"The rising tide of population, the rising tide of expectations and the great increase in knowledge have posed new problems for education which have caused more changes to occur in most countries in the last twenty years than have ever before occurred. We see the application of the techniques of the natural and social sciences and of technology to the educational process as a result of the fuller understanding of what is happening in education. We are seeing the whole system changed: what is taught, how it is taught, and in what circumstances it is taught, have all changed fundamentally as a result of this new knowledge. We are merely on the threshold of further change."

- John Vaizey.
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INTRODUCTION

In the present chapter, the investigator has given a summary of major observations, and a discussion on the present problems. Along with it, the investigator thought it necessary to give in brief the future demands on secondary education. On the basis of future demands, various problems are discussed in the form of suggestions in the end. The entire chapter is the resultant outcome of the previous discussions in earlier chapters, along with the suggestions for future.

VII.1 THE SUMMARY OF FINDINGS

It has already been said that the Chapter I is devoted to The Problem and Procedure, while, the Chapter II discusses A Brief Review of Related Literature. The Chapter III treats the aspect of The Basis of Education in Countries Under Study.

The summary of the findings of the following chapters are mentioned under each of the captions mentioned as under:

The Administration of Secondary Education

1. The responsibility of education has been accepted by the Federal Governments of Britain and India. In India, the States shoulder the responsibilities for the governance
of education in matters of finance and policy decisions.
While in the case of U.S.A., the constitutional provisions do not allow the Central Ministry (Secretariat) for education.

2. In all the three countries, there are State Departments of Education which delegate powers to the responsible Education Officers to administer programmes and policies pertaining to education.

3. Though, the supervision and control of education rest with the State Government, in all these three countries under study, the local needs and organization of education become the responsibility of the local organizations. In Britain, there are Local Education Authorities, in the U.S.A., there are school districts and in India, there are District and Local Education Committees which serve as local administrative units.

In Britain, the U.S.A., and India, there is a great extent of the spirit of decentralization of administration of education. This is a common feature in the countries under study.

4. For maintaining an effective supervision, there are Her Majesty's Inspectors in Britain, whereas in the U.S.A., there are local supervisors and district Superintendents, and in India, there are District Education Officers.

5. In India, a pattern of decentralization of
educational administration has been established in many States, delegating maximum powers to the Local Education Authorities, just as in Britain and the U.S.A.

There is a fairly satisfactory blending of the spirit of decentralization of administration like the U.S.A. and the Britain, as well as, reserving certain powers of administration with the Centre or Union Government. This uniqueness is achieved by way of establishing a three-tier system, viz., Central, State and Local patterns of educational administrative set-ups.

India has to take a note of the examples of Britain and the U.S.A. in methods of teaching and innovative ideas and in curriculum and welfare services. The U.S.A. and Britain manifest the maximum sensitivity with regard to methods of teaching and welfare services.

As regards the pattern of education the investigator observes that 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 the 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 the centralization so far as decision-making is concerned. Whereas, the American pattern of curriculum 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. India needs diversified curricula for boys and girls and for rural and urban areas.

As regards the methods of teaching, Britain and the U.S.A. are progressive countries, but, Britain has remained still a slightly (and perhaps rightly) 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 quite 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 an utter lack of these types of services, and the student is generally left to himself.

The U.S.A. is a fountain-head of new trends and innovations in teaching. Britain is a little conservative country, whereas, India, seemingly innovative, but the innovativeness has not generated out of conviction, but out of competition, display and imitation. India needs a genuine concern for innovativeness in education.

6. Finance and Decision-Making

Local authorities in Britain are involved in financing the expenditure incurred on education. They share the major part of expenditure. The involvement of local authorities in sharing the major expenditure make them active to fulfil the wishes of the local people. Instead of keeping them as rubber-stamps, it is a good practice of giving the responsibility to them. One may not find the same practice in the U.S.A. In this country educational institutions are financed by the public. Education should fulfill the objectives that have been fixed by the community. This ideal is seen before the American people and therefore, educational finance is a part of public finance. But, in India, State Governments share the larger share of the expenditure made by local authorities, therefore, the
grants are paid to the local authorities from the State ex-chequer.

There should be an agency that can look after the expenditure of education. In Britain, the Department of Education and Science has the control over the expenditure. In other words, the final say with regards to the sanctioning of the financial assistance to the local authorities is with the Department of Education and Science. That is to say, the powers for this purpose are vested in one agency in Britain. While, in the U.S.A., the powers for the purposes are with the State Department of Education, District School Boards and the Local Bodies. The share of the Federal Government is very low. While, in India, the State Governments give grants on a deficit or on a percentage basis. India should learn from these two nations that finding out the sources for supporting developmental expenditure on education should be the responsibility of the local community but not of the State Government. Though education is a State responsibility, special grants for special purposes are given by the Central Government.

7. Education and the Decision-Making Process:

When the Department of Education and Science in Britain has control over expenditure, one would like to ask a question, "Who is making decisions for education in Britain?" To answer this question, one would have to refer
to the Education Act of 1944. This Act has recognized the need of community participation. The community participation is manifested in the activities of the Local Education Authorities. They are responsible for establishing and maintaining schools as well as county colleges. For the purposes of advising the Department of Education and Science, the inspectorial staff is appointed and these inspectors have been given more powers. It will be found in the Britain that the schools belong to Local Education Authorities and voluntary agencies. While, in the U.S.A., the schools belong to the public - the community. Of course, education is a State responsibility. For the smooth working of the school, the Board of Education and the Chief State School Officer will be found. The support of the public has become active after the World War II. The public became conscious of the fact that there should be the active participation of the people in school activities. But, in India, the views of the people are not taken into consideration. Then, a question can be asked such as, "Who is responsible for taking decisions regarding education?" One would get the answer to this question, if constitutional provisions are seen of this country. According to the Constitution of India, education is a State responsibility. Therefore, the final say in education, is of the Department of Education of the State. Though, the expenditure is shared by the Local Bodies, and the private agencies, they have little to say in making the decisions. Here, the proverb,
"Who supports the institution has the powers to order" is applicable to the decision-making process of India. Can India learn anything from these two countries?

