CHAPTER V

THE ORGANIZATION OF SECONDARY EDUCATION

"So long as society is relatively stable and unchanging, the problems it presents to men tend to be routine and predictable. Organization in such an environment can be relatively permanent. But, when change is accelerated, more and more novel, first time problems arise and traditional form of organizations prove inadequate to new conditions."

- Alvin Toffler.

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The dictionary definition of organization which may be applicable here, reads as: "An organized structure, body or being", "the mode in which something is organized", or "systematic arrangement for a definite purpose". When applied to education or schools, the term 'organization' implies structure or framework or arrangement, a state or manner of being. It is something which exists, even though, it may be of an intangible nature. According to the original definition of organization, it means structural framework or arrangement, a general plan for operation, the overall scheme in terms of which certain activities will be carried forward.

But, the fact that the terms organization and administration are frequently used as if they are synonyms constituted an inseparable phase. The functions and activities of organization and administration are so closely related that at times, it seems difficult to try to separate the meaning of these two terms, especially, when the responsibilities for organizing and administering fall on one person. The differentiation between organization and administration as pointed out by Henry J. Otto lies in his following words:

Administration is the act or process of administering. One of the activities of administration is the planning and the bringing into existence or an organization
of a machinery whereby the work may be processed. Administration has many other duties besides that of planning and establishing organizational set-ups for conducting the enterprise. In order to expedite administrative responsibilities in many of these areas, various organizations are forms of organizations created. The broad interrelated field commonly called organization and administration may thus be thought of as consisting of three parts. Organization as such is a structure or a plan, the creation of which is a function of administration. In order that an organization may operate in accordance with accepted theory and the basic principles inherent in the underlying philosophy, it is usually necessary to develop and to apply certain administrative or educational policies. These policies become guiding principles or operational guideposts to those who endeavour to function within the organization. The techniques or procedures employed in operating the organization in accordance with established policies constitute administration. One of the functions of administration is to create organization, as well as the basic policies which shall govern the operation of a given enterprise. Administration must develop the procedures and then see to it that the whole activity moves forward smoothly in accordance with the plans that have been established.

The foregoing discussion would clarify the meaning of organization with contrast to administration. It is indeed important at this juncture to examine some details of the dimensions of educational organization with special reference to secondary education in the three countries under this study. Only those dimensions of the organization of secondary school education which are quite relevant to this study and may have some impact on the practices of

other countries have been analytically discussed here.

V.2 ADMISSION AND SCHOOL-GOING AGE

The secondary education has been accepted as a vital necessity in almost all the countries of the world and especially in the three countries under the study. But the provisions of admission to secondary school education, the terms and conditions, the minimum pre-requisites etc. may differ from country to country according to the local situations, the philosophy of secondary education and its objectives. Likewise, the total period of duration in terms of secondary education span may also vary accordingly. Since, it is important to study some existing practices before coming to a conclusion regarding the best one, the investigator herein, analyses and discusses the different trends and practices.

V.2.A Britain

With an expansion of part-time nursery schooling, the Central Advisory Council for Education (Britain) in a report recommended that:

Primary education should start gradually without a sudden transition from home to school; which may further lead to infant schools, junior schools, secondary modern schools, comprehensive schools, grammar and grammar-technical schools and junior technical schools, etc. 2

THE ORGANIZATION
OF
EDUCATIONAL SYSTEM OF BRITAIN

Source: Edmund J. King, Other Schools and Ours, p. 71.
Evidence given to the Council suggested that:

Two years in the infant schools (from 5 to 7) was too short a time, and a full four years in a junior school, (from 7 to 11) therefore, recommended. This, together with the belief that for most children, the junior school course now ends too early, caused the Council to suggest the raising of the age for transfer to secondary school from 11 to 12, and thus, creating the middle school period of four years from 8 to 12, instead of from 8 to 11. It suggested that in the atmosphere, discipline and work done in these schools would have to be very different in concept and action from those of existing junior schools in providing the right environment for the last years of childhood and the passage into adolescence. The ending of the 11 plus section examination for entry into secondary schools, now, being brought about, the implicit in these recommendations was welcomed by the Council.3

The entry to the secondary schooling provide a child preparatory ground for higher education with diversified course. The Education Act of 1944 raised the age of compulsory schooling from fifteen to sixteen.

The organization of the Educational system in Britain can be represented diagramatically as shown in the Figure.

V.2.b The U.S.A.

The problem of deciding the school entrance age in the U.S.A. has become more complicated one due to

variations from State to State in the lower limit of compulsory school attendance and variations in the way local school systems have defined minimum admission ages within the zone of freedom accorded to them. Hence, policies pertaining to the age of admission to secondary schooling has an important bearing upon grouping and promotion practices.

According to Henry J. Otto and David C. Sanders:

"Pupils' progress problems in the secondary grades grow primarily out of the variations in the children's age, maturity and language facility, the curriculum requirements in these grades, the varied rate of children's development after school entrance and the entrance policies. The interplay of these factors creates a situation that has baffled school leaders.--- Since, about an equal number of children are born in each month of the year, there is approximately twelve months' difference in the chronological age of an entering group regardless of the specific minimum age designated for admission. In schools, which admit new pupils semiannually, this range is reduced to about six months. Shifting the minimum entrance age up or down does not hold much promise."  

State laws authorise school systems to exercise some freedom in defining entrance ages as long as local regulations are not violating the law.

A few venturesome school systems have developed procedures whereby admission is based on mental age, since

THE ORGANIZATION
OF
EDUCATIONAL SYSTEM OF UNITED STATES

Source: Edmund J. King, Other Schools and Ours, p. 115.
mental age seems to have some relationship to success in beginning reading.

Furthermore, the schools are facing a practical problem of establishing admission policies which are educationally sound and which can be administered feasibly.

As in Britain, in the U.S.A. too, the entry to the high schools or secondary schooling, provide a child, a preparatory ground for entry to the colleges and universities.

The organization of the educational system in the U.S.A. can be represented diagrammatically as shown in Figure 1.

V.2.c India

On the eve of the termination of the British Rule in India, the structure and condition of secondary education in India called for an immediate reconstruction.

In view of the provisions of the constitution, free and compulsory elementary education to all children upto 14 years of age is to be provided in India. Now, it has been realized that the fulfilment of this constitutional provision is expected to take a period longer than envisaged. The elementary education covering the children of the age-group 5-11 is expected to be imparted on the
basis of compulsion and free of charge within a prescribed
time limit through elementary schools numbering to several
lacso. This, in turn, will have its long-range impacts on
the quality of secondary education.

