

Editorial

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The practice of classroom teaching-learning method in imparting knowledge is important even today. The teacher plays a crucial role in this aspect, but he can only be a partial source of knowledge. Even in olden days the student would acquire knowledge from other sources also.

आचार्यात् पादमादत्ते
पादं शिष्यः स्वमेधया ।

पादं सत्रस्मचारिश्यः

पादं कालक्रमेण तु । *Subhashitam*

(One quarter of knowledge is gained from the teacher, one quarter from the student's own intelligence, the third quarter from fellow students and the last quarter comes only by experience over a long period of time). (In the present day high-tech communication system, the above ratio may have changed such that the role of teacher may be far less).

However, in assessing the academic proficiency, educational skill and related capabilities of a student, the judgement of the teacher who is in direct contact with his students should be the best. Unfortunately, our present day examination system is so convoluted that the teacher is left with very little responsibility or commitment in this student evaluation process and his role is only indirect, if any. The administrative machinery of the examination system is so involved and restrictive that there is very little scope for the creative functioning of evaluation. The fear of the possible impropriety that is assumed to be likely to be committed by the teacher is the reason for holding back his direct evaluation responsibility. Safeguards, however, can be built into the system to avoid any pitfalls. Anyway, our examination system needs a major overhaul, which is one of the educational reforms required to be carried out urgently. At least, the changes may be introduced at the master's degree level in a phased manner.

A great teacher can bring to bear immense influence in moulding the career and character of his students at any stage of their learning process. This is particularly well achievable at the doctoral stage, since the relation between the two goes beyond mere academic confines. Satish Dhawan was an extraordinary teacher. His guidance and leadership have made many of his students prominent leaders in science, technology and academia. Roddam Narasimha, one of the most successful of his students, pays tributes to and recounts his association with Dhawan in the article, "Doing Little Science with Dhawan".

Dhawan's visionary leadership as Director of the Indian Institute of Science, and as Head of the Indian Space Programme has been most noteworthy in the histories of these two institutions. Srinivas Bhogle has provided a life-sketch of Dhawan.

The importance of Dhawan can be gauged by the fact that stalwarts like Kasturirangan and President A P J Abdul Kalam have written about him in this issue.

The current issue of *Resonance* is loaded with many other interesting articles as well.

