23 pages.

'The Daisy'.....Unfamiliar topic.

(2) Free India Readers—Book 3.

'Learning English', 'Naughty Boy' (14 pages)

'The Fates of Man'—30 new words introduced in two pages.

- (k) Large size of classes making individual attention impracticable.

4. *Remedial Measures.*

After cataloguing the main causes leading to the deterioration in the standard of attainment in English, the following remedial measures may be suggested :—

- (a) Sentiment should not be the ruling factor in determining the stage at which the teaching of English should be introduced.

- (b) Congenial atmosphere should be treated in the class-room by the use of pictures, models, flash-cards, tape-records etc.
- (c) Taking a realistic view of the problem, the State Government has very rightly extended the period of teaching English from four to six years. But mere extension of time will hardly improve the standard of attainment unless adequate provision is made for improving the teaching personnel by organising in-service training, seminars, forums, refresher courses etc. The establishment of an Institute of English is deemed essential.
- (d) A uniform standard of attainment should be maintained by making suitable curtailment in the syllabus as suggested by the 'Syllabus Study Group'.
- (e) Recitation of short poems, dialogues, dramatisation, story-telling etc. should be encouraged.
- (f) Oral exercises, drilling in pronunciation, word-building etc. would go a long way in acquiring proficiency in English.
- (g) Library and reading facilities in the shape of attractive and suitable books, magazines, pictorials, newspapers etc. should be increased.
- (h) The use of dictionary should be encouraged.
- (i) Paraphrasing, calligraphy, dictation and transcription should be given a fillip.
- (j) Attitude is an important factor in a learning process and more so in the learning of a foreign language. Efforts should be made to cultivate the right type of attitude in students, parents and teachers by all possible means.
- (k) Objective tests and short answer type questions should be introduced side by side with the essay-type questions to encourage intelligent understanding.
- (l) Some sort of oral tests should be introduced to judge the pupil's attainment in spoken English.
- (m) There should be no monopoly of publication of text-books. Several series of Readers should be recommended for use and the heads of institutions

should be given a free-hand in the selection of the Readers thus recommended.

- (n) The size of a class, as recommended by the Secondary Education Commission, should be suitably reduced to facilitate the establishment of personal contact between the teacher and the taught.
- (o) New series of English Readers based on 250 basic structures and 2,500 essential words of frequent use should be compiled or written by a panel of experienced and efficient teachers of English.

The following points should be kept in view while compiling or writing the English Readers :—

- I. Topics should be familiar, interesting and informative.
- II. Lessons should be short and simple.
- III. The bulk of the Reader should be such as can be reasonably expected to be taught in one academic year.
- IV. New and important words introduced in a lesson should be printed in bold types at the top of the lesson.
- V. Adequate exercises should be given at the end of each lesson.
- VI. Lessons, as far as possible, should be appropriately illustrated.
- VII. Readers should contain some short and simple poems on natural objects with familiar background.
- VIII. Some of the lessons should be in the form of dialogues.
- IX. A short note on the writer of a lesson should be given in the beginning of the lesson.
- X. The paper and get-up of the Readers should be attractive.
- XI. Each Series of Readers should have a Hand Book for teachers containing instructions on drilling the structures and on teaching the lessons.

5. *Methods of teaching*:—

Methods should be evolved as no set formula can be of real help. Of course, there may be some broad outlines which are noted hereunder:—

- (a) Sufficient practice should be given in speech for the first few months.
- (b) Before starting any book the teacher should work for vocabulary which is likely to be used in the work later on.
- (c) Conversation should be carried on through pictures and objects.
- (d) Children should be given practice in hearing the spoken language. (Records, radio, tape-recording etc.)
- (e) Recognition of words.
- (f) Reading and writing activities should be purposive (conversation, experiences, legends etc.)

After indicating the broad outline which may prove helpful to the teacher, it is recommended that the structural method of teaching English be adopted as suitable. It has already been suggested that a child at the end of the Secondary School stage should have mastery over at least 250 basic structures and 2500 essential words of frequent use. It is not ruled out that there may be minor disagreements about the order in which the structures should be presented. This should be left to the framers of the Readers. The introduction of these, however, should be graded and the teacher using these series should stick to the order adopted by the authors of the series so that learning may proceed in a cumulative manner.

In conclusion, the following long-term and short-term remedial measures are suggested against the colossal failures at the School Secondary Examination in English only :—

- (a) Long-term measure :

That after four years of schooling, the teaching of English be made optional.

- (b) Short term measure :

That candidates failing only in English at the School Secondary Examination be declared to have passed the said Examination *without English* and that such candidates may have the option of appearing only in English to qualify themselves in this subject later on, for which they should be given two chances spreading over a period of two consecutive years.

Summary of Recommendations made by the Group on 'Teaching of English'.

1. English language (and not literature) should be taught as a compulsory subject for a period of four years and as an elective subject for two years thereafter at the Secondary School stage.

2. The aim of teaching English should be to help the pupils (a) to understand, (b) to speak, (c) to read and (d) to write correct and simple English. For the attainment of this working knowledge, every pupil should have mastery over a minimum of 250 basic structures and 2500 words of frequent use.

3. To improve the standard of attainment in English the following measures should be adopted :—

- (a) Adequate provision should be made for improving the teaching personnel by organising in-service training, seminars, refresher courses etc.
- (b) Establishment of an Institute of English.
- (c) Curtailment in the Syllabus.
- (d) Creation of congenial atmosphere in the class-room by the use of pictures, models, tape-records, flash cards etc.
- (e) Cultivation of right type of attitude in students, parents and teachers towards English.
- (f) Improved methods of teaching including the use of audio-visual aids. The structural approach to the teaching of English should be encouraged.
- (g) New series of English Readers based on 250 basic structures and 2500 words of frequent use should be compiled or written by a panel of efficient and experienced teachers. The Readers should contain familiar and interesting topics with adequate exercise at the end of each lesson. Each series of Readers should have a Hand-book for the use of teachers. The bulk of the Reader should be such as can reasonably be expected to be taught in one academic year.
- (h) Objective tests and short answer type questions should be introduced side by side with the essay-type questions.
- (i) Paraphrasing, calligraphy, dictation, oral exercises etc. should be encouraged.