In urban as well as rural areas, the secondary
schools of India may fall under various types and categori­
es according to their classes and courses. At some places,
the secondary school stage starts from Std. V and at some
places, on the other hand, the secondary school stage
starts after the completion of Std. VIII. The elementary
education is run by local education authorities as well as
by the district local boards. The secondary education
is conducted by public as well as private trusts on one
hand and by the Government on sample basis on the other
hand.

As in Britain and in the U.S.A. in India too, the
entry to the high schools or secondary schooling, provide
a child, a preparatory ground for entry to the colleges
and universities.

The organization of the educational system in
India can be represented diagrammatically as shown in
Figure.

In majority of the States of India, the secondary
school leaving certificate examination is held at the end
THE ORGANIZATION OF
EDUCATIONAL SYSTEM OF INDIA

Source: Edmund J. King, Other Schools and Curs, p. 185.
of Std. XII, and in that case, Stds. XI & XII are considered as those of higher secondary stage. In this case, there are three strata of school education. Normally, the child enters the school after the completion of five or six years of age. Then, upto Std. V, it is primary or 'Basic' school, then from Std. VI to Std. VIII, it is known as 'Middle' secondary school, and from Std. IX to XII, it is known as 'Upper' secondary school. After passing the secondary school certificate examination, the student is eligible to prosecute the higher studies in the colleges and the universities.

Where the secondary schools are managed by the private and public trusts - which constitutes a vast majority of the same - they are aided by the grants bestowed upon them by the State Governments. These are known as grant-in-aid schools. The grants are paid to the schools as per rules and regulations laid down by the State Governments. Hence, the day-to-day routine of the secondary schools of India is governed by the rules of the grant-in-aid code.

In this connection, it would be worthwhile to quote the table prepared by the UNESCO, Paris, which reads as under:
TABLE V.1*

Admission at the Secondary School-Going Age-Group

<table>
<thead>
<tr>
<th>Country</th>
<th>Year</th>
<th>Teaching staff</th>
<th>Pupils enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>The United States of America</td>
<td>1950</td>
<td>384701</td>
<td>6470000</td>
</tr>
<tr>
<td></td>
<td>1955</td>
<td>465830</td>
<td>7753500</td>
</tr>
<tr>
<td></td>
<td>1960</td>
<td>521186</td>
<td>9600000</td>
</tr>
<tr>
<td></td>
<td>1965</td>
<td>830000</td>
<td>17127500</td>
</tr>
<tr>
<td></td>
<td>1966</td>
<td>864000</td>
<td>17328000</td>
</tr>
<tr>
<td>India</td>
<td>1950</td>
<td>212000</td>
<td>4896778</td>
</tr>
<tr>
<td></td>
<td>1955</td>
<td>338188</td>
<td>6826605</td>
</tr>
<tr>
<td></td>
<td>1960</td>
<td>641689</td>
<td>10409785</td>
</tr>
<tr>
<td></td>
<td>1963</td>
<td>829197</td>
<td>14570000</td>
</tr>
<tr>
<td>United Kingdom (Britain)</td>
<td>1950</td>
<td>97721</td>
<td>1975114</td>
</tr>
<tr>
<td></td>
<td>1955</td>
<td>121894</td>
<td>2395476</td>
</tr>
<tr>
<td></td>
<td>1960</td>
<td>158736</td>
<td>261223</td>
</tr>
<tr>
<td></td>
<td>1965</td>
<td>181292</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1966</td>
<td>183749</td>
<td></td>
</tr>
</tbody>
</table>


The above table shows the total number of secondary school-going children and the teaching staff. For the U.S.A. and Britain, the figures for the years 1950, 1955, 1960, 1965 and 1966 are available, while for India, the figures for the years 1950, 1955, 1960 and 1963 are available. The
adjoining graph also gives the comparative idea of the same. From the study of both - the table as well as the graph, one can infer that the total of the pupils' enrolment as well as the total of the teaching staff increases correspondingly.

Observations and Comments

It could be inferred from the foregoing descriptive analysis of admission provisions for secondary education in the three countries under study that:

1. In Britain, Nursery schooling ends at the age of 5 of the child and the child is admitted to the infant schools which lasts up to the age of 7 of the child. Then, onwards, up to the age of 11, the child attends the junior schools and then, up to the age of 18, the child can attend unrecognized schools, or secondary modern schools, or junior technical schools, or grammar and grammar-technical schools, or comprehensive schools as per his needs and interests.

2. In the U.S.A., Nursery schooling ends at the age of 5, and the child enters the Kindergartens until he reaches the age of 6. Then onwards, up to the age of 12, the child
attends elementary schools. After that stage being over upto the age of 18, the child attends regular high school programmes, or traditional high schools, or combined junior and senior high schools, or junior high schools or technical and vocational high schools as per one's needs and interests.

3. In India, the child enters the school at the age of 5, after completing the Kindergarten. This school is known as primary school and also as a 'basic' school at times. Then onwards after 11, upto 14 the child attends 'middle' secondary school and then upto 18, the child proceeds to the 'upper' secondary school or reformed secondary schools. (In India, there are multipurpose and higher secondary schools also).

The above observations lead the investigator to state that despite the effective prevalent practices in Britain, the U.S.A. and India, in respect of their secondary education, the research reports reveal the fact that there is a high percentage of failures, stagnation in classes 5, 9 and 10.

It is due to the fact that children without proper understanding and concepts of things, are introduced
to various subjects which they neither follow nor like. It seems that the disparity with regard to the uniformity of the beginning of the secondary stage, it is at Std. V in certain cases, and it is at Std. VIII in certain cases - results in inviting this set back. The over-ambitious parents and administrators should realize this condition and make necessary changes.

It should be reasonable to admit the infants at the age of 7+ to elementary schools which provide intensive courses scattered out in four grades. This means that the children at the age of 11+ can complete elementary education and can join secondary education which will last upto the child's age of 13+.

The best pattern based on psychological findings and human behaviour is to start grade I, of elementary school with children of age 7+ with pre-attendance in Kindergarten and to continue them upto grade IV upto 11+ years of age. Then onwards the child may join secondary school. Furthermore, grades I and II should be linked with pre-primary education without making any change of environment.

V.3 THE CURRICULUM

The curriculum is the most important aspect of the secondary school. It is the very heart of the school. The curriculum gives expression in concrete form to the
educational theories and policies which govern secondary education in a given community. Whatever the accepted objectives of secondary education may be, the degree to which they are attained as well the manner in which they are attained are determined in large measure by the curriculum and the educational theories underlying.

