

CHAPTER V

THE PHILOSOPHY AND PURPOSES OF SECONDARY SCHOOLS

- I. The Need for Philosophy and Purposes of Secondary Schools.
- II. The Questions in the Questionnaire.
- III. The Analysis of the Data:
 - (1) The Historical Background of the School.
 - (2) Specification of the Purposes.
 - (1) Acceptance of the Purposes by the Schools.
 - (ii) Priority of the Purposes.
 - (iii) The Fulfilment of the Purposes.
 - (iv) Consideration and Formulation of Purposes.
 - (v) Consideration of the Needs of the Pupils in the Statement of Purposes.
 - (vi) The Needs of the Society and the Statement of Purposes.
 - (3) Teachers and Purposes of Schools.
 - (i) Understanding of Purposes by Teachers.
 - (ii) Recognition of the Worth of Teachers.
 - (iii) Evaluation of the Purposes by Schools.
 - (4) Pupils and the Purposes of the School.
 - (5) Community and the Purposes of the School.
- IV. Observations.

192

The present chapter deals with the historical background and educational purposes of secondary schools. In the beginning, the theoretical basis of secondary education is given on the basis of the recommendations of the Secondary Education Commission. Then, the specifications of each question in the questionnaire are discussed. The analysis of the data is given on the basis of the following points:

- (1) The historical background of the school.
- (2) Specification of the purposes.
- (3) Teachers and purposes.
- (4) Pupils and purposes.
- (5) Community and purposes.

In this way, the chapter deals with the philosophical aspect of the secondary schools as the situation exists at present. The next section deals with the importance of this aspect and the theoretical basis of the present work.

I. THE NEED FOR PHILOSOPHY AND PURPOSES OF SECONDARY SCHOOLS

Every school must have its philosophy and specific purposes. The environment of every school differs from that of the other. The history of the establishment of each school is also of special nature. Moreover, a school is an institution which strives to reach certain goals or objectives. The emphasis on mastering a certain modicum or factual content is not enough to the child for the development of his whole personality; nor does it prepare him for active participation in his social assignments. He needs to receive much wider educational experience to shape the different aspects of his personality. With regard to this aspect, several educationists in India have made their observations. Prof. K.G.Saiyaidain's statement in this matter is representative of the general expert opinion. He says:

Educational circles all over the country have been greatly dissatisfied with the general pattern of secondary education and they have been feeling for a long time that there is an urgent need for its radical reconstruction - reconstruction of its purpose, its

ideology, its methods and techniques, its organization, and system of assessment of results.¹

The emphasis of our secondary education has been on the academic and theoretical side in the past. Not many experiences were conducive to enable the child to meet the demands of the post-school life efficiently. This has led to rendering educated youths incapable of following independent pursuits in life. The present educational thinking, therefore, is to reorient our aims and objectives and reorganize our educational system, to meet the felt needs of the children and the society.

A clear thinking of the aims of education is necessary. The thinking has to be along these lines: What is the meaning of secondary education? What are its purposes? What do the high schools seek to achieve? Answers to these questions will not only determine the goals, programmes and methods of work in high schools but will also help in understanding and appreciating the trends and efforts made for the reconstruction of its pattern.

¹ K.G.Saiyaidain, The Problem of Educational Reconstruction, (Bombay: Asia Publishing House, 1950), p. 186.

The aims and purposes of secondary education are formulated on the basis of socio-economic structure, the community needs, and the needs of children. The high school education is designed for adolescent period and the knowledge of the nature, needs, growth and development of adolescents in India should guide us in formulating aims and purposes of the programmes, activities, experiences and other services provided in our high schools.

The aim of secondary education is the all round development of the adolescent and preparation for life in a democratic society. High schools should provide experiences which strengthen democratic attitudes and give insight into vocational, political and economic aspects of life and society. Such experiences will no doubt contribute to mental development and also facilitate happy and effective adjustments to society into which the adolescent is soon to be absorbed and in which he has to seek security, success and happiness.

The supreme function of education is to give the individual that efficiency, by means of which he may turn the environment to his best advantage, may get from it the maximum that his potentialities permit him to take, and then in return contribute to the enrichment of the

environment making a substantial addition to the progress and continuity of the social heritage.

By suitable intensification and enrichment of the academic and diversified courses, and by striking a balance in their emphasis, efforts should be made to make the Matriculate coming out of the secondary schools:

(i) a fairly well read person, interested in literature and art,

(ii) a good citizen of democratic nation, and

(iii) an efficient unit in the economic set-up of the country contributing his share to national wealth and earning for himself enough for a comfortable living.

Such is the current thinking for philosophy and purposes of secondary schools. If the schools do not have well defined purposes for themselves, all their efforts for better education will result into haphazard attempts towards "something" which is not well defined. Thus, the clarity and awareness of the purposes play a great part in shaping the programme of the school.

