

CHAPTER X

REVIEW - OBSERVATIONS - SUGGESTIONS

REVIEW

OBSERVATIONS

- (1) Philosophy and purposes of secondary schools.
- (2) Physical facilities in secondary schools.
- (3) The organisation and administration in secondary schools.
- (4) The curricular programme of secondary schools.
- (5) Pupil welfare and community relations.
- (6) General observations.

SUGGESTIONS

Suggestions for further research.

REVIEW

In his first attempt the investigator prepared two questionnaires but there was only an apparent difference between the questionnaires. There was no real difference between them. Moreover, the system of analysis and of presentation were also quite different. The statements (or 'conditions') of a good school, which were to be rated were at times ambiguous. Moreover, the investigator mailed the questionnaires in his first attempt. As a result, some ambiguities in the interpretations of the statements might have remained.

But, in the revision of the thesis, the investigator revised the questionnaires, revised the procedure of work and again drafted the report afresh.

First of all the investigator prepared the evaluation questionnaire again. This questionnaire contained five aspects of secondary schools,

30 criteria and 128 'conditions' of a good school. The investigator himself went to the schools, met the clerks, the teachers and the principals and got the data from them and filled in the data himself. Moreover, he interviewed the principals of these schools. He observed the physical facilities and certain other things in the school. On the basis of this, he himself rated the evaluative conditions of the questionnaire. Therefore, there was no question of ambiguity in the interpretation of questions. The standard of rating was the same. In the revised questionnaire there were two types of questions: fact questions and questions for rating. An attempt was made to synchronise the two, so that on the basis of the answers of the fact questions, and on the basis of observations and interview, the investigator could rate the 'conditions' given in the questionnaire. A sort of relationship is maintained between the fact questions and the 'conditions' to be rated. The rating was done on a three point scale as follows:

- A: If the condition is fulfilled wholly.
- B: If the condition is fulfilled partly.
- C: If the condition is not fulfilled at all.

In the first attempt, in the questionnaires the words were used like this: "If the condition is met excellantly, fairly" etc. which were subjective in their interpretations. But here when the same person rated all the schools on the basis of observations, interviews and factual data and when the rating scale is simple to be understood - there was no possibility of misinterpretation or ambiguity in rating the conditions. In the discussions with the principals an effort was made by the investigator to give a clear meaning of certain terms used in the questionnaire. The data of fact questions was checked and cross-checked. The answers to the fact questions add to the reliability of the data. The entire study is based on the evaluation of schools on the conditions given in the questionnaire. Answers to the fact questions merely support the evaluation. Therefore, in the report, the use of answers to fact questions is made, as and when necessary, in the discussion and interpretation of the data of evaluation. Moreover, the data from the interviews of the principals is also utilized in the discussion, as and when found necessary.

The analysis of the data is done on the five aspects of schools:

- I. The philosophy and purposes of secondary schools,
- II. The physical facilities of secondary schools,
- III. The organization and administration of secondary schools,
- IV. The curricular programme of secondary schools,
- V. The pupil welfare and community relationship of secondary schools.

Each aspect contained certain criteria and each criterion contained certain conditions. The investigator has given the analysis on each of these 128 conditions. Random sample of 120 schools of Gujarat was selected. About 12 per cent schools were taken up for study and the sample was fairly representative of the different districts, different types of schools -^{e.g.} girls', boys', mixed, rural, town and city. It also represents the different managements of schools such as missionaries, State Government, Local Bodies, public trust, committee management, etc.

The investigator tried to find out the differences of each type of schools in the evaluative conditions. Looking to the sample, the investigator could generalize the observations for the schools of Gujarat State.

In every chapter the background of each aspect is discussed briefly in the beginning, the nature of questions is discussed, and then the detailed interpretations are given on the basis of each conditions for evaluation. At the end of each chapter detailed observations are given on each aspect. This is the nature of the work in brief.

In this chapter, broad findings and suggestions are given.