Furthermore, the evaluation of secondary education, its organization and administration of any country greatly depends on how its curriculum is organized and operated. It is imperative, therefore, to peep in the curriculum of secondary education in the countries under study.

I.3.a Britain

Despite the fact that Britain still belongs to traditionalism in many of her fields including that of education and the people are conservative in some ways, there are noticeable basic changes made in the entire outlook of education, its curriculum and teaching methods. The secondary school plays a significant role in shaping the life and level of the nation.

The period after the junior school from the age of eleven onwards is a crucial one. During this time, the child is developing rapidly - physically, mentally and emotionally. He is endeavouring to understand the world around him and trying to control his feelings and
behaviour. He is also uninhibited and always ready to experiment and create things in any artistic media. He will, if asked, paint a picture, write a poem, act, sing, dance, make models, perform a play in mime, or tell you a story. It is in activities such as these, that he learns most efficiently.

In Britain, the days of cramming mathematical tables are over now. History is no longer a series of dates, events, lists of kings and queens and wars; so also, geography is more than capes and bays, mountains and oceans, continents and capitals. And English, no longer consists of copying passages from the blackboard into the slates and note-books.

The secondary school curriculum in Britain consists of the following subjects along with their utility value and practical significance.

(i) English Language and Literature
(ii) Practical Mathematics
(iii) Science
(iv) History
(v) Geography
(vi) Manual skill
(vii) Aesthetic subjects and
(viii) Physical training.
Having thus given due plan and importance to the above mentioned subjects in the curriculum for the secondary school children, a serious attempt is being made to cater for the intellectual and physical needs of these children.

The teachers as well as the schools concerned teach these subjects to the children with enthusiasm and conviction.

V.3.b The U.S.A.

It is rather surprising to note that in the U.S.A. there does not exist any official or national curriculum for secondary schools. However, the curricula developed in the framework of American culture and democratic principles tend to have common basic guidelines.

The curriculum in American secondary schools seems to be normally in a constant state of flux. As a matter of fact, change seems to be the most prevailing characteristic of curriculum. Still there are many who like to see a fixed, and static curriculum. As Otto and Sanders write:

Regardless of how appealing this stability might seem to some, a fixed, static curriculum in a dynamic, changing society is impossible; that is, if the school is to either reflect the values of the society that supports it or gives guidance to change in the society, Two varieties
of change that impel curriculum alteration are given brief notice below:

(i) Cultural changes that impel curriculum change;
(ii) Educational development that impel curriculum change.5

In the secondary schools, according to the development and the experiences of the children, the following subjects are taught:

1. Language Arts including speech, discussion, reading, spelling, literature and usage,
2. Social studies,
3. Science,
4. Mathematics,
5. Arts and crafts including music, drawing, painting, dramatization, building and constructing,
6. Physical activities including trips and games.

Regarding the time allotment to different subjects, it can be observed that it may vary from school to school.

V.3.c India

After independence, the then prevailing curriculum for secondary schools was, by and large, felt to be

5 Henry J. Otto and David C. Sanders, op. cit., p. 56.
unsuitable and unrealistic to meet the needs of national life and the cultural and economic problems of the masses. The curriculum is more or less based on traditional lines with limited, stereotyped academic aspirations and objectives without any scope for individual development and progress. The objectives of such a curriculum were narrowly conceived and literacy oriented.

Even then, such a curriculum did not take into account the rural environment in which about 87 per cent of the people live as well as the fundamental task of securing an all round development of the child's personality. In India, the curriculum in different States vary to some extent, but generally speaking, follow a common pattern, to a greater extent. This curriculum is inadequate and does not fulfil the needs and objectives of secondary education intended to be imparted to children of a free and democratic country. It was strongly felt in India that radical changes in the existing pattern of secondary education, especially, in its curriculum need to be effected in the future development and progress. In view of these circumstances and needs, an Education Commission headed by Dr. D. S. Kothari was appointed, entrusted with a task of inquiring into all details of education and suggesting an entire scheme to modify and recast the whole system of Indian education. As has been suggested by the aforesaid Commission, the curriculum of secondary education should
consist of the following pattern:

1. Languages,
2. Science,
3. Mathematics,
4. Social Studies & Social Sciences,
5. Work Experience,
6. Social Service,
7. Physical Education,
8. Education in Moral & Spiritual Values,
9. Creative Activities.

It is recommended by the Education Commission that the entire curriculum would be given effect through activity method, but some special activities such as music, craft, art, dramatization, etc., will have to be coordinated for pupils' self-expression.

Work experience and social service would emerge from handicrafts and from simple activities of classroom cleanliness and school decoration. The methods of teaching and achievement levels would be more systematic, precise and controlled.

Observations and Comments

It can be clearly inferred from the preceding data of the curricula of secondary education in three different countries under study that there prevails some
differences in deciding the basis of curriculum based on national policy, aims of education, values and programmes. But there are no fundamental differences in constructing and adopting the curriculum on the basis of psychology, and principles of education.

Looking at the available data of the curricula of these three countries, the investigator arrives at the following conclusions:

1. The curricula of secondary education in all the three countries is still in a state of flexibility and transition.

2. There is a general remark that the curricula is old, inadequate to some extent, even in the developed countries like Britain and the U.S.A.

3. In a developing country like India, there appears an enormous uprising and enthusiasm to abolish the old traditional curriculum and replace in a dynamic, modern and comprehensive curriculum expressing the aspirations and progress of the nation.

4. Historical records indicate that there has appeared a constant periodical change in the
curriculum as and when the people or the Government felt the need to do so on the basis of their new thoughts and changed circumstances.

5. In Britain, a great many changes have taken place in curriculum designs in the last decades owing to rapid shift from the traditionalism to modernism throughout the country. However, there is still an equal emphasis on basic values that could be developed through religion, moral and spiritual education.

6. The pragmatic values, freedom and democratic outlook are the fundamental characteristics of American curriculum that is always in a constant state of change.

7. The subjects like mother-tongue, arithmetic, science (natural study), physical education and drawing or/and craft are found with due weightage in all the three countries under study.