II. THE QUESTIONS IN THE QUESTIONNAIRE

The questionnaire contains nine questions on this aspect. The first refers to the historical background of the particular school. While the school principal narrated the historical background, the investigator took down the significant aspects of the response. This ensured uniformity in the historical data obtained. If anybody missed any significant fact, he could be subjected to free supplementary questioning to elicit the desired data. The second question is about the objectives of the particular school, their priority and the extent of their realization according to the principal. The question Nos. 5 to 9 refer to the schools' programme of making teachers, pupils, parents and community aware of the purposes of the school. (The questionnaire is given in Appendix A). The question Nos. 3, 5, 7, 9 elicit interpretative evaluation items to be filled in by the investigator on the basis of the above facts. Supplementary evidence is collected whenever needed to do the rating on the conditions through further questions, direct observation and cross examination of others involved (particularly, teachers).

Moreover, the questionnaire on the present

position of the purposes contained four criteria:

- (i) Specification of the purposes,
- (ii) Teachers and purposes,
- (iii) Pupils and purposes, and
- (iv) Community and purposes.

Each criterion contains certain "conditions" which go to make a good school. In the present questionnaire, certain definite criteria of each aspect are laid down. And each criterion is described by certain essential conditions to be fulfilled by the schools. In this sense, the aspect of "philosophy and purposes" of secondary schools contained four criteria and eight conditions as shown in table IV-2 on page 133. Of course, there remains the possibility of multiplying or further subdividing these.

Each of these conditions were to be rated on the three point scale as follows: 'A' if the condition was realized fully, 'B' if the condition was realized partly, and 'C' if the condition was not at all realized. The investigator himself filled in the questionnaire after intensive interviews, observations and discussions, and ^{gave} the required rating.

III. THE ANALYSIS OF THE DATA

(1) The Historical Background of the Schools

The first question was about the historical background. On this question, different schools responded in different ways. The following observations were made on the basis of the data obtained:

- (1) Fortyfour per cent of schools were started on the basis of the general need of the community to educate their children.
- (2) About 20 per cent of schools were started by managing committees, for the sake of prestige.
- (3) Totally 12 per cent of the schools were started by the government during the British period.
- (4) Ten per cent of schools were started by large societies** based on the needs of the community.

*Which com?
for - sch.
or the com.?*

** The word 'Societies' here mean the managing bodies of the schools, consisting of people from the large section of the community.

(5) Two to three per cent of schools were started by religious missionaries.

(6) Two per cent of schools were started by the co-operative efforts of teachers with zeal, who wanted to do something new in the field of education.

2 (7) One per cent of schools were started by aristocratic families for implementation of their own ideas.

This is how the schools were started and developed in the State of Gujarat.

On a further analysis of the responses, the investigator could find that different schools had different types of basis:

(i) Some schools were established as a result of active co-operation from the community e.g. the school in Dangs district and the school in the Madhi area (Adivasi area) of the Surat district.

(ii) There were schools in cities which were started by two or three main persons for just the business

purposes of only 'running a school'. In cities, the rush of the pupils to schools is so heavy that even a factory type of school would run very well from financial point of view. Therefore, such schools do not have any philosophical basis at all. The principals of such schools openly admitted that they have a very limited educational purpose and they did not care to know about any other purposes.

(iii) There were schools which were started with very high ideals. These schools aspired to convert the ideals into realities, and as a result, they came to be recognized publicly as the specimen or model schools, for other secondary schools of Gujarat.

(iv) There were schools which were started as a result of the independence movement in India. Such schools bear the stamp of zeal and of national spirit. There are about twenty such institutions in the whole of Gujarat.

(v) Then, there were schools which were started by a group of teachers with a zeal to work co-operatively for the cause of education of children of lowly paid workers. There are nine such institutions in the Gujarat

State. These schools have a sound philosophical basis of social work and ^{of} serving the community.

(vi) There were five schools which were started by aristocratic families in Gujarat State. Their philosophy is the philosophy of the 'sophisticated classes'.

(vii) There were schools which were started by Christian missionaries in India. These schools have quite systematic working conditions and have definite purposes. Their purpose is social service, welfare and justice through the ways of christianity. But even then, in secular India, these schools are doing yeoman service to education.

In this way, we find here that the various schools have different shades of historical and ideological background.

On the basis of these facts, it can be said that though majority of the schools had some institutional purposes, when they were started, they were not spelled in terms ~~of~~ either the needs of the adolescents or the actual community needs. The reason for this is the general lack of awareness of such considerations at the time the schools were started. Even now the situation is

not much better, because, the most of the managing bodies consist of people who do not have any educational background, and they have the least awareness of any philosophical trend in education. The school principals, who are supposed to be more oriented professionally, also displayed lack of philosophical orientation during the interviews. Thus, historically schools have increased in number, but there is not much evidence of ideological thinking in this historical development.

(2) Specification of the Purposes

The criterion on the specification of purposes included two questions. In one question, certain purposes were listed and it was attempted to study three points regarding these purposes:

(i) To know the acceptance of these purposes in secondary schools.

(ii) To know the priorities given by the school principals to the accepted purposes.

(iii) To study the extent of realization of the purposes in secondary schools.

Along with this question, another question was

placed which included three conditions. It was attempted to know three situations through these conditions. Firstly, whether the school has formulated the purposes, secondly, whether the school's statement of purposes takes into account the needs of the pupils and thirdly, whether the statement of purposes takes into account the needs of the community.

The school can progress on the basis of the purposes that it has formulated. Without the specification of purposes, the school may undertake many activities but they will not bear enough fruits. The schools' activities, in order to be useful and functional, have to be based on the purposes formulated by the school.