(j) Some sort of oral tests should be introduced to judge the pupil's attainment in spoken English.

(k) The size of a class should be reduced to the maximum of 30 to 40 to facilitate individual attention.

4. The following (a) long-term and (b) short-term measures are recommended against the colossal failures at the School Secondary Examination in English :—

(a) After four years of schooling the teaching of English should be made optional.

(b) Candidates failing in English only at the Secondary School Examination should be declared to have passed the said Examination *without English* and such candidates may have the option of appearing only in English to qualify themselves in that subject later on, for which they should be given two chances spreading over a period of two consecutive years.



GROUP V
REPORT OF THE GROUP
ON
ADMINISTRATION

Members of the Group

1. Sri Ramanuj Pandey, Headmaster, R. L. High School, Sherghati (Convener)
2. Smt. S. Menon, Headmistress, Ghansiam Girls' High School, Khagaul (Recorder)
3. Sri Damodar Jha, Headmaster, Government High School, Gulzarbagh
4. „ Ram Lakhan Sharma, Headmaster, R. B. High School, Nalanda
5. „ Bhagwati Prasad, Headmaster, T. P. High School, Bihta
6. „ Jagnarain Tiwary, Headmaster, A. K. Jain High School, Darihat
7. „ Rameshwar Sharma, Headmaster, High School, Nabinagar
8. „ K. A. Quasim, Headmaster, Quasmi High School, Gaya
9. „ C. L. Gupta, Headmaster, High School, Dalmianagar
10. „ R. R. Dikshit, Principal, Higher Secondary School, Takiya

Report of the Group on Administration.

Problem of administration of Secondary Education in all its aspects in the present democratic set-up is a challenging one, and it was strongly felt that democratisation of education necessitated re-orientation of the prevalent system of Secondary School administration which must be in tune with the spirit of the time.

As administration covers a very wide range (*viz.* direction, control and management of all matters pertaining to school affairs) this problem was studied under the following heads. Conclusions arrived at are embodied in this report in the form of recommendations.

1. Role of Government schools.
2. Administration of Non-Government schools.
3. The role of the Head of the institution.
4. Co-operation of the staff.
5. Parental co-operation.
6. Students' participation in the school programme.
7. Discipline.
8. Finance.
9. Departmental co-operation.

1. *Role of Government Schools.*

Since Government Schools which were intended to be model institutions have outlived their utility as such, it is time, the State Government should think in terms of converting them into special types of experimental schools to justify their existence.

2. *Administration of Non-Government Schools.*

The administration of all categories of Secondary Schools should be vested in the State Board of Secondary Education with its counterparts at the District and Sub-Divisional levels to be designated as the District Secondary Education Administration Board and the Sub-Divisional Secondary Education Administration Board. The present Managing Committees of Non-Government Schools should make room for School Advisory Committees. A co-ordinated administrative set-up and constitution with well-defined powers and functions may be worked out, in detail, for all administrative units by a Committee of experts to be appointed by the State Government. It was not possible

immediately to go into the details of all the administrative units. The recommendations are, therefore, confined to the two Administrative Units from the bottom of the ladder.

(a) *The School Advisory Committee.*

It should consist of the following five members :—

- I. The Head of the institution (ex-officio Secretary).
- II. One representative of the teaching staff.
- III. Two representatives of guardians.
- IV. One donor who has rendered substantial financial assistance to the tune of Rs. 10,000 and above.

Note :—The representation of donors (in case there be more than one donor) shall be by rotation. In case there be no donor, the vacancy shall be filled by a local person interested in education.

The members of the Advisory Committee shall elect the President from amongst the three non-teacher members of the Committee.

(b) *The Sub-Divisional Secondary Education Administration Board.*

It should consist of the following fifteen members :

- I. Sub-Divisional Officer (Civil), Ex-officio President.
- II. Sub-Divisional Officer (Education), Ex-officio Secretary.
- III. Four nominees of the Director of Public Instruction from amongst persons interested in education including Government servants other than the two Sub-Divisional Officers referred to above.
- IV. Four elected teachers' representatives from four blocks of schools in the Sub-Division.
- V. Four Head Masters from schools from where teachers have not been elected.
- VI. One Principal of a College within the Sub-Division (to be co-opted).

In this context the general reaction has been that for reasons too well known to be recounted, the present system of administration of Secondary Schools by Managing Committees has not been conducive to the smooth functioning of the institutions. The rules regarding reconstitution of Managing Committees enforced by the State Government have not so far proved effective. The recent regulation

regarding the appointment of the Director of Public Instruction's nominees only on the recommendation of the Sub-Divisional Officer (Civil) and the Sub-Divisional Officer (Education) does not improve the position in as much as it is the heads of institutions and the Secretaries of Managing Committees who being men on the spot, are in a better position to suggest names of persons really interested in the well-being of institutions. This recommendation should receive earnest attention of the Director of Public Instruction in selecting his nominees during the period of transition.

3. *The role of the Head of the institution.*

The efficient functioning of the institution depends on the careful selection of the right type of Head Master who should be able to inspire confidence in his staff and affection among his pupils by developing a scientific temper with due regard for the human personality. He should function as a benevolent leader from whom emanates all inspiration, initiative and guidance. He should have earnestness to think and act in accordance with the challenge of situations that confronts him in day-to-day administration. The school organisation is a dynamic organisation and, as such, the Head Master should not be satisfied to keep it going; rather, he should see that the school progresses onward. The responsibilities of the Head Master being so heavy, he should receive the fullest co-operation and protection of the Department in running the institution efficiently.