8. In all the three countries under study, the secondary education curricula are based on the acceptance of the principle of child's total development, preparation for his future life and active member of the democratic society.
But, it is a debatable point so far as the change in the curriculum is concerned. It may be a demand and need of the majority of the people of Britain, and the U.S.A. to make the school curriculum more recent, scientific and purposeful. The situation in India, where science, technology and democracy are of recent origin, is quite different. No sudden change in the curriculum is possible, nor is it feasible and if so, it is not desirable because it may alarm the young masses who have just begun schooling after a long period of slumbering.

For instance, quite a relevant emphasis laid on the modern mathematics, science, without training teachers. This might effect one generation adversely if the teachers who teach daily know about it.

Thus, slow and gradual switch over to new, dynamic curricula is in the interest of the country and not a blind imitation of the western countries. The curriculum should take into consideration not only the present of the individuals for whom it is designed, but also their future needs for which they are being educated. Various factors that helped evolve a certain curriculum change in any country should be viewed in proper context.

V.4 THE TEACHING METHODS

The success and expected results of curriculum depend greatly on how it is implemented, i.e. the teaching
methods. The modern concept may be quite against a fixed, stereotyped procedures regarding the methods of teaching. However, it approves to a considerable extent the value of effective classroom teaching based on situations provided and motivational practices. It is, thus, acknowledged that the teaching methods or classroom techniques do play a vital role in giving a desired effect to curriculum. Various types trends as regards the methods prevalent in different countries according to their objectives, curriculum, local physical environment, social values and Government policy. The investigator has tried to visualize how the countries under the present study have utilized methods of teaching.

V.4.a Britain

It is surprising to note that in Britain, no teaching methods are officially recommended. Though, the Ministry of Education often publishes 'hand-books' of suggestions for teachers and various pamphlets on different subjects and aspects of school work, it is never the intention of the ministry to make them rigidly follow these. They are only for the guidance and convenience of the teachers. In fact, every headmaster is held responsible for the efficacy of his school-standard and achievement level with whatsoever methods of teaching used and organization that is best suited to the local circumstances, staff and children in the school.
The work of the Department of Education and Science in Britain in regard to classroom teaching in secondary schools:

(Point: 8)

In Britain, it is found that the Department of Education and Science reaches the class rooms and meets the teachers through Her Majesty's Inspectoral staff. Of course, directives regarding the methods of teaching the subjects are given. This has been taken care of, by issuing teachers' handbooks and by the discussion sessions initiated by Her Majesty's Inspectors.

Headmaster to discuss the aims, objectives, activities, problems and programmes of the school. Thus, an active cooperation of both the parents and teachers is sought for the cause of improving teaching methods, school activities, etc.

There prevails a freedom of activities and learning through experiences which are direct and concrete. A child is given ample scope to develop and grow physically, mentally, emotionally and socially through curriculum on one side and methods in the form of learning experiences provided on the other side. He is still trying to control his body movements, endeavouring to understand the world around him and trying to control his feelings and
behaviour. He is also uninhibited and always ready to experiment and create things in any artistic media. He will, if asked, paint a picture, write a poem, act, sing, dance, make models, perform a play in mime, or tell a story. It is in activities such as these that he learns most efficiently. An illustration of how arithmetic is taught will suffice here:

A corner of the class may be set apart as a shop where the children may buy things and sell them, too. There is simple apparatus for weighing and measuring. In this way, the child learns the skills of arithmetic out of real experiences of his everyday life and makes his learning meaningful. This is how practical arithmetic is greatly emphasized.6

This is the position of the Britain in regard to the teaching methods.

V.4.b The U.S.A.

In the matter of the teaching methods, the U.S.A. imposes her own image. To quote UNESCO report in this regard:

So far as the methods of teaching in American secondary schools are concerned they are on the two-fold basis of the knowledge and understanding of the child growth and development and of the psychology of how a child learns. The teachers enjoy liberty to plan their teaching programmes within the framework as mentioned above. They are expected to be creative and in

planning the matter, type and methods of learning activities and situations which are best fitted to their particular classrooms of children in terms of their abilities, interests and aptitudes according to their age limits.7

There prevails a wide variety in the types of teaching methods which are used in the American secondary schools. The more modern methods are being tried out in the classes. The Herbartian with its assign-study-test method is still found in many classrooms. Unit-teaching, assignment way, supervised-study technique and project method of teaching are some other modern methods which provide learning and curricular experiences in the more modern schools. In these, the teacher sets goals for the children's growth. Then, together with the children, the teacher plans specific problems and objectives for study in terms of the general achievement expected for the grade, and a plan of work and learning activities for the study or the solution of the problems. Both the teachers and their pupils together try to evaluate their work and utilize their findings as the foundation for further study. Such problems may be centred round subject matter content or around functional experiences of the children which require the learning of specific content. Allied subjects such as history and geography are often grouped together and taught as a broad field as social studies rather than

isolated subjects. Language arts with their related activities of oral and written experiences, handwriting, spelling, reading and literature are also taught as a broad field. According to World Survey of Education:

Even then teaching methods differ from class to class and from school to school according to the selection of subject matter, local environment, academic facilities and the background and interest of the children. The variations lie more in the method or approach than in the basic concepts taught. Each teacher is wise enough to make proper adaptations of both curriculum and methods to fulfil various individual needs within the group, sex, race, religion are not the basis for differences in curriculum and methods in the secondary schools. 8

The most remarkable character of the methodology of teaching in American secondary schools is its pragmatic approach, innovation and change. Ample use of teaching aids, audio-visual aids, teaching mechanical and electrical devices including those of television and teaching machines are made in the classrooms, so much so that the teacher has nothing to teach but to plan, direct, execute and evaluate the instructional procedures. The role of the teacher is more of a Director than that of a teacher. Some traditional methods have been superceded in the modern schools by two other plans, viz. (i) subject units and (ii) functional or activity or experience units.

8 ibid., pp. 1552-53.
V.4.c India

The teaching methods in the secondary schools of India are based more or less on old traditional lines, and constitute speak-recite-remember aspects. They are basically restricted to classroom premises and mostly stereotyped, offering practically no learning experiences or the least amount of learning experiences to students. Lately, the teaching methodology was substantially reformed on the psychological considerations of how learning takes place.

In a large number of secondary schools where a great number of teachers whether trained or not are entrusted with the teaching of various subjects to the pupils, there prevails a sort of general monotony in the method or approach. The lessons in almost all subjects are planned mostly on Harbartain steps and followed the same procedure throughout the school year. Inspite of the fact that modern scientific thinking and psychological researches on learning are given good deal of consideration in the classroom practices, the on the whole set-up of the teaching method remains the same; listening, speaking, cramming, reciting and remembering. There is more participation of the teacher rather than that of the students in the class. There is no self-learning and problem-solving.