The investigator feels that India has to draw a great deal from the experiences of these two countries. People should be involved in taking decisions pertaining to education. In short, the real decision-makers must be the community rather than the State authorities.

VII.2 THE PROBLEMS, CHALLENGES AND TOMORROW

The main problem facing the modern politicians and administrators is 'in whose hands, the responsibility of education must be entrusted?' It is an established and a proven fact that, as education is for the people, the responsibility of education must lie with the people.

According to Margaret Mead as quoted by Don Adams in this connection who puts it in the following words:

We stand today in a crowded place, where millions of men mill about seeking to go in different directions. It is most uncertain whether the educational innovation made by those
who emphasized teaching or the educational invention made by those who emphasized learning will survive. But the more rapidly we can erase from our society those discrepancies in position and privilege which tend to perpetuate and strengthen the power and manipulate aspects of education, the more hope we may have that the other invention - the use of education for unknown ends which shall exalt man above his present stature - may survive.¹

Herein the education when placed in the hands of the people could bring forth nice results with the cooperation of the Government or those in power is stressed.

Of course, the patterns of the Governments go on changing from country to country. If one looks at the three countries under study, it is evident that in Britain, it is a limited Monarchy coupled with the Cabinet form of the Government, while in the U.S.A., there is a presidential form of Government. In case of India, it is a case of good combination of both; that is, there is a presidential form of Government like the U.S.A., but the powers of the President are limited, just like that of the Crown of Britain, but at the same time, like Britain, there is a Cabinet form of Government. In all these three countries under study, one can see that the thread of democratic administration runs smoothly and as a result, the people can exert their influence and express their voice by franchise. Thus, the people entrust their representatives with the

most responsible job of carrying out the constitutional
provisions in various facets of administration in general
and in public life in particular.

Equalization of Educational Opportunities

The Constitutions of these three countries clearly
lay down as one of their major provisions, the provision for
the equalization of educational opportunities.

Now, the question arises as to "how to provide
educational opportunities?" It can be done by launching
various programmes of educational expansion. The programmes
of educational expansion can be launched through opening of
new educational institutions, by making provisions for adult
education classes and by starting correspondence courses. And
this will incur more expenditure to the Government. And,
investment in education is much more rewarding.

In this connection, as Richard I. Miller has said
and is quoted by Don Adams as under:

Education can be regarded as a
direct contribution to national economic
growth. Economic growth is largely based
in the effectiveness of labor, which, in
turn, is greatly dependent on improving
education, when one is high, so is the other.2

Stressing the same point, Charles Benson is quoted

2 ibid., pp. 44-45.
by Joseph Fischer as under:

"Gains in productivity will accrue to the economy as improvements in the quality of the educational services occur quality as distinct from quantitative extension of services."³

The above quoted lines show the importance of investment in education. While, an authority like Philip E. Coombs considers monetary investments as education's purchasing power in the following words:

An economist would infer from this that education is 'a rising cost industry' - that its input costs for each similar unit of output follow an upward trend line over the years... It means, that each year, ad-infinitum, an educational system needs more finances simply to accomplish the same results as in the previous year.⁴

In Coombs's opinion, the money is looked at from the point of view of education's purchasing power. Stressing the same time, Philip H. Coombs says further,

All nations and peoples have come to assign a greater value and a higher priority to education. But the dark side tells us that educational expenditures cannot continue to grow at this pace indefinitely. National budgets must meet other important needs as well. Education cannot continue to command

rapidly increasing share of available resources without producing serious stresses and distortions in the whole society and economy.\footnote{ibid., p. 52.}

This above statement clearly depicts the picture of the attitude of the nations translated in terms of the budgetary allotments to education.

Decentralization of Power

Since it is said the quality of education is not good, the Government can neither bar any one from entering the secondary education nor from learning any courses in this regard. If it is so, could the Government find out the root of this? It lies in the centralization of the responsibility of the Government. Hence the need for decentralization. As a result of decentralization, interests of many people will be represented and will be given due consideration; and hence, this will result into efficient administration.

The responsibility of the Government of any nation with regard to education, can be enumerated as under:

(i) \textbf{Grant-giving Function}: The Government, on the basis of the reports gathered from its officials concerned, decides the amount of the grants to be given; or to be withdrawn. The financial outlay for these grants accrue from the collection of the revenues. Therefore, another
important function of the Government is that of collecting the revenues.

(ii) Control and Advice: As the power of the purse lies with the Government, it can control the administrative structure of education as such. In connection with the control, it has to be borne in mind that, it is not only the quantitative aspect that has to be controlled, but the qualitative aspect of education has also to be controlled. For this purpose, the Government maintains a special type of administrative machinery. The inspecting staff controls the qualitative and quantitative aspects of education. In case of India, the institutions like the National Council of Educational Research and Training (NCERT), does contribute a great deal towards the qualitative side of education.

It will be worthwhile to quote Arthur Bestor who is quoted by Don Adams as under:

Youth have specific needs they recognize; society makes certain requirements of all youth; together these form a pattern of common educational needs...It is the job of the school to meet the common and specific individual needs of youth. The 'needs' that are particularized include those forms of training that I described as job training and social conditioning. The responsibility of the school in other
words, is supposed to extend to all the areas in which society has customarily furnished some form of deliberate training.6

This role of the Government can be depicted in other words as that of leadership and guidance. For this purpose, the Governments concerned can establish advisory bodies and committees. It will be interesting to note that in India's pattern of education various advisory bodies are set-up, of which a few of them are referred to here. National Council of Educational Research and Training, Central Advisory Board of Education and such others at the federal level, and the State Institutes of Education and the Teacher Education Boards at the State levels. In the case of India, primary education and secondary education are considered as the responsibilities of the State Governments, and higher and university education are considered as the responsibility of the Central Government. In case of India, there is a specific reason as to why primary and secondary education are entrusted to the State Government. The main and outstanding reason for this is to cater to the regional interests and local needs.