(i) Acceptance of the Purposes by the Schools

Fourteen purposes were listed. The school principals were asked to state those purposes which were accepted by them. This "acceptance" of purposes does not mean "formulation" of the purposes. The school principals conveyed to the investigator that they generally kept in view those purposes, which were accepted by them. The following table reveals the data:

TABLE V-1

Showing the Acceptance of the Purposes by
the Institutions

Purposes	Number of schools
i. To give the pupils the opportunity for self-realization	21
ii. To develop the potential qualities like leadership in pupils	31
iii. To develop in pupils healthy habits of thought and action	49
iv. To train them how to use leisure time	35
v. To transmit to them the material and cultural heritage	47
vi. To give them love, recognition and sympathy	52
vii. To develop in them the sense of duty towards the community	67
viii. To help their emotional, physical and mental development	110
ix. To inculcate in them aesthetic values	37
x. To lead them towards better emotional adjustment	62
xi. To develop in them efficient communication skills	90
xii. To give students character training to enable them to participate creatively as citizens in the emerging democratic social order	115
xiii. To inculcate in them practical and vocational efficiency	97
xiv. To develop in them literary, artistic and cultural interests	102

Totally fourteen different purposes were given to the schools. The schools were also free to mention their own which were not there in the list. But no school did it. Most of the schools responded to this question. The maximum number of schools responded to the purpose (number xii in the questionnaire) on training for character. The emotional, physical and mental development was also an objective, which was accepted by 110 schools. One hundred and two schools accept^{-ed} the purpose of the development of literary, artistic and cultural interests. Ninetyseven schools accepted the purpose of improvement of practical and vocational efficiency. Ninety schools accepted the purpose on the development of efficient communication skills. The rest of the purposes were also responded to by schools. But then, it can be said that the purposes on opportunity for self-realization, training of leadership were given ratings by minimum number of schools. It can be observed that the purposes given by Secondary Education Commission's Report, were accepted by most of the schools, though there were also schools which accepted other purposes than these. The acceptance of purposes does not imply that the schools have formulated the purposes themselves.

It also does not imply that the schools were evaluating these purposes at the end of the year.

(ii) Priority of the Purposes

A question was placed about the ranking of the purposes by the school principals. The ranks given by them are shown in the table No. V-2. From the table, we can find out the priority of purposes, given by schools.

TABLE V-2

Showing the Number of Schools with Their Ranks to Different Purposes

Objective No.	Rank				
	I	II	III	IV	V
i	3	8	4	4	2
ii	15	4	9	2	1
iii	21	7	13	4	4
iv	5	13	10	6	1
v	17	17	13	-	-
vi	41	5	4	2	-
vii	52	15	-	-	-
viii	95	9	4	2	-
ix	7	10	19	1	-

Objective No.	Rank				
	I	II	III	IV	V
x	40	11	9	1	1
xi	71	9	5	4	-
xii	102	7	6	-	-
xiii	70	11	9	6	-
xiv	80	9	9	3	1

It is observed that purposes Nos. (xii), (viii), (xiv), (xi), (xiii) stand as the first five purposes respectively. This means that most of the schools concur on the point of the priority of purposes accepted by them. This ranking suggests that the schools are consistent about their choice of the purposes. It is also noteworthy that these five purposes concur with those stated by the Secondary Education Commission.

(iii) The Fulfilment of the Purposes

It is interesting to note the responses of the schools regarding the fulfilment of the purposes. The table No. V-3 shows the analysis of responses.

TABLE V-3

Showing the Extent of Fulfilment of Purposes

Purposes	Fulfill- ed	Partly fulfill- ed	Not fulfill- ed
<i>Did you accept these responses without any verification?</i> To give the pupils the opportunity for self-realization	3	3	15
ii. To develop the potential qualities like leadership in pupils	1	13	17
iii. To develop in pupils healthy habits of thought and action	7	30	2
iv. To train them how to use leisure time	13	15	7
v. To transmit to them the material and cultural heritage	1	22	24
vi. To give them love, recognition and sympathy	50	2	-
vii. To develop in them the sense of duty towards the community	22	38	7
viii. To help their emotional, physical and mental development	29	61	20
ix. To inculcate in them aesthetic values	12	11	14
x. To lead them towards better emotional adjustment	22	14	26

Purposes		Fulfil- ed	Partly fulfil- ed	Not fulfil- ed
xi.	To develop in them efficient communication skills	30	28	32
xii.	To give students, character training to enable them to participate creatively as citizens in the emerging democratic social order	32	43	40
xiii.	To improve in them practical and vocational efficiency	17	13	67
xiv	To develop in them literary, artistic and cultural interests	12	42	48

According to the above table, it is obvious that the purpose No. (vi) is realized fully by fifty schools. No other purpose is realized fully by so many schools. Sixty one schools have realized the purpose No. (viii), partly. And purposes (xiii) and (xiv) are not realized at all in 67 and 48 schools respectively. The realization of purposes is very limited in most of the schools.

The principals responded to this question on the basis of their feeling about it and not on the basis of evaluation of the purposes by the staff. The purposes

were evaluated by a very few schools. The investigator rated the fulfilment of purposes only on the basis of the opinion given by the school principals, because the investigator could not find any other evidence for rating.

