



# Development and Problems of Secondary Education

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# Development and Problems of Secondary Education

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By : *Mohd Ahrar*

*Dr. Shaheen Fatima Khan*

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## Journey of Secondary Education in India

Bushra Alvera\*

### Overview

**D**uring British period the Wood's Education Despatch (1854) was the first Official Document that promoted the growth of Secondary Education in India. Gradually, the network of English medium Secondary Schools and Colleges, that mostly included private aided, increased greatly as compared to primary education. After getting independence in 1947, the Indian government took the first step towards improving and developing education especially Secondary Education by appointing Secondary Education Commission in 1952. The commission recommended the reconstruction of the syllabus to include the wider aspect of education and to improve the quality of content of text books. Many other important recommendations of the commission included introduction of craft work in school curriculum, inclusion of co-curricular activities, improving School libraries, laboratories and establishment of multipurpose schools etc.

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## Need of Secondary Education

Secondary Education acts as a linkage between primary education and higher education system. Without proper Secondary Education, it is very difficult to acquire higher education adequately. Not only this it also helps been secondary education is very important and played a crucial role in the employment and acquisition of various vocational skills. Secondary Education help girl child very different way it helps avoidance of child marriage, resulting in lower child and maternal mortality. It also improved the education of children.

## Development of Secondary Education in India

1. **Indian Education Commission (1882)** - Indian Education Commission was established by Lord Ripon in 1882, which was also known as Hunter Commission. This Commission gave its valuable recommendations on primary education. Its main recommendation regarding Secondary Education was the bifurcation of secondary education into academic and commercial schools.
2. **Calcutta University Commission (Sadler Commission) 1917**-In 1917 the Calcutta University commission which is also known as Sadler Commission was established to enquire into the condition and prospect of the University of Calcutta. This Commission also presented its report in a comprehensive manner on Secondary Education. Important recommendation made by Sadler Commission was forming a separate high school and intermediate board in every region for managing Secondary Education. Commission also recommended the use of mother tongue as a medium of instruction in intermediate colleges.
3. **Hortog Committee, 1929**- In 1929 the Hortog committee was appointed. This committee made valuable recommendations about the then prevailing education system. This Commission suggested boys towards industrial at the end of middle stage and introduction of rural pursuits in curriculum of vernacular schools. Other recommendations included the improvement in training and service conditions of secondary school teachers.
4. **University Education Commission, 1948-49 (Radhakrishnan Commission)** -After independence in 1948 University Education Commission appointed by government of India. This is also known as Radhakrishnan Commission.

This Commission gave many recommendations regarding organisation of Secondary Education in India. Scholarship should be given to meritorious and financially weak students. NCC and other social service schemes should be introduced as co-curricular activities in colleges.

E. Secondary Education Commission (1952-53) Mudaliar Commission- Secondary Education Commission (1952 - 53) known as Mudaliar Commission. This Commission was appointed by government of India in 1952. The main focal area of this Commission was to study the then prevailing system of education especially secondary education system in the country. Commission has also a role in examining and suggesting the measures for improvement. Not only this, the Commission was also asked to report the relationship between Primary, Basic Secondary and Higher Education in India. The detailed report of the above was prepared. It gave valuable suggestions for improvement of Secondary Education on the basis of its aims and objectives organization and content.

According to this Commission the aims and objectives of Secondary Education Commission were as follows-

**1. Basic Aims and Objectives of Secondary Education in India- Basic Aims and Objectives of Secondary Education in India were**

- ❖ To develop the feeling of democratic country among the people encompassing broad National and secular view point.
- ❖ To promote the economic growth of the country.
- ❖ To inculcate the creative thinking among the citizens of the country by vocational efficiency development of personality and training of leadership.

**2. Administration of School Education**

The commission recommended the education of the child should start after 4-5 year period of primary or junior basic education. Further middle or senior basic or junior secondary stage 3 years and higher secondary education stage of 4 years. This Commission also recommended the opening of residential schools in rural areas to fix certain direct responsibility for reorganization of Secondary Education. There is a landmark this Commission was fixing of school hours per week and number of working days not less than 200, also giving holidays and vacations for schools.

### **3. Medium of Teaching**

The Secondary Education Commission two language formula at middle level that is English and Hindi. It also recommended use of mother tongue or the regional language as medium through the secondary stage and teaching of two languages at higher secondary stage that include the tongue or regional language.

