

UNIT:1- SECONDARY EDUCATION IN INDIA AND ASSAM (POST INDEPENDENCE PERIOD)

- (a) Mudaliar Commission- * Defects of Education, * Aims of Education
 - (b) Kothari Commission- * Aims of Education, * Structural Pattern
 - (c) National Policy of Education 1986- * Salient Features
 - (d) Secondary Education in Assam in Post Independence Period
 - Development after Independence
 - Problems of Secondary Education in Assam
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Introduction:

India got independence in the 15th August, 1947. After independence many commissions and committees have been set up by the Govt. of India for the improvement of Indian education system. Amongst them one of the important commissions was the Secondary Education Commission 1952-53. In 1951, the Central Advisory Board of Education (CABE) in its meeting reiterated its demand for scrutiny of the position of secondary education of the country. On September 23, 1952 as per the recommendation of CABE the Govt. of India appointed the Secondary Education Commission. Dr. Lakshmanswami Mudaliar, the then Vice-Chancellor of the University of Madras was given the responsibility of Chairmanship of the Commission. For that reason the Commission was also known as the Mudaliar Commission according to the name of its chairman.

DEFECTS OF EDUCATION:

The commission studied the prevailing system of secondary education systematically. On the basis of the discussion with the experts, teachers and educational officials the commission enlisted some defects of secondary education of our country. The defects of education according to the commission are:-

1. **No Clear Aims of Education:** The secondary education in India suffers from clearly defined aims. It is narrowly conceived. Its main purpose is to prepare students for higher education and not for a brighter future. It fails to prepare students to solve their real life problems.
2. **Bookish and Theoretical Curriculum:** The curriculum of the secondary education was bookish, theoretical, non-dynamic and rigid. There is no scope for experimentation. The content lacks originality and does not encourage critical thinking and logical reasoning.

3. **Examination Centered:** Defective examination system and too much stress on it lead to fear and anxiety among the students. It cannot measure what it intends to measure. The student devotes all his time and energy to pass the examination.
4. **Not Related with Real Life Situation:** Secondary education in India is not related with the real life situation. Problems of life were not discussed in the curriculum. Education could not give proper direction to face life courageously.
5. **Over Crowded:** Overcrowded classroom is a problem in the secondary schools when the number of students is high per classroom.
6. **English as Medium of Instruction:** English was the medium of instruction and compulsory subject as well. Adopting English as a compulsory language leads to a higher rate of failure among the students. Too much emphasis on English ignores the importance of regional language.
7. **Lack of Co- Curricular Activities:** Co-curricular activities refreshes the student both physically and mentally. But in our schools co-curricular activities like games, sports, art, music etc. are not given importance by both teachers and parents.
8. **Lack of Vocational Training:** Secondary education in both high school and senior secondary school can be terminal so that a student after passing this stage can earn their living. For a country like India it is very necessary that vocational training is provided in this stage to reduce problems like unemployment and poverty. But in reality vocationalization of secondary education is lacking and as a result practical skills, attitudes and knowledge about occupation cannot be provided to the students.

AIMS OF EDUCATION:

Mudaliar commission realized that the aims of secondary education in our country should be redesigned. Accordingly the commission fixed some aims of secondary education for rejuvenating the secondary education system in India. Thus, according to the secondary education commission the aims and objectives of secondary education were as the given below:

Aims of Secondary Education:

1. **Development of Democratic Citizenship:** In a democracy, training for citizenship is very important. The commission suggested that education should aim at developing certain qualities in the youth as-
 - Developing their capacity for critical and clear thinking.
 - Developing a scientific outlook so that the individual is capable of thinking objectively without any prejudice.
 - To be free to express oneself freely and have free discussions and unbiased exchange of ideas.
 - Social cooperation- education must inculcate qualities like cooperation, sensitive towards social issues, discipline, tolerance etc.
 - Education must develop the spirit of patriotism- appreciation of one's own cultural heritage, sacrifice for the country's interest in place of self interest, readiness to recognize its weaknesses frankly and work for the education.
2. **Development of the Quality of Leadership:** Education given in the secondary stage must develop leadership qualities among the students. It is very important in a democratic country. Good and honest leaders can be the torch bearers in the progress of a nation. To develop quality of leadership we have to provide training in discipline and clear understanding of different social issues to our students.
3. **Development of Personality:** Development of personality means the development of the spirit of respect for cultural heritage. Education must aim at development of personality of the students, their physical, mental, intellectual and social qualities. The commission recommended that education at secondary stage must realize the source of creative energy in the students so that they may be able to appreciate their cultural heritage, develop good habits through subject like art. Craft, music, dancing, painting etc.
4. **Improvement of Vocational Efficiency:** Improvement of vocational efficiency emphasizes on the development of productive efficiency so as to help every learner to take active part in the process of economic development. Secondary education must emphasize on development of vocational efficiency of the students. It must create positive attitude towards work, realization of the fact that individual productivity leads to national productivity and a longing for perfection in any work that one does.
5. **Development of the Concept of World Citizenship:** Development of the concept of world citizenship means the development of the spirit of welfare of

humanity. It means the development of the true spirit of patriotism and citizenship with the spirit of international sensitivity for the good of whole human community.