Development of Secondary Education

Presented by
Rupali Shewale
Assistant professor
Innovative and Teaching support centre
School of Education
Savitribai Phule Pune University
INTRODUCTION

- Secondary education is considered to be the backbone of the country’s entire educational programme. Secondary education is also the basis of higher education which gives the desired direction to the nation’s power.

- An inefficient system of secondary education therefore is bound to affect adversely the quality of education at all later stages.

The Secondary Education Commission, 1952-53, suggest some measures covering its various aspects to recommend which had a far reaching effect on India’s Secondary Education.
BACKGROUND AND APPOINTMENT OF THE COMMISSION

- The Central Advisory Board of Education at its 14th meeting held in January 1948 recommended the appointment of a commission to examine the prevailing system of Secondary Education in the country and to suggest measures for its reorganization and improvement.

- The Government of India set up, the Secondary Education Commission by Resolution dated 23rd September, 1952, under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the Madras University.

- Therefore this commission is also known as Mudaliar Commission.

- The Commission was inaugurated on 6th October, 1952.

REPORT OF THE COMMISSION

- As the report is a very lengthy one containing 311 pages, it highlights the defects of the prevailing system of secondary education in India and the recommendations given by the Commission regarding its aims, new organizational pattern and the curriculum.
Recommendations

- Aims and Objectives
- Vocationalised Education
- Teachers and Professional Education
- Guidance and Counselling
- Student Welfare
- Examination and Evaluation
- Medium of Instructions
- Method of Teaching
- TEXT BOOK
New organisational pattern of secondary education

- Secondary education should be of 7 years.
- It should be for children of 11 to 17 years.
- It suggested to end intermediate college and merge class 11 with secondary schools and class 12 with B.A.
- Commission divided secondary education into two parts-
- Junior secondary education for
contd.

- Degree course should be of three years.
- One year pre-university course for high school students to enter in university.
- Students who passed pre university should be allowed to enter in professional courses.
- Multipurpose schools should be established to take care of various abilities of students.
- Composite and vocational education.
Aims of Secondary education

- Development of democratic citizenship.
- Initiation into art of living.
- Development of personality.
- Improvement of vocational efficiency.
- Education for leadership.
- Development of true patriotism.
Contd.

- Technical education—large number of schools should be opened along with Central Technical Institutions.
- Such institutions should be opened near factories so that students can take practical trainings.
- Industrial education cess should be levied on industries to finance technical education.
Contd.

- Other types of school-
- Public schools should be reconstructed as secondary schools after 5 years
- The boys and girls should be provided same education through co education but there should be provision of home science teaching for girls.
- Girls schools should be opened in the areas where required.
Introduction

- Curriculum is the crux of the whole educational process. Without curriculum, we cannot conceive any educational Endeavour.
- The curriculum in a literal sense, a pathway towards a goal.
- Curriculum is actually what happens during a course i.e., lecture, demonstrations, field visits, the work with the client and so on.
- Curriculum also means a written description of what happens.
Curriculum is an important element of education. Aims of education are reflected in the curriculum. In other words, the curriculum is determined by the aims of life and society. Aims of life and society are subject to constant change.

The term curriculum has been derived from a Latin word ‘Currere’ which means a ‘race course’ or a runway on which one runs to reach a goal. If the teacher is the guide, the curriculum is the path. Curriculum is the total structure of ideas and activities.
Definition

- “A course, especially the course of study in a university” – Dictionary.

- “All the experiences of pupil which has undertaken in the guidance of the school”-blond’s encyclopedia(1969).

- All educational ideas must find expression in curricula before we can tell whether they are day dreams or contributions to practice. Many educational ideas are not found wanting because they cannot be found at all.”
- Stenhouse (1980)

- "A curriculum is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice."
• All the learning activities which are planned and guided by the school, whether they are carried out in groups or individually, inside and outside the school’ - Kerr (1968).