### **4. Inculcating Moral Values and Religious Teachings**

It is recommended by the commission that the religious teaching was given only basis with the permission of parents and outside the regular school hours.

### **5. Quality of Textbooks**

The commission is stressed on chain of high level committee with an idea to improve the quality of textbooks. It also recommended that text book may not be prescribed choice given to the school with Central and state governments' responsibility of maintaining libraries.

### **6. Examination System**

The commission given its recommendation to the system of Exam by introducing assessment through objective type test, setting up of a board of education with only one public examination after completion of secondary school course. The commission gave various valuable recommendations in respect of building, equipment, fees, girls' education, finance, School libraries, recognition of school, condition of teacher and teachers' training etc. So many valuable recommendations were given, but very few little was done for implementation. Even in organisational pattern of Secondary Education there was a great disparity among state and centre school systems.

F. The Education Commission (1964-66) - Education Commission 1964 66 also called as Kothari Commission was established on 14th July 1964 under the chairmanship of Dr. D. S. Kothari, Chairman UGC. The establishment of this committee was done to advise the government on national pattern and on the general principle and policies of development of education and all stages. The recommendations given by Kothari Commission regarding Secondary Education were as following-

- ❖ Secondary Education should be vocationalised.
- ❖ Facilitate effective general education of at least 7 year duration to every child on a free and compulsory basis.

- ❖ To expand lower Secondary Education on a wider scale as much as possible.
- ❖ Those who want to pursue higher education they should provide higher secondary and University education.
- ❖ There is a need to maintain essential standards and to provide sufficient financial aid to those who are economically handicapped.
- ❖ To provide when visiting a school Counsellor for every 10 School located within a reasonable distance from one another.
- ❖ Provide guidance concept and its understanding to all secondary school teachers.

G. National Review Committee (1978) "Learning to Do" This review committee was appointed by the government of India in 1977 to review the curriculum of +2 stage of school education. This committee also reviewed the vocationalisation of Secondary Education and study of courses of CBSE and various syllabi. This committee gave in detail the secondary Education's scope and course pattern for two streams that included general education and vocational education. This report was submitted learning to do. The main characteristics of the course pattern war inclusion of SUPW (Socially Useful Productive Work) in general education and general Foundation courses in vocational education.

#### **H. National Education Policy (1986)-**

To meet the educational needs of the fast changing and developing Indian society the Ministry of Education, Government of India prepared an approach paper titled as "Challenge of Education a Policy Perspective".

#### **Main Features of NPE 1986 Regarding Secondary Education were as Following -**

This proposal stressed the role of Secondary Education in national development. It is stated that due to increase in number of secondary Schools, the teacher ratio badly affected. Consequently, the qualitative aspect of education degraded poorly. To improve the quality of education at secondary level. It was recommended to provide minimum facilities to every secondary School. Minimum facilities means inclusion and provision of Laboratories, libraries, teachers, ground facilities etc. This proposal stressed on vocationalisation of Secondary Education. For making Secondary Education vocation oriented and socially relevant it needs diversification of courses. The introduction of 2 + 3 system provides 10 year general education

which later followed by +2 stage of academic and vocational streams.

### **Future Challenges of Secondary Education in India**

Indian education system has expanded over the period of time. This expansion is both qualitative as well as quantitative. Indian Educational Institutes turns out lakhs of graduates every year but there are so many challenges still pending and need immediate attention before the government. Some of the key challenges are as following-

- ❖ Making good quality education easily accessible.
- ❖ Increasing the management system of schools.
- ❖ Improving rate of literacy.
- ❖ Decreasing the rate of dropouts.
- ❖ Providing minimum infrastructure for schools.
- ❖ Improving pupil-teacher ratio.
- ❖ Universalizing secondary education.
- ❖ Improving vocational skills of students.
- ❖ Creating more job opportunities.
- ❖ Proper implementation of government policies.
- ❖ Increasing the number of scholarships for Divyang students as well as marginalized students.
- ❖ Providing proper residential facilities.

### **Conclusion**






Education is the only tool to develop a society or a nation. India has a past of rich education culture and there is a vast and great history of development of education in India. But in recent times, the Indian education system has lagged behind. If India really want to become "Vishva Guru", there is an immediate need to improve the quality of its education system. Not only this, there an urgent need to improve the facilities for students as well as teachers in educational settings. Then only India will lead on the worldmap.

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