Nomenclature of Schools

Another imposing problem is that of the nomenclature of schools. There are schools which are managed by privately

6 Don Adams, op. cit., p. 135.
owned trusts, religious bodies, community trusts and the like. These trusts are recognized by the Government to run their respective primary and secondary schools, with a view to satisfying the community demands. These trusts manage and run the institutions not only for the social service but also for various objectives such as, private and social prestige as well as political considerations. As a result of this, the quality of education is sacrificed on the altar of private prestige and political considerations. Will this be allowed to creep in medicine and defence? The clear-cut reply to this question will be in pure negation. Then, why this be allowed in education as such? This evil must be checked through strict quality control. For strict quality control, the Government must set-up an administrative machinery that may look to the quality control. Unless there is a directive from those, in whose hands lie the power, the quality control will be far from the reach.

Finance

The most significant problem of Indian education is that of lack of finance. Education has to subdue itself to various political pressures. Can education ever be a beggar-maid to politics? One suggestion, the investigator would like to make in this connection, is about the tax-system. India may levy a direct cess on education. This will provide ample funds for meeting the costs of education as
such. These and such other sorts of financial resources must be tapped and must be reserved for education only.

It would be worthwhile to quote Richard I. Miller, as quoted by Don Adams who writes as under:

"Clearly, education is an integral part of our economic future. A dynamic economy cannot be achieved, maintained, or expanded without a dynamic educational programme."[^7]

Richard I. Miller clearly stresses how education can contribute to the growth of dynamic economy.

Quality

Quality control in connection with the quantitative expansion is a pertinent problem in any developing country. It is a proven fact, that where there is quantitative expansion, the quality suffers. And quality is a right of the people that the Government cannot deny. Therefore, we have to cater to the needs of the people by providing numerous types of courses for the pupils of various levels of calibre. In other words, we should have vocationalization of courses. In secondary schools, various vocational courses like agriculture, home-science, technical, petro-chemicals, chemical-technology, textile technology, television technology, oil technology, dairy technology and many others must be

[^7]: ibid., pp. 44-45.
provided for. Of course, in doing so, local needs and regional interests must be catered to. The defect in connection with quality and quantity lies in the fact that, in India, there is less diversification of courses. Another important thing to be kept in mind is that education must maintain a link with these various industries. On the threshold of the starting of these various courses, people's mind must be made ready for accepting this type of innovative pattern. When the illiteracy is a major issue for India, the illiterate masses would not be easily convinced to accept the innovation. The public minds must be made ready to accept the innovations. This can be done by the powerful media of mass-communication like the newspapers, radio, films and now television also. In this way, the community needs, aspirations and demands must be made ready.

With the suggestion of the Education Commission (1964-66), the higher secondary schools are to be started. For higher secondary schools, equipment problems are of prime importance. One cannot afford to go along with the sub-standard goods. It will be worthwhile to take an example from the field of aviation. When 747 Boeing (jumbo jet) was to be purchased by Air India, then the airports where 747 bonding was to be landed, the airports had been properly equipped with the air-strip needed, the roofs of the airport terminal building were repaired so that they may be able to
stand by the torrent of air that may come at the time of its landing. Moreover, the pilots were sent to foreign countries for technical training. It will be interesting, in this connection, to ask what preparations has secondary education made to equip the school teachers to meet with the demands of the new syllabus of science and mathematics? At present, few seminars arranged here and there, will not serve much useful purpose in this connection. The Government must take more solid steps to meet with this situation.

Type of Pupil

Another problem facing Indian situation is 'what type of pupil is required for the society to meet the future challenges?' In the U.S.A., the student invariably acquires the following five skills, viz., swimming, dancing, driving, seating and band-play. These things are quite common for the students of the U.S.A. As compared with this, what are the hobbies of the pupil of India? The reply is negatively nil. Why India made a poor show at Olympics? It is a fact that with various hobbies, a student or anyone living in the society should feel, and feel with and feel for others. To put it in other words, this means that a person, when equipped with various hobbies, can live well in day-to-day life. He can interact with others with music, drama and such other activities related to fine arts; and he can be helpful to others.
Of course, in case of India, the Education Commission (1964-66) has aptly suggested about the provision to be made for work experience in schools. Its suggestion reads as under:

We define work experience as participation in productive work in school, in the home, in a workshop, on a farm, in a factory or in other productive situation. In our opinion, all good and purposeful education should consist of at least four basic elements:

- 'literacy' or a study of languages, humanities and social sciences;
- or a study of mathematics and natural sciences;
- work experiences; and
- social service.

--- work experience is, thus, a method of integrating education with work. This is not only possible but essential in modern societies which adopt science-based technology.8

Over and above, stressing the importance of work experience, the Education Commission (1964-66) suggested for India, the concepts of school complex and community service. In this regard, the pupil of India must have production capacity of various types of goods. He must be able to work with hands, and he must acquire basic skills like cycling, driving, effective communication and be helpful to others. He must learn to live with others and live for others. As in the case of the U.S.S.R., there was

a campaign of 'each one - teach one', in the Communist China, there were communes, in the same way, the Government of India, must carry on programmes like these, and these programmes must be implemented right from the school levels. The pupils of India must be engaged in social service camps, and must be actively involved in flood-relief or famine-relief activities as and when the need arises.

The Indian education, again, suffers from the clash of priorities. If one looks at the budgetary allotments for education as compared to the national budgets in all the four Five Year Plans, it will be evident that the priority given to education changes and that, too, negatively.