In the interview, the principals commented that there is a difference between the acceptance of the purposes and the realization of the purposes. There were certain purposes Nos. (xiii) and (xiv), which were important no doubt, but which could not be realized due to certain limitations of secondary schools. The limitations were many but some of them given by the principals were, as follows:

- (i) They experienced the difficulty of the changes in the staff. The teachers used to change the schools every year.
- (ii) In some of the institutions, the position of the headmaster was not steady. For example, in the district of Kaira, the managements of the schools changed the school principals every third or fourth year.

(iii) The schools had the difficulty of non-availability of the services of the training colleges. The schools in some districts could get the services of the Extension Services Departments, while some districts (like Kutch, Sabarkantha, Junagadh) were not able to receive such services.

Due to these reasons the schools were not able to realize certain purposes, rated by them as important.

(iv) Consideration and Formulation of Purposes

Three conditions were placed in this criterion.

The investigator himself rated such conditions on a three point scale as follows:

'A' if the condition is fully satisfied.

'B' if the condition is partly satisfied.

'C' if the condition is not satisfied.

The school principals discussed the conditions in details and tried to give evidence about it. On the basis of their responses and the evidences shown by them,

and on the basis of the responses to the questions on acceptance and priority of purposes, the investigator rated these conditions.

The tables are presented in this way: In the column I, the classification of schools is given. All the 120 schools of Gujarat which are taken for study, are classified into the three criteria of sampling such as: (i) boys' schools, girls' schools and mixed schools; (ii) rural schools, urban schools etc. and (iii) according to the management types. In column II, the given figures represent the total number of schools. In columns III, IV, V ratings 'A', 'B', 'C' on the conditions are given. In columns 'A', 'B', 'C', the numbers given indicate the percentage of schools which fulfill the condition.

For example, 18 girls' schools were taken for study. Figure 17, in column 'A', in table V-4, indicates that 17 per cent of 18 girls' schools fulfil the condition wholly, while figure 22 in column 'B' indicates that 22 per cent of girls' schools fulfil the condition partly. The figure 61 indicates in column 'C' that 61 per cent of the total number of girls' schools do not fulfil the conditions at all.

In condition No. 1 the investigator tried to ascertain whether the school has considered and formulated its purposes. Mere awareness of the purposes is not enough. The school must try to formulate its own purposes. The very process of formulation of purposes would contribute good professional equipment to the staff members. It would make the teachers conscious about the educational goals. The table V-4 reveals the data:

TABLE V-4

Showing the Percentage of Schools Fulfilling the Condition about the Formulation of Specific Purposes

Classification of schools	Total No. of schools	Rating on the condition		
		A*	B*	C*

According to pupil population				
Boys'	13	23	23	54
Girls'	18	17	22	61
Mixed	89	25	22	52

Gujarat State	120	24	22	53

According to area				
City	22	45	45	9
Rural	45	9	22	69

Classification of schools	Total No. of schools	Rating on the condition		
		A*	B*	C*
Town	53	28	13	58
Gujarat State	120	24	22	53

According to managements

Charity endowment trust	14	36	21	43
Public trust	43	28	37	35
Life membership system	5	20	20	60
Committee Management	15	20	20	60
State Government	29	10	10	79
Local Bodies	10	30	-	70
Missionary	4	50	25	25
Gujarat State	120	24	22	53

* Figures given in columns represent the percentage of schools.

Because of the rounding of percentage, the total per cents of the rows are more or less than hundred by one or two.

(1) It is observed that the boys' and mixed schools show little better specification of purposes. But there is nothing to explain this difference. The results are just incidental.

(ii) Among the city, town and rural schools,

the greater proportion of city schools fulfil this condition. Rural schools fulfil this condition to the smallest extent. The reasons are quite obvious. Most of the city schools were able to get the advantage of modern communications, modern facilities and particularly the advantage of training college personnel and Extension Services Departments; while rural schools benefitted the least from these.

(iii) The schools managed by charity endowment trusts and missionary associations, show better specification of the purposes than the rest of the schools. The greatest proportions of schools managed by the State Government and the Local Bodies do not satisfy the condition. A tentative explanation for this is that, that the set up of the schools managed by the Government and Local Bodies, is more or less bureaucratic and the administrators are more concerned with the fulfilment of the routine standardized programmes. The schools run by charity endowment trust and missionary managementstry to orient their teachers towards their purposes in various ways.

(iv) On the whole, it may be said that the majority of schools lack the philosophical orientation

for conducting efficient educational programmes. The understanding and the specification of educational purposes is very poor. Even here, some differences were observed among the different areas of the State, e.g., the districts of Ahmedabad, Surat and Baroda fulfil this condition to a great extent. While the districts of Sabarkantha, Banaskantha and Dangs fulfil this condition to a very little extent.

