CHAPTER X

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India has a long history of educational development works. The findings and discourses made in the foregoing chapters covering all the aspects of historical reforms and development in reference to H.S. education provides exhaustive information on the subject. The following are the summary findings of the present investigation.

In the history of educational development, the government of India as well as the State governments ever since attainment of independence have given considerable attention to the development of a national system of education, giving special thrust on H.S. education. Setting up of Commissions and Committees on education and holding of Seminars, Conferences and Meetings, policy formulations and planning on education throughout the period of modern time. But, the implementation of the changing patterns of education as per recommendations of such Commissions and other forums have failed to achieve the needs and aspirations of a modern society.

The setting of H.S. education is still in a double standard manner. The logical setting of this stage of education has yet to be decided and implemented.
The existing double standard setting of H.S. education in colleges and schools creates ununiformity in respect of its status, standard and performances.

The curriculum so far reformed and constructed for H.S. education is rigid in nature. As a result the existing curriculum is not fitted in different situations prevailed in different environment.

In the vocational stream there is a good deal of emphasis on practical training as per objective of the scheme. But this is so mere in theory than in practice.

Only a small fraction of students population at the +2 stage of education have so far covered by the vocational stream. The first and foremost reason to this account is that, people have got accustomed to a certain way of functioning and therefore they do not wish to change. Without an extraordinary effort we would not be able to bring about the change. The second reason is that in our economy we do not attach sufficient importance to skills at the middle level. This has a good deal to do with our social attitudes.

The existing system of examinations is not sound and needs to be transformed and sooner the desirable changes, better quality and standard is effected. The present examination system tend to render assessment of students fractional and frequently unrepresentative. This leads
to undesirable outcomes like irregular study habits, selective study confining to limited knowledge and selective teaching.

The examination operations are replete with subjectivity and adversely affect the setting of question papers and examining scripts. Such phenomena leads to misclassification of pupils in respect of their calibre and merit. Adoption of arbitrary formulae for moderating examination results make the situation still worse.

Both public examination and internal assessment consist of demerits and needs to be reformed with retention of effective portions from both the systems.

There is always a possibility of error in measurement of marks in an answer script under the existing system of examinations. As a result misclassification of students prevail.

Marking in answer scripts differ from examiner to examiner depending on the efficiency and individual status of the teacher examiner.

Semester system of examination has proved efficient and much better than traditional system. However, subjectivity in assessment or evaluation cannot be completely eliminated even in the semester system. On the other hand introduction of semester system of examination at the secondary and H.S. stage is not practicable because
of large number of students.

In the history of educational reform, examination reform had been occupied a major area. But, much importance was not given in the reform of connected aspects like administration, technical aspects etc. This is one of the reasons for reduction in achievement of true objectives.

An effective change in the quality and standard is possible by a change in social status of general people. The methods of teaching have considerably improved. Use of teaching aids and other effective media in teaching-learning process can further enhance the efficiency of learning.

Vocationalisation of H.S. courses needs some radical changes in the social status of people at large and a linkage between industry and education. This linkage has been significantly weak and far from satisfactory.

Education today suffers from the follies due to lack of appropriate planning at the planning level. Clarification of ideals and work out a strategy of development are needed to devise an alternative set of policies.

The most important reason of our failure in educational policy is that many of its items were not implemented in all seriousness due to reasons of political
expedience, administrative inefficiency, non-creativity
and lack of fixing accountability for the failure of
innovations.

The educational planning as far made and implemented have failed to incorporate the factors influencing
development of educational system with its objectives
such as social demand, economic and political needs etc.

The H.S. schools of Assam run with poor facilities of building, equipment and trained personnel.

The present administrative system is not so
effective and needs to be re-examined and re-constructed.

The school administration system is not perfect
for the H.S. stage. The H.S. stage suffers from inefficient
and inadequate administration. This stage needs to be sepa­
rated from the secondary stage of administration by forming
Junior colleges as suggested by the Sadler Commission (1917).

Sufficient efforts are not given by the State
government to train up the teachers of H.S. stage on the
new systems of teaching, evaluation and administration.
Our educational planning and policy formulation should be consistent with the nation's future demands so that we can prepare our students to meet them. Not only our institutions have to be provisioned adequately with hardwares, there are many inexpensive suggestions which can easily be implemented in our educational institutions like starting "Future Councils" in schools and colleges devising curricula to develop Future -Focu-ssed Role Image.

A logical setting of the +2 stage of education by separation of this stage from the combined administration and control system under the present system ie to be imposed. In this regard, formation of Junior Colleges exclusively to run the +2 stage of education as recommended by the Sadler Commission (1917) will be appropriate.

A flexible curriculum for the +2 stage should be prepared by re-orienting the existing curricula which is rigid in nature, based on the norms, standard and needs of the present day society.

A successful vocational education at the +2 stage is not possible without a radical change in the social system of the society. The following implications may be considered in policy formulations for an effective voca- tional education.
(i) Creation of linkage between industries and education.

(ii) Re-organisation of relevant sectors like health, sanitation, agriculture, art etc.

(iii) Undertaking professional preparation programme by introducing vocational subjects in teachers training Colleges.