TABLE VII.1
Expenditure under the Plans

<table>
<thead>
<tr>
<th>Plan period</th>
<th>Expenditure on secondary education (in crores of Rupees)</th>
<th>Total expenditure on education</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Plan</td>
<td>20</td>
<td>153</td>
</tr>
<tr>
<td>Second Plan</td>
<td>51</td>
<td>273</td>
</tr>
<tr>
<td>Third Plan</td>
<td>103</td>
<td>589</td>
</tr>
<tr>
<td>Fourth Plan</td>
<td>118.32</td>
<td>822.66</td>
</tr>
</tbody>
</table>

It can be seen from the Table VII.1 that in the first plan, the budgetary allotments for Secondary Education was about $\frac{1}{8}$ of the National budgetary allotment on education, in the second plan, on the other hand, it was about $\frac{1}{6}$ of the National budgetary allotment, on education, while in case of the third plan, it was $\frac{1}{5}$th of the National budgetary allotment on education, and in the fourth plan, it was approximately less than $\frac{1}{5}$th and more than $\frac{1}{4}$th of the National budgetary allotment on education. From this interpretation, it can be inferred that looking from the Government support and impetus accorded, the budgetary allotments for secondary education go on decreasing as compared with that of the budgetary allotments for education at the National level. This is a sorry state of affairs. The budgetary allotments must go on increasing progressively instead of decreasing.

The Government of India does spend a lot of money for primary education, for research and for higher education, but for secondary education, the financial outlay is far from satisfactory. There is a primary school at a distance of every two to three miles; and as compared with that, the proportion of secondary schools is far and few between. In this connection, the Government, must plan in perspective envisaging the future. Then, that perspective planning must be sliced properly and secondary education must be anticipated in the light of the future.
Certain Paradoxes of Secondary Education

The investigator, herein, lays down certain paradoxes of secondary education which will be interesting to note.

* On one hand, we construct huge and more buildings incurring huge amounts of expenditure for the secondary schools. But the strange paradox is that we intentionally do not plan to make a fruitful utilization of these huge buildings for the major part of the vacations, and they remain empty during major part of the day too.

* On one hand, we say that we are a poor country, and on the other hand, there is a 50 per cent stagnation at the time of the Secondary School Certificate Examination results. Out of the one hundred pupils enrolled in Std.I, how many of them have reached the Secondary School Certificate Examination? Those who have dropped out are the cases of stagnation. Any advanced country cannot afford to go along with wastage and stagnation, and a developing country like India, not the least.

* Those who are involved in imparting education, particularly, secondary education, they do believe in various methods of teaching, but, in actual practice, they practise traditional methods of teaching.

* The educational set-up of India expects too much from the principal. It is expected that the principal must be a friend, philosopher and guide to the teachers. But, he
is so much overburdened with the administrative work as well as with the teaching work, that he hardly finds time to act his role in the real sense of the term.

* District Education Officer should play the role of a guide to the schools, but the Department of Education expects him to perform the auditor’s job.

* District Education Officer has, in the course of the year, to inspect more than two hundred schools, and this too, without appropriate transportation facilities like jeep. How can one expect him to perform his job to meet the anticipated standards?

* The Government and the society expects of the teacher too much, and that too, without providing for proper amenities to him. His salaries or his dearness allowances are increased, i.e. there may be an increase in his monthly emoluments, but that increase vanishes away with increase in the price-line. The Government can and must do something to hold the price-line. The teacher, moreover, should be given other amenities, such as, medical aid and provision for the free education of teachers’ children must be made. In this regard, the Government can do a lot.

* In India, the number of school-going children is great, and the children come from varied social stratum; and that too, with different abilities. Hence, the classification of the pupils must be done on the basis of
ability grouping. The actual situation is quite different, the rough class-formation is apparent.

* In India, on one hand, the Government insists on uniform standard of teaching, while the schools are run by private as well as religious bodies; hence, the uniformity in the standards of teaching is not maintained.

* Now, the new curriculum in the subjects like mathematics and science is being implemented in the school. This is really a leap - a big leap in the direction of innovative and change-oriented curriculum. But, the paradox lies in the strange fact that the training colleges are teaching just obsolete methods of teaching. In this way, it can be seen that they are operating in vacuum, and they are working in segments.

* In case of India, whether he may be a District Education Officer, a principal, a supervisor or a teacher, what does the school expect from each of these? From the District Education Officer, the school expects that he must be a friend, philosopher and a guide. But his work resembles to that of an auditor. The principal and a supervisor are expected to provide educational leadership to the teachers of the school; but they play their respective roles in such a way that they remain neither the teachers nor the administrators. This is a paradox of Indian education. The office of the District Education Officer works nothing more than a sorting office, while it is expected to provide
adequate guidance to the schools under its control.

Another striking paradox is that the secondary education is made free for all. The rich not at all require the help in the form of freestudentship. Instead, this serves as a vote-catching device for the periodical elections. Instead of this, the help may be provided to the needy in the form of tuition-fees, books, school uniforms and the like. The book-banks also may be started with the money at the disposal of the Government.

These are some of the paradoxes of Indian education, which will emerge as challenges for tomorrow and those in power must be ready to meet these challenges.

The another problem that Indian education has to face is regarding the decision-making at various levels. Who must be the decision-makers? Whether they must be the pupils, or the headmasters or the teachers or the parents? Moreover, what significant role can the Parent-Teacher Associations play in the decision-making process at various levels? In case of India, the decision-making agency is the Government only and the Government, in turn, is guided by political pressures. But, actually, it is the wearer who knows as to where the shoe pinches. Hence, in the decision-making process, over and above the Government Officers, those who are directly involved in education must play an important part in the decision-making process. Hence, there
must be a complete decentralization of fiscal authority so far as the decision-making process is concerned. This will enable the pupils, headmasters, teachers, parents and the parent-teacher associations to exert their influence in the decision-making process. The decentralization of governmental power will smoothen this process; and in the decentralization process, the Government can take a good lead.

