

HISTORICAL DEVELOPMENT OF SECONDARY EDUCATION

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ABSTRACT

In the present existence, the individuals, belonging to various categories and backgrounds have recognized the meaning and significance of secondary education. In India, before the country attained its independence as well as after independence in 1947, there have been formulation of number of programs, policies and schemes that have the main objective of bringing about improvements in the system of secondary education, throughout the country. They have realised that through secondary education, they are able to generate awareness in terms of subjects, which they would choose to pursue in higher educational institutions. It is regarded as the primary aspect in leading to progression of the individuals. In order to ensure that this education proves to be worthwhile and advantageous to the students and lead to their effective growth and development, there is a need for the teachers to make use of modern, scientific and innovative methods in the teaching-learning methods, instructional strategies and teaching-learning materials. Throughout the country, there have been developments taking place in the system of secondary education and it is contributing effectively in leading to progression. This research paper primarily focuses upon the aspects of understanding secondary education system, historical development of secondary education in India, and aims of secondary education.

Keywords: *Abilities, Competencies, Historical Development, Knowledge, Secondary Education, Techniques*

Secondary education is regarded as the key to lead to progression of the individuals. When the individuals reach this stage, they realise the significance of education. They realise that it is of utmost significance for them to generate awareness in terms of benefits of secondary education and how it would be helpful to them in bringing about improvements in their overall quality of lives. Education in the past has been informal. In the past period, making provision of education to the children or to prepare them was regarded as a simple task. The parents also rendered a significant contribution in making provision of knowledge and competencies to their children in terms of various subjects, such as, politics, history, practical techniques, along with the traditional set of values and so forth. The major emphasis of secondary education was focused upon the development of intellectual abilities. The curriculum and the instructional strategies that were put into practice were bookish and rigid (Chapter 1, n.d.).

At the beginning of the 18th century, there appeared a considerable reaction against the development