OBSERVATIONS

I, Philosophy and Purposes of Secondary Schools

(1) The majority of the schools accepted the purposes and their priorities in the following order:

- (i) To give character training to enable the pupils to participate creatively as

citizens, in the emerging democratic social order,

- (ii) To help their emotional, physical and mental development,
- (iii) To develop in them literary, artistic and cultural interests,
- (iv) To develop in them efficient communication skills,
- (v) To inculcate in them practical and vocational efficiency.

(2) Though, the school principals accepted the above purposes, they lacked the fundamental understanding regarding the ideological background of these purposes and their implications for educational programme.

(3) It is difficult to evaluate, whether the educational purposes are fulfilled by the programme of any school or not. And, by itself, it is sufficiently a complex problem.

(4) The consciousness about the purposes of education is generally seen lacking amongst the teachers, the pupils, and more so amongst the parents

and the community.

Some schools do have stray programmes of acquainting their teachers and the parents and community about the educational goals of the schools but very few schools try to make their pupils develop their understanding. This is likely to result in the lack of proper motivation and attitudes about education on the part of the teachers, the pupils and the parents.

(5) The philosophical orientation of the schools managed by the missionaries and the public trusts, is better than that of the schools managed by the rest of the agencies.

II. Physical Facilities in Secondary Schools

(1) In the majority of the schools of the Gujarat State, the position of site is quite satisfactory. This is ^{so} because, land is easily available in the towns and villages, where a large proportion of schools are located. Adequate playground facilities are also available with the schools. These conditions are not so satisfactory in the case of

of schools in the large cities. The schools managed by the missionaries and the public trusts are better of as regards these conditions than the schools managed by other agencies.

(2) Most of the school buildings are durable. They have adequate ventilation and other necessary facilities. Whenever the facilities were adequate, the schools availed of the Government loans for the extension of the school buildings. About 25 per cent of the buildings which were rented by the schools but which were not constructed for the purpose of the school, lacked number of facilities for the schools. Some did not have even the bare necessities such as adequate toilet and lavatory arrangements, drinking water facilities and adequate number and size of staircases.

(3) The room facilities in the school buildings are generally found to be adequate in the schools of Gujarat. There are a few progressive schools which provide maximum facilities; for example, toilet rooms, cycle shades, museums, auditorium, lunch room, etc.

There are also a few schools which do not

provide separate room for the principal and the staff. The schools in the cities and those managed by the missionaries are well planned in this respect. The newly constructed buildings are obviously superior to the older ones.

(4) The majority of the schools have good type and number of desks and benches in their classrooms. But sometimes, they are found unsuitable when methods of group work are adopted. On the whole, the schools and the classrooms are being equipped with audio-visual aids, better black boards, sliding boards, loudspeakers, etc. These conditions are remarkably better than those prevailed a decade or two ago. The position of the city schools and also those managed by the missionaries and the public trusts is better than the others.

(5) The material and storage of facilities are on the whole adequate in most of the schools. The only thing observed was that, though plenty of material was available, it was not used effectively. The city schools and the schools managed by the missionaries and the public trusts presented better picture than the others in this respect.

(6) Most of the schools are taking proper care of their buildings. The best maintained ones belong to the missionaries and the public trusts.

III. The Organisation and Administration in Secondary Schools

(1) In most of the schools teachers were selected by the managing committees in consultation with the headmaster, mainly on the basis of their professional qualifications. Occassionally, their basic qualifications and experience were also considered.

(2) Qualified teachers were available to most of the city schools but, inspite of higher initial salaries, they were reluctant to go to the rural areas. As a result of this, the rural schools were short of qualified and experienced teachers.

(3) The schools generally appointed the minimum number of teachers required according to the grant-in-aid code rules. This resulted in higher workload for teacher. This condition becomes more acute when teachers go on leave.

(4) On the whole, the conditions of service

are satisfactory for teachers in the State of Gujarat. The recent grant-in-aid code provides more security to teachers. The schools also give good security to them. As a result of this, in the majority of the schools, the stability of the staff is maintained. The teachers are given classroom as well as extra class responsibilities on equitable basis. These conditions are more satisfactory in the schools managed by the missionaries and the public trusts and in the city schools.