4. *Co-operation of the Staff.*

There should be a cordial relation between the Head Master and his staff. The Head Master should be a benevolent leader like the head of a family, giving inspiration and guidance to his assistants. He should, of his own accord, share with the teachers the duties and responsibilities of the management of the school programme. Teachers' opinion in the selection of text-books, devising the time-table, organisation of co-curricular activities, social functions, award of promotions etc. should always be sought by the Head of the institution. The success of the school programme and day-to-day administration depends upon developing a sense of 'Oneness' and love of the institution among the teachers by the Head Master through close social contact and sense of fellow-feeling as co-workers of the institution.

The efficiency of the institution depends upon a contented and efficient staff. Equal pay for equal qualification

should be the basic formula in determining pay-scales, without any discrimination, for all categories of teachers. Provision for in-service training, raising social status of teachers, safeguarding their prestige and security of service should receive top-priority at the hands of the authorities of the school. Private tuitions should be restricted to a reasonable limit. Special tutorial classes with qualified teachers of choice on suitable honorarium may be organised and given a trial for the benefit of teachers in place of private tuitions.

5. *Parental Co-operation.*

The best means of parental co-operation is through organisation of Parent-Teacher Association. Parents should be invited to attend annual functions in the school. A Guardians' Day should be held to facilitate guardians to know about their children's progress from the teachers. Occasional visits by the Head Master and the teachers to the guardians will improve relation, to a great extent, and prove helpful in maintaining discipline.

The formation of the Parent-Teacher Association should be given immediate effect and, as such, it was suggested that a beginning might be made by inviting the guardians of the sent-up candidates to form the nucleus of the Parent-Teachers' Associations in schools.

6. *Students' Participation in the School Programme.*

Students' participation in the school programme through organisation of School Parliament, with well defined constitution, and societies for the organisation of co-curricular activities should receive due encouragement. This type of training will definitely produce a higher type of citizenship by providing the students with an opportunity to follow the democratic principles laid down by the school. It will develop the ideals of fairplay and selfless service and make the students thoughtful and considerate of the rights of others. Opportunities should be provided to students to run their Councils and Societies under the guidance of teachers interested in such activities. The Students' Councils should be delegated responsibilities for budgeting games expenditure, running reading rooms and libraries and organising school functions.

7. *Discipline.*

Careful thought has been given to the problem of prevalent indiscipline among the students. Maintenance of order in and outside the class-room represented only the

rigid facet of the problem. It is fully realised that discipline is a thing which comes from within and not from without. The students, therefore, should have sufficient chances for developing self-discipline. The school must provide adequate facilities for engaging students in healthy corporate activities during and after the school hours. Close personal contact between the teachers and students can be attained by reducing the number of pupils in each class to the maximum of 30 to 40. The organisation of Students' Councils, Juvenile Court of Honour and Student Self-Government should be encouraged to teach discipline and self-control.

It is strongly felt that the underlying idea of discipline is to improve the character of the student so as to enable him to appreciate his responsibilities as a free citizen. This means that the educational system must make its contribution to the development of habits, attitudes, ideas and qualities of character which will enable the young citizen "to bear worthily the responsibilities of democratic citizenship, to counteract all the fissiparous tendencies which hinder the emergence of a broad national outlook". This involves formation of character and personality of the student for which the introduction of religious and moral instruction in the school curriculum is a necessity. The fundamental principles of all religions and their moral and spiritual values (and not sectarianism or ritualism) should be infused into the minds of the young educands. In the words of the Secondary Education Commission, 'there is little doubt that the whole purpose of education is not fulfilled unless certain definite moral principles are inculcated in the minds of the youth of the country'.

8. *Finance.*

Expansion in Secondary Education necessitates greater expenditure year after year. Education should, therefore, receive top-priority in the budget appropriation.

To get over financial difficulties, the following measures are suggested :—

- (a) Substantial increase in Government Grants to schools.
- (b) Enhancing the rates of tuition fees.
- (c) Subsidy to schools by the Bihar School Examination Board.
- (d) Levy of Education Cess for Secondary Education by enacting suitable legislation.

9. *Departmental Co-operation.*

The Department should extend the fullest co-operation for all-round development of Secondary schools in the State. The inspecting officers should be men of outstanding ability, initiative and drive and should possess a thorough knowledge of the modern trends in education. Their role should be that of a friend, philosopher and guide.

The Department should lay down criteria for efficiency and all other grants on scientific basis. The power of inspection of higher secondary and multipurpose schools should be vested in not below District Education Officers.



Summary of Recommendations on 'Administration'.

1. Since Government schools have outlived their utility as model institutions, it is time, the State Government should think in terms of converting them into special types of experimental schools to justify their existence.

2. (a) The administration of all categories of Secondary schools should be vested in the State Board of Secondary Education with its counterparts at the District and Sub-Divisional levels to be designated as the District Secondary Education Administration Board and the Sub-Divisional Secondary Education Administration Board.

(b) The present Managing Committees should make room for School Advisory Committees.

(c) A co-ordinated administrative set-up and constitution with well-defined powers and functions may be worked out for all Administrative Units by a committee of experts to be appointed by the State Government.

(d) Each School Advisory Committee should consist of five members—the Head of the institution (as ex-officio Secretary), a representative of the Staff, two representatives of guardians, and one donor who has rendered substantial financial assistance to the tune of Rs. 10,000 and above. In case there be no donor, the vacancy should be filled by a local person interested in education. The President of the Committee should be elected from amongst the three non-teacher members.

(e) The Sub-Divisional Secondary Education Administration Board should consist of the following fifteen members :—

I. Sub-Divisional Officer (Civil)—ex-officio President.

II. Sub-Divisional Officer (Education)—ex-officio Secretary.

III. Four nominees of Director of Public Instruction.

IV. Four elected teachers' representatives from four blocks of schools in the Sub-Division.

V. Four Head Masters from schools where teachers are not elected.

VI. One Principal of a college within the Sub-Division.

(f) During the period of transition the appointment of Director of Public Instruction's nominees on the Managing Committee of a school should be based on the recommendations of the Secretary and the Head Master of the school who are in a better position to suggest the names of persons really interested in the well-being of the institution

3. Great care should be taken in the selection of the right type of Head Master who should have earnestness to think and act in accordance with the challenge of the situation that confronts him in his day-to-day administration.