(v) Consideration of the needs of the Pupils in the Statement of Purposes

The purposes of the school must be formulated on the basis of the needs of the pupils and the needs of the society. Pupils are, the end-products of educative process in schools. Therefore, the needs of the pupils must be taken into consideration. But the data reveal here a very weak position of the secondary schools as regards this condition. The following table reveals the data:

TABLE V-5

Showing the Consideration of the Needs of
the Pupils in Formulating Purposes

Classification of schools	Total No. of schools	Rating on the condi- tion		
		A	B	C

According to pupil population				
Boys'	13	8	15	77
Girls'	18	6	11	83
Mixed	89	8	8	84
Gujarat State	120	7	9	83

According to area				
City	22	18	36	45
Rural	45	9	2	89
Town	53	2	4	94
Gujarat State	120	7	9	83

According to managements				
Charity endowment trust	14	14	14	71
Public trust	43	7	5	88
Life membership system	5	20	20	60
Committee management	15	7	13	80
State Government	29	-	3	97
Local Bodies	10	-	10	90
Missionary	4	50	50	-
Gujarat State	120	7	9	83
=====				

(i) The responses of boys', girls' and mixed schools, in the fulfilment of this condition, are quite varied. The results are quite incidental. There is no cause to explain these results.

(ii) Among the city, town, and urban schools the greater proportion of city schools fulfil the condition in comparison to rural and town schools; while the least proportion of rural schools fulfil the condition. The investigator discussed the causes of this situation with the school principals. The schools in cities were quite conscious about the needs of the pupils as they had to run the school on competitive basis. While, contrarily, the schools in rural areas were few i.e. within the radius of a few miles, there were one or two schools. Therefore, these schools did not cater much the needs of the pupils. Moreover, the rural school did not have enough facilities as well, to cater to the specific needs of the pupils.

(iii) As regards the managements, the greater proportion of missionary schools fulfil the condition. The schools under the life membership system and charity endowment trust also fulfil the condition in greater proportion than the schools under State Government and

*Wrong
assumption*

*What do they do
after
becoming
so conscious?*

Local Bodies. It was observed by the investigator that no particular attention was given to the needs of the pupils in Government and Local Bodies schools. These schools are called "no man's burden", and "no man's job". The schools under missionary management are very efficiently run and they provide various activities and facilities for pupils.

wrong assumption

(iv) On the whole, only seven per cent of schools fulfil the condition wholly and eleven per cent of schools partly fulfil the condition. Total percentage of schools not satisfying the condition is 83. On the whole, this shows an unsatisfactory situation in Gujarat State. It was observed that the districts of Baroda, Ahmedabad and Kutch fulfil this condition to a greater extent than other districts. The reasons for non-fulfilment are: rigidity of the State Department of Education, the illiterate members of the managements, the prescribed syllabus and other things of the Department which were to be rigidly followed.

(vi) The Needs of the Society and the Statement of the Purposes

The schools' statement of purposes should be based on the needs of the community. The following table reveals the data:

TABLE V-6

Showing the Consideration of the Social Needs
in Formulating Purposes

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	46	31	23
Girls'	18	33	50	17
Mixed	89	17	21	62
Gujarat State	120	22	27	51

According to area				
City	22	23	23	55
Rural	45	44	22	33
Town	53	4	32	64
Gujarat State	120	22	27	51

According to managements				
Charity endowment trust	14	43	29	29
Public trust	43	23	35	42
Life membership system	5	20	20	60
Committee management	15	20	13	67
State Government	29	3	28	69
Local Bodies	10	20	20	60
Missionary	4	100	-	-
Gujarat State	120	22	27	51
=====				

(i) The boys' schools, girls' schools and mixed schools show different degrees of awareness of the social needs but they do not indicate any significant cause for the situation.

Wrong assumption.

(ii) As regards the schools in cities, it can be observed that the greater proportion of rural schools wholly fulfil this condition in comparison with city and town schools, at the same time greater number of city schools fulfil this condition either partly or wholly, in comparison with the town schools. This is so, because the rural community is more alert about their needs, than the town community. In city area, as the schools are run in competition, the schools care for and fulfil the needs of the community.

(iii) As regards the managements, all the missionary schools fulfil the condition. The missionary schools were the first institutions which catered to the needs of the community in terms of better educational facilities, better provision of good teachers, teaching techniques, democratic functioning, etc. Among other managements, the greater number of schools managed by charity endowment and public trusts fulfil this condition; while the schools governed by State Government,

Local Bodies and committee managements, are not able to fulfil the condition to a considerable extent. Here the factor of efficiency of management counted the most. The missionary, charity endowment and public trusts schools were more efficient bodies than Local Bodies and State Government managements.

(iv) On the whole, twentytwo per cent of schools of Gujarat fulfil the condition wholly, 27 per cent of schools fulfil the condition partly, while 51 per cent of schools do not fulfil the condition at all. The districts of Kutch, Rajkot, Panchmahals, Baroda, Mehsana, and Surat fulfil the condition to a greater extent than other districts. This is so, because Mehsana, Baroda, Rajkot and Kutch were administered by small States before independence and education was given a greater priority at that time. Moreover, Surat, Baroda, Rajkot, etc. are the districts which started catering to the educational needs of the community quite earlier.

On the whole, it can be seen that the entire superstructure of secondary schools rested on non-specification of purposes to a considerable extent. The

W. Assump
majority of schools did not take into consideration the needs of the pupils and only about fifty per cent of them took into consideration the needs of the community. It was observed that, there is no conscious realization of the need of fulfilment of these conditions on the part of majority of schools. Most of the Educational Inspectors and school principals are not purpose conscious. Without conscious understanding of the purposes, all activities will result into something else than what is desired to be achieved. The purposes are the basis of any institution. With regard to this, the investigator observed three types of schools. The first type of schools were quite conscious of their purposes and tried very well to achieve them. The second type of schools were conscious of their purposes but due to the illiterate management, rigid departmental regulations, they were not able to try for the fulfilment of purposes. And there was a third category of schools whose managements and principals were blissfully ignorant about any such thing as "purposes".