(5) In the majority of the schools staff organization is done on the departmental lines and the teaching work is assigned on the basis of the subjects of the teachers either at the first degree or at the professional degree. In less than half of the schools, staff meetings were arranged in order to discuss the various problems.

(6) Almost all the schools have good managing committees which are composed of competent members, which exercised their authority according to the rules and regulations and generally delegated the executive functions to the head of the schools. Only in a few cases, these conditions were not maintained

because of the illiteracy of the members or certain vested interests.

(7) On the whole, the headmasters are doing a good job by dividing their time suitably between the administration and supervisory duties. They also provide the necessary guidance and security to the new teachers. However, the condition is not so satisfactory with the new headmasters.

(8) Records of the medical examinations of the pupils are maintained in almost all the schools. But proper followup^{of} these examinations is done in only 40 per cent of them.

It is also observed that the first aid facilities are available in the school itself in majority of the cases.

(9) In most of the schools different records of the pupils are available. The different records which are maintained are: general register, class register, medical examination report, and cumulative record card. A few schools maintained more records to help them in their pupil personnel work. A few did not even maintain the essential

records. Proper followup of the records was done only in the 50 per cent of the schools.

(10) The progress reports of the pupils were sent to the parents in almost all the schools. The frequency of these reports varied from school to school and a few of them encouraged the parents to comment upon the reports.

(11) School budgets were planned in advance ^{the number} by only half of the schools. Generally, the schools had deficit budgets and very small bank balance. Therefore, most of them felt that the budget provisions were inadequate. The Government grants were available only at the end of the year, which resulted in the lack of proper phasing of the expenditure. A few schools invited teachers' suggestions while preparing their budgets. The missionary and public trust schools fulfil these conditions more satisfactorily than the others.

(12) The school schedule was planned in advance in very few of the schools. On the first few days after opening of the school, the problem of pupil admissions and the recruitment of new teachers

created difficulty in enforcing the regular timetable.

IV. The Curricular Programme of Secondary Schools

(1) On the whole, most of the schools in the State of Gujarat follow the prescribed syllabus verbatim. A few try to reorganize and experiment by making some changes with the prior permission of the department.

(2) In the majority of the schools, objectives of teaching different school subjects are not clearly understood by the teachers. As a result of this, the learning experiences and the instructional activities were not properly planned and they became monotonous. Community resources were not used in the teaching of different subjects. The programme of homework and assignment could not be organised systematically, due to the increased number of pupils and higher workload of the teachers. The city schools and the schools managed by the missionaries and the public trust, fulfil these conditions better than the others. On the whole, the schools have not changed much in this respect since the publication

of the Secondary Education Commission's Report.

(3) Variety of instructional material was available in a majority of the schools. The pupils made use of these, under the guidance of their teacher. The missionary and public trust schools fulfilled these conditions, better than the others.

(4) The teachers did not make use of the school library to a desirable extent but they did encourage the pupils to make use of it.

(5) Most of the school libraries are without full-time or part-time librarians. Teachers are not found to recommend books for purchase in the school libraries. Here also the missionary and the public trust schools present a better picture than the others.

(6) A separate time-table for co-curricular activities was available in almost all the schools, but it was not followed strictly by them. The activities were carried out classwise instead of schoolwise. There was generally no variety in the organisation of these activities. The participation of the pupils was also limited to a selected few. Teachers were

generally available to guide these activities in 60 per cent of schools. The missionary and the public trust schools are better off in these respects than the others. The examination practices are gradually becoming more and more objective centred and reforms in examinations are slowly creeping in. A variety of examination techniques are being used and the traditional type of question papers are being modified and improved. Internal assessment is introduced and some schools have tried to develop their own systems. The teachers try to make the pupils understand the results of the examinations but they themselves do not make any use of them in planning the followup of remedial work.

V. Pupil Welfare and Community Relations

(1) In the majority of schools there is no full-time or part-time counsellor and therefore, there is no provision of the various types of guidance services to the pupils. There is no provision for guidance in the matters of subject difficulties and also in the vocational choices. The schools in cities and the missionaries and public trust schools, are better off than others regarding these conditions.