Moreover, in matters of examinations and evaluation procedures, there prevails an anarchy. Every school may have an independent pattern of examinations and evaluation procedures. As a result of this, the standards of education go on deteriorating which is evident. The rules/promotion, the scheme of internal assessment and the scheme for pupils' evaluation of day-to-day work are many and varied. Instead, to improve this situation, the government can play an important role in setting up an uniform pattern of examinations in rules of promotion, in evaluation procedures and in the framing of an uniform scheme for pupils' evaluation of day-to-day work. The Government can very easily implement the semester system for secondary schools.

Every school follows its own pattern of curriculum framing and planning. At times, the curriculum planning does not provide for ample activities on the part of the pupils, and is planned not keeping in view the basic criteria or basic principles of curriculum planning. The Government can
play its decisive role in this regard, not by providing an uniform pattern of the curriculum frame (as this would lead to stereotyped frame which may result in monotony), but by suggesting a broad outline for curriculum framing. In this connection, the Government can seek the help of the teachers' training personnel.

The next important thing that demands attention of the Government authorities is that of admission problems to various classes of secondary schools. It would not be exaggeration to state that there is no scientific procedure followed for the matters relating to admissions. As a result of that, at times, the sub-standard pupils also are admitted which results directly in the initial stage, in stagnation and in the long run leads to wastage. To avoid sheer waste of public money, the Government must lay down certain criteria in admission procedures which will result in the streamlining of matters relating to admission of the pupils in various classes of secondary schools.

The students of Indian schools are not in a position of making useful utilization of their leisure-time. They pass their Sundays, holidays and vacations by idling away the time. The Government must make provision for short-term vacation courses, and should open hobby-centres. These will cater to the needs of the pupils and will help them make fruitful utilization of their leisure-time.
The schools of India have got ample funds for the purchase of audio-visual aids which may be useful for effective classroom teaching procedures. The expenditure incurred by the schools on the purchase of such audio-visual aids are admissible for the grant purposes. Vast majority of the schools purchase such costly equipment and get the grants too. But, in matters of making a fruitful use of these audio-visual aids is far and few between. The prominent reasons among these are: the teachers are not properly trained for making use of this teaching situations. The Government must make it compulsory for all the secondary schools to get their respective teaching personnel properly trained in the successful utilization of these audio-visual aids. Moreover, the Government must organize a series of seminars, workshops and refresher courses for imparting training to the teachers in the utilization of educational technology in the service of the classroom.

In the secondary schools of India, proper attention is not paid to human relationship, manpower planning, institutional planning and developmental planning. Human relationship is the base of any institution; which must be properly attended to. Moreover, manpower planning must be attended to properly. The institutional planning leads to the sound administration of and nice implementation of the programme - curricular as well as co-curricular. And, lastly, developmental planning makes provision for the anticipated
development of an institution. These four aspects must be stressed by the Government for the strict implementation of the same.

Looking to the present needs, therefore, Indian secondary education needs the following reforms to be implemented.

1. The role of the Government must be clearly specified and perceived by the people of India.

2. The expenditure on education - for better education to the - must be considered to be an investment.

3. Direct "cess-system" for education should be introduced by the Government, so that education may not remain at the mercy of the Government. The people also will begin to feel highly involved, if they have to manage the money they collect through education-cess.

4. The clear picture of goals, aims and objectives must be envisaged. In other words, India must be clear about the type of a citizen they want at the end of the school-going stage.

5. Greater concern must be shown by the Government and the people about the pupils in the
I. BASIC ISSUES.
1. DEMOCRATIC DECENTRALIZATION.
2. EQUALITY OF EDUCATIONAL OPPORTUNITIES.
3. PLAN MUST COME FROM THE PEOPLE.

II. FINANCE OF EDUCATION
1. RESOURCES CESS AS A MEANS OF INCOME.
2. UTILIZATION OF MONEY: PRIORITIES FOR PEOPLE RATHER THAN FOR THINGS.
3. SPECIAL BUDGET FOR EDUCATION LIKE THE BUDGET FOR DEFENCE.
4. THE BASIS IS FUTURE NEEDS.

III. DECISION MAKING.
1. THE GREATEST INVOLVEMENT OF PEOPLE.
2. QUICK FOLLOW-UP IS ESSENTIAL.
3. FORECASTING FUTURE NEEDS.
4. LEADERS MUST OWN THE DECISIONS.

IV. EDUCATIONAL ADMINISTRATION.
1. S.S.C. BOARD MUST BE REPLACED BY EDUCATION BOARDS (STATE-WISE).
2. MAXIMUM UTILIZATION OF SCHOOL BUILDINGS AND EQUIPMENT.
3. ESSENTIAL AMENITIES TO THE TEACHERS MUST BE PROVIDED.
4. INSPECTORATE MUST LEAD AND GUIDE AND MUST NOT CHECK ONLY.
5. PRINCIPAL MUST BE A CHARGE-AGENT AND NOT A 'CREATER' ONLY.

V. ORGANIZATION OF SECONDARY EDUCATION.
1. SCHOOL-TIMING AND SCHEDULING MUST BE SO ARRANGED THAT LOCAL NEEDS MUST BE CATACHERED FOR.
2. THE PROVISION FOR SOCIAL SERVICE MUST BE MADE FOR THE PUPILS.
3. TRANSPORTATION AMENITIES TO THE PUPILS MUST BE PROVIDED.
4. PROVIDE FOR THE UTILIZATION OF LEISURE-TIME OF THE PUPILS MUST BE MADE.
5. STUDENT-WELFARE SERVICES LIKE MEDICAL CHECK-UP AND ITS FOLLOW-UP PROGRAMME, MID-DAY MEALS AND MILK PROGRAMMES MUST BE PROVIDED FOR.
6. WORK-EXPERIENCE MUST BE IMPLEMENTED.
7. VOCATIONALIZATION OF SCHOOLS MUST BE DONE.

