



Review of Secondary Education Commission in 1952, its Aims and Objectives & Recommendations for Structure of school education

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Abstract : The Central Advisory Board of Education at its fourteenth meeting, held in January, 1948, had recommended the appointment of a commission to examine the prevailing system of secondary education in the country and suggest measures for its reorganization and improvement. At its meeting held in January 1951, the Board reiterated its former decision and pressed for the implementation of its recommendation in view of the urgent need for the reconstruction of education at this level. While the problems of education at the elementary and the university stages have been surveyed in recent years and steps have been taken to improve and coordinate facilities for technical education, there has been no comprehensive or thorough examination of the problems pertaining to secondary education. Further, it is the secondary schools that supply teachers to the primary schools and students to the universities. An inefficient system of secondary education is, therefore, bound to affect adversely the quality of education at all stages.

There are other considerations which also make a survey of secondary education at the present time. One of the major defects of the prevailing system of secondary education is its unilinear and predominantly academic character. The need for the reorganization of secondary education with diversified courses has become more urgent. As a result of this, the Government of India appointed the Secondary Education Commission on September 23, 1952 with Dr. A. L. Swami Mudaliar, the Vice- Chancellor of Madras University as its Chairman.

Although the entire report consists detailed recommendation for the Education System , the scope of this review paper is limited to *Recommendations for Structure of school education. only*

Key Words : Education, secondary, Mudaliar Commission

Introduction : The Union Government, appointed the Secondary Education Commission in 1952, under the chairmanship of Mudaliar on the suggestion of Tara Chand Committee and Central Education Advisory Board. Named after its chairman, this Commission is also known as Mudaliar Commission. The Commission thoroughly examined the then prevailing secondary education system and gave a number of suggestions for reforms. Important ones among these were the diversification of the curriculum, and setting up a large number of multi-purpose schools. The courses of study provided in these schools should aim at fulfilling the different aptitudes of the students. According to the recommendation of the Mudaliar Commission, the outlines for the diversification of curriculum were decided upon. Accordingly, the study of some compulsory subjects was made necessary for all students.

Appointment of the Commission

On September 23, 1952, the Government of India appointed the Secondary Education Commission under the chairmanship of Dr. A.L. Swami Mudaliar, the Vice- Chancellor of Madras University. It is on his name that the commission is also known as Mudaliar Commission. The commission studied the various problems of secondary education in the country and submitted its report on August 29, 1953 in 250 pages

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consisting of 15 chapters.

Aims and Objectives of Secondary Education

According to Secondary Education Commission the aims of secondary education should be as under:

1. Development of Democratic Citizenship: Good citizenship in a democracy is a very challenging responsibility for which every citizen has to be trained carefully. For the development of democratic citizenship many intellectual, moral and social qualities are needed to be created in the students. It is only through education that such qualities can be developed. The Commission suggested that education should aim at developing the following qualities for inculcating democratic citizenship:

- a. Clear thinking: Education should aim at the development of the capacity for clear thinking and receptivity to new ideas.
- b. Scientific Outlook: Education must also develop a scientific attitude of mind to enable the individual to think objectively and have his conclusions based on facts and tested data. It should develop the understanding and the intellectual integrity to distinguish truth from falsehood and facts from propaganda and to reject fanaticism and prejudices.
- c. Clear and free expression: Successful living in democracy is based not on force but on free discussions, persuasions and amicable exchange of ideas. So it is essential that education must develop the quality of clear and free expression.
- d. Social co-operation: Education should inculcate in the students the qualities of discipline, co-operation, social sensitiveness and tolerance.
- e. True patriotism: Education must inculcate true sense of patriotism in the students. But patriotism should not be understood in terms of its narrow concept. True patriotism involves three things:
 - A sense of appreciation of social and cultural achievements of one's country.
 - A readiness to recognize its weaknesses frankly and to work hard to overcome them.
 - An earnest resolve to serve country to the best of one's ability by subordinating individual interests to broader national interests.
- f. World citizenship: Education must create a sense of World citizenship because the countries of the world are so intimately interconnected that no nation can live alone. So, the development of world citizenship has become as important as national citizenship.

2. Improvement of Vocational Efficiency: Secondary education must concentrate on increasing the productive or vocational efficiency of the young students. This means:

- Creating new attitude to work which implies an appreciation of the dignity of all work high or low.
- Realization of the fact that national prosperity is possible only through work in which every one must participate.
- A longing for perfection and taking pride in doing everything as thoroughly as one can.

The Commission suggested that in order to make the academic work a part of the practical work, diversification of courses should be introduced at the secondary stage so that a large number of students may take up agricultural, technical commercial and other practical courses which will train their varied aptitudes and enable them to take up vocational pursuits at the end of secondary school course.



3. Development of Personality: Education at secondary stage should release the forces of creative energy in the students so that they may be able to appreciate their cultural heritage, to cultivate rich interests which they can pursue in their leisure and to contribute to the development of their heritage. For the purpose, a prominent place should be given to subjects like art, craft, music and development of similar hobbies in the secondary school curriculum.

4. Education for Leadership: The role of education in providing us with proper leadership can not be under-estimated. The secondary stage of education is of vital importance in this regard. The secondary education should train the persons to assume the responsibility of leadership in social, political, industrial and cultural life of their country or community. The term leadership which is to be understood in the wider sense and not synonymous with the political leadership calls for social issues and greater technical efficiency.