Recent developments indicate that there is some kind of change in the teaching approach and that is of
using and utilizing situations. Situational teaching is largely emphasised in the teaching of geography, history, science and languages. Among others of the modern methods are:

(i) unit teaching,
(ii) correlation of subjects,
(iii) project method, and
(iv) supervised-study method.

As has been provided recently on the recommendations of the Education Commission (1964-66), radical changes have been incorporated in the methodology of teaching in the secondary schools. Extra efforts are made to vitalize the various school subjects through the most recent methods and approaches that have proved most effective and operative in the advanced countries.

As the World Survey of Education observes:

There is nevertheless an increasing effort to vitalize school subjects, as for example, in the teaching of topics in arithmetic, attempt should be made as far as possible to relate the actual examples to all the different subjects and activities of the children at home. In history, care has been taken to include not only political history, but also, social and cultural history through which the students may acquire an appropriate understanding and appreciation of their national heritage. In geography and science, it is suggested that pupils should read general books on scientific or geographical interest as part of their study of those subjects. The classwork should be based chiefly on observation and practical work.\(^9\)

\(^9\) ibid., pp. 539-540.
The above description gives an appropriate idea of the situation of the teaching methods in the three countries under study.

Observations and Comments

The above analysis regarding the methods of teaching in the three countries under study reveal the fact that there prevails a great variety in methods and approaches, since the philosophy of education, its aims and objectives that determine the goals are different in these countries. Furthermore, the climatic conditions, the situations, physical and material resources and social values may also vary from place to place and the Government policy may also give a different mould to education. Due to these factors the methodology of teaching, several approaches and practices have been evolved. The investigator summarizes his observations regarding the same as follows:

1. Though Britain has traditional and conservative outlook, there are no teaching methods as officially recommended. Every school and its teachers are given complete freedom to adopt any methods that suit best the circumstances, pupils, local needs and the staff. All subjects are introduced through activities which are direct and
provide rich experiences.

2. The teaching methods in the secondary schools of the U.S.A. are selected and developed on the two-fold basis of knowledge and understanding of the child growth and development and of the psychology of how the pupils learn. There prevails a wide variety in the methods. The day-to-day new approaches are made and experienced. The major methods are based on problem-solving, experiments, discussions, ample use of audio-visual aids and field-trips. The approach is always pragmatic.

3. While the secondary schools of India are substituting new scientifically tested and psychologically useful technique methods for the old, stereotyped, traditional methods. The educators and educationists here, have realized the importance of child-centred approaches and have as far as possible adopted new techniques by creating fresh climate.

4. No rigid, fixed methods, but lively, interesting and appealing approaches within the framework of national policy, goals, and educational values should be profitably tried. According to Britain's policy, the Government
Education Department should advise and recommend certain guidelines, which, where and when suitable may be accepted by individual schools, while in the U.S.A. the principle of pragmatic attitude towards methodology is quite appreciable.

5. India, on the other hand, follows a beautifully blended pattern of Britain's freedom and activity approach backed by Government directives at times, and U.S.A.'s pragmatic approach in devising her teaching methods.

India cannot and should not be fascinated by any method or technique of teaching of any country merely by its variety and scientific soundness. In fact, methods evolve from situations and backgrounds, purposes and ends of education. And naturally, one country's objectives and situations may not fit in with those of the other.

For instance, in the secondary schools of the U.S.A. the team teaching and project methods are, no doubt, popular and effective because of their rich sources of teacher supply and instructional materials. The changing mode of life, scientific attitude and devices demand a rapid and effective individual teaching approach. But, if the same is to be imitated in India, where there are scant number of trained teachers, paucity of instructional materials, and thin library and reference materials, it
is surely not to yield desired results, except an illusory sense of gratification of innovating a new method or a new approach.

Looking to the various factors - social, economic, traditional, national and even constitutional - that affect and colour education, methods should be devised and practised. Of course, the psychological principles of learning-teaching should not be lost sight of. The attitude and feeling of being fascinated by foreign classroom practices is indeed serious and demands rethinking. It is out of question, that some of these foreign techniques are really worth adopting and capable of yielding fruits in our conditions and with local resources.

V.5 THE WELFARE SERVICES

A real and long-lasting development of education generally depend not only on academic, curricular, pedagogical or instructional improvement, but also, on physical and material well-being of children, so to say on welfare services provided by the schools. In order to seek an all-sided growth and development of children, it becomes obligatory that their varied needs be fulfilled to a major extent. No school and as a result, nation can progress unless it aims at improving the basic requirements of the pupils' well-being. Thus, the welfare services provided by the schools of education systems in different countries
play an important role in determining the degree and extent of educational soundness and reinforcing the national character at large. In the pages that follow, the investigator proposes to study this aspect in the countries under study.

V.5.a Britain

Britain being one of the advanced countries which is materially rich as well as traditionally pioneering in the cause of education, has taken pains in providing welfare services to the best of her abilities and aspirations. The below mentioned are some of the welfare services provided for school-going children in Britain.

1. **School Meals Services**

   It was as a result of the World War II that these services had grown rapidly. The Education Act of 1944 provided it to be the duty of the Local Education Authorities to provide midday meals for pupils at the maintained schools. The expenditure, thus incurred, is met with by both the Local Education Authorities and the Government.

2. **School Milk**

   All schools whether maintained or not, get one third of a pint of milk per child per school day. The milk thus, supplied is usually pasteurised. Milk supplies are
thus arranged by the Local Education Authorities and their expenditure is reimbursed by the ministry.

3. **School Health Services**

The State has recognized the importance and necessity of special medical care for children, and therefore, the school health service has been developed to provide both preventive and curative medical attention. The school health service has naturally been closely coordinated with the National Health Service. There are a number of routine medical inspections for children. Medical and dental treatment is given free at school clinics.

Child guidance clinics for the treatment of children with psychological difficulties are provided by many schools and the Local Education Authorities, through some hospitals and voluntary organizations.

4. **Education for Handicapped Children**

A special provision is made for educational treatment to pupils who require it because of physical and mental handicaps. This, of course, is done by voluntary organizations like national societies and other small bodies set up for the purpose of running a particular school.

5. **Recreational Facilities**

Physical education including organized games is part of the curriculum of all schools and local education
authorities are required to have playgrounds proportionate to the number of pupils. Most schools have a gymnasium. Games played are football, tennis and cricket. Some schools provide facilities for boxing, athletics and swimming.