VI. SOME PROBLEMS.
1. QUALITY AND QUANTITY: APPR MUST BE HIGH BUT THE BASE MUST BE SOLID.
2. WESTAGE AND STAGNATION MUST BE CONTROLLED.
3. PRIORITIES AND PLANNING.
4. ADMISSION AND CLASSIFICATION OF PUPILS.
5. ROLE PERCEPTION AND ROLE CONFLICT.
6. TECHNIQUES OF TEACHING AND MASS MEDIA.
The minimum essential facilities such as, mid-day meals, transportation to and from home; better hygienic conditions in schools etc. must be provided at all costs.

6. The Government must try to lay down uniform minimum standards for the secondary schools for all types of managements - the private as well as public. Mushroom growth of schools, which, in turn, has deteriorated the standards must be stopped.

VII.3 THE SUGGESTIONS FOR THE FUTURE

The suggestions for the future can be categorized broadly under the following six heads:

The role of the Government with regard to:

(i) Basic Issues,
(ii) Finance of Education,
(iii) Decision-making,
(iv) Educational Administration,
(v) Organization of Secondary Education, and
(vi) Some Specific Issues.

The present investigator has tried to put the same thing in the form of the chart which is placed on the next page.
One can have a look at the aforesaid chart and one would like to agree with Margaret Mead who is quoted by Don Adams as under:

We stand today in a crowded place, where millions of men mill about seeking to go in different directions. It is most uncertain whether the educational invention made by those who emphasized teaching or the educational invention made by those who emphasized learning will survive. But the more rapidly we can erase from our society those discrepancies in position and privilege which tend to perpetuate and strengthen the power and manipulative aspects of education, the more hope we may have that the other invention - the use of education for unknown ends which shall exalt man above his present stature - may survive.10

Basic Issues

In case of the basic issues, the basis of the Government must be studied properly. The pattern of education will take its due course and shape depending upon its pattern of the Government, which, in turn, will decide the delegation of powers. In the words of Philip H. Coombs, who says as under:

Education, of course, is not a cure for all the ills of the world, any more than it is responsible for causing them. Education at best has at its disposal only limited time and means for satisfying all the expectations that individuals and society bring to the educational process. It is a hopeful act of faith - faith that education is doing what is best for the

10 Don Adams, op. cit., p. 29.
individual and his society, and that it is not wasting too much of its scarce resources and everyone's time (the scarcest of all resources) in doing things that are wrong or irrelevant.  

The author herein says what is expected of education in relation to individuals and society.

For the easy functioning of the secondary schools, the principle of democratic decentralization in the day-to-day administration of secondary schools is of vital importance. For this, the main key is the process of decision-making. As India has got the British legacy, and as a result, there is conservatism, conformity and a high tension of confidentiality in matters of day-to-day routine administration of the secondary schools. This hinders the smooth functioning of secondary schools. In the case of the U.S.A., the decision-making process is quite democratic and decentralized. The principal and the members of the management and the teachers, (even the pupils in many cases), join their hands in the matters of day-to-day routine administration of secondary schools. For India, this is the aspect which requires careful attention when this be done, the routine, day-to-day administration of the secondary schools will be a joint enterprise, wherein, the give and take process is in full swing. The give and take process is another word for participation. Participation will lead to involvement and involvement will lead to identification of the people.

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Philip H. Coombs, op. cit., p. 5.
in the process of administration.

It was Alvin Toffler who rightly stressed this point in his famous book 'Future Shock' as under:

> It would be a mistake to assume that the present-day educational system is unchanging. On the contrary, it is undergoing rapid change. But much of this change is no more an attempt to refine the existent machinery, making it ever more efficient in pursuit of obsolete goals.12

Alvin Toffler rightly stresses the rapid change that the present-day educational system is undergoing.

The purposes of education as proclaimed by the Constitutions of respective countries are many and varied. Toffler's 'Future Shock' is really shocking, but what has it to do with education? Torsten Husain provides the answer. Torsten Husain proclaims the purposes of Futurologic studies in education as under:

General assumptions about the educational system -

1. Education is going to be a lifelong process.

2. Education will not have clearly defined 'cutoffs' as in the past.

3. Education will take on a more informal character as it becomes accessible to more and more individuals.

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4. To an ever increasing extent, the educational system will become dependent on large supporting organizations or supporting systems.13

The above mentioned views of Prof. Husain clearly looks into the future regarding the general assumptions about the educational system.

The another suggestion for the future is regarding making provision for the equality of educational opportunities. The children of any nation on this planet of earth, must be provided with an easy access to equality of educational opportunities without any distinction of caste, colour, creed or nationality.

In this connection, Harry Ree's views quoted by Tyrrell Burgess in his famous book 'Dear Lord James' are noteworthy:

As far as the children are concerned, the new system of teaching and learning has not only had the expected educational consequences, but has brought with it social changes too. We had come to accept peer-group pressures as a paramount influence during adolescence, but the new system has begun to weaken this. No longer taught always in a class; every lesson with the same group, the child is much freer than before to strike out on his own, freed from the inordinate pressures of his classroom peers; and this process is carried further because of the possibility in the community school of meeting and associating, especially in the

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evenings, with adults and other than teachers, and indeed with teachers who are increasingly becoming indistinguishable from other adults.\textsuperscript{14}

This statement stresses that educational opportunities must be freed from any type of pressures.

Further, the plan for education as such, as well as for the future development of education must come from the people themselves. This will automatically result into people's concern for education. When the plan will represent the felt needs of the people in so far as the area of education is concerned.