(2) The pupils receive free education if the income of their parents is less than Rs.1200/- per year. Over and above this, the schools give scholarships to 5 to 10 per cent of the pupils. The poor students also receive aids in the form of books, stationery and clothes from the poor boys' fund maintained by most of the schools. The midday meals, free medical aid and free coaching classes for remedial instruction are not provided to pupils by most of the schools, because of lack of sufficient funds. Here again, the schools managed by the missionaries and public trust present a better picture.

(3) In the majority of the cases, there were no Parent-Teacher Associations. Because the majority of the parents were illiterate, they took very little interest in the school activities and therefore, no effective teacher parent contact could be developed. The teachers also could not take initiative in this matter due to their heavy workload.

(4) The school community co-operation is not displayed to any great extent. The teachers do not make use of community resources in their day to

day work of teaching and the community also does not utilize greatly the school facilities for their activities. Some schools assist the community in the organization of their social, educational and recreational programmes. In about half of the schools, the teachers and pupils render some kind of public service to the community. The missionary and the public trust schools are better off in these respects also.

VI. General Observations

(1) On the whole, the persons concerned with the total educational endeavour do not have sufficient ideological background and convictions regarding the process of education. This creates overall purposelessness in all the educational activities, as a result of which there is no consistency in the final educational products. This was observed by the Secondary Education Commission and it is still time because ideologically the schools have not moved further.

Ideological change is generally slow. And, instilling purpose in the individuals by an external effort is still a slower process. Moreover, there

has been dearth of educational thinkers in the country, who could spell out the educational philosophy, the principles and the purposes necessary for a national system of education. In most of the training colleges, what is taught in the names of educational philosophy are the ideologies advocated by some international educationists like: Herbert, Froebel, Rousseau, Pestolozzi and Dewey. Not that these thinkers have nothing to contribute to education in this country but they are either too general or that they are functional in specific situations. These philosophies have not helped India to develop its own national system of education. Few prominent thinkers in India, who really thought of a national system either had some stray thoughts about it or their thinking did not receive much attention from those concerned with education. For example, Raja Ram Mohan Roy, Swami Vivekanand, Tagore, Gandhiji, and Arvindo expressed their ideas on education keeping in view the national needs but most of us either do not understand or do not care to understand what these thinkers have said. Gandhi's philosophy of Basic education did receive lot of attention and publicity too. But it was largely misinterpreted and

it is now obvious that the programme of Basic education has failed. Gandhiji's ideological spirit was mostly not understood by those, who were to practise the idea in their day-to-day school work. Because of all these reasons, India is still in a state of philosophical vacuum, where national goals in terms of the local, individual and social needs, still remain to be spelled out emphatically and clearly. This has been confirmed in the case of the secondary schools in the Gujarat State, by the present investigation.

(2) The curriculum of the secondary schools appears stereotyped and monotonous. The instructional activities are limited and there is very little deviation from the traditional lecture work. This shows that in this matter too the condition is almost the same as observed by the Secondary Education Commission. If at all one can call them exceptions, a few examples in the form of stray experimental projects undertaken by a few schools with the financial assistance from the National Council of Education, Research and Training, could be cited. But these experimental projects do not result in any permanent change in the traditional school practices.

Alterations in the curriculum are not thought seriously by the teachers because, firstly, they lack the fundamental understanding of the objectives and secondly, they fail to see the relationship between the objective and the curriculum. Even, the concept of curriculum is limited to a mere "syllabus", in the case of the majority of the teachers and secondary school principals. This simply means that education has become a routine which the teachers follow on the basis of what they observe the senior teachers doing. There is very little thinking involved in the whole process. Much talk is heard and lot of literature is published on the broader concept of the curriculum, the variety in the teaching techniques and ways of examining students and often an average teacher when confronted with these, gets confused about the purpose of all these experiments. In the absence of the purpose, therefore, the educational endeavour is simply groping on the trodden path. Unless all those concerned with education understand the real purpose it will be difficult for them to accept any change in the curriculum and give a fair trial to it.