(3) Teachers and Purposes of Schools

Teachers are the achievers of the purposes. In order to achieve the purposes successfully, the

teachers must understand the purposes properly. The criterion on teachers and purposes included two questions. One question was a "Yes-No" type of question inquiring whether the school had any programme through which the principal used to inform the teachers about the purposes of schools. The second question included certain conditions to be rated.

The responses to the first question indicated that 49 per cent of schools did have some programme for informing the teachers about the purposes. The programme included the following activities:

- (i) Some of the schools used to circulate a letter indicating the purposes.
- (ii) Some schools discussed the Educational Inspector's remarks after inspection of the school and in relation to the purposes of the school, the principal and the staff evaluated the progress of their institution.
- (iii) Some schools published an yearly booklet indicating the purposes and the various activities done during the year.

(iv) A majority of school principals conducted the staff meetings in the beginning of the year to acquaint the new recruits about the purposes of the school.

In this way, the schools had some sort of programme for informing the teachers about their purposes.

(1) Understanding of the Purposes
by the Teachers

Only formulation of the purposes is not sufficient. Teachers must understand these purposes. A question was placed on this condition. The following table reveals the data:

TABLE V-7

Showing the Communication of Purposes to the Teacher

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
According to pupil population				
Boys'	13	23	23	54
Girls'	18	22	22	56
Mixed	89	29	22	48
Gujarat State	120	27	23	50
According to area				
City	22	32	32	36
Rural	45	29	22	49
Town	53	25	19	57
Gujarat State	120	27	23	50
According to managements				
Charity endowment trust	14	43	29	29
Public trust	43	23	35	42
Life membership system	5	20	20	60
Committee Management	15	60	20	20
State Government	20	10	3	86
Local Bodies	10	20	20	60
Missionary	4	50	25	25
Gujarat State	120	27	23	50

(i) There are no significant differences among the boys', girls' and mixed schools in the fulfilment of this condition. Whatever small variations are there, they are incidental.

(ii) As regards the schools in cities, towns and villages; it can be observed that greater proportion of city schools fulfil the condition than rural schools and greater proportion of rural schools fulfil the conditions in comparison to town schools. The teachers in the city schools could get the advantage of orientation through the activities of Extension Centres. Moreover, city schools could create academic atmosphere of their own, which is not the case with the town schools.

(iii) As regards the managements of different schools, the highest percentage of schools fulfilling the condition are from the management of charity endowment trust, committee management and missionary managements, while the lowest percentage of schools satisfying the condition are from State Government managements and Local Bodies and life membership system. This is so because the missionaries and private enterprises were more alert in orientation of their teachers from even competitive view point. Most of the State Government school

teachers are transferred frequently and so was the case of the school principals. This led to the instability and the fluctuation of the staff as a result of which Government schools did not fulfil this condition.

(iv) It was observed by the investigator that in all the districts of Gujarat, the highest proportion of fulfilment of condition comes from Ahmedabad, Baroda, Surendranagar and Surat districts. And, the lowest proportion of schools fulfilling this condition are located in the districts of Broach, Mehsana and Rajkot; whereas the schools in the districts of Dangs and Banaskantha do not fulfil the condition at all.

It was pointed out by the school principals that there were reasons for this situation. They said that the change over of the teachers from this school to that school was great. In spite of these reasons, the investigator observed that the entire leadership depended upon the headmasters and the school principals. Most of the headmasters were not goal conscious. They were either not oriented to this philosophy or they were too busy to orient their teachers. If the teachers are not conscious about the purposes, it is quite impossible to realize the purposes in actuality. The position of the

schools of Gujarat in this criterion is quite poor. Whatever good proportion of fulfilment of purposes is seen, is generally due to the active work of Extension Services Departments and the active role that the association of teachers, headmasters and schools are playing.

(ii) Recognition of the Individual and Professional Worth of the Teachers

What the teachers need more than anything else is recognition. The investigator could observe that those teachers worked most who were recognized most. Recognition of the individual and of the professional worth of the teachers is most necessary for the achievement of the purposes. The following table reveals the data:

TABLE V-8

Showing the Extent of Recognition of the Professional
Worth of Teachers by
the Authorities

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	8	15	77
Girls'	18	11	17	72
Mixed	89	9	17	74
Gujarat State	120	9	17	74

According to area				
City	22	23	9	68
Rural	45	7	18	76
Town	53	6	19	75
Gujarat State	120	9	17	74

According to managements				
Charity endowment trust	14	14	21	64
Public trust	43	7	23	70
Life membership system	5	40	20	40
Committee management	15	7	7	87
State Government	29	-	7	93
Local Bodies	10	10	10	80
Missionary	4	50	50	-
Gujarat State	120	9	17	74
=====				

(i) The results obtained from boys', girls' and mixed schools do not show any significant differences.