6. Transport

Free transport facility is provided for children attending maintained schools who live at more than a reasonable walking distance from their schools. Authorities either provide vehicles themselves or pay the fees for using public transport systems.

V.5.b The U.S.A.

In the U.S.A. the responsibility for the health and well-being of the school-going children is laid over the parents. But in case, when parents need help for health problems, they consult their family physicians. However, many educational, voluntary, professional, official health and welfare centres and agencies do share in the responsibility of protecting and promoting the health and welfare of the children.

Furthermore, there are three agencies of the U.S. Department of Health, Education and Welfare, viz., the Office of Education, Children's Bureau, and Public Health Service which care for the children's health. The Federal Government plays its major role in the protection and
promotion of children through research and technical consultative services to State and Local Departments of Education, Health and Welfare.

Most States have provisions for sanitation in schools. The Children's Bureau provides not only preventive services for mothers and children, but also treatment services under certain conditions and help for any child who is in need of social services.

In many States of the U.S.A., there is a provision for special funds to local schools for the education of exceptional children including the crippled, partially sighted, hard of hearing, speech handicapped, mentally retarded, socially maladjusted and others.

The health programme of the schools includes the following three major aspects:

1. Health education which helps children learn why and how of healthful living is provided through experiences which make sense to them.

2. Healthful school living which is concerned with making school a friendly, comfortable place where children and teachers live and work together in an atmosphere as free as possible from tensions, pressures, frustrations and other unhealthful conditions; and
3. Health services which are directed towards:

(A) determining the individual health status;
and

(B) taking steps to encourage children to maintain their health status, to have remedial disabilities corrected, to adjust to incorrectible conditions and to develop positive outlook on medical, dental, nursing and other health services.

There are, among others, the following distinguished services for the pupils' welfare in the U.S.A.

1. **Guidance Clinics**

Today, child guidance clinics, the number of which was 1068 in 1970, give most of their time to children with serious problems who have not yet reached the delinquences stage. Most of the child guidance clinics serve threefold functions:

1. They study and treat patients;

2. They seek to interest other community agencies in the prevention of behaviour and personality disorders in children, and

3. To attempt to reveal to the community the unmet needs of children.
2. The School Lunch

The idea of lunch prepared and served at school really began in rural schools. Today almost in all rural and urban secondary schools, the practice of providing lunch has been accepted by Local Education Authorities and Government.

Physical education and recreation develop skills and coordinations which will enable the individual to use his body and mind with ease and efficiency.

The following table gives a better idea of welfare services rendered.

<table>
<thead>
<tr>
<th>Service</th>
<th>No.of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport service</td>
<td>25</td>
</tr>
<tr>
<td>Countrywide special education</td>
<td>5</td>
</tr>
<tr>
<td>Special equipment and appliances</td>
<td>14</td>
</tr>
<tr>
<td>Therapeutic care</td>
<td>9</td>
</tr>
<tr>
<td>Lunch and special diet</td>
<td>5</td>
</tr>
<tr>
<td>Counselling and guidance</td>
<td>3</td>
</tr>
<tr>
<td>Preparation of teachers</td>
<td>5</td>
</tr>
</tbody>
</table>

In Indian secondary schools the importance of health and hygiene is emphasized in the curriculum through text-books, charts and sometimes through the illustrated lectures by teachers, doctors and inspectors. Though very recently, in some States, a school medical service has been started. Periodical medical inspection is accepted as a regular feature. The following are some of the note-worthy features of the welfare services:

1. **Free Text Books, Uniform and Book Banks**

To poor and needy children, arrangements - of providing text-books, uniform pairs and other help in the form of providing note-books, pencils and the like - are made by some stable and efficient local education authorities. These types of efforts are verbally encouraged by the Government.

2. **Boarding Schools**

Private and public boarding schools are maintained for children at reasonable fees.

3. **Special Schools**

For children with physical handicaps, maladjustment, social and mental backwardness and orphans have been
established and maintained in all the States. The schools for the blind, the deaf and mute and disables provide general education and vocational training, music, etc.

4. Scholarships, Free-studentships, etc.

Almost all State Governments have made provision for helping the deserving bright students by giving either merit scholarships or economical backward benefits. Girls' education upto the secondary school leaving stage is provided free in some of the States.

Observations and Comments

So far as the welfare services are concerned, it could be stated without hesitation that the countries that are economically sound and progressive have been quite adequately providing as many facilities as possible, whereas countries like India whose varied problems and population plague the Government, very little has been done in this context. The investigator observes that:

1. Britain has been the most forward country to provide welfare services to children in many respects.

2. In the U.S.A, the welfare services are according to their needs and situations, but are quite satisfactory.
India being an advancing country and making her education scheme operative over a wide range of population, problems, economical difficulties and other pertinent issues has been little successful in providing these services. Of course, it can be said that it has achieved a reasonable success.

Mere good and effective teaching in schools plays a role in moulding the life of children. Citizenship training and character building require an all round sound school programme which includes among other things, special and proper welfare services as are provided in Britain, the U.S.A. and India.

One important change in the attitude towards education should be borne in mind that whatever facilities given and expenditures incurred for pupils, especially for secondary school going pupils, is not an expenditure but an investment.

Education does not take place in an unhealthy, scant and meagre provisions of fundamental needs of the pupils. They must be properly looked after.

The mid-day free meals, milk services, transport to and fro the school, medical services, free clothing etc., are some of the welfare services provided by Britain and the U.S.A., and are exemplary for India to adopt in the
context of her structure and situation.

But, in India, looking to her poor economic conditions and large population, all these are not even dreamt of. But, a small beginning must be made according to the priority in the preferential sequence of mid-day free meal, milk, and uniform to poor students. The practice of treating all rich and poor alike in this matter is neither wise nor practical. It is beyond the monetary soundness of India.

Welfare services only will not serve the purpose. They must be accompanied by improvements in teaching-learning strategies also, which will form a core and basal foundation.

V.6 THE NEW TRENDS IN SECONDARY EDUCATION

The people are never satisfied by the present state of education, its pattern and objectives. Everyday they would think in the direction of change and would expect better situations and results by implementing such changes. As Ellis Ford Hartford observes:

Educational thinkers and leaders of vision can make something better than an educated guess about the kinds of schools and their characteristics. Some of these are made now and then, and usually, follow an appraisal of the social changes and developments that may be expected.  

Thus, there are observed various trends in the field of secondary education also in all the three countries under study. Below described some of them with reference to their impacts.