(3) The problems of administration and

organisation are quite complex in the secondary schools because: (i) majority of the schools are managed by the private managing bodies, (ii) the quantitative expansion is too rapid, (iii) the financial resources allocated for education are too meagre - and, (iv) the personnel resources are also scanty. The managing committees consist of members who very often fail to understand the real purpose of education and considerations other than academic prevail over their decisions. As a result of this, the principals often do not have complete freedom in important matters such as school budget, recruitment of the personnel, admissions of pupils, and their promotions, and disciplinary measures. In turn, the teachers also face the same kinds of difficulties in their classroom management. This is a result of lack of disciplined behaviour on the part of everybody which is a characteristic of an underdeveloped country like ours and which is displayed in all the walks of human life here. People generally, lack consistency of behaviour, based on certain accepted principles and this gives rise to the lack of discipline stated above.

(4) The lack of sufficient financial resources, the lack of understanding of the importance of education, the lack of sufficient number of competent personnel and the lack of proper attitude of the teachers towards the pupils; result into absence of pupil welfare activities. It is quite understandable that in a vast country like India, which is deficient economically, and where poverty is rampant, the problems of pupils' welfare are a part of the larger problem of total community welfare. And they would stay as long as the general standard of living in the community does not reach a sufficiently high level. The teachers lack proper orientation regarding the guidance needs of the adolescent pupils and also proper attitudes towards them and this results in creating difficulties in the organisation of guidance services.

The community support for the school is also not whole-hearted and community participation in school activities is very limited. This is due to the lack of effective relationship between the school personnel and the community and due to the fact that the schools have been gradually losing

their importance and prestige in the eyes of the community. Similar observations were made by the Secondary Education Commission in the year 1953.

(5) One of the concrete developments which is incidentally subsequent to the publication of the Secondary Education Commission's Report is that the physical facilities have improved greatly. First Five Year Plan started in the year 1951 and the financial allocations for education were made available for the purpose of buildings, equipments, etc. And during the three plans lots of funds have been spent on these. It need not be necessarily said that this improvement is the result of the recommendations of the Secondary Education Commission but they are a part of the total development in the field of brick and mortar structures that can be seen growing every where in India.

(6) With respect to the various aspects of education, the differences among the boys, girls and the mixed schools are either not significant or are incidental only. The differences do exist between the city schools on the one hand and town and rural schools on the other. The city schools

have the benefits of better personnel resources, better financial position, better guidance from the teachers' training colleges and overall better environment. Among the different type of managements, the missionaries and the public trust do a sincere job of educating the children because of their enlightened outlook, honesty of purpose and sincere efforts. On the other hand, the Local Bodies and the State Government are the worst managements.

SUGGESTIONS

It is clear, from the observation , that the whole programme of secondary education needs to be revitalized. The attempts to do this, began with the Wood's Despatch of 1884 and the Secondary Education Commission Report of 1953 is the last comprehensive thinking on secondary education. All these bodies have made a number of suggestions in this respect.

The All India Council for Secondary Education was established in the year 1955 to take effective steps to improve the overall tone of

secondary education. Subsequently, it took the form of Directorate of Extension Programmes for Secondary Education (DEPSE). The attempts were concentrated in the area of in-service education of the secondary teachers through its outposts in the whole of the country. This organisation gradually grew to take care of all other aspects of education in general and presently National Council of Educational, Research and Training is functioning, of which DEPSE is only a department. In this way, there are concrete steps taken in order to revitalize the secondary education in the whole of the country. The recent appointment of the Education Commission to evolve a national system of education is again a further step. This commission will also, it is expected, devote its attention and thinking to the problems of secondary education, along with other stages of education.

A list of suggestions and recommendations for the improvement could be given in details on the basis of the attempts of the above mentioned commission but, it is not the purpose here to summarize them. What the investigator prefers to do is to make certain suggestions on the basis of his own

specific findings and in the light of his own experience in the area of teacher education as well as extension education.