Recommendations of Secondary Education Commission

The Mudaliar Commission made a general survey of the entire field of secondary education. The commission prepared a questionnaire dealing with various aspects of secondary education and sent it out to various educational experts, teachers and educational institutions of India. On the basis of the data received, it collected a good deal of information. Other than this, the members of the commission took an extensive tour of the various parts of India to check physically the problems, status and standard of secondary education in India. Thus, they acquired the first hand knowledge. It defined the growing needs of the new born nation. It realized the importance of secondary education commission of the country and made certain recommendations:

Structure of school education:

In this regard, the Mudaliar Commission made the following recommendations:

- a) Structure of education:** Under the new organizational structure, education should commence after a four or five years period of primary or junior basic education and should include
- The middle or junior basic secondary stage of 3 years; and
 - Higher secondary stage of 4 years.
1. The present intermediate stage should be replaced by the higher secondary stage which should be of 4 years duration. As a consequence of the preceding recommendations, the first degree course in the university should be of three years duration. For those who pass out of the high school, there should be provision for a pre-university course of one year.
 2. Admission to professional colleges should be open to those who have completed the higher secondary course or have taken the one year's pre- university course. In the professional colleges, a professional course of one year should be provided for the students as a transitory measure. This may be given in the degree colleges where facilities exist, till professional colleges are able to provide for such courses.
 3. Multi-purpose schools should be established wherever possible to provide varied courses of interest to students with diverse aims, aptitudes and abilities.
 4. Those who have successfully completed such courses should be given opportunities to take up higher specialized courses in polytechnics or technological institutions.



5. All states should provide special facilities for agricultural education in rural schools and such courses should include horticulture and technical education.

b) Technical Schools:

Technical schools should be started in large numbers either separately or as part of multi purpose schools. Apprenticeship training being an important part of the training is needed. Suitable legislation should be passed by making it obligatory for the industry to afford facilities to students for particular training.

c) Co-education:

No distinction should be made between the education imparted to boys and girls. Special facilities for the study of home science should be made available in all girls schools and co-education or mixed schools. Efforts should be made by State Government to open separate schools for girls wherever there is a demand for them. The above mentioned recommendations in regard to new organizational pattern, technical schools and co-education of the Secondary Education Commission were implemented in some states. With this change, the duration of the secondary course was reduced to three years instead of four years as suggested by the Commission.

Other Recommendations :

Methods of Teaching:

In this regard the commission made the following recommendations: The commission said that the methods of teaching in schools should aim not merely at imparting of knowledge in an efficient manner, but also inculcating desirable values and proper attitudes and habits of work in the students. They should create in the students love of work and desire to do it as efficiently, honestly and thoroughly as possible. The emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations and for this purpose, the principles of "Activity Method" and "Project Method" should be assimilated in school practice. In the teaching of all subjects, special stress should be placed on clear thinking and clear expression both in speech and writing. A well thought-out attempt should be made to adopt methods of instruction to the needs of individual students as much as possible so that dull, average and bright students may all have a chance to progress at their own pace.

Students should be given adequate opportunity to work in groups and to carry out group projects so as to develop in them the qualities necessary for group life and cooperative work. Every secondary school should have a well equipped school library, class libraries and subject libraries.

Curriculum:

The commission gave following recommendations on this account: At the middle school stage, the curriculum should include languages, social studies, general science, mathematics, art and music, craft and physical education. At the high school or higher secondary stage, diversified courses of instruction should be provided. Diversified courses of study should include the seven groups - humanities, science, technical subjects, commercial subjects, agricultural subjects, fine arts, home science as and when necessary additional diversified courses may be added. A certain number of core subjects should be common to all students, whatever diversified course of study they may take those should consist of language, general science, social studies and craft. The diversified curriculum should



begin in the second year of the high school or higher secondary school stage.

Discipline:

Regarding discipline, the commission gave following recommendations: The education of character should be envisaged as the responsibility of all teachers and should be provided through every single aspect of school programme. In order to promote discipline, personal contact between the teacher and the pupils should be strengthened. Self government in the form of house system with monitors and student - councils, whose responsibility will be to draw up a code of conduct and enforce its observance, should be introduced in all schools.

Physical education:

The commission recommends following: All teachers below the age of 40 should actively participate in many of the physical activities of students and thus make them a lively part of the school programme. Full records of physical activities of the students must be maintained.

Examination and evaluation:

The Secondary Education Commission felt that present day examinations are intended to test mainly the academic attainment of a pupil and did not test other aspects of his development. It is said that to be of real value, the examinations must test in detail the all round development of pupils. But at present they did not even help to evaluate correctly the intellectual attainment of the pupils. They exercise a hampering influence on Indian education and encourage only theoretical knowledge. So the commission made the following recommendations:

- The number of external examinations should be reduced and the element of subjectivity in the essay type tests should be minimized by introducing objective tests and also by changing the type of questions.
- A proper system of school records should be maintained for every pupil indicating the work done by him from time to time and his attainment in different spheres.
- In the final assessment of the pupils, due credit should be given to the internal tests.
- There should be one public examination at the completion of the secondary school course.
- The certificate awarded should contain the results of the school tests in subjects not included in the public examinations as well as the gist of the school records.

Training of teachers:

Regarding the training of teachers, the commission put forward following recommendations: There should be only two types of institutions for teacher training: for those who have taken the school leaving certificate or higher secondary school leaving certificate, for whom the period of training should be two years; and for graduates for whom the training may be of one academic year, but extended as a long term programme to two academic years.

During the period of training all the students - teachers should be given suitable stipends by the state. All training colleges should provide adequate residential facilities.

Finance:



The commission put forward following recommendations with regard to the following: A cess called the industrial educational cess be levied, the amount collected to be utilized for the furtherance of technical and vocational education at the secondary stage.

Conclusion :

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

In-spite of its various drawbacks, commission has paved the golden way to improve the system of secondary education and major of the recommendations have been incorporated in to the present educational system.

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