It would be worthwhile to sum up all these three points, viz., democratic decentralization, equality of educational opportunities and the plan must come from the people, in support of which Alvin Toffler's views can be cited as under:

\begin{quote}
When millions share this passion about the future, we shall have a society far better equipped to meet the impact of change. To create such curiosity and awareness is a cardinal task of education. To create an education that will create this curiosity is the third, and perhaps central, mission of the super-industrial revolution in the schools.
\end{quote}

Education must shift into the future tense.\textsuperscript{15}


\textsuperscript{15} Alvin Toffler, op. cit., p. 427.
Here, the author stresses the need that education must shift into the future tense. This indicates that education must try to visualize the future needs of the society.

Finance of Education

It was the Education Commission (1964-66) which proclaimed that money utilized in human resources is the best investment for the future. If one looks at the National budgets of any Nation, the budgetary allotments for education will reveal the destiny of that Nation. For the balanced development of secondary education, finance must be amply provided. Education, as such, needs increasingly more and more money year after year. In this connection, as Gunner Myrdal puts it in 'Money: Education's Purchasing Power' as under:

An economist would infer from this that education is 'a rising cost industry' - that its input costs for each similar unit of output follow an upward trend line over the years.--- It means that each year, ad infinitum, an educational system needs more finances simply to accomplish the same results as in the previous year.16

The author herein indicates that education is a rising cost industry.

In the matter of finance of education, education cess must be levied on the community as a means of income.

to support the education. By this, the community would feel
the sense of concern for education. Then, in matters
relating to the utilization of money, the priorities for
spending the same must be set-up. The priorities must be
given for people rather than for things. This means that
instead of stressing the physical aspect of the education,
in terms of physical amenities) the 'need-aspect' of educa-
tion must be taken account of.

Moreover, the National budget, as there is a
special budget for the essential services like Railways,
Defence, in the same way, education must be given the status
of essential services, and a special budget for education
must be provided.

While complying with the budgetary allotments,
the basis must be the future needs.

Decision-Making

In the process of education, it is the element of
decision-making is quite important. When education is
regarded as for the general good of the people, there must
be the greatest involvement of people in the process of
decision-making. As the people may be involved in the process
of decision-making, they will feel a sense of concern for
education as such. Once the decision is taken, its quick
follow-up is essential, while making decisions, future needs
must be forecasted, and, in view of this, the decisions must
be made. The political leaders, when they take the decisions, they must own the decisions.

Educational Administration

In any scheme of educational reconstruction which envisages a large-scale development of educational institutions of diverse varieties, it is necessary to consider carefully the administrative machinery that should be responsible for the spread of education and for its orderly development.

In regard to educational administration, following suggestions are worth noting:

Secondary School Certificate Examination Board must be replaced by Statewise Education Boards. This will facilitate maintaining the uniformity in examination procedures and syllabi too.

After 1947, India has started taking long strides on the path to progress, and education being one of the important aspects of the same. For the better facilities to implement the programmes of secondary education, school buildings with proper facilities, laboratories, libraries and workshops should be provided. The school buildings that are constructed after spending a huge amount of money, must be utilized to the maximum. The equipment of the schools, too, must be utilized properly. In this connection, as Torsten Husin says:
Where the educational system as such is concerned, the interviews and discussions with the experts may be said to have thrust four main assumptions into the foreground.

First, the course of events will reinforce the tendency for more and more people to be educated, formally, or informally, over longer periods.

Second, there are many indications that the educational system will be increasingly integrated with the rest of society.

Third, instruction will become more and more individualized.

Fourth, it is important that planning for the future should be made flexible. 17

This statement indicates the pattern of educational administration as such.

The teachers of the school should be provided with essential amenities such as free medical aid, free education to teachers' children and the like.

The Inspectors who come to the school for inspecting the schools, they should not invade the schools in a fault-finding expedition as such. On the other hand, the Inspectors must lead and guide to the teachers and must not check only. Moreover, the role of the principal should be changed. The principal, mostly at present, plays the role of the 'caretaker' of the institution only. He must be a change-agent. He must institutionalize certain innovations when this be done, the schools will be changed.

17 Torsten Husin, op. cit., pp. 119-121.
In this connection, as Margaret Mead puts it, and is quoted by William F. O'Neill in 'Selected Educational Heresies', reads as under:

In thinking about an effective educational system, we should recognize that the adolescent's need and right to work is as great as (perhaps greater than) his immediate need and right to study. And we must recognize that the adult's need and right to study more is as great as (perhaps greater than) his need and right to hold.18

This statement stresses the need for an effective educational system.

Organization of Secondary Education

In connection with the organization of secondary education, the following suggestions are made for the future.

The school-timings and scheduling of the school-programme should be arranged in such a manner that local needs must be catered to. If the school is situated in a rural area with the majority of the population comprising of agriculturists, then, the school-timings and the scheduling of the school-programme should be arranged accordingly. The pupils should inculcate a sense for social service. The school authorities must make the provision for social service in such a way that the aspect of social service must be a part of an institutional programme. The schools should look

to various amenities of the pupils. The schools should make provision for transportation facilities, as well as medical inspection for the pupils and its careful follow-up programme, mid-day meals and milk programmes for the pupil population as a regular feature of the school programmes.

The schools should cater to the various needs of the pupils and must try to satisfy various abilities of the pupils. This can be done by proper vocationalization of school courses. Moreover, the recommendation of the Education Commission (1964-66) in regard to work experience should be implemented. This will result in making provision for the around development of pupils' personality in the schools.

Some Special Issues

After India's acquiring the independence in 1947, India became free from the foreign yoke. After independence, India has started to make progress in various fields and education occupies a place of pride and importance among them.

The secondary schools were started in great numbers. It was a period of rapid advancement and expansion. This resulted in problems of varied nature. In a zeal to advance with great speed, the quality was ignored, and only the aspect of quantity was attended to. This, in turn, resulted in the deterioration of standards of education. For maintaining the quality, no doubt, the apex must be high, at the same
time, the base must be solid.