4. There should be a cordial relation between the Head Master and his staff. The opinion of the teachers should be given due weight in framing the time-table, selecting text-books, awarding promotions, conducting examinations, organising co-curricular activities etc. to ensure efficient and smooth running of the institution. Since the efficiency of the institution depends upon a contented and efficient staff, equal pay for equal qualification should be the basic formula in determining pay-scales. Private tuitions should be restricted to a reasonable limit.

5. The formation of Parent-Teacher Associations is deemed necessary for the healthy growth of the institutions.

6. Students' participation in the school programme through organisation of students' councils and societies for co-curricular activities should receive due encouragement. The Students' Council should be delegated responsibilities for budgeting Games expenditure, running Reading rooms and libraries and organising school functions. This type of training will definitely produce a higher type of citizenship.

7. The students should have sufficient chances for developing self-discipline. The school must provide adequate facilities for engaging students during and after school hours in healthy corporate activities. The organisation of Students' Councils, Juvenile Court of Honour and Self-Government should be encouraged to teach discipline and self-control. The underlying idea of discipline

is to improve the character and personality of the student for which the introduction of religions and moral instruction in the school curriculum is a necessity. The fundamental principles of all religions and their moral and spiritual values (and not sectarianism or ritualism) should be infused into the minds of the young educands. It has rightly been observed that the system of education which ignores the moral and spiritual aspects of human life is just like a body without soul.

8. Education should receive top-priority in the budget appropriation. Substantial increase in Government grants, enhancing the rates of tuition-fees, subsidy to schools by the Bihar School Examination Board and levy of Education Cess for Secondary Education are among the measures suggested for improving the financial position of schools.

9. The Department should extend the fullest co-operation for all-round development of the Secondary Schools in the State. The role of the inspecting officers should be that of a friend, philosopher and guide. The power of inspecting Higher Secondary and Multipurpose Schools should be vested in not below the District Education Officers.

Sub. National Systems Unit,
National Institute of Educational
Planning and Administration
17-B, S.A. Fudo Marg, New Delhi-110016
DOC. No. 3831
Date 2.5.19

PART II
APPENDICES

APPENDIX A

LIST OF BOOKS

(a) Reference books :—

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1 Book of Knowledge
(All volumes)</p> <p>2 Oxford Junior Encyclopaedia</p> <p>3 Complete Works of Shakespeare</p> <p>4 Works of English Poets and Writers
Like Wordsworth, Byron, Shelly, Keats, G. B. S.</p> <p>5 History of English Literature</p> <p>6 Shorter Oxford English Dictionary
(O. U. P.)</p> <p>7 The Pocket Oxford Dictionary
(O. U. P.)</p> <p>8 A Dictionary of Modern English Usage
H. W. Fowler, (O. U. P.)</p> <p>9 An A B C of English Usage
H. A. Treble and G. W. Vallins, (O. U. P.)</p> <p>10 The King's English
H. W. Fowler and F. G. Fowler</p> <p>11 The Oxford Dictionary of English Proverbs
Compiled by W. H. Smith</p> <p>12 Chambers' Twentieth Century Dictionary</p> <p>13 Grammar by
Nesfield (Macmillan)</p> <p>14 Grammar by
Rowe and Webb</p> <p>15 Grammar
All Parts by P. C. Wren
(Blackie)</p> <p>16 Grammar by
Mc Mordie</p> <p>17 The English language by
Ernest Weekly</p> <p>18 Early English by John W. Clark</p> <p>19 Good English—how to write it
by G. H. Vallins</p> <p>20 Better English by G. H. Vallins</p> | <p>21 The Best English by
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J. A. Sheard</p> <p>26 A Dictionary of Theatrical Terms by Wilfred Granville</p> <p>27 Dictionaries: British and American by J. R. Hulbert</p> <p>28 History of English Literature
A. C. Rickett</p> <p>29 The Critical Writings James Joyce</p> <p>30 Dictionary of Arts & Crafts
John Stoutenburgh</p> <p>31 Concise Dictionary of Ancient History P. G. Woodcock</p> <p>32 Concise Dictionary of Science
Fronk G. Aynor</p> <p>33 Nalanda Dictionary—Nehru
Churchil Era</p> <p>34 Authentic Senior Dictionary
English to Hindi</p> <p>35 वृहद् हिन्दी कोष—ज्ञान मण्डल</p> <p>36 साहित्य कोष—डा० धीरेन्द्र वर्मा</p> <p>37 English Hindi Dictionary
छविनाथ पाण्डेय</p> |
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(b) Books for Teachers :—

