The Punjab was annexed to the British territory in 1849. During the early years of the British rule in this province there were no high schools. The Zillah (District) Schools set up between 1851 and 1854 provided education of a higher standard than elementary education. The emphasis by the Wood's Despatch (1854) on the diffusion of the improved arts, science, philosophy and literature of Europe created favourable climate for the growth of high school because it was only through education higher than elementary education that access to European literature, philosophy and science could be possible. The Department of Public Instruction set up in 1856 further provided an impetus to secondary education and the establishment of Calcutta University in 1857 inspired District Schools in the Punjab to prepare students for its Entrance Examination. The scheme of studies for District Schools was revised on the basis of the requirements of the Calcutta University Examination in which selected students from some of the District Schools began to appear from 1861. The regulations of the Calcutta University required students to study two languages, of which English was to be one, 'history and geography', and mathematics. This, in fact, was the first high school curriculum introduced by a University.

Although the first batch of students from the Punjab took the Entrance Examination of the Calcutta University in 1861, it was only seven years later in 1868-69 that the schools in the
Punjab were classified into high, middle and primary schools. The institution of the Middle School Examination by the Department of Public Instruction, Punjab in 1869 and that of the Entrance Examination by the Punjab University College, Lahore (started as a result of the opposition to the Calcutta University in 1870) finally differentiated the high classes from the rest of the school. The division of the school period into 5 years' primary stage, three years' middle stage and two years' high stage was decided upon in 1879-80.

The curriculum prescribed for the high school by the Punjab University College was different from, and wider in scope than, that of the Calcutta University. A student could offer more than four subjects as formerly required by the Calcutta University. The study of a vernacular (Urdu or Hindi) and a classical language (Sanskrit, Arabic or Persian) was made compulsory. Unlike the Calcutta University, the Punjab University College made provision for the study of physics and chemistry. Another good feature was that English was one of the elective subjects and English and Vernacular both were the media of instruction. The Punjab University established in 1882 instituted the Entrance Course under Oriental and Arts Faculties with a view to advancing both Oriental and English studies.

As the sphere of activities of the state widened, more and more avenues of employment came to be opened up under the Government and semi-Government organisations and agencies. Proficiency in English was required everywhere and this persuaded more and more high school students to opt for the Entrance Course of the Arts Faculty with its emphasis upon English as a compulsory subject as well as the medium of instruction; and a time came when none took up the Entrance Course of the Oriental Faculty. The
cramping effect of the curriculum (on boys and girls), which later became the subject of relentless criticism, to a large extent, was due to the adoption of the foreign medium of instruction and examination and to the undue importance given to English in the scheme of studies by the Punjab University right from its establishment. Speaking in London in 1935, Sir Philip Hartog observed "English has been used in the past as the medium of instruction in the two highest classes of the high schools, and that use in my view and that of others, has been a great block and barrier to understanding".¹

The closing years of the 19th Century saw two significant developments in the curriculum of the high school. In 1896 was created an Entrance Course under the Faculty of Science and in 1897, in pursuance of the recommendations of the Indian Education Commission, was instituted a Clerical and Commercial Course. Not being the only qualification for employment and designed to divert the students from a university career which had a great prestige value for the people, it was tardily and not very willingly adopted by the schools.²

At the opening of the present century, the Punjab University offered the largest number of alternative combinations of subjects which a school boy could study for the Matriculation Examination. Besides, it offered a Clerical and Commercial Course for those who would not go in for the Matriculation Course. The three streams of the high school - Oriental, Arts and Science - however, created rigidity and narrowed down the choice of subjects.

². Progress of Education in India 1912-1917 (Quinquennial Review). p. 121.
One who opted for Oriental Faculty could not study botany, zoology, drawing and agriculture nor a student of Arts Faculty could offer agriculture, botany and zoology. In the same way students of Science Faculty did not have any chance of studying vernaculars or classical languages.

It is of interest to note that the position of the secondary school curriculum in England at the beginning of the century was also more or less similar. Under the English Education Act of 1902, the State undertook, for the first time, the general organisation of secondary schools; the ancient grammar school was taken as almost the exclusive model for secondary schools. Little or no attempt was made at this stage in the development of secondary education to foster the provision of secondary schools of technical or quasi-vocational character. Such a situation in England could hardly have made the English blaze a new trail in India not yet industrially and educationally developed.