V.6.a Britain

There is a developing tendency in Britain to establish and maintain independent schools outside the public educational system. These schools receive no financial help at all from the public funds and do not conform to the general pattern of primary and secondary education. There are about 5,000 such schools in Britain, some of which are conducted by various religious and charitable organizations, and others by proprietors who conduct the schools as a means of earning. In almost all these cases, fees are payable in good amount. These schools are subject to inspection by Her Majesty's Inspectorate and from 1957 registration by the Ministry of Education.

It was already accepted before 1939 to care for children as individuals and the responsibility to develop all sides of their character. This acceptance is now spreading upward into the junior schools which fully emerged after the Education Act of 1944.

There is now a grave concern over an attempt to provide for wide range of ability in the schools, both
through group and individual instruction. The personal relations between the pupils and teachers, and between the teachers and parents are becoming more and more closer and intimate. The discipline of the secondary school aims at enabling the child to act sensibly and with self-control in an environment, he respects and within arrangements he understands. Most schools admit that they have now no disciplinary problems. Though, there are, of course, boys and girls who do not exceptionally fit into the school arrangements.

Methods of teaching and curriculum content are being increasingly based on what experience shows to be a child's most effective way of learning and interesting to him. The teachers are also accepting in an increasing manner to stimulate children's curiosity and interest and to feed their minds on; and cultivate their feelings for, what is considered to be most valuable for them to know and care about. Various streams of knowledge are included in the secondary school syllabi.

V.6.b The U.S.A.

In the U.S.A., where aims and values of education are fast changing, the trends in secondary education also naturally shift day-to-day. As John W. Gardener States:

American education can be as good as the American people want it to be and no better. And in striving for excellence, we must never forget that American education has a clear
mission to accomplish with every single pupil who walks into the school. Modern life has pressed some urgent and sharply defined tasks on education, tasks of producing certain specially needed kinds of educated talents. For the sake of future, we had better succeed in these tasks - but they cannot and should not crowd out the great basic goals of our educational system, to foster individual fulfilment and to nurture the free, rational and responsible men and women without whom our kind of society cannot endure. Our schools must prepare all young people, whatever their talents, for the serious business of being free men and women. 11

The following are some of the salient trends in American secondary education:

1. Since there are growing pressures for educational opportunities for all types of exceptional children - the gifted, the mentally retarded, the children with all types of physical handicaps, separate classes and special schools are being established and specially trained teachers are appointed to look after these pupils.

2. Parents and citizens take a greater part in determining school policies and programmes today and therefore, there is greater agreement with regard to purpose of education,

though there is difference of opinion with regard to the methods and materials to be used.

3. The services of the school are being extended after school hours, to week-ends and to summer vacation periods wherein the parents too participate.

4. In order to provide richer experiences for individualized schooling, a trend to offer specialized training to teaching personnel, principals and supervisors is being emphasized more and more.

5. School systems are increasing opportunities for elementary and secondary teachers to work together so that each understands the problems of the other.

6. Curriculum guides are now frequently prepared for grades 1 to 12, thus, guaranteeing children a well integrated programme throughout their elementary and secondary schooling.

7. Team teaching, programmed learning, teaching machines, etc. are now being used increasingly to shift the importance from formal to informal teaching.
8. New items pertaining to space science are included in the secondary school curricula which is a noteworthy feature.

9. It is now observed that the students in the U.S.A. take into consideration not only the certificate, but also the mastery over the subject for which they have paid their fees to the school authorities. They are not only worried for the degrees or the certificates or the awards but the understanding and the mastery over the subject is accounted for.

V.6.c India

In regard to the new trends in secondary education, UNESCO, has described the position of India in the following words:

Looking to the magnitude of the task that lies ahead in the field of free, compulsory and universal primary education in India, very many problems and controversies are to be settled. At the same time, secondary education needs a complete reconstruction or say reshuffling. Because of her recent independence after a long period under foreign yoke, her ambitions, programmes in educational reconstruction and development as in other spheres of national life has been vigilently observed and implementd. There is also a growing impact of educational practices and innovations carried out in other developed countries like the U.S.A. and Britain. Despite the fact that there are severe problems of providing adequately trained teachers, a good amount of equipment, sufficient finance, school buildings
and the like.--------the Indian leaders are quite aware and sparing no efforts to deal with each of them in an organized and orderly manner.12

As mentioned above, the Governments of Indian States and the people in their marathon pursuit of the course of educational development and progress have launched their following efforts which are considered to be some of the general trends:

1. The Five Year development plans which include an overall educational plan are conceived and operated in such a manner that the people will be gradually educated to deal with their own problems and to help themselves.

2. The work experience is designed not only to vitalize the curriculum of secondary education but also to help to a great extent to equip the pupils for their future life.

3. The language problem is being dealt with effectively on the basis of 'three-language formula', which has been successful in implementation.

4. Supervisors are being trained to assume leadership functions and are being gradually relieved

of too much routine work, and administrative burden.

5. The secondary schools are being converted into higher secondary schools and their curriculum, teaching, evaluation programmes are being made effective and meaningful.

6. More efforts are made to accord social and economic status to the secondary school teachers.

7. Extensive programmes are being launched to provide better and meaningful training facilities to teachers with a new and fresh viewpoint.

8. Greater amount of money is allocated in State and Centre's budgets for education in general and secondary education in particular.

Thus, as UNESCO observes:

The most encouraging feature of the Indian approach is the total effort to relate educational reconstruction - economic, social, cultural, political - of the country in the Five Year Plans and the endeavour to make all educational reforms consistent with available facilities in the material and manpower.13

ADMISSION AT THE SECONDARY SCHOOL-GOING AGE-GROUP
The concluding words of the UNESCO give a clear picture of the new trends in secondary education in the three countries under study.

Concluding Observations

From the preceding chart, the investigator can infer as under:

India has to learn much from the examples of Britain and the U.S.A. in methods of teaching, and innovative ideas and in curriculum and welfare services.

As regards the school-going age, each country has its own pattern, and India is still thinking of introducing the pattern of 10 + 2 + 3. So there, it seems that each country may have its own pattern, but even in the theory of 10 + 2 + 3 also, we have to have so many higher secondary schools and think of the possibility and success of higher secondary schools.

The Britain is making big headways in curriculum by revising it often. But then, the policy of Britain is that of centralization so far as decision-making is concerned. Whereas, the American pattern of curriculum is unique, Unique in the sense that it gives freedom to the institutions for curriculum making India also must try to have separate curriculum for boys and girls, for rural and urban areas. The Government, by laying certain standards
can give freedom to the institutions for curriculum making.

As regards the methods of teaching the investigator feels that Britain and the U.S.A. are progressive countries but, Britain has remained still a conservative country with regard to methods of teaching in the sense that, it does not adopt innovativeness in methods of teaching very quickly and easily. Whereas, the U.S.A. is very flexible innovative and research-minded with regard to methods of teaching. India again seems to be a traditional country with regard to methods of teaching. The new methods are adopted for its display value rather than for their intrinsic value. India should try to adopt various methods and approaches of teaching, such as team teaching, programmed learning, etc.

It could be said that Britain and the U.S.A. are very sensitive with regard to welfare services. Subsidised milk programme, school-meals services and transportation services are quite common in Britain and the same services plus guidance services and services for exceptional children are prevalent in the U.S.A. whereas in India, there is utter lack of these types of services and the student is generally neglected.

The U.S.A. is a fountain head of new trends and innovativeness in teaching. Britain is a little conservative country, though not close to innovativeness, whereas India, seemingly innovative, but the innovativeness has
The experimentation in class teaching and its institutionalization:

(Point: 10) (Add this in para: 1 .... after the full-point of line .... 9 ....)

Of course, the schools opt for new experiments and new methods. They go for experimentation in implementing the syllabus or the new techniques of teaching, only because, the government awards special grants for this purpose. The experiments are done for the sake of experiments and to show to the other schools and the society that theirs is a progressive school. These experiments do not go beyond their completion, and no footprints of the same are seen in the future programmes of the school. That shows that these programmes are not institutionalized and as a result, the investigator feels that ...

limited to give effect of educational modernization in India.

Despite the fact that in all these countries under this study, more and more attempts are being made seriously to make education still richer, more effective and better conceived to the meaningful development of the children for their future. A strong wind of modernization is blowing uprooting many old traditional educational
plants. Curriculum change, modern teaching methods, richer environment and intensive teacher training are at full swing.

Notwithstanding all these, no country in the world can afford to have the system of education that its people desire can be provided in the form of schools. India and no other country in the world can afford the pattern of schools that the people are demanding from their political leaders.

Modernization in secondary schools has its roots in the nation's economy, and therefore, unless and until the economic conditions are improved at an accelerated rate, no adequate education is expected.

Indian can definitely take a long stride in the field of modernizing secondary education by her limited resources and past heritage, if she once decides, she can make a revolution.

The present trends indicate a slow and a patchy improvement.

What should be the new organizational pattern of secondary education for India? In India, there exists patterns of institutions catering for the different age periods, which has resulted in considerable diversity in different states. This is to be taken into consideration in planning the new organization pattern of secondary education.

While considering this, one must bear in mind the
principle that secondary education is a complete unit by itself and not merely a preparatory stage, that at the end of this period, the student should be in a position, if he wishes, to enter on the responsibilities of life and take up some useful vocation. The age at which the child is to begin his secondary education and age up to which it should be continued is, therefore, a matter of considerable importance. 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.

Then, a point to be considered is what should be the entrance age of the pupils entering the schools in India?

It is an observed fact that the standard attained by students who seek admission to the University and to other higher courses is low and that the average age of entrance is also low. Regarding this, the Secondary Education Commission suggests,
...a somewhat longer period of training, before entrance to the University is likely to be useful both for those who want to pursue higher education and for those who finish their education at this stage, judging by the requirements of several of the diversified courses that we have in view, we feel that a somewhat longer period of training will be necessary if they want to be taught with thoroughness and efficiency. The various arguments that have been adduced in favour of this view have led us to the conclusion that it would be best to increase the secondary stage of education by one year and to plan the courses for a period of four years, after the middle or Senior Basic stage. We have, therefore, come to the conclusion - which also tallies with the view of the University Education Commission in this connection - that it is desirable to abolish the present intermediate stage, to increase the period of secondary education by one year and to plan a three-year degree course at the University stage.14

The secondary education should cover the age group 11 to 17. One cannot afford to ignore that the scheme of Basic Education, which has been accepted by Government as the approved pattern at the stage of mass education, covers the age group 6-14. It may seem therefore that the recommendation of the Secondary Education Commission partly overlaps, or even interferes with the pattern of Basic Education. But, it is not so. In the first place, the scope of Basic Education, as defined in the Report of the Zakir Husain Committee and the subsequent Reports of the Central Advisory Board of Education, covers not only the stage of primary education, as generally understood in India, but also a part of secondary education. Thus, the

Senior Basic stage really falls within the age group of secondary education and hence, the Secondary Education Commission has aptly included it there accordingly. In order to avoid any clash with the Basic School, the Secondary Education Commission has recommended that the general layout and standard of syllabus in the Senior Basic, Middle and Lower secondary schools should be largely similar.

Hence, the following new organizational structure for secondary education after the 4 or 5 years of Primary or Junior Basic Education may be recommended for India:

(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.

But how these recommendations will be implemented is a problem that India is facing. At present, in different States of India, different types and grades of schools and colleges are functioning. While the Secondary Education Commission expects that ultimately, the duration of secondary education will be uniform in all States, 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.
In fact, in view of the overcrowding of the classes, the large number of sections allowed in each form and the lack of trained teachers, it would be unsound to expect many High Schools to take on the additional year and convert themselves into the contemplated higher secondary schools. Hence, for some time, therefore, it is likely that two types of schools will exist simultaneously - the existing high schools of the present kind and the Higher Secondary Schools, which will provide an additional year's training and prepare the students for the Higher Secondary stage.

At the same time, 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 curriculum and methods of education will also undergo changes. 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 provision 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 should also be introduced as far as possible.
A number of schools will, however, be in a position to add the additional year to their course and convert themselves into higher secondary schools. If these schools are to develop into efficient institutions capable of achieving the objectives in view, it is necessary that their recognition should be governed by carefully defined and strict conditions, which must be fulfilled scrupulously before such recognition is given.

These conditions should prescribe special criteria for:

1. Accommodation,
2. Equipment,
3. Qualifications of the staff,
4. Salaries and grades, and
5. Adequate finances to ensure that the institution will continue to function efficiently. Such assurance must be offered either by the management or be provided on the basis of help guaranteed by the State and Central Governments.

In the pages that follow, visual and graphic representation of the organization of the educational systems in the three countries under study will be found.
REFERENCES

BOOKS


REPORTS