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W. R. P. Somaratne (O.U.P.)</p> <p>3 The Teaching of English in
India
M. S. H. Thompson and
H. G. Wyalt (O. U. P.)</p> |
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- 4 The Teaching of English in Schools
K. M. Willey and W. R. P. Somaratne (O. U. P.)
- 5 The Teaching of English Abroad
F. G. French (O. U. P.)
- 6 Teaching and Learning English as a Foreign Language
Charles C. Fries (O. U. P.)
- 7 The Ground Work of Criticism
Stanley G. Glassey (O. U. P.)
- 8 Training in Literary Appreciations
F. H. Pritchard (O. U. P.)
- 9 A Primer of Literary Criticism
G. E. Hollingworth (O. U. P.)
- 10 The Teaching of Geography
E. M. Macnee (O. U. P.)
- 11 The Organisation of Schools
W. M. Ryburn (also available in Urdu)
- 12 The Teaching of History
V. D. Ghope (O. U. P.)
- 13 The Teaching of Reading
M. L. W. Menzel (O. U. P.)
- 14 The Teaching of Physics and Chemistry
L. Ghanshyam Das (O. U. P.)
- 15 The Organisation of Libraries in India
S. K. Ranganathan (O. U. P.)
- 16 Introduction of Educational Psychology
W. M. Ryburn (O. U. P.)
- 17 Creative Teaching of History
K. D. Ghosh (O. U. P.)
- 18 How to Study
M. L. W. Menzel (O. U. P.)
- 19 Social Studies in Schools
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- 20 The Usual Approach to Teaching
T. L. Green (O. U. P.)
- 21 Basic Education
Marjorie Sykes (O. U. P.)
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F. G. Plarce (O. U. P.)
- 24 Schools with a Message in India
Daniel Johsua Fleming (O. U. P.)
- 25 Education in Great Britain
W. O. Lester
- 26 Short History of Educational Ideas
S. J. Curtis and M. E. A. Boulwood
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I. L. Kandel, (O. U. P.)
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- 31 Setting up your Audio Visual Education
- 32 Programme Prepared by the Audio Visual Education Assosian of California (O. U. P.)
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G. W. Parkyn, (O. U. P.)
- 35 The Teaching of Geography
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H. C. Barnard, (O. U. P.)
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T. A. Tweddle, (O. U. P.)
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R. K. and M. I. R.
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- 3 The Story of the Budha
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Minoo Masani
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- 23 Jivani Vichitra Granthamala
Published by Debi Prasad
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Depot, Calcutta)
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rani
(f) Chhotoder Ananda math
(g) Chhotoder Kapalkundala
(h) Chhotoder Mrinalini
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4 Masnavi Mir Hasan
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8 Sharif-Zada
9 Dewane Zange
10 Mir Ke Nashtar
Masudur Rahman
11 Moquadma Shair O Shairi
Altaf Hussain Hali
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13 Ashar-i-Mir
A. Mannan, M. A.
14 Ashar-i-Zang
A. Mannan, M. A.
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A. Majid, M. A.
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24 Life of Sir J. C. Bose
25 Hikayat Loquman
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Sarat Chandra Chatterjee |
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Noorun Rahman | 78 | Ghar Ki Yad
Sarat Chandra Chatterjee |
| 52 | Sawane Maulana Room | 79 | Radha Ram
Bankim Chatterjee |

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 ७६ हृदय की परख, चतुरसेन शास्त्री ३२ रजिया की बेटी, नरोत्तम नागर
 ७७ चित्र-रेखा, श्री भगवती चरण वर्मा ३३ सुबह-शाम, गेटे
 ७८ देहाती दुनियाँ, श्री शिवपूजन सहाय ३४ बालू के टीले, ब्रजेन्द्र खन्ना
 ७९ जय सोमनाथ, श्री के० एम० मुन्शी ३५ निशा डूबत है, जय प्रकाश शर्मा
कहानियाँ ३६ बहते आँसू, चतुरसेन शास्त्री
 १ प्रेम पचीसी, श्री प्रेमचन्द ३७ दो किनारे, चतुरसेन शास्त्री
 २ सप्त सरोज, श्री प्रेमचन्द ३८ चार मीनारें, श्री कामता प्रसाद सिंह
 ३ प्रेम-प्रसून, श्री प्रेमचन्द "काम"
 ४ कफन, श्री प्रेमचन्द ३९ भूलते भागते ज्ञान, श्री कामता प्रसाद
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 १२ दो दुनियाँ, श्री यशपाल ४३ मेरी सर्वप्रिय कहानियाँ, रांगेय राघव
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 ५२ मेरे दोस्त का बेय, कृष्णचन्द्र १७ द्विवेदी
 ५३ गर्जन की एक शान, कृष्णचन्द्र २० कबीर, आचार्य हजारी प्र० द्विवेदी
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 ५५ अतीत के चल चित्र, महादेवी वर्मा २२ द्विवेदी
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 २ चिन्तामणि भाग १-२, श्री रामचन्द्र २५ आधुनिक हिंदी कविता की मुख्य
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 ४ तुलसी और उनका काव्य, रामनरेश २७ भारतीय साहित्य, स० आचार्य नलिन
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 आचार्य नन्ददुलारे वाजपेयी ३४ भोजपुरी साहित्य एक अध्ययन,
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- ४० पुरातत्व निबन्धावली, राहुल सांकृत्यायन १७ आकाश के तारे धरती के फूल, कन्हैया
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४४ काव्य मिमांसा, पं० केदारनाथ शर्मा २२ आत्म विकास, आनन्द कुमार
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४५ श्री रामावतार शर्मा निबन्धावली, २४ जंगल, कामता प्रसाद सिंह 'काम'
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३ शकुन्तला कटाई कला, नारायण स्वामी
४ जीवन-साथी, सत्यकाम विद्यालंकार
५ मेरी कहानी, जवाहर लाल नेहरू
६ आत्म कथा, डा० राजेन्द्र प्रसाद
७ प्रवासी की आत्म कथा, भवानो दयाल
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८ मेरी जीवन यात्रा, राहुल सांकृत्यायन
९ तपोधन, विनोवा
१० हमारे राष्ट्र निर्माता, सत्यकाम
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११ आस पास की दुनियाँ, श्री कामता
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- १ खाद, हरिदास सहयोगी
२ ग्रामोदय, हरिदास सहयोगी
३ वाटिका विज्ञान, हरिदास सहयोगी
४ खेती के साधन, नारायण दुलीचंद
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५ दलहन की खेती, नारायण दुलीचंद
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६ धान की खेती, राजदेव त्रिपाठी
७ खाद और उसके उपयोग, शंकर राव
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८ फलों की खेती, डा० नारायण दुलीचंद
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९ उद्यान कृषि दर्शन, रामसागर राय
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१२ आधुनिक पशुपालन, रामचन्द्र सिंह
१३ पशुओं का अनुभूत इलाज, श्रीरंग
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- १ शिक्षा में नए प्रयोग, सूरजभान
- २ शिक्षा, जांकर हुसैन
- ३ शिक्षा शास्त्र, डा० सीताराम जायसवाल
- ४ आधुनिक शिक्षा का विकास, डा० सीताराम जायसवाल
- ५ शिक्षण विज्ञान, डा० सीताराम जायसवाल
- ६ भारत में सर्वजनिक शिक्षा का इतिहास, डा० सीताराम चतुर्वेदी
- ७ शिक्षा-शास्त्र, एम० डी० जफ़र
- ८ समन्वित शिक्षा-क्रम की साधना,
- ९ भारतीय शिक्षा का इतिहास, सहगल और निर्मम
- १० स्वतन्त्र भारत में शिक्षा, हुमायूँ कबीर
- ११ भारतीय शिक्षा का इतिहास भाग-१, मुनेश्वर प्रसाद
- १२ भारतीय शिक्षा का इतिहास भाग-२, मुनेश्वर प्रसाद
- १३ समवायी शिक्षण कला, राधा प्रसाद सिंह
- १४ बुनियादी शिक्षा के सिद्धान्त, राधा प्रसाद सिंह
- १५ शिक्षण मार्ग प्रदर्शिका भाग १, लेखक मंडल
- १६ हमारी शिक्षा, भगवान प्रसाद
- १७ हमारी माध्यमिक शिक्षा - डा० गुप्त