(ii) As regards the area of schools, the greater proportion of city schools fulfil this condition as there are more opportunities for city schools for giving recognition to teachers. Some of the city schools are organized on departmental lines, in which they give status to teachers as departmental heads. The traditions of some schools were such that the teachers felt secure. In rural areas, the managements of some schools tried to give recognition to the teachers by giving more increments in the salary.

(iii) As regards the managements of schools, all the missionary schools fulfil the condition. A greater proportion of schools under life membership system and charity endowment trust fulfil the condition. While the least proportion of schools fulfilling the condition are run by State Government and Local Bodies. The missionary schools played an exemplary role in giving recognition to their teachers.

(iv) It was observed that, in Gujarat State, the districts of Ahmedabad, Panchmahals, Surat and Kaira

fulfil the condition to a greater extent. On the whole, 9 per cent of schools in Gujarat fulfil the condition wholly and 17 per cent of schools fulfil the condition partly, while 74 per cent of schools do not fulfil the condition at all. The recognition of teachers is a fundamental factor contributing to the achievement of the purposes. The schools of to-morrow will be required to understand this.

(iii) Evaluating Pupils in
Terms of Purposes

Along with the specification of purposes, evaluation is equally essential. Without evaluation of the purposes, the teachers can't judge the effectiveness of their programme. Moreover, the process of evaluation would give the teachers an objective idea about their successes and failures. The following table reveals the data:

TABLE V-9.

Showing the Practice of Evaluating Pupils in Terms
of Educational Purposes

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C
According to pupil population				
Boys'	13	15	8	77
Girls'	18	6	--	94
Mixed	89	3	1	96
Gujarat State	120	5	2	93
According to area				
City	22	5	5	91
Rural	45	7	-	93
Town	53	4	2	94
Gujarat State	120	5	2	93
According to managements				
Charity endowment trust	14	7	-	93
Public trust	43	5	-	95
Life membership system	5	20	-	80
Committee Management	15	-	7	93
State Government	29	-	3	97
Local Bodies	10	-	-	100
Missionary	4	50	-	50
Gujarat State	120	5	2	93

(i) The situation in girls', boys' and town schools differ but the differences cannot be explained on the basis of this classification.

(ii) The results of city, town and urban schools also do not bear any relationship with any significant cause because, quite a small proportion of schools in Gujarat fulfil the condition.

(iii) As regards the managements of schools, the largest percentage of schools fulfilling the condition are from missionary and life membership managements. This is due to the purpose consciousness of missionary managements.

(iv) In the entire Gujarat State, only seven per cent of schools fulfil the condition either wholly or partly; and 93 per cent of schools do not fulfil it. This is so due to various reasons, such as lack of orientation in school principals, lack of encouragement to school principals from Educational Inspectors, illiterate members of managements and also ignorance on the part of certain school principals. This suggests that even though the purposes are decided in some schools, very few schools evaluate the purposes, and therefore, the schools, after making many attempts of

self-improvement, fail to produce fruitful results.

(4) Pupils and Purposes of the School

Two questions were placed regarding the pupils and purposes of the school. One was a 'Yes-No' type of question in which it was inquired if the school programme helped the pupils to understand the purposes of the school. The second question included only one condition.

In the first question, totally 22 schools had some sort of programme through which the school made the pupils understand the purposes of the school. Such programme included the following activities:

- (i) The principal conducted the assembly of the pupils in the first week, in order to orient pupils regarding the purposes of schools.
- (ii) The school published registers which included the purposes of schools. These registers were circulated to the pupils and the registers were required to be signed by the pupils and parents.
- (iii) The school oriented the pupils about the

purposes through school assemblies every day.

(iv) The schools published yearly magazine indicating thereby the major purposes of the school and its activities during the year.

In this way, some of the schools conducted various activities for enabling pupils to understand the purposes.

The process of education is pupil centered. Therefore, the pupils should be helped to understand the purposes of schools. The table V-10 reveals the data:

TABLE V-10

Showing the Practice of Communicating Educational Goals to the Pupils

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	8	15	77
Girls'	18	11	17	72
Mixed	89	4	11	84

Gujarat State	120	6	12	82

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to area				
City	22	18	14	68
Rural	45	4	11	84
Town	53	2	13	85

Gujarat State	120	6	12	82

According to managements				
Charity endowment trust	14	7	14	79
Public trust	43	2	9	88
Life membership system	5	20	20	60
Committee Management	15	13	20	67
State Government	29	-	7	93
Local Bodies	10	-	10	90
Missionary	4	50	50	-

Gujarat State	120	6	12	82
=====				

(i) The fulfilment of the condition in Boys' girls' and mixed schools is in slightly different degrees but there is no evidence of the significant relationship with any noteworthy reason.

(ii) Greater proportion of schools in cities

fulfil the condition. The proportion of schools fulfilling the condition in rural areas and towns is approximately the same. This is so because the pupils in city schools come from educated families, and because there is an academic atmosphere in city schools. As a result, the pupils in cities get opportunities to be more conscious of the purposes.

(iii) As regards the schools of different managements, the greater proportion of schools under missionary managements and life membership system fulfil the condition, while the least proportion of schools fulfilling the condition are located with Local Bodies and State Government management. The causes of this situation are as discussed earlier in case of other conditions.

