

## PSYCHOLOGY AND EDUCATIONAL SCIENCE\*

IN his address, the President referred to the problem of Language and Education in India and clearly indicated the scope of the problem and the course the controversy has taken, finally giving his suggestions for solving the problem. He traced the history of the century and a quarter-old problem in brief and pointed out how Dr. West and Mr. Paranjape introduced the element of objectivity into the problem, by publishing some statistical data. Referring to the introduction of the option of answering History and all Classical Language papers of the Matriculation Examination of Bombay University from 1925 onwards, either in English or in their mother-tongue, Dr. Kuppaswamy gave an account of the Analysis of results of 1929 Matriculation Examination made by Paranjape. He reported "that the median marks in history of those who answered in their mother-tongue was 67.6 whereas the median for those who answered in English was only 59.8". He concluded that there was no relationship between the extent of vernacularisation and weakness in English.

Then Dr. Kuppaswamy referred at length to the scheme of teaching the different subjects in High School through the mother-tongue as the medium of instruction started in Mysore in 1931, when History and Geography were taught in Kannada in some of the High Schools. By 1938 all the subjects were taught in the mother-tongue. He quotes the Deputy Director of Public Instruction, Mysore, to have stated in his report, "In fact the pupils with vernacular medium have secured a better percentage of passes as well as higher marks in English".

Dr. Kuppaswamy then refers to the statistical study regarding the effect of the change of medium of instruction upon college performance, taking into consideration the performance in the Intermediate Examination of candidates whose medium of instruction for the S.S.L.C. was Kannada and those whose medium was English. He finds "that in average marks in English there is a difference of 3.7 marks between the English medium Group and the Kannada medium Group". Finally he concludes barring the two subjects, English and Economics, which is a new subject of study, the continuation of English medium has not been a source of advantage to the English medium Group, nor the change from Kannada to English a source of handicap for the Kannada medium students. That is, the performance of the two groups in the College Examinations is about the same though the medium of instruction was changed with respect to some. Further this investigation clearly brings out the fact that there is a confusion in the minds of people concerning the "Knowledge of a Language" and "The Language as a medium of instruction".

Referring to the general belief that with the introduction of the mother-tongue as the medium of instruction, there may result a lowering in the standard of the knowledge and effi-

ciency in English Language the President stated that the knowledge of the English language was not lowered when the medium of instruction was the mother-tongue, so long as English is taught as a language subject. The difference between the two groups with respect to marks in English probably indicates that greater attention should be paid to the teaching of English language for the Kannada medium students than what is being done now.

The concluding part of the speech referred to very useful remarks regarding the teaching of the mother-tongue and the problem of bilingualism in India.

## INDIA'S POSITION WITH REGARD TO HER COAL RESOURCES\*

THE Presidential Address commenced with a review of India's coal reserves in relation to world resources. A brief reference was made to the formation of coal, its micro-structure, physical and chemical characters, and to the system of classification of coal as adopted by the Indian Coal Grading Board. A more detailed account was given of the occurrence of sulphur in coals and on methods of desulphurisation. It was suggested that low temperature coke industry, gas industry, by-product chemical industry, and pulverised coal firing should be introduced in an increasing measure for the proper utilisation of the different grades of Indian coal.

The problem of coal conservation was next discussed and a plea made for the introduction of vertical rotation of working, enforcement of complete stowing, and for the total stoppage of partial grading. Stress was laid on the proper utilisation of the different grades of coal for specific purposes, and the suggestion was made that the Railway Board should utilise inferior grade non-choking coals by introducing pulverised coal-firing in locomotive boilers, and thus release high grade coking and non-coking coals for more important uses. It was recommended that, in order to ensure maximum conservation of India's limited reserves of coal, there should be greater State control and intervention, and that malpractices should be stopped by strict legislation so that the coal industry might be placed on a sound footing; further, that the Central Government should adopt a *National Mineral Policy* and appoint a central advisory technical body like the National Research Council for working out the details.

The address concluded by referring to the serious lack of encouragement on the part of the authorities in the matter of teaching of geology—a subject of great importance and utility. The attention of the Government and University authorities was drawn to give this matter the earnest consideration it deserved, and an appeal was made to them to take immediate steps to improve this unhappy position, and to make adequate provision for proper training of students so that a larger number of qualified geologists and mining engineers would be available for rendering greater and more useful service to India.

\* Abstract of Dr. B. Kuppaswamy's Presidential Address to the Section of Psychology and Educational Sciences, Indian Science Congress, Nagpur, 1945.

\* Abstract of Dr. N. N. Chatterjee's Presidential Address to the Section of Geology, Indian Science Congress, Nagpur, 1945.