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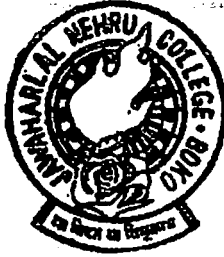
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# Heredity And Environment

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At first we are to know what heredity and environment mean. The meaning of the word 'heredity' is the tendency of the living beings i.e. plants , animals etc. to pass on their characteristics to the following generation . On the other hand environment means surrounding objects, conditions and influences . The meanings of both the words are, therefore, quite different . But people often ask which is more important ----heredity or environment. It is a naive question raised by them. The question is also meaningless . Both heredity and environment are absolutely necessary for the phenotype of any organism . It is to be noted that a person with all his physical, mental and physiological traits is necessarily a product of growth and development in a certain succession of environments .

The differences among people are mainly due to heredity and environment . The relation between life and environment is intimate . Again each organism may be regarded as the product of past life and also present environment . From our practical experience we can say that the people living in a hilly region differ from the people inhabiting the plain areas of a country . It is worth-mentioning that people undergo a process of change as environment changes. This is why we find that people change from country to city , from

mountain to plain, from agricultural to industrial life and even from hot to cold climate. Scientific investigations regarding the influence of environment on life have also shown that the population of the same descent changes with the change of environment.

It is true that the heredity of a person can not be changed . But his heredity may respond favourably if he is placed in a favourable environment . It is to be noted that formerly heredity was regarded as the destiny and throughout one's life it would remain unaffected by any external force. But from our present knowledge and experience we have the idea that the distinctive individuality of a person depends on the environmental conditions besides the hereditary mechanism . Diabetes , to some extent , is a genetic disorder and it can be checked , more or less , by using insulin, a medicine. It is true that insulin does not change the hereditary feature of the patient suffering from the disease called diabetes , but he will get some relief from the disease owing to the changed environment within the body, caused by the application of insulin . Thus environment may be called the conditioning factor of life . It is as important as heredity in the shaping of form and function of an individual .Again the particular kind of character an individual develops , depends on

the nature of environment in which he is being reared up .

It was once believed that the human foetus within the womb of the mother was completely cut off from the outer world. But with the advancement of knowledge as regards embryological factor, it has been clear that the human embryo is affected by all sorts of influence of the outer world. For example, we may refer to the story of Abhimanyu the son of Arjuna from the Mahabharata. It is said that Abhimanyu earned all the skills of war, specially to enter the Chakrabehu in Kurukshetra war when he was in his mother's womb. Arjuna described all the skills of war to his wife Uttara

at the time when she was pregnant. But unfortunately Uttara could not hear to the end, all about the skills as she fell in deep sleep when Arjuna was describing them. The result was that Abhimanyu also could not earn the knowledge of coming out of the Chakrabehu and so, he was brutally killed by his enemies. This shows how heredity and environment are inter-related.

On the whole it is clear that heredity and environment are equally important , and neither of them can be isolated . In fact an individual receives his hereditary features through genus, which show their activities under the environmental conditions.



## A MID-NIGHT DREAM

*Raju Mesh*  
*H.S. 1st year*

At a silent starry night,  
Beside a clear lake  
I sat reclined  
With glow-worms  
In their golden hue  
All around .

A gentle breeze  
Blowing from the west  
Soothed my mental fatigue .  
The Queen-Moon beset with  
All her "Starry Fays "  
Smiling on her throne  
In the sky above .

An owl, the bird of night,  
Hooting gently  
On a silvery tree.  
My mind dances in joy  
At this pleasant sight.  
It took me back  
To my happy days of yore  
When I played and sang  
As freely as I could.

But alas!  
Soon I awoke  
And found myself  
In my bed  
With the sweet memory  
Of those days  
That are gone ——  
Gone for ever !

## HERBART AND HIS PEDAGOGIC VIEW

*Mrs. Bijaya Deka,  
Lecturer in Education*

In our teaching -- learning educational system, various methods and ways of teaching and learning are used. They were formulated by some eminent educationists, psychologists and philosophers from their own experiences. Among those prominent educationists I would like to mention and discuss the works of Herbert whose method was very systematic and scientific. Herbert attempted to set forth in a logical order the stage of systematic learning and formulated what are called formal steps in teaching as a general guide to the class teacher.

Johann Friedrich Herbart was born in a highly cultured and educated family of Oldenburg; a city in North Western Germany in 1776. His father, a lawyer and a privy councillor, was a man of moderate ability. His mother was a talented lady with extra-ordinary qualities. She herself directed her son's early education at home up to the age of twelve, by engaging private tutors to instruct him. Being thus taught by private tutors under the direct supervision and guidance of the mother, Herbart made extra-ordinary progress in his studies and mastered over Physics, Mathematics and music quite early in life. He also read Logic, Metaphysics and Kant. It is certainly wonderful that at the age of fourteen he wrote an essay on an abstract metaphysical subject entitled "Concerning the Doctrines of Human Freedom." During the period of his ten years of age, he wrote

some essays which were highly appreciated by other thinkers. At first he prosecuted his studies in Oldenburg Gymnasium where he was known to be an exceptionally gifted and brilliant boy and he soon become very well-known to other boys, three or four years senior to him. At the age of eighteen, Herbart entered the famous University of Jena to study law. But he soon discontinued his study of law there and coming under the influence of the great idealistic philosopher Fichte, he dedicated himself to the serious study of philosophy. But surprisingly Herbart soon outgrew Fichte's idealism and developed an independent philosophical creed of his own. He left the University when he was twenty years of age and began to act as a private tutor to three boys, aged eight, ten and fourteen. The experience of instructing the boys served as the foundation of all his later pedagogic views. While tutoring the three boys, Herbart propounded his educational doctrines as a result of careful analysis of his experiences with them. In a word, his tutoring experience was the basis of his pedagogy.

After finishing his tutoring work he visited the Burgdorf Infant School of Pestalozzi. He made an appreciative study of Pestalozzianism and psychological methods and aim of education and then wrote a critique on the same. Pestalozzi's idea of the ABC of sense impression (Anschauung) was published in the year 1802. To the second edition



of it, he appended later on, his work "The Aesthetic presentation of the world "as the chief business of education. Then he published his chief educational treatise" General Principles of pedagogy deduced from the Aim of Education ( 1806)." In 1809 he was called to the chair of philosophy and pedagogy in the University of Konigsberg, which was held by the philosopher Sege-Immanuel Kant. He worked for about twenty five years. At that time he established an experimental school which was later developed into a training college. During this period he brought out his masterpiece" Umriss Pedagogischer Vorlesungen" ( Outline of Pedagogical Doctrines ). This famous treatise made him an acknowledged authority on the science of pedagogy.

Herbart was a great teacher as he was a philosopher. It is said that Pestalozzi, the great Swiss school master, psychologised education and instruction. But it is a fact that Herbart made greater emphasis on the importance of psychology in the domain of education than Pestalozzi. He combined the three subjects namely philosophy, psychology and pedagogy simultaneously. He not only psychologized education, but also philosophized it. Of all the great teachers of the world, Socrates and Herbart were the teachers with the most strongly philosophical turn of mind. Both of them made great contributions to specific methods of instruction, that are still used today -viz the Socratic method and the Herbartian method. It is, therefore, said that Herbart psycho-philosophized education. He remarked, 'Pedagogy is a science based on practical Philosophy and Psychology. The former points out the aim of culture and the latter, the way and the means.

Herbart was a great moralist. He advocated that the ultimate purpose of education consists in the formation of character and cultivation of virtue. He developed the moral aim of education. Apperception is the central doctrine in his entire educational principle. The teacher can secure interest and attention of his pupils on any new ideas or set of ideas and can retain them only by making use of the store of his previously acquired and related knowledge. The key to Herbart's philosophy of education is as follows :-

" The pupils do not make their world but instead are themselves made by the world of ideas which the teacher presents to them. Their minds are formed by the ideas that the world and their teachers impress upon them."

Herbart realised that with a view to securing a broad range of materials unified and systematized, it is necessary to formulate a plan or method of instruction. This plan of instruction, according to him, is to conform to the normal working and development of juvenile mind. Hence the Herbartian method is named by some writers, the " Developing or Genetic Method." With it, he distinguished between the two kinds of mental processes necessary for education ——— Absorption and Reflection, both of which are required in alternation for the purpose of grasping new knowledge. Some characterised this alternation between the two kinds of processes as the "breathing of the mind." Absorption is the acquisition of new facts or ideas, while Reflection is their systematization or unification in the mental make-up. The human mind proceeds in physical development from the first to the second. Thus we find that the original formal steps of instruction, accord-

ing to Herbart, were only four, viz,

- (i) clearness
- (ii) association
- (iii) system and
- (iv) method

Later on, Herbart's disciple Ziller divided the step of clearness into two steps, viz.- preparation and presentation . Reid, the more recent Herbartian, added aim as a sub-step to preparation . The names of the other three steps have been altered for the sake of greater lucidity and significance by the latter Herbartians and so, the five formal steps of instruction now stand as follows:

- (i) Preparation | - For clearness of Herbart
- (ii) Preseantation |
- (iii) Comparison | - For association of Herbart & Abstraction
- (iv) Generalisation - For system of Herbart
- (v) Application - For method of Herbart

Herbart's conception of discipline was very impressive. According to him, there are three essentials of any educational system. They are training, instruction and discipline. Training, in his opinion, implies 'formation of character.' Instruction is the means whereby character is formed, and discipline aims at producing good breeding and manners in pupils so that they may be ready for

being instructed. His opinion is as follows :

"I have no conception of education without instruction which does not educate--- instruction will form the circle of thought and education, the character. The last is nothing without the first--- herein is contained the sum total of my pedagogy."

The formal steps of Herbart are very helpful in the field of instruction and education. The steps are quite psychologically and scientifically devised. It followed the principle 'Law of readiness and exercise.' Through Herbartian method is a planned procedure of instruction, it could not escape from defects and drawbacks. The critics remark that the formal steps are teacher- dominated and rigid. It is not possible to apply these steps rigidly in continued lessons. Besides, there is no scope for acquiring knowledge using the technique of learning by doing.

In spite of the defects and drawbacks in Herbart's philosophy, it must be admitted that Herbartian pedagogy has made great contribution to educational history, and he will be considered one of the outstanding educationists, psychologists and philosophers as well as a great teacher of the world.



# PLATE TECTONIQUE MOVEMENT AND NORTH-EAST INDIA

*N.C.Mudiar*

*Head , Geography Dept.*

The plate tectonique Movement plays an important role behind an earthquake . It has its effect on the people inhabiting the North - East India. Before discussing it , we should better know about the location of the North - East India .

There is no denying the fact that the North - East India is an important part of the sub-continent. It has its own cultural heritage, physiographic coherence , natural resources and also much geo-political importance . It is situated in the North - East corner of India and it occupies an area of 2, 55, 037, sq.kms. in between 22° North latitude to 29° 31' North latitude and also 89°46' East longitude to, 97°30' East longitude . The region comprises the states of Assam , Arunachal Pradesh , Meghalaya , Manipur , Nagaland, Mizoram

and Tripura . Physiographically the North - East India is not a homogeneous region and " the present configuration of the greater part of the region is not more than 50 million years old ."

The North - East India is physiographically divided into the following regions :

- (1) The Brahmaputra plain region
- (2) The Barak plain region
- (3) The Imphal plain region
- (4) The Pedmond plain region of Tripura
- (5) The Hills and Plateau region

The plain area stretches for 72,558, sq. kms. , the plateau area extends for 32,821sq. kms. and the hills area covers 149,657 sq. kms. The plain , hill and plateau areas of each of the States of the North - East India are as follows :

State	Plain km <sup>2</sup>	Plateau km <sup>2</sup>	Hill km <sup>2</sup>	Total km <sup>2</sup>
Assam	63,301	10,332	890	74,523
Meghalaya	—	22,489	—	22,489
Arunachal Pradesh	3000 (approx)	—	80,577	83,577
Nagaland	527	—	16,000	16,527
Manipur	2203	—	20,126	22,356
Mizoram	—	—	21,087	21,087
Tripura	3500 (approx)	—	6,977	10,477
	72,558	32,821	14,5657	25,1036

About 28 percent of its areas is plain and the remaining areas are covered with high mountains, hills and plateaus. Meghalaya and Karbi Anglong plateaus are believed to be the oldest part of the region and they were formed during the Archaean period . The other parts of it were formed between 25 million to 50 million years ago. The northern part of the region is the continuation of the Himalayan mountain system , while the southern part consists of the tertiary hills and the plateaus of Meghalaya and Karbi Anlong are said to be the parts of the Gondwana land of the Deccan plateau .

The low lying relief features of the plain areas, streams , rivers , thick fertile soil , marshes, swamps , beels etc. in the region were formed by the normal function of the perennial rivers . The rugged features of the lofty hills and mountains were formed as a result of the compressioned and tensional forces during the Orogenic period . The surface area of the region is changing owing to exogenous and endogenous forces. The outer relief features are gradually developing as a result of the normal cycle of erosion. The sudden major change may occur in consequence of the endogenous forces i.e. the earthquakes.

It is to be noted that the earthquake is directly connected with the plates of rigid land segments into which the earth's crust is divided . It is observed that the North - East India is basically an earthquake prone area. The surface area of the region is lying on a plate which is composed of continental or oceanic lithospheric material or a continuation of both, and it is floating above the asthenosphere .

The movements of the plates cause a

large scale deformation of the earth's crust and as a result, some plates, continents , oceans and mountains are produced . According to Prof. Doris L. Homes," drifting continents are now regarded as parts of rigid plates of lithosphere about 100 kms. thick , composed of crustal rocks and upper mantle down to the low velocity zone . Individual plates may include both continental and oceanic crust also ."

The six major important plates are recognized as :

- (i) Eurasian plate
- (ii) Indian or Gondwana plate
- (iii) Pacific plate
- (iv) American plate
- (v) African plate
- (vi) Antarctic plate

So the main cause of an earthquake is the sluggish movement of the plates , which generates tremors followed by upward or downward into horizontal or vertical direction . It is to be noted that the outer skull of the earth is made of a number of relatively thin lithospheric plates composed of oceanic and continental crust. The plates relative to each other, move above the weaker semiplastic asthenosphere as a result of thermal currents within the mantle. Collision between the two continental plates results in the formation of fold mountain chains i.e. the Alps, - Himalayan Belt etc. together with a series of vibration . This is what is called plate tectonique movement and it causes an earthquake .

A number of land - slips and rock - falls specially along the foot-hills of the Himalayas occurred following earthquakes . Fissures of huge

dimension also developed and through them sand and silt soaked with water were ejected in many places . Apart from the displacements occurring along the Himalayan boundary, faults or thrusts were formed. The presence of a strained zone of crumbled and fractured rocks below the Indo - Ganga - Brahmaputra alluvium must be considered a source of earthquakes . The earthquake zone of India namely the North - East India falls within the great earthquake belt which traverses the earth from east to west .

The earthquake that occurred in Assam in 1897 was one of the most violent earthquakes in India . As a result of it , Shillong plateau with the surrounding area of 3,90,000 km.<sup>2</sup> was laid waste in less than one minute because all communications were destroyed . Besides , the plains were badly affected by numerous gaping fissures from which issued fountains of water . There were also gigantic land slides lying scattered all along the hill sides .

The earthquake in the North - East India is a natural phenomenon like floods . It may occur several times within a year , but all the earthquakes

that occur are not equal in their destructive magnitude . Some remarkable earthquakes that are recorded in the North - East India are as follows:

- (1) Cachar earthquakes - 1869
- (2) Shillong plateau earthquake - 1897
- (3) Srimangal earthquake - 1918
- (4) South - West Assam earthquake - 1923
- (5) North - West Burma earthquake - 1932
- (6) Assam - Bengal - Bihar earthquake - 1943
- (7) Rema in NEFA earthquake - 1950

The 1897's and the 1950's earthquakes are the biggest earthquakes of the North - East region of India .

The important role played by the plate tectonique movement behind the earthquakes can not be denied . So it is meaningless to study properly about the earthquakes of the North - East India without having good evidences from scientific knowledge , It is worth-mentioning that the majority of natural earthquakes including all the most disastrous ones, particularly in the North - East India are due to sudden earth movements , generally along faults , and such earthquakes are distinguished as tachtonique earthquakes .

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