(iv) In the entire Gujarat State, only six per cent of schools fulfil the conditions wholly, while twelve per cent of schools partly fulfil the condition. And, totally 82 per cent of schools do not fulfil the condition. The reasons for this are not quite far to seek. It was observed that there was no conscious realization on the part of the school principals about the need of this condition. As a result, therefore, the condition remains unfulfilled by 82 per cent of schools.

(5) Community and the Purposes
of the School

Two questions were placed. The first question was 'Yes-No' type question wherein the investigator inquired whether the school had a programme of communicating to the parents and community the purposes of the school. The second question included one condition on it to be rated.

As regards the first question, 48 per cent of schools responded in affirmative. The programme of communicating the purposes to the parents included the activities discussed earlier in case of communicating purposes to pupils.

These activities included the circulation of school magazine to parents, holding parents meetings, organizing Parent Teacher Associations, and the like.

Educating the pupil is a joint responsibility of the school and of the parents. The parents are equally responsible for the education of the child. The parents must be informed about the purposes of the schools.

TABLE V-11

Showing the Practice of Communicating the Educational Goals to the Community

Classification of schools	Total No. of schools	Rating on the condition		
		A	B	C

According to pupil population				
Boys'	13	31	31	38
Girls'	18	28	28	44
Mixed	89	22	22	55
Gujarat State	120	24	24	52

According to area				
City	22	18	18	64
Rural	45	20	18	62
Town	53	30	32	38
Gujarat State	120	24	24	52

According to managements				
Charity endowment trust	14	14	7	79
Public trust	43	47	51	2
Life membership system	5	20	20	60
Committee management	15	7	20	73
State Government	29	3	3	93
Local Bodies	10	-	20	80
Missionary	4	100	-	-
Gujarat State	120	24	24	52
=====				

(i) The results of the boys', girls' and mixed schools are not appreciably different and bear no significant relationship with any cause. It can be observed from the table that little greater proportion of schools fulfilling the condition are the boys' schools.

(ii) It can be observed that greater proportion of town schools fulfil the condition in comparison to city schools. This is so because, there seems to be lesser amount of active and enthusiastic co-operation between the community and schools. Generally, parents keep busy in cities and they do not bother much beyond their limited expectations, about the schools. Most of the schools in rural areas and towns have been evolved out of the community needs. The schools also require very active help of the community. While in cities, the schools are self-sufficient by themselves and they, on their part also do not bother much about the community which is a more heterogeneous group than that in rural areas.

(iii) As regards the managements, it can be observed from the table that the State Government schools and Local Bodies schools fail to fulfil the condition to a greater extent. The Government schools are looked

upon by the community as rigid, stereotyped institutions. It can be observed that the greater proportion of public trust schools fulfil the condition. This is so, because public trust schools take greater care of the community. Significant fulfilment is shown by the missionary schools also.

W- A- (iv) Totally 24 per cent of schools in Gujarat fulfil the condition wholly, 24 per cent partly and 52 per cent do not fulfil the condition at all. This is due to the lack of initiative on the part of the school principals, lack of knowledge on the part of the managements and lack of proper co-operation on the part of the community.

Ref IV. OBSERVATIONS

The overall observations based on the whole data about purposes can be summed up in the following words:

(1) It has been observed that the different schools have varied historical background, though, many of them were started by the community itself through voluntary contributions. There were also schools started by the missionaries, the Government, the Local Bodies

etc. And the different schools were started with different purposes.

(2) The following purposes were accepted by most of the schools. They are given in order of priority mentioned by the principals:

- (i) To give character training to enable 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.

These five purposes concur with those stated by the Secondary Education Commission.

(3) The data about the fulfilment of purposes is subjective, and in the form of opinion of the school principals. According to this data also, the fulfilment of purposes is very limited.

(4) The boys', girls' and mixed schools do not differ much from one another so far as the different conditions, under the philosophical aspect, are concerned. However, there are notable differences between the rural and urban schools and among the schools managed by different agencies.

(5) On the whole, the majority of schools lack the philosophical orientation for conducting efficient educational programmes, however, the districts of Ahmedabad, Surat and Baroda show better philosophical orientation.

(6) Very few schools have the idea that the purposes should be based on individual and social needs.

(7) About fifty per cent of the schools do not have any programme whatsoever to acquaint the teachers about the educational goals.

(8) The recognition of the individual worth of teachers in the achievement of educational goals is very

uncommon among the school authorities.

(9) Evaluation, in terms of specific educational purposes is very rare in the schools of Gujarat.

(10) There are no programmes for acquainting the pupils with the educational goals, however, for acquainting the parents and the community, some schools do follow some routine procedures.

(11) As already mentioned above, the city schools present a comparatively better picture than the village and town schools, so far as, the philosophical conditions considered in this chapter, are concerned.

(12) The schools managed by the missionaries and public trusts also are better than the schools managed by the rest of the agencies, the worst of them being those managed by the State Government and the Local Bodies.

On the whole, the philosophical orientation of the secondary schools of the State of Gujarat, is very poor and in its absence, all the endeavours at improvement of the school programmes are not likely to be very fruitful.

208(A)

REFERENCES

Saiyaidain, K.G., The Problem of Educational Reconstruction, (Bombay: Asia Publishing House, 1950).