(1) The first and foremost programme for revitalizing the secondary education should consist of orienting all those concerned with it, with the philosophical background. For this purpose, a State Level Committee consisting of eminent educationists should first of all function in the form a Secondary Education Commission for the State. They should take into consideration the present industrial expansion in the State and also the need of the State for growing more food grains and spell out the goals and purposes of secondary education. It should also give its suggestions for the pattern of secondary education in the light of these goals. Once their suggestions about the goals and the pattern are accepted, they should be given wide publicity among the teachers, principals, members of the managing committees and the administrators at all the levels. The training colleges in the State should give priority to these ideas in the training of teachers. The Departments of Extension Services should gear

their in-service education programmes to orient the teachers to these ideas. The departmental staff of the State should also be oriented to all these, so that their decisions do not merely remain administrative decisions but they should gradually take the shape of professional decisions. The secondary education in the State is completely controlled in its programmes by the State Department of Education; and because there is a state wide administrative machinery in contact with each of the individual school - the departmental staff particularly at the district levels is in a position of providing efficient professional leadership. A professionally oriented Educational Inspector can do a great deal during his school visits to orient the members of the managing committee, the school principals and the teachers in the philosophy and purposes of education with special reference to the local needs.

In association with the Teachers' Training Colleges, the Educational Inspector can organize certain programmes and campaigns to move the district managements, associations, the principals' associations and the teachers' associations; in the desired

direction. His evaluation of the schools should also be based on the understanding of the accepted purposes of secondary education.

(2) The natural result of not having a clear understanding of the goals is that, the means to these goals cannot be properly planned and there is inconsistency in the final outcomes reached. It is observed by the present investigator that this is exactly the state of affairs that prevails in the secondary schools of Gujarat State. The product concept of curriculum should be understood by the teachers, so that they could organize instructional activities of varied nature and the pupils get variety in their learning experiences. Moreover, the variety in the instructional activities should be related to the specific educational objectives. The understanding that the instructional activities and the learning experiences are means to reaching certain predetermined goals, should be properly cultivated in every teacher. This is a tremendous task and can be achieved only by a combined effort by the training colleges, the Extension Services Departments, the State Department, the various

associations and professional bodies in education etc. The syllabi are mistaken for the entire curriculum and there is controversy over the appropriateness of the syllabi in various subjects and for various classes. There is some investigation in the criticisms levelled against this, because one thing clear that even the authors of the syllabi have failed to clarify the specific objectives or goals, which these syllabi were supposed to achieve. While revising the syllabi, therefore, instead of making some modifications in the various topics and reorganizing the same old material, it would be better if the authors specifically lay down the objectives that are to be achieved through a particular subject in a particular class. In the initial stages, it would also be better if they could specify the objectives topicwise so that it would serve as guidance to the teachers as well as the textbook writers. Generally, this should not be necessary if the teacher community is professionally mature enough to detail out these things for themselves. Unfortunately, the condition is far from satisfactory in this respect in the State of Gujarat and therefore, such a classification has got to be made at least once.

It is also necessary for the State Department of Education to decide what pattern of education would suit its special needs. The present system of general education leading to the S.S.C. examination does not prepare the students for active participation in the communities' economic and social life.

Particularly the vocational unpreparedness on the part of the students results, in mass frustration which results into the lack of sufficient motivation and sincerity of purpose amongst the pupils themselves. In a state like Gujarat; where rich mineral resources are found and rapid industrialization is taking place, where people control business not only in the State, but also in the whole of the country and also abroad and where there is enough possibility of increasing the agricultural production, mere general education leading to S.S.C. is an anomaly. Much rethinking needs to be done with reference to these special needs.

There is dearth of literature on this aspect in the local regional language and it is

necessary that the books on teaching methods should emphasize more, the variety of teaching techniques and instructional activities. The courses in the training colleges need to be revitalized in this respect.

The examinations should be made more objective based so that there is more clarity in what they measure and there is less subjectivity from person to person. Through diagnostic use of the examinations and through proper guidance services every attempt should be made to reduce the problem of wastage and stagnation. In spite of the fact that we cannot afford it, the magnitude of this problem is very great, at present.