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- १ हाई स्कूल भौतिक शास्त्र, मनोहर लाल भार्गव
- २ आकाश की सैर, सुरेश्वर पाठक
- ३ विज्ञान की करामात, छांवनाय पाण्डेय २ भागों में

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- १ हाई स्कूल केमिस्ट्री, गंगा शरमा कार्बन
- २ प्रायोगिक रसायन शास्त्र, डा० पृथ्वीनाथ भार्गव
- ३ आधुनिक कार्बनिक रसायन, डा० पृथ्वीनाथ भार्गव
- ४ केमिकल कैल्कुलेशन, डा० पृथ्वीनाथ भार्गव
- ५ प्रारंभिक प्रांगारिक रसायन, फूलदेव सहाय वर्मा
- ६ रसायन प्रवेशिका, फूलदेव सहाय वर्मा
- ७ अकार्बनिक रसायन, फूलदेव सहाय वर्मा
- ८ क्यों और कैसे ?, जगदानन्द भा

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- १ संयुक्त राज्य अमरीका का संविधान, प्रो० कन्हैया लाल
- २ भारतीय राजनीति और शासन पद्धति, प्रो० कन्हैया लाल
- ३ भारत का संविधान, प्रो० कन्हैया लाल
- ४ नागरिक शास्त्र के मूल तत्व, प्रो० कन्हैया लाल
- ५ भारतीय नागरिकता की भूमिका, प्रो० कन्हैया लाल
- ६ नागरिक नीति, प्रो० श्रीकृष्ण वैकटेश
- ७ हाई स्कूल नागरिक शास्त्र, प्रो० कन्हैया लाल वर्मा
- ८ नागरिक शास्त्र, प्रो० कन्हैया लाल वर्मा
- ९ लोक नीति और राष्ट्रीयता, प्रो० कन्हैया लाल वर्मा
- १० भारतीय संविधान स्वरूप और विकास, एम० बी० पाषली
- ११ भारतीय स्कूलों में समाज अध्ययन का शिक्षण, मुनेश्वर प्रसाद
- १२ आधुनिक संविधान, के० सी० व्हीयर
- १३ भारतीय संविधान के सिद्धान्त, चन्द्र भान अग्रवाल

APPENDIX C

Inaugural Speech by Sri Umanath Ojha, Principal, Koath Higher Secondary School.

I feel pleasure in inaugurating this seminar. I am inaugurating the seminar at the request of Sri Santa Prosad, Regional Deputy Director, which is a divergence from the common practice of getting such seminars inaugurated by eminent persons to draw inspiration from them. This arrangement, I believe, is to emphasize democratic experiments and to honour the profession. We have a long heritage of education. Ancient India was proud of scholarly attainments superior to many nations of the world. To our credit we had Nalanda and Taxila. But education then was different from what is conceived now. Education then consisted of one-way track of achieving academic altitudes and it was confined to a few. The few fortunate who were members of a certain section of society holding monopoly in education, over-enthusiasts and inquisitives could find out a preceptor. Education was not available to all. In support of this view I am reminded of the old saying:—

गुरुशुश्रूषया विद्या, पुष्कलेन धनेन वा ।
अथवा विद्यया विद्या, अन्यथा नैव लभ्यते ॥

“Learning can be acquired by devotion to the preceptor or by abundance of wealth or by exchange of learning and not otherwise”. Ekalabya failed to secure the precept of Dronacharya who was the royal preceptor. Events in history, chaotic situation during the later Mughal period, followed by foreign rule, hampered the growth of universal education in India. In the first half of the Nineteenth Century, the then British rulers started an educational system for promotion of European literature and science with the limited object of preparing pupils to join the service and not for life. Schools and Universities grew up in which standard of achievements was fairly high but no progress was

democratic election behind membership have proved inefficient and have been superseded. Too much control over education is not in keeping with democratic views. On the other hand our democracy is in a state of infancy and at local level, efficient representative body is lacking. At this stage, a suitable balanced course has to be chalked out.

There is a general malaise in the discipline of educational institutions. Even universities have been closed sine die and police control has been resorted to. The possible causes are larger size of classes and lack of proper discipline in environment at home besides proper canalisation at terminal points towards channels suited to individual capacity and aptitudes. There has been rapid expansion in education without desired consolidation. It is a vast problem which will require time for solution, but direction towards solution has to be adopted.

In this age of science every individual has to be acquainted with rudimentary principles of science, besides intensive study of the subject by individuals interested in it, so the teaching of science needs special attention. We have to discuss handicap and suggest means for improvement.

In modern conception, it is recognised that the aim of education is to prepare pupils for the world of work. Every individual has to play his proper role in the society to the best of his abilities, aptitudes, and interest instead of imparting purely liberal education to all and sundry and at all stages resulting in one-way track of academic studies followed by indiscriminate rush to the universities, with the lowering of standard of university education and unemployment as a natural consequence. The old theory of John Locke that every individual is blank at birth and any knowledge can be engraved on that blank surface has been bombarded beyond any chance of redemption. All individuals are not fit for every job. Unfortunately, every parent

is anxious for academic study of his child which is considered a passport for white collared jobs. There are difficulties in this function of the school and so suggestions have to be formulated.