Contents of various subjects had remained unspecified all along. Books prescribed for the subjects indicated the scope and nature of the subject matter. It was not before 1906 that a gradual process of listing the contents of subjects was considered desirable. By 1929 the contents of all the subjects were specified. Since then the contents have invariably been stated, although the scope of the content matter has never been clearly defined. This vagueness has always left it to the writers of books to determine the scope and range of subject matter and they have very often included knowledge unnecessary and difficult for the high school children. And the subject teacher has always

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tied himself to the text-book as the framework and the widest scope of the knowledge to be imparted. That justifies the criticism that the high school curriculum has been too theoretical, bookish and heavy.

The drive for quality education launched by Lord Curzon had an imperceptible effect on the course of the high school curriculum in the Punjab. Neither was a practical bias lent to it nor was any effort made to improve the content matter. Even the study of the vernaculars, which the 1904 Governmental Resolution so much emphasized, continued to be optional for the students of Arts and Science Courses. The Punjab, however, stuck to the teaching of science in high classes despite the fact that the University Education Commission (1902) expressed the view that the teaching of science should be taken up by mature students at college. The science programme was further enriched by the inclusion of physiology and hygiene in all the three courses of the high school. But although the study of science as an examination subject entered the high school curriculum of the Punjab as early as 1870, science teaching at school level has not been satisfactory nor there has been going on a regular revision of the science curriculum. The contents of the course specified in 1824 continue to be the same to this day, inspite of the fact that a great mass of new scientific knowledge, now made available, is worthy of incorporation in the school programme. The medium of instruction which plays so vital a role in improving the quality of education continued to remain English, protests to the contrary notwithstanding.

No change was effected in the curriculum during the Great War. As a part of the general policy of boosting up public morale, the Government, however, enlightened students on war news and asked them to help in war efforts.
In 1919 the three Entrance Courses and the Clerical and Commercial Course were merged into one course namely the Matriculation and School Leaving Certificate Course. The Matriculation course provided general education and the School Leaving Certificate Course specialization in commercial work to those unable or unwilling to proceed to a university. The inclusion of domestic economy, a subject specially intended for girls, was a welcome feature of the curriculum introduced in 1919. The provision of a number of optional subjects, although in principle good, did not lead to satisfactory results because of the absence of expert guidance to students and the lack of necessary facilities for teaching those subjects.

The National Education Movement that started in Bengal in the first decade of the century and which was later revived during the days of the Non-Co-operation Movement (1920-21) disrupted the normal functioning of the high schools in the Punjab and made a large bulk of students suddenly realise to their intense pain and disappointment that much of their education was ill-suited to their practical needs. Although the Government admitted that the National Education Movement brought to light evidence of a genuine dissatisfaction with the process of education and that the content of education must change in harmony with changes in the environment, no reform was undertaken. The high school curriculum was neither enriched by the introduction of practical courses nor was the subject matter pruned and simplified. The reports of the Inspectors of Schools showed that the instructional programme of schools by and large was not quite

effective. Examination dominated all teaching and learning. Except in the case of history and geography in which Hindi or Urdu was the medium of instruction and examination, in all other subjects English remained the medium to the great dismay of the students. Moral and physical training and other social, literary and other 'extra-mural' activities continued as a superfluous appendage. The National Education Movement thus had little immediate impact on the high school curriculum.

The popular Minister to whose care education was partly entrusted, under the Reforms Act of 1919, asked for the expansion and improvement of education. A survey of secondary education revealed several defects and the Department of Public Instruction launched upon a programme of reform. In the case of the improvement of the high school curriculum, however, the Department looked to the University which was mainly responsible for its construction and evaluation. Although a School Board was constituted by the University in 1920, its organization and functioning were so limited that it could hardly be expected that it would be capable of undertaking systematic construction and improvement of the curriculum. Difficulties arising from the injudicious combinations of subjects that the 1919 scheme of studies permitted, were removed only after eight years and the defects of the 1927 scheme lingered on up to 1937.

During the period of provincial dyarchy the scope of the high school curriculum widened. Several extra-classroom activities entered the school programme and made it more useful and interesting. Manual training centres were also set up in some schools. Two notable additions made to the curriculum were civics and for girls 'arithmetic and domestic economy' as an alternative to mathematics. Contents of all the subjects were listed although
much remained to be desired in the matter of the definition of their scope, explanation and arrangement. The permissive use of a vernacular for answering questions on history and geography was a welcome step. Had English been removed completely as a medium of instruction and examination, the course of the subsequent history of the high school education would have been different.