(iv) Providing basic facilities in Higher Secondary schools/Junior Colleges required to run the vocational courses.

(v) Efforts to motivate people to get accustomed to change.

(vi) Sufficient importance should be given to skills at the middle level and the social attitude is to be changed to this aspect.

The present system of annual examinations have to be modified in order to make a total assessment of the attainment achieved by our students within a year since these more than any other factor have contributed to the deterioration of quality to a great extent. Bimonthly or trimonthly assessment of students attainment should be introduced by utilising the services of the teachers of neighbouring schools and colleges for evaluation of such attainment. Such a course of action in the examination system will activate our students and
teachers in a substantial way and thereby reduce the scope for private tuitions and the coaching houses and those who earn substantial benefit from leakage of question papers, preparation of notes and test papers, use of unfair means in the examination halls and other unwholesome practices will have to suffer a huge loss. On the other hand such a reform will entail preparation of students for quality achievement, preparation of standard text books, regular class work and home work on the part of both teachers and students for innovative teaching and objective learning.

Both internal as well as external examination systems should retain in our education system for assessment of students' achievement.

Re-orientation programme for teachers should be regularly organised for updating teaching methods and examination system.

All the items of the educational policy should be implemented in all seriousness overcoming the political expedience, administrative inefficiency and fixing accountability for the failure of innovations.

Educational planning and policy formulations should be consistent with social demand and economic and political needs.

The minimum requirements of basic facilities such as building, laboratories as per recommended specifications,
Assembly hall, hostel, play grounds, teaching and laboratory equipments should be provided for the + 2 stage of education.

The stock of libraries should be enriched with text books, subject books and journals for vast study.

The new concept of H.S. education envisages a new role for the educational administrator, and thereby the administration of education become a technical job. The current practices in States in choosing and training administrators need to be re-examined and framed relevant criteria for selection. There are certain essentials for a successful educational administrator such as intelligence, good command over oral and written expression, certain personality and temperamental traits, job perception, quick grasp of the educational and administrative problems, skills in planning, a good knowledge of economics and finance at different levels of State functioning, knowledge of administrative technologies and a broad vision. As such certain special tests for selection of educational administrators should be used by the Public Service Commission. A creative educational leadership cannot be achieved from an administrator lacking in essential qualities.

Establish institute for educational administration financed by the States, but conducted by Universities for
improving the quality of training for educational leadership.

The minimum of the pay scale of subject teachers of H.S. schools should be high enough and equal to the college teachers to attract good and capable persons to the teaching profession and enable the teachers to a reasonably comfortable and active professional life.

Teachers should be provided with special benefits on retirement and should be given medical facilities under a contributory health service scheme.

There should be provision for study leave with pay at least twice in his career at an interval of five years to enable him/her to spend the time on his professional growth.

Teachers' organisation should be encouraged to undertake publication of teachers journal, leaflets, bulletins etc. designed to help teachers with improved methods of teaching, evaluation and other informations of advancement in the field of education.

Teachers' organisation should be actively involved in the formulation of educational policies, preparation of syllabus, curriculum and other educational programmes.

Teachers' organisation should have a Public Relation Department so that they may have effective contact with the people and make them interested in the development and progress of education.
H.S. schools and colleges should be provided with guidance service.

The teachers training colleges should be equipped with new materials according to the need of the time and system for effective training of teachers.

Transfer of teachers like other government employees should be stopped except in dire necessity for an effective management and control of the education at +2 stage. The key weakness in the system of management today is the mode and frequency of transfer of teachers. If like other government employees teachers too keep on being transferred, they feel harassed and degraded. To secure or stop transfers, most of them have to run after politically influential people. On occasions even money changes hands. This may cause less of dignity and worth of a teacher and ultimately effects on the system of management and administration of the education in the institution.

The session of H.S. education should be same with the secondary level for an effective management of education in the H.S. schools.

- Discipline and regularity in the institution should be maintained invariably.

- Formal classes of schools should not be disturbed by cancelling classes from time to time for holding examinations other than the school examinations. The event
list of the school for the year should be prepared and should maintain it strictly as done in some private English medium schools.

A high standard of academic environment should be maintained in all the institutions by imposing rules against pollution of the environment by politicisation of the student community. In this respect the suggestion offered by the State Education Reform Commission that, restriction should be imposed on students contesting for selection to students Union is appropriate and relevant to the present situation. The Commission suggested that only the students having requisite percentage of attendance should be made eligible for seeking election to the student Union.

Introduction of regional languages as medium of instruction at the H.S. level and onwards create some complications in achieving an uniform standard of education with the students studying in English medium. It is a fact that English having been made the medium of instruction has created a bar in knowledge percolating to the uneducated masses. At the same time there is limited scope to expand knowledge in regional languages due to limited books, literature etc. Under this circumstance it is desirable to continue English as medium of instruction beyond certain level imposing regional languages as a compulsory subject. This will also help in achieving an uniform standard in
all the regions of the country.

The above recommendations are made on the basis of deficiencies and inconsistencies evaluated through investigation on historical reforms and development of +2 stage of education. The investigator believes that the measures suggested if implemented, existing status of Higher Secondary education will improve substantially.