(3) The present grant-in-aid code is not strictly followed by many schools. The inspection staff should see to it that the schools follow all the regulations strictly. The composition of the inspection staff should be modified to make it function more effectively. There should be separate officers for account, administration and academic aspects of the school work. The system of subject

inspectors also would go a long way in providing the much needed academic leadership in the curricular aspect of the schools.

The principals need to be given more freedom in the affairs of the schools by the managing committees if the sanctity of the educational work is to be preserved. Undue interference even in the academic matters by outside agencies and the undue socio political influences try to create disharmony within the educational programmes.

The financial conditions of the schools should be improved. It is necessary that the State recognizes the importance of education and allocates more funds for its development.

The schools also, within their budgets, should give due priorities to the different heads under their budgets. It is observed quite often that much expenditure is done on 'window dressing' to impress the Educational Inspector or other people, and the aspects like library or laboratory equipment are neglected. It is the duty of the Educational Inspector to guide the schools in such matters.

The present workload of the teachers is said to be an obstacle, in the planning of variety of curricular programmes, in maintaining contact with individual pupils and their parents and such other important activities. This is true to a great extent. The State rules allow the schools to appoint 1.4 to 1.6 teachers per class. But the schools in fact appoint only 1.4 teachers per class; in order to save money for the management committee. The State Department of Education should see to it that all the schools appoint 1.6 teachers per class and the schools that have deficit budgets should be subsidised by it. It is very necessary that the workload of the teachers is decreased in order to increase the efficiency of the educational programme. This is particularly true in the case of a large majority of average and mediocre teachers who have to be employed because of the quantitative expansion in education.

The year's work should be planned in advance by each and every school. This planning should be a co-operative process in which, all the teachers co-operate with the headmaster. The programmes should be properly phased and the timetable should be so arranged that it leaves enough

scope for introducing a variety in the instructional activities by the teachers.

(4) As already mentioned in the general observations, the problem of pupil welfare is a part of the larger problem of community welfare. It is difficult to solve such problems with the outside help when they exist in such a vast scale. Local community initiative has to be developed with the active co-operation of the political and community leaders and the managers of the schools.

The school should utilize the community resources for the enrichment of its programmes and in turn should allow the community or rather encourage it to utilize the school facilities for the community activities. In a country like India where community is largely illiterate, the role of the school becomes more of the nature of a leader. The school should also take initiative in organizing talks, discussions, exhibitions, cultural programmes etc. which would help the community to understand its roles and responsibilities more correctly; that is to say, the school should serve as a social education centre. Such programmes would help to bring the community and

the school, nearer to each other and the possibilities of more active co-operation between them would increase.

The guidance services of different types would become necessary when the courses become more specialized and diverse opportunities for further education are made available. Guidance in the matters of personal problems during the adolescent period is also a pressing need of the secondary school pupils. But nothing is possible so long as the financial condition of the schools is not improved and the workload of the teachers is not decreased. It is necessary that the teachers pay more attention to the individual pupil, so that in the cases of minor maladjustments, they can find time to solve the difficulties themselves. More orientation in this matter should be given to the teachers through the free service as well as in-service training programmes. Specialized counsellors should be appointed by the schools and the State Department should allow such appointments for the purposes of financial grants.

(5) So far as the buildings are concerned, it is observed that they are quite good. In few

instances where sufficient facilities do not exist because of the poor financial conditions, the State Department of Education should try to help such schools. In the large majority of schools where good facilities are available, maximum use should be made during the working hours of the school as well as outside these. This should be possible if there is more active co-operation between the school and the community by way of the programmes mentioned in the previous suggestions.

Suggestions for Further Research

While concluding this report with the suggestions for further research, the investigator would like to admit that the present problem was too vast to be studied by a single individual. This could have been done more efficiently if a few research workers would have engaged in a co-operative study for a couple of years and they were backed by sufficient financial provisions. The better alternative is to take up a specific aspect of the school programme such as its buildings, library, science laboratory, teaching programme etc., and concentrate on it. This would give a more diagnostic picture of

a specific situation and it would certainly have greater value in making any suggestions or recommendations for the programme of improvement. Studies should also be made to compare the specific aspects or situations in the different states; so that, the benefits of the experiences of one State could be reaped by the other.