The wastage and stagnation should be controlled. Out of those, who are admitted to the first year of schooling, a great number of pupils fail to be promoted to the higher classes. The result, is stagnation. The money spent after that pupil is wasted. Moreover, out of those who have completed their schooling, few of them are in a position to utilize the knowledge acquired by them in actual practice. This is wastage of the public money, teachers' energy and pupils' time. In other words, this is a sheer waste of human potential. Can India afford it? This should be avoided by diverting the pupils' energies and capacities in the proper channels. For this purpose, the schools must set up a pool of various types of mental tests to judge the actual picture of the pupils' capabilities and to save them from being victimised on the altar of wastage and stagnation.

The secondary education of India suffers from the problems of priorities. In a fast changing world of today, when the syllabi of the secondary schools of other countries meet the needs of the time and change also accordingly, while in the case of India, the syllabi of the secondary schools are old and traditional. The curriculum must be vocationalized. The planning, of course, should be innovative and change-oriented.

In the secondary schools of India, certain standards and procedures should be laid down in regard to admission
and classification of pupils. If the pupil who seeks admission in a particular class of the school, he must satisfy certain norms and standards laid down by the Government. The pupils should be classified keeping in view the principle of ability-grouping.

The principal must perceive his role as a change-agent and not only an administrator. He must be a friend, philosopher and a guide to his fellow teachers. This must be his role perception. The principal should not at all indulge in the role conflict.

The techniques of teaching employed must be the latest and activity-centred. In the classroom teaching procedures, audio-visual aids and means of mass-communication must be properly utilized. The teachers concerned must get themselves trained in this regard. The Government, too, on the other hand, must make provision for all this, by arranging seminars, workshops and refresher courses for the teachers concerned.

After trying to make a study of the role of the Government in the administration and organization of secondary education in the three countries under study, the present investigator tries to present the shape and role of the future school as visualized by the various thinkers of the world.
As Gunnar Myrdal says the school will be a 'civic centre' in the following words:

"In any case, the schools at both the primary and secondary levels should become civic centres and take a more active part in inducing social change."19

Again, Gunner Myrdal puts the importance of educational policy in the following words:

For both children and adults, literacy and general knowledge facilitate the acquisition of specific skills and may help to bring about a rationalization of attitudes. In turn, more rational attitudes provide a motivational preparedness that can facilitate the acquisition of knowledge and skills. In general, educational policy must have the central purpose of directing and apportioning educational efforts so as to give a maximum impetus to national development.20

On the other hand, Professor Torsten Husin, explaining the role of education in the modern world says, which is quoted by John Vaizey as under:

It has been shown that social factors are highly correlated with the choice of secondary academic schooling, irrespective of whether the choice was combined with a competitive selection or not. Economic factors do not seem to play a more important role than attitudinal one.21 In spite of the tremendous rise in standards of living and the levelling of differences in economic standard between social classes, the relative number of university students from each of them did not change very much between 1910 and 1950.21

19 Gunnar Myrdal, op. cit., p. 1691.
20 Gunnar Myrdal, ibid., p.1922.
As Kalil L. Gezi puts a stress on the variables which enter into the relationship and also stresses that no nation develops in isolation from other nations; and puts the same idea in the para that follows:

The relationship between education and economic or social development is undoubtedly a complex one. Possibly no one theory can account for all the variables which may enter into the relationship. Likewise, no nation develops in isolation from other nations, and world events affect the necessity for educational development in any given region. The necessity for an adaptive technology in a specific field (e.g. rice cultivation) may increase the importance of some kinds of vocational education in comparison to other types of education. Or rapid social change may necessitate certain forms of general education in a nation's educational effort over a short run period.22

He also stresses that rapid social change necessitates certain forms of general education.

On the another extremity, Ivan Illich proclaims for deschooling the society and says as under:

Obligatory schooling inevitably polarizes a society; it also grades the nations of the world according to an international caste system. Countries are rated like castes whose educational dignity is determined by the average years of schooling of its citizens, a rating which is closely related to per capita gross national product, and much more painful.

The paradox of the schools is evident: increased expenditure exaltes their destructiveness at home and abroad. This paradox must be

made a public issue. It is now generally accepted that the physical environment will soon be destroyed by biochemical pollution unless we reverse current trends in the production of physical goods. It should also be recognized that social and personal life is threatened equally by HEW pollution the inevitable by-product of obligatory and competitive consumption of welfare. 23

This statement stresses that obligatory schooling has no place in the future. All these perceptions of future lead us to one conclusion obviously. That India must mentally prepare for the present and plan for the future.

Edgar Faure has emphasised the vision about education graphically as depicted in the adjoining graph. And further, in this regard, he says as under:

The situation can be seen at a glance: Population soaring with the number of literates nearly keeping pace, resulting in a small but steady rise in the number of illiterates. The reader can easily imagine the continuation of the lines up to the year 2000 and even the most optimistic of assumptions is not going to drop the number of illiterates below the 650 million mark by the year 2000. On the other hand the illiteracy rate is falling steadily practically in a straight line, and the most optimistic assumption about the number of illiterates by the year 2000 - some 650 million - would mean an adult illiteracy rate of 15 per cent.

It is possible to make only a most speculative estimate about the regional position in 1980. At the present rate of educational progress, and taking into account the ageing of the population, the African adult illiteracy rate should fall from 74 to 67 per cent; the Asian adult illiteracy rate from 47 to 38 per cent; and the Latin American adult illiteracy rate from 24 to 15 per cent. It is to be expected that the rate of progress will be greater in the seventies

Growth of adult (15+) population and decrease of illiteracy

Source: Edgar Faure: Learning To Be, p. 298.
Will the thinking of great brains (in Education Commission) go as a waste? Will many studies (Edmund King, John Vaizey and others) go unheaded? And how many such studies will require India to move an inch structurally from where it is? The investigator feels that the psychic distance from owning an idea, the generation gap, the structural handicaps are a pitfall to the shout of innovativeness and change. If the present study helps to sustain the intellectual dialogue, the investigator will be satisfied.

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