• ‘Curriculum is tool in the hand of the artist (teacher) to mould his material in accordance with his ideals in the school – Cunningham.
Concepts of Curriculum:

The concept of Curriculum is dynamic as the changes that occur in society. In its narrow sense, curriculum is viewed merely as a listing of subjects to be taught in school. In a broader sense, it refers to the total learning experiences of individuals not only in schools but in society as well. (Purita P. Bilbo, Ed.D).

Three facets of curriculum:

1. Goals and purposes of education
2. Process of curriculum
3. Evaluation of products
- Curriculum includes course of studies, methods of teaching extra and co-curricular activities in addition to the regular programmes.
DETERMINANTS OF A CURRICULUM

- BASIC NEEDS
- SOCIAL ASPECTS
- CULTURAL FACTORS
- INDIVIDUAL TALENTS
- IDEALS: INTELLECTUAL, MORAL.
- RELIGIOUS
- TRADITIONAL
Basic tasks of curriculum development

- Purpose
  - Goals
    - Objective
    - Needs focusing
  - Delivery student
    - Curriculum alignment
ORIENTATIONS TO CURRICULUM

- child-centered.
- society-centered.
- knowledge-centered.
CURRICULUM DEVELOPMENT
Process of curriculum development

- In a broad sense, the curriculum development process includes the design, development, implementation and evaluation of curricula.
<table>
<thead>
<tr>
<th>Phase</th>
<th>Steps</th>
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<tbody>
<tr>
<td>Development phase</td>
<td>Planning, developing</td>
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<tr>
<td>Implement phase</td>
<td>Management, implementation</td>
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<tr>
<td>Evaluate phase</td>
<td>Assessment of teaching learning process.</td>
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Curriculum committee

- Curriculum policy maker and developers.
- Curriculum administrators.
- School, College principals.
- Communities.
- Law-maker.
- Educational researchers.
- Teacher educators.
- Publishers.
- Project directors.
CURRICULUM DESIGN

- Analysis of social needs
- Translating the needs into course/general/learning/terminal objectives
- Splitting the objectives into specific objectives
- Grouping the specific objectives into subjects
- Deriving the subjects from the above classification
- Specifying objectives
- Unitising each subject matter
- Specification of required time
- Syllabus formulation
IMPLEMENTATION OF THE CURRICULUM

- Instructional scheme of each subject to be completed in the semester.
- Planning the lessons as per the timetable
- Using the transactional strategies
- Using the appropriate media
- Providing the learning resources
- Promoting classroom learning experiences
- Progressive testing
CURRICULUM EVALUATION

- Intra-curricular evaluation
- Teacher evaluation of students
- Student evaluation of teachers
- Materials evaluation
- Verification of methods
- Evaluation of tests and examinations
- Checking the learning outcomes while on the field
- Curriculum review/improvement/change/modification
- System revision
Guidance in Education

- There should be appointment of Guidance officers and career masters in the schools for educational, personal and vocational guidance.

- There should be arrangement of film shows, excursions related to various industries.
Examination and Evaluation

- The number of external examinations should be reduced.
- There should be only one Public Examination after completion of syllabus.
- Questions should be objective and subjective elements should be reduced.
- Questions should be based on the full syllabus.
- Examiners should be selected cautiously.
Contd.

- While evaluating the works of students, internal examinations, periodical tests and school records should also be considered.
- Students should be evaluated on 5-point scale, where A is distinction, B is credit, C is pass, D & E is fail or re-exam.
- There should be provision for compartmental examination for one subject.
Merits of Commission

- Activity based education.
- Stress on agricultural education.
- Discussion of aims of secondary education.
- Child-centered education.
- Improvement in teacher’s salary and position.
- Co-curricular activities.
Contd.

- No more stress on external examinations.
- Stress on multi-purpose schools.
- Suggestion to open technical schools near industries.
Demerits of the Commission

- The suggestions are given in haste, so problems are still there.
- No new statement regarding the improvement of social and economic conditions of teachers.
- No suggestion regarding women education.
- Still stress on English.
References:

- https://www.slideshare.net/sudhaphathak/mudaliar-commission