Growing unemployment among educated people, financial depression, predominantly literary character of the curriculum and evil effects of the examination came in for severe public criticism during the period. The demand for introducing vocational courses in the high school with a view to promoting vocational competence, although not unjustified in those circumstances and in fact supported by several committees on education was difficult to be met and was not met on the plea that besides being expensive, it was unsound to combine vocational and general courses in high schools. The public might have felt satisfied if the Government had set up a reasonable number of separate vocational, industrial and technical institutes to provide training to those who left school after completing their lower middle, upper middle or high school course. The number of such institutions, of course, could not have been very large in view of the slow industrial progress in the 'province'. Inspite of its limitations, the high school attracted more and more students as the years passed by because that was the only hope for those who looked for a better career in life.

The Provincial Autonomy introduced under the 1935 Act raised hopes. The popular Government of the Punjab in 1937 declared that it would devote special attention to the nation-
Nothing substantial by way of improvement of school curriculum, however, was achieved. The out-break of the World War and political restlessness diverted minds from constructive work. The useful recommendations of the Abbott-Wood Committee (1937) and the Central Advisory Board of Education (1944) for the provision of vocational and technical education and enrichment of the high school curriculum could not be implemented. The status quo in studies was maintained during the decennium 1937-1947 - the last phase of the British rule in India. In 1947 the high school curriculum in the Punjab was mostly theoretical; it was neither vocationally biased nor did it provide for sufficient practical work in liberal arts. Subjects of studies were not intimately related to life situations. The selection and arrangement of contents were far from satisfactory. Except in history and geography the medium of instruction was English which was definitely difficult for the great majority of children. The only purpose of education very clear to the teachers as well as to the pupils was a pass in the examination which unfortunately had reduced the school programme to intolerable drudgery. Ideals of education in terms of national life were not understood; the curriculum lacked national bias.

The Partition of the Punjab in 1947 and all the sufferings that followed subsequently disrupted the educational organization of the province for a time. The newly set-up University and the Department of Public Instruction in the East Punjab had to contend with great difficulties in the beginning of their career. But it was not long before the work of educational reconstruction was taken up.
A new curriculum for the high school intended to remove the defects of the traditional curriculum was devised by the School Board in 1948. But the practical difficulties of introducing general science, crafts and other new subjects in the high schools, particularly in those started by the displaced persons from the West Punjab, stood in the way of its implementation. These schools being not in a position to accept new responsibilities owing to financial and other considerations were averse to accepting any drastic changes for some time more to come.

The need for bringing the curriculum into close relationship with the needs of life was deeply felt. An attempt was made at the Government Training College Jullundur to frame a new curriculum. A multilateral scheme of studies for high schools evolved as a result, was referred to the Punjab University which approved it in 1953. But the publication of the report of Secondary Education Commission (1952-53), eclipsed Jullundur Scheme.

The recommendations of the Secondary Education Commission for the improvement of the high school curriculum by adding one more year to the school period and by providing diversified courses were accepted by the Government of India after a good deal of deliberation carried on in a series of committees and conferences. The States were asked to implement the recommendations of the Commission and were assured of financial help for the purpose.

The overambitious scheme of the reconstruction of the high school was accepted by the Punjab University and the Government of the Punjab in 1956 and the upgrading and conversion of schools to higher secondary pattern was started from 1958. The Draft Syllabus for higher secondary schools, prepared by the All-India Council for Secondary Education to provide initial guidance to States was adapted with certain modifications.
The plans to convert all the high schools of the state into higher secondary and multipurpose schools within a period of 4 years (1958-1962) have not materialised. Even after eight years, the number of high schools stands more than double the number of higher secondary schools; against 1075 high schools there are 507 higher secondary schools (figures for 1965). And the great majority of these higher secondary schools have provision for one or two Elective Groups, mostly Humanities and Science. Even in these two groups all the subjects listed under them in the scheme are not provided. In Science Group, offered in 436 higher secondary schools, for instance, 290 schools have provision for the teaching of either only physics, chemistry and mathematics or for physics, chemistry and biology. Similarly in other Elective Groups, not all the subjects are provided by the vast majority of schools.

The higher secondary system has come in for severe criticism for more than one reason. There is no demand for all the courses the system seeks to provide nor are there facilities to run them successfully. Groups of elective subjects have created rigidities that do not permit a student to choose according to his needs and ability. He is required to opt for one group of subjects and not select subjects from different groups as suit his taste and ability. This is rather irksome for him. Specialization in a particular Elective Group for which there are no adequate arrangements and which is not specially asked for in related vocations in life and institutions of higher specialization does not catch his imagination. That he should spend one year extra for such an education, he believes, is a hardship.

The Education Commission (1964-1966) has pointed out the futility of providing diversified courses in the ninth and tenth classes and has recommended sound general education with practical
bias up to high school. The present stage of socio-economic development led the educationists to the conclusion that training for vocational competency should follow sufficient general education.

The creation of higher secondary schools parallel to high school has only delayed the improvement of the curriculum of the latter. Although during the period between 1958 and 1964 the pace of the development of the high school curriculum has been in consistence with its past development, the school would have received far more attention if the higher secondary system had not consumed the resources both human and material. The Education Commission bestows upon the high school a new lease of life and it is hoped that the high school curriculum will receive more attention than hitherto given to it.

The Prospect

The Past and Present as Base

What will be the future curriculum of the high school in the Punjab? In the absence of systematic research designed to provide evidence concerning the needs of youth and society and the most effective educational procedures, it may not be possible to forecast precisely the nature of the future high school curriculum. However, an intelligent look back into its past development and a clear understanding of the present day socio-economic and political trends may provide sufficient data to anticipate to a fair extent the development of the curriculum in the near future.

The high school curriculum for some time past has been under pressure created by changing conditions of life and work. There have been demands to remould and reorganize it in a manner
that a majority of youth, after completing their secondary education, are absorbed in various professions and industries; and are able to contribute to the building up of a free, democratic and self-sufficient India. Not mere tinkering with the system but a complete overhaul of it has been suggested to meet new challenges which continue to press on it.

During the post-independence period efforts have thus been made to bring the high school curriculum in accord with new social demands. But plans for complete overhaul and radical changes, notwithstanding their usefulness have either met with resistance or have not cut ice. They have been described by schools as unrealistic, impracticable or ahead of their times. And the schools, making allowances for their conservatism, are to a great extent right. Somehow advocates of a new curriculum, as their schemes have shown, more often than not, have not made a thorough analysis of the vast socio-economic and political complex in which the high school stands nor have they very much viewed sympathetically the various stages through which the high school curriculum has grown. Their anxious and at times excessive zeal for reform, in certain cases inspired by foreign influences or examples, has resulted in such schemes of curriculum reconstruction as have appeared over-ambitious or idealistic. These schemes introduced under authority, have tried to reverse the long standing trends in high school education. But complete

departure from the past is extremely difficult, if not impossible.

The experience with the implementation of the recommendations of the Secondary Education Commission (1952-53) reveals that the central directive, direction and offers of momentary help do not bring about a new system all at once. This is a warning for the future, a point of consideration for future planners. Any plan prepared by the theorists unmindful of the prevailing conditions of life may be honoured more on a book-shelf than in actual practice.

Nevertheless, the curriculum, being a human effort at influencing child's development, is dynamic in nature and susceptible of change. It changes human behaviour and itself is changed under the impact of manifold human activities. In order to meet the social needs and to satisfy the people's aspirations and be respectful of the child's nature, changes in it should be advised after careful thought and planning. Any attempt at reform sponsored by the Government or University on the recommendations of this or that committee or commission without full consideration of all relevant facts may prove hazardous.

The Future

Board of Secondary Education, a First Requisite. The high school of the future will come under severe strains and stresses that are natural in a fast developing state. The Punjab is on the march. Its agriculture, industry and commerce in recent years have shown striking development and they are sure to develop further. Consequently there is more and more demand for education. The recent increase in the number of high and higher secondary schools in the Punjab stands in sharp contrast to the number of high

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schools in the undivided Punjab. As Table V shows there is a marked upward trend:

Table V

High Schools in Punjab 1900-1966

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1899-1900</td>
<td>106</td>
<td>9</td>
<td>115</td>
</tr>
<tr>
<td>1909-1910</td>
<td>98</td>
<td>12</td>
<td>110</td>
</tr>
<tr>
<td>1919-1920</td>
<td>172</td>
<td>20</td>
<td>192</td>
</tr>
<tr>
<td>1929-1930</td>
<td>318</td>
<td>33</td>
<td>351</td>
</tr>
<tr>
<td>1939-1940</td>
<td>365</td>
<td>49</td>
<td>414</td>
</tr>
<tr>
<td>1946-1947</td>
<td>515</td>
<td>87</td>
<td>602</td>
</tr>
<tr>
<td>1947-1948</td>
<td>269</td>
<td>40</td>
<td>309</td>
</tr>
<tr>
<td>1949-1950</td>
<td>337</td>
<td>41</td>
<td>378</td>
</tr>
<tr>
<td>1959-1960</td>
<td>1059</td>
<td>284</td>
<td>1343</td>
</tr>
<tr>
<td>1964-1965</td>
<td>1204</td>
<td>378</td>
<td>1582</td>
</tr>
</tbody>
</table>

(Punjab was partitioned in 1947. Figures include higher secondary schools as well.

The figures are from the Punjab Education Reports)

Not only is there a demand for more schools but there is also a growing realisation that they should be better schools. Changes in social life as a result of the impact of freedom and democracy on the life of the people are thus posing a challenge to education. The tasks of the future high school are difficult and manifold. Without a better organization of its educational programme which will be possible only through enlightened direction and supervision, the high school of tomorrow may fall short of expectations.

The present School Board of the Punjab University, constituted as it is, is not a suitable organization for the
arduous and continuous work of research, reconstruction, improvement and evaluation of curriculum. The construction of the high school curriculum and the conduct of the Matriculation and the Higher Secondary Examinations at present, one of the cares of the University and not a special care of it, should be entrusted to an autonomous Board, which will be solely devoted to the improvement of secondary education. Viewed educationally also the University has much less to do with the school education. Already by its domination, it has, in fact, done the high school curriculum great harm. All efforts in the school are directed to one end - a pass in the Matriculation Examination of the University - surely a very narrow purpose. The University has made the high school a college preparatory institution, thus causing frustration and disappointment among many who for one reason or the other do not pursue college education. It is also "not in the interests of college education that the University should continue to waste its time on school education which is not its proper sphere."\textsuperscript{11} All that the University should be concerned with is to ensure high standards of achievement so that those who enter the college and university are well-equipped for the task ahead.

Now when the University of the Punjab is on sound footing, it should no longer look to the income from the school examination for its further development. As a matter of fact, "it is not healthy for research facilities in a university to be made dependent on the fees of secondary school examinations or any examinations."\textsuperscript{12} Freed from the responsibility of school, the


University will be in a better position to give more attention to higher education which is its legitimate sphere.

The constitution and the functions of the Board of Secondary Education will call for serious attention. Persons mediocre in ability, arbitrarily nominated or elected by vested interests, will not be the right persons to constitute such a body. Besides having representatives of the Punjab Education Department, Universities in the Punjab, teachers, technical and professional institutions and public, the Board should have on permanent basis specialists in various areas of education like educational philosophy, psychology and sociology, curriculum construction, evaluation, and counselling, research and writing of text-books and specialists in the subject-matter fields. Such a Board should grant recognition to schools, supervise and guide education in them, recommend books and conduct the High School Examination. It should also be in close liaison with the agency entrusted with the task of educating teachers for secondary schools. To ensure effective functioning, the Board should have separate departments attending to various aspects of secondary education, curriculum being the most important of all.

In order to allow the Board to work unhindered, it should be granted a fairly good measure of autonomy. Not only should it be free in its own working, but it should also grant necessary amount of freedom to schools to make variation in the school programme within the broad framework of the curriculum suggested by the Board. This will promote constant experimentation in curriculum which is so essential to keep it up-to-date and hence useful.

The High School will Stand. The 10-year high school first recognised in 1880 continues to this day. Suggestions have been

made from time to time during the last thirty years to raise its duration by one year and introduce in it diversified courses. The recommendations of the Secondary Education Commission on the subject have led to the conversion of several hundred high schools into 11-year higher secondary schools in the Punjab during the period 1958-1965. The process of conversion and the functioning of the 11-year higher secondary schools has, however, made it abundantly clear that for a long time to come it may not be easy to upgrade all the high schools. It is also being recognised that the vocational courses have little chance of being properly taught along with general courses in high schools.

Although a number of educationists and others impressed by the pattern of secondary education in western countries might continue to press for enhancing the duration of schools to 11 or 12 years, the circumstances are not likely to favour any quick upgrading and conversion of present high schools. The hope enshrined in the constitution that within a period of 10 years from its commencement, all the boys and girls in the age group of 6-14 would receive free and compulsory education\textsuperscript{14} is not yet realised and as things are, may not be realized for some time more. The expectation now that by 1985, forty six percent of the boys and girls in the age group 14-17 would find their way into the high school,\textsuperscript{15} indicates that even the 10-year high school will not be within the reach of about fifty percent of the youth towards the turn of the present century. The drop-out for economic reasons will also continue to be significant. Under the circumstances,

\textsuperscript{14} Constitution of India, 1950. Article 45.

the 10-year high school, rooted as it is, will continue and it should be allowed to exist. Competition between the high school and higher secondary school will serve no purpose.

The High School with a Purpose. The demands of a democratic society are complex as well as exacting. No social group or institution of such a society can make its full contribution to the common good unless it is clear about its responsibilities and obligations. Lack of such a knowledge means absence of social purpose which in turn leads to dissipation of efforts. An important institution like the high school should certainly be aware of its goal.

In years to come too much is likely to be expected of the high school. Those responsible for the high school education should know what for the high school stands. It will, therefore, be the first duty of the department of curriculum of the Board of Secondary Education to state in clear terms the aims and objectives of high school education. "Logically the curriculum process begins with an identification of objectives which may be the legitimate concern of education. There must be direction and purpose to the education process."16 Although time and again the aims of high school education have been defined and stated in reports of Commissions and Committees, their practical implications have not yet been grasped. Not only should the desirable objectives be listed but they should also be precisely, clearly and simply restated. They should be fully understood by all those who are concerned with high schools. The Government, the public, the administrators, the teachers and even older children of high schools should all be conscious of them. The clarity about what

the high school aims to do and achieve, will provide direction and purpose to its educational effort.

The statement of objectives of high school education should be in the national context having due regard for the needs and problems of the area, the Board seeks to serve. The Board will thus have to be fully conversant with the ideals of life that this nation has always cherished and held dear, the socio-economic problems that confront the Punjab and the country as a whole today, and the present and future needs of our people. Although the National Council of Educational Research and Training is encouraging needed research in the secondary school curriculum in relation to social order, the State Board of Secondary Education will have to take upon itself the responsibility of making the high school curriculum responsive to the changing needs of the people in the State. This will necessitate a very careful and systematic study of social order, its values, institutions, social classes, and political and economic systems. Results of such research, which will have to be carried on constantly, will be sufficiently reliable to formulate the aims and objectives of high school education in terms of the needs of society.

Curricular Programme. Awareness of the purpose of the high school must lead to a careful determination of its curricular programme. What studies and courses and what students' activities the school should adopt for the achievement of its objectives will engage the attention of all those responsible for providing suitable school education. The task is no easy in the face of complexities of life. Boundaries of knowledge are widening fast. Researches are interpreting old facts in variety of ways and establishing new facts. More and more new knowledge is assuming the form of systematic subjects which press for entry into the high school.
curriculum. Various branches of science, technology, commerce, industry, social sciences, practical arts, etc., all appear to be important for the high school boys and girls. In the name of urgency, importance and necessity, the high school will come under constant pressure of adding more and more new subjects and practical skills to its curriculum. But the resources of the high schools in the foreseeable future will permit the inclusion of only the best, the most useful and the most efficient learning experiences. Cultural value and social and practical usefulness of the subjects and courses will have to be the major consideration for their acceptance. Even then the children will have to learn much more than is expected of them today. There will thus arise "the need for selecting, synthesizing, interpreting and seeking better methods of transmitting that knowledge."\(^{17}\)

To derive full benefit from the various subjects selected for the curriculum, it is essential that the teachers are aware of the objectives of teaching these subjects. Why a particular subject figures in the curriculum, most of the teachers at present do not know it. The few who have some idea about it are extremely vague about details. It will be necessary to tell them the significance of subject learning upon the development of the personality of the child. They will also have to be made acquainted with the methods of teaching required to achieve the objectives of teaching various subjects and courses.

Contents of subjects, as the present study reveals, have not always been selected with care. The selection of the most valid and significant content to be learned within courses will

result in great changes in the curriculum to keep these courses focussed upon the real needs of youth. Three priorities must weigh with those engaged upon the selection of the content. "Preference is given to content from which stem multiple desirable outcomes, content which can be learned most efficiently and content related to students' interests and aptitudes." To ensure effective learning and teaching the sequence of content will call for special attention. The production of text-books organised in terms of units of instruction and rich in reference material and necessary illustrations will be one of the most important functions of the Board of Secondary Education.

Training in social living is urgently needed. Happily the Education Commission (1964-66) has included 'social service' in the high school curriculum. A conscious effort is required to be made to train the adolescents to get along with others amicably. Since they will be soon playing their role as members of various groups of adult society, they must be made aware of the complexities of social relationship. They must understand that small villages where everybody knows everybody else and where everyone has a station of his own are developing into large villages and large villages in turn into towns and the latter into cities, big and complex. Growth of cities, mobility of population, and ever-increasing human activities involving common participation of large numbers of people are creating acute problems of social adjustment. Not only is getting on well with unknown persons, acquaintances, temporary friends and people of diverse temperaments, interests and creeds becoming a problem but the harmony among the members of the same family, same neighbourhood

18. James W. Thornton, Jr. and John R. Wright, op. cit., p.75.
and same community is also under strain. Indifference and estrangement, bickerings and bitterness, quarrels and clashes mar the joy of healthy social relationship among co-workers, neighbours and members of transitory groups. For a healthy and socially useful life, cooperativeness, tolerance, mutual respect and patience to understand others and ability to work with them are needed far more today than ever before.

No longer is it sufficient that the high school should impart factual knowledge of the history of the past and explain vaguely and generally the Constitution of India and principles of democratic citizenship in the civics course. Social values are facing a crisis and there is a need for a new social vision and spiritual regeneration. In the words of Prof. Saiyidan

We must awaken social sensitiveness in our youth - a deep burning, indefeasible realisation that our life is not a selfish quest for personal pleasure but it is woven into the joys and sorrows of our fellowmen and women, that our privileges are grindstone round our necks unless we share them with others, that real happiness is to be found not in 'taking' but in 'giving' not in possession but in creation, not in filling our own coffers, whether of wealth or power, but in adding, however humbly to the eternally renewed pool of truth, goodness, beauty and social service which lifts human life above brutish existence. 19

A systematic course in Human Relations and Civic Training with a moral and spiritual base is very much desired. Such a course will be expected to analyse the present complex social life, deal with the obligations of democratic citizenship and explain and emphasize the great principles of social justice, equality, liberty, fraternity and faith in Fatherhood of God. For improving skills in

human relations, practical activities and community service should be sensibly planned and executed so that persons capable of functioning effectively in present-day society go out of high schools.

It is good the Commission has given physical education its due place in the curriculum. Good health is the first requisite of success in life. A network of hospitals in the country will not be so effective in keeping the people healthy as the health consciousness created in them through a well thought programme of health and physical education. Education in self-restraint and body care on the one hand and training for participation in games, sports and recreations of varied nature should be essential features of such a programme.

No less important is the education for mental and emotional health. Strains and stresses of the present complex life are getting too heavy to be borne by an ordinary person. Occasions are not infrequent when one's mental equilibrium and emotional poise and balance are rudely shaken. The youth, ready to enter life, should be helped to understand the realities of life and accept and face them. They should know what position they enjoy in the vast human world; what they are capable of achieving, and what desirable means of achieving their goals there are. They should be helped to develop courage and confidence to overcome occasional inferiority, frustration and emotional and mental tensions and conflicts.

The ideals this nation holds dear and the social philosophy it adheres to, all high school boys and girls must be enabled to know and appreciate. This will provide purpose and meaning to their education. The present day way-wardness, light-heartedness, and indiscipline among them will change into singleness of purpose, seriousness of endeavour and discipline of the self.
Any determination of an effective curriculum in the future must take into account the composition and nature of the ever-increasing population of the high school. Never before the high school population was so numerous and so heterogeneous as it is today. The increase in the high school enrolment during the post-independence period as Table VI shows, is an evidence of the fact that more and more young boys and girls of the Punjab are entering the high school. The number of candidates who appeared in the Matriculation and its equivalent examination (i.e. Higher Secondary Part I) of the Punjab University in 1966 was three times the number of candidates who took the examination in the undivided Punjab in 1946.

### Table VI

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of candidates who took the examination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>2,782</td>
</tr>
<tr>
<td>1910</td>
<td>3,903</td>
</tr>
<tr>
<td>1920</td>
<td>7,563</td>
</tr>
<tr>
<td>1930</td>
<td>17,712</td>
</tr>
<tr>
<td>1940</td>
<td>28,534</td>
</tr>
<tr>
<td>1946</td>
<td>49,680</td>
</tr>
<tr>
<td>1950</td>
<td>39,008</td>
</tr>
<tr>
<td>1960</td>
<td>1,28,615 (Students of Higher Secondary Part I are also included)</td>
</tr>
<tr>
<td>1966</td>
<td>1,49,128</td>
</tr>
</tbody>
</table>
The students that the high school is now receiving are from all sections of the population of the Punjab with diverse social and economic conditions of life. Quite naturally they differ in intellectual ability and physical and social maturity. The same courses and same standards of evaluation for all amount to denial of equal educational opportunity. The very objective of providing education to all is defeated if the great majority of students is not able to complete school education successfully. If all are to benefit from education, a curriculum rich and varied, suiting the students of varying abilities and needs will have to be provided.

A proper understanding of the characteristics of boys and girls of 14 to 16 who form the population of the high school is essential for constructing any sound curriculum. It is true that in the West a lot of work has been done in studying the nature and behaviour of the adolescent but to apply the findings of the western psychologists in their entirety to the adolescent of the Punjab may not be safe. The children of the Punjab are the product of their own peculiar natural and social environment. Born in a region of extreme climate, the rate of their physical growth and development may vary from that of the adolescents of cold countries. They also differ from their counter-parts in the West in their social outlook, attitudes and interests.

Strains and stresses of the events of the recent past - partition of the Punjab, political agitations, disturbances on the border, etc. - have left marked impressions on the minds of a large number of children. The adolescents of the Punjab are living in a state with fast developing economy. Fortunes made
by some individuals and groups excite their imagination and arouse their ambitions. Race for wealth, desire for comfort and love of power and prestige have brought about general restlessness and the growing minds are experiencing all that is going about them. In such a society adolescents are under great pressure of parental ambition and expectation. Furthermore, general laxity in social and moral standards that we witness today cannot but cause confusion among the growing boys and girls who read of high ideals and values in schools. It may be disappointing when they find that persons or events do not live up to their expectations.

No curriculum will be worth its name unless it is based upon the further study and understanding of those it is intended to serve. Reality, interest, adventure, variety and usefulness will have to be the characteristics of the curriculum that seeks to meet the needs of the restless students of the high school. Rigidity of the class-room should break. Life outside provides rich learning experiences.

The Public Interest. The public in general at present expects the high school to teach the youth effectively so that they may do very well in later life. The role of education in human affairs is as yet vaguely known to the people at large. Public interest in education is either absent or uninformed. What is 'taught' in schools, most of the parents never care to know. What concerns them most is that their children move from class to class without any difficulty.

Enlightened public understanding of education, which is so helpful in building up a good high school curriculum, will take a very long time to develop. Such a situation places on the
framers of the curriculum the double responsibility of understanding the silent public demand for suitable education as well as educating the public to understand the part the high school is to play in the life of the society. "In a free democracy, the public system of education must be shaped out of the ideals, desires and needs of society, and that no good system can emerge until and unless these are both understood and made articulate by the people." 20

The Teacher. The teacher of today works out the curriculum handed down to him by the Punjab University. He is neither associated in its construction, nor does he suggest any improvement. Tragically enough the average teacher is not competent to judge the suitability of the curriculum. It was no great surprise to the writer when he found that most of the subject experts in high schools and colleges who were asked to comment on their subjects felt embarrassed; they found it hard to judge as to how the content in the subjects they had been teaching for long fell short of social expectations. The few who sent him their comments showed only superficial understanding of the purpose, scope and organization of the subject matter.

The curriculum construction in years to come is sure to be a very challenging task. The teacher who should normally play a significant role in this regard, is not yet fitted to do it. As things are, for quite sometime the teacher will not be in a position to contribute his full share towards the improvement of the school curriculum.

Not only is it important to equip the teacher to render substantial help in the work of curriculum construction but it is also necessary that the educational system should be so organized as to permit and encourage the teacher to participate

in the work of educational reconstruction in the Punjab.

Since Independence the Central Government has been quite actively directing and coordinating educational efforts in the States. While Centre's interest in education is not unjustified and is not resented by the Punjab State, there is a danger that local initiative and urge for better education may be impaired. The zest for breaking new grounds at the State level deserves to be kept alive and fresh. In the broad framework of national policy of education, the State should so reorganize its educational programme that teachers get a fair chance of active participation in the construction and improvement of the school curriculum.

What contribution the high school will make will be largely determined by its curriculum programme. And the curriculum of the high school will be, what the teachers' vision, administrators' wisdom and public interest make it.