Three R's being considered essentials of education, Mathematics has to play an important part in our teaching. We come across many students who do well in other subjects but cut a sorry figure in Mathematics. This being so, means for improvement of teaching has to be found out.

Our educational aim being training of every individual to enable him to bear worthy the responsibility of democratic citizenship and individual ability and aptitude being different, several new subjects have been added and diversified courses have been introduced. After following these courses for a few years we are in a position to study and point out its defects and suggest remedy.

Assessment and evaluation is another problem which is taxing the educationists. Examinations have three evaluative functions besides diagnosis and inventoring to determine the quality of the individuals' performance in comparison with the performance of others, to determine the performance in comparison with an external standard and to determine the quality of the individuals' performance at one point as compared with the performance of the same individual at some prior points. All the three evaluative functions have their proper place but it is the third which is fully justified as an instrument of instruction.

Originally examinations were arranged to brand the students and stamp them with a proper seal for a definite standard. This has been much criticised. Though a target of criticism, no one thinks that examination can be completely dispensed with. Examination, external as well as internal, has to continue. It has stimulating effects both on the pupils and on the teachers by providing well-defined goals. For the teachers also, it is helpful to have a goal, else his

work may lose precision and direction. It helps the parents and teachers to know from time to time the pupils' progress. It is also necessary for the society to assure itself that the work entrusted to its schools is being carried out. All that is needed is assessment and evaluation of the child's achievement from its day-to-day work rather than essay type examination at terminal points. In our State a system of assessment has been introduced which has been widely assailed. We have to examine its working and suggest improvement.

Falling standard in our schools and colleges is a cry which has been echoed from all round. The teachers, the parents, and the employing agencies all complain of it. This deterioration is not a problem with India alone. It is complained elsewhere also and is, to some extent, justifiable. In a democratic society we have to admit and train the entire school-going population with a wide ability range. In addition to the general cause—wider ability range—low pupil-teacher ratio, non-availability of qualified staff due to paucity of fund at the disposal of institutions are also responsible for this deterioration. To arrest this deterioration, means have to be found out. In the United Kingdom the problem of ability range has been solved by providing different types of schools: the Grammar school for higher I. Q. and Modern High schools for the low I. Q. This arrangement is also not free from criticism. The students of a school meant for those possessing higher I. Q. are calculated to suffer from snobbery and superiority complex, while those of institutions of lower I. Q. are calculated to suffer from inferiority complex. This may create a knotty problem in society. Any way, falling standard being acute in our country, cause and remedy have to be explored.

Education being defined as all round development of the child and not training it only in pushing the pen up

and down and earn livelihood as parasite on society, improvement in the physical side of the personality is equally important. Facilities for physical development in one form or the other have been provided in all institutions but they are meagre and inadequate. We have to find out ways and means to give equal importance to the pen and physical activities. The following old saying over emphasizing the lucrative pen has to be removed :

कलम गोयद कि मन काहे जहानम, कलम कसरा कि दौलत मी रसानम ।

[कलम कहता है कि मैं जंगल का खर हूँ, जो मुझे खींचे उसके लिये मोती का खर हूँ ।]

With change in curriculum, production of text books on different subjects is also a problem. Poor quality of text books in use is a general complaint. Change of medium from English to regional languages has reduced the circles of writers. There is a tussle between thoughts supporting publications by private publishers and publication by Government. Evolving a sound system of publication of text books is also a problem before us.

Individuals learn through one or a combination of two or three different means : (i) By precept—formal instruction (ii) By example—learning through observation of others (iii) By experience—learning through doing, that is, by active participation. In our educational system we have enough of precept. It has to be supplemented by other educative processes. Modern mechanical means, creative art, and organised activities have to be encouraged. But unfortunately there is lack of fund at the disposal of a poor country like ours. There is also acute dearth of qualified hands. This problem has to be considered and ways have to be found how with scanty means at our disposal improvements can be brought about.

Man is not born to live in isolation. Education in the proper sense is training in the art of living. With this purpose of education, schools have to re-orient, so as to

educate their pupils to live as efficient and useful citizens of democracy. In a totalitarian state there is regimented social order. The individual does not need to indulge in the travail of independent thinking, chalking out his own term of action. The authorities relieve him of that onerous responsibility. But in a democracy, an individual is independent and also interdependent; citizenship in a democracy is very exacting and challenging for which every citizen has to be trained. This problem also needs a probe. Social education through organisation of school community organised activities with mutual co-operation has to be given priority. This needs discussion by persons interested in education which is in a state of revolutionary change.

Creation of an informed public opinion, which understands and values the aim and objective of education for all, is also one of the duties of schools. Such public opinion does not come into existence spontaneously. The success of all attempts to arouse enthusiasm for public education depends ultimately upon the school. The more a school identifies itself with the interest of the district, serves and establishes link with the adult population the better. School must explain its educational aims, organisational structures, curricular content, teaching method and assessment procedure which are in a state of revolutionary change, lest changes which appear reasonable or inevitable to all the teachers or educational administrators may be utterly incomprehensible to outsiders. Education remains incomplete unless and until the parents are well-informed. Unfortunately the majority of parents in our rural areas are illiterate and uneducated. To enlist their co-operation and support is a tremendous problem.

With so many problems among others before us we have assembled for a team thinking. We have to apply our best so that something tangible may come out. If we fail to evolve something fruitful at this critical juncture of

revolutionary changes in our educational system the posterity will accuse us. I have purposely refrained from suggesting remedies which will form a part of team thinking. Most of the problems enumerated need adequate fund. "सर्वे गुणा काञ्चनमाभयन्ति : All virtues stick fast to gold". But ours is a poor country, we have to think what we can do with the resources available. In the conclusion, I am reminded of an instruction by Mr. Asadullah Kazimi Ex-D. P. I. Kashmir, at the Musoorie Seminar that in internal discussion and narration of difficulties before us, we should be brutally frank.

I thank the Regional Dy. Director and declare the Seminar open.

(Edited).

understanding. Moreover, it contained literature on Technology, Science, Medicine and Engineering in which Indian languages were deficient. The Speaker invited the attention of the seminarists towards the progressive deterioration in the teaching of the subject and suggested the following steps for its improvement: —

Inadequacy of time given to it should be considered. Inefficiency of the typical graduate of the day, easy admissions and promotions were also responsible in bringing down the standard. Untrained teachers presented another problem; inspection and supervision also did not offer constructive suggestions. Another factor was the use of unsuitable books. Private tuition left teachers no incentive for serious work in school hours.

The Speaker suggested ways of improvement in the teaching of English. The first was that the teacher should make adequate ideological, educational, academic, professional, pedagogical and technical preparation for the teaching of the subject. The method had also to be thought of. A dynamic method should be preferred to evoke the maximum participation of profits in process of education, the teacher must impart realism by co-relation and co-ordination and should avoid bookish teaching. Every teacher, the Speaker said, must under-

take one experiment on any aspect of English teaching. Teachers should make the best use of in-service training such as Seminars, Workshops, Refresher course etc.

3-2-60 Speaker:

Shri S. M. Mohsin,

Bihar State,
Director, Bureau of
Educational and
Vocational Guidance.

Subject :—“Importance and organisation of guidance”.

The Speaker said that guidance had very great importance for the successful implementation of our new educational programmes. Guides afforded expert assistance to the pupil to adjust himself to the requirements of his study and also to day-to-day situations of life and to further his development. His aptitudes, interest, behaviour patterns and skills were explored by it. Guidance had to play an important part in allocating pupils to various vocational courses at the beginning of higher secondary course. School leavers would have also to be guided with suitable information regarding career opportunities.

4-2-60 Speaker:

Shri R. L. Prasad,

Principal, Govt. College
of Health and Physical
Education, Patna.

Subject :—Physical Education in Secondary Schools.

The Speaker said that physical education was an integral part of education. Education results from all the activities of life and these activities may be classified into survival activities, developmental activities and adjusting activities. Formal education was concerned with developmental activities and physical education occupied an important place in child

development. Negligence of physical education meant production of a large number of physically unfit men and women. One of the causes of growing indiscipline was lack of proper and scientific programme of physical education. To pursue a scientific programme, physical trained teachers were needed and physical trained graduates should be appointed in every Secondary School. Facilities for play grounds and equipments should also be provided.

6-2-60 Speaker:

Shri Ram Naresh Roy,

Dy. Director of
Education (Planning),
Bihar.

Subject:—Primary and Secondary Education.

The Speaker gave a picture of the aims of Primary and Secondary Education and the Schemes drawn up for Primary and Secondary Education. He said that there was no statutory body formed for Secondary Education and so Secondary Education was the weakest link in the chain of education. There was no well thought out Plan for Secondary Education. All India Council of Secondary Education did not seem to have its grip over the Secondary Education as yet. Secondary Education at this particular juncture of time required consolidation. He held out the hope that group insurance scheme should be extended to the teacher with the minimum of twenty teachers. Institute of English and Science should be started.

7-2-60 Speaker:

Sri J. S. Roy,

Secretary,
Board of Secondary
Education, Bihar.

Subject :— Administration of Secondary Schools.

The Speaker said that various grants were being paid to non-Govt. High Schools but it was being proposed that a consolidated grant be given to the schools so that the school would be free to utilise the grant in the manner best suited to its interest.

The Speaker said that Hindi was one symbol of our emerging national personality. No nation could expect to rise high in its own esteem or in the esteem of others if it did not have its own language and culture or having it, took no pride in them. Our Indian languages had long been suppressed and it was time that we did something in right earnest to make up the leeway. He drew the attention of the Seminarists to the declining standard of school teaching and upward trend of private tuitions. He requested them to do every thing to maintain high professional prestige.

9-2-60 Speaker:

Sri C. P. Sinha,

Principal,
Teachers' Training
College, Ranchi.

Subject :— Study of Social Studies.

The Speaker said that the study of social factors by the individual for his own sake as also for that of the Society had great importance. Family, Society and environment all contributed to the educational process. We had so to reorientate the educative influences and channelise the child's innate

potentialities as to make good citizen of it. The various branches of knowledge viz. History, Geography, Politics, Economics, Civics, Handicrafts etc. were formerly taught in water-tight compartments with the result that their inter-relationship was ignored. Now that the benefit of co-ordinating knowledge had been recognized, we had begun studying these subjects together. Enumerating the objectives of Social Studies, the Speaker said that it helped to train up citizens for a free, progressive and democratic society, develop critical independent thinking, encourage free and frank expression of ideas, develop an attitude of sympathy, traits of leadership, afforded training for livelihood, concept of universal brotherhood and encouraged sense of Social Service . The Speaker suggested methods to be adopted to achieve the objectives. He suggested that the syllabus for social studies should be reformed and based on teachers' field experience. In the opinion of the Speaker a teacher of social studies should have immense faith and full knowledge of the subject, possess knowledge of environment, be resourceful, patient, tolerant and work as leader of the group.

9-2-60 Speaker:

Sri J. P. Sinha,
Principal,
Teachers' Training
College, Bhagalpur.

Subject:—New approach in the study of English or structural method.

The Speaker drew the attention of the Seminarists to the fall in the standard of proficiency in its teaching and study and suggested that improved teaching techniques were the only possible ways of improvement. He traced the history of development of teaching methods for English in India and said that structural methods followed the direct method and the former was the amplification of the latter. The two fundamental propositions of this method, he said, were (i) acquisition of controlled vocabulary and (ii) drilling in basic structures of language.

About 1000 basic structures in the language had to be mastered and drilled. Elementary knowledge of phonetics was essential. In order that teaching might not be monotonous, dull and lifeless, use of dynamic methods had to be encouraged and teaching was to be co-related with real life situations. Audiovisual aids and linguaphone and gramophone records, tape recorder, flash cards, films etc. were also to be used to make lessons interesting and easy.

He was of opinion that the system of examination was to be reformed and new type test introduced; examination in spoken English was also felt necessary.

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