

SEMESTER III

Paper OC12A: Issues and Concerns in Secondary and Higher Secondary Education

Unit II Recommendations and Institutions for Secondary and Higher Secondary Education

- Recommendations of various commissions and committees concerning secondary and higher secondary education in India.
- Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT's for secondary and higher secondary education in India.

Dear M.Ed. III SEM Students

Let us start the discussion with the first point of the above Unit:

- **Recommendations of various commissions and committees concerning secondary and higher secondary education in India**

REPORT OF THE SECONDARY EDUCATION COMMISSION MUDALIAR COMMISSION REPORT OCTOBER 1952 TO JUNE 1953:

The Secondary Education Commission appointed by the Government of India in terms of their Resolution No. F. 9-5/52-B-1, dated 23rd September 1952, under the chairmanship of DR. A. LAKSHMANSWAMI MUDALIAR Vice-Chancellor, Madras University.

REORIENTATION OF AIMS AND OBJECTIVES: Following are the main concerns for framing the aim and objectives of secondary education:

- Improvement of Vocational Efficiency
- Development of Personality
- Education for Leadership

NEW ORGANISATIONAL PATTERN OF SECONDARY EDUCATION:

Duration of Secondary Education - It is now generally recognized that the period of Secondary education covers the age group of about 11 to 17 years. Properly planned education, covering about 7 years, should enable the school to give a thorough training in the courses of study taken up by the student and also help him to attain a reasonable degree of maturity in knowledge, understanding and judgment which would stand him in good stead in later life.

Keeping this broad outline in view, they recommend the following new organizational structure for Secondary education after the 4 or 5 years of Primary or Junior Basic education:

- (i) A Middle or Junior Secondary or Senior Basic stage which should cover a period of 3 years;
- (ii) A Higher Secondary stage which should cover a period of four years.

Transitional Stage of Development - The practical problem that we have to face in this connection is how these suggestions can best be implemented, with due regard to the existing structure of education in the country. We have already referred to the different types and grades of schools and colleges that are at present functioning in different States. While we expect that ultimately the duration of Secondary education will be uniform in all States, we realize that it is not possible to achieve this objective in the immediate future. The large majority of the existing High schools are unable at present to undertake the responsibility of offering an additional year's education to their pupils.

Future of Intermediate Colleges - Turning to the Intermediate colleges, we feel that there should be a gradual change in their structure to fit in with the proposed scheme of Higher Secondary education of four years, followed by the degree course of three years. Some Intermediate colleges, which have also a High school under the same management, may be in a position to convert themselves to Higher Secondary schools, eliminating the senior intermediate class. The conditions under which such reorganization should be allowed will be dealt with later.

A Three-Year Degree Course - The recommendation that the degree course should consist of three years has been reiterated by successive Commissions but it has not been implemented yet to any great extent. There are, however cogent reasons for this proposal. At present, both in the Junior Intermediate class and in the Junior B.A. class, much time is lost in trying to adjust and re-orient the students to the new institution and the new courses taken up by them as well as to change in the methods of study. The abolition of a separate Intermediate stage and of the Intermediate examination and the institution of a three-year degree course would undoubtedly lead to a considerable saving of time and a better planning of educational programmes and activities during the three-year degree period. The intermediate examination is also a handicap because it breaks up the continuity of the college course and makes a proper planning for the degree course difficult.

High Schools and Higher Secondary Schools - As already pointed out it will not be possible to convert all existing High schools into Higher Secondary schools in the near future. In the case of such schools, the problem would be to improve their efficiency within their present structure and

the recommendations that we have made elsewhere to reconstruct the curriculum and methods of education will apply to them also. In other ways too, considerable improvements will be needed to make them more efficient and to enable them to be converted ultimately into Higher Secondary schools. These improvements should include the provisions of better qualified and more carefully selected personnel, better equipment, better laboratory and library facilities and better organization of co-curricular activities. In addition, the scheme of diversified courses of study, recommended by us elsewhere, should also be introduced as far as possible.

Degree Colleges - There are two varieties of such colleges. In some States these colleges offer a two-year degree course, in others a four-year course- two for the intermediate and two for the degree stage. In the case of two-year degree colleges, we recommend that they should add one year to the degree course and convert themselves into full three-year degree colleges, with necessary additions, by way-of staff and accommodation. In the case of four-year degree colleges, we recommend that they should retain the first year as a pre University year for those who have completed the High school stage and want to take up the degree course. The other three years will form the degree course proper. Thus the college will be able to cater for both types of students those who have passed from the High Schools and those who have passed from the Higher Secondary schools.

Professional Colleges - At present the minimum qualification required for admission to the colleges of Engineering, Medicine, Agriculture, Veterinary Sciences, etc. is the Intermediate. There have been criticisms that students who passed the intermediate did not possess adequate knowledge of, and training in, the subjects needed for the various professional courses. To meet this criticism, it seems desirable that before taking up these courses one year of intensive study should be undertaken by all students in the pre-professional subjects concerned. The admission to these pre-professional courses should be open.

Technical and Vocational Education - We expect that at the successful conclusion of the Secondary course, a majority of students will take up some suitable vocational pursuit and in due course achieve a reasonable degree of competence in it either through practice and experience or through apprenticeship training. But there would be many who would like, and would be in a position, to pursue higher studies. For such students, Polytechnics or Technological institutions should be available where technical courses covering two or more years would be provided.

They should be eligible to take the Certificates or Diplomas awarded by the State or by the All India Council for Technical Education.

Need for Diversification of Courses - In view of the fact that education up to the age of 14 has been made free and compulsory under the Constitution, students with a very wide variety of talents will be seeking education in future. This postulates that our Secondary schools should no longer be "single-track" institutions but should offer a diversity of educational programmes calculated to meet varying aptitudes, interests and talents which come into prominence towards the end of the period of compulsory education. They should provide more comprehensive courses which will include both general and vocational subjects and pupils should have an opportunity to choose from them according to their needs. It is necessary to point out clearly that this diversification of courses and the introduction of many practical subjects at the Secondary stage do not mean that something called "general" or "cultural" education is to be provided for one group of students, while others are to be given a narrow "practical" or "vocational" or "technical" education.

Agricultural Education in Secondary Schools - We would, however, like to make a special reference here to the teaching of agriculture. Agriculture is the most important industry of the country, providing employment for over 75% of the population and forming the main occupation in the rural areas. The need, therefore, to educate the youth of the country to a proper appreciation of the role that agriculture plays in the national economy must be stressed in all schools. In view of its basic importance, we recommend that all States should provide much greater opportunities for Agricultural education in rural schools, so that more students may take to it and adopt it as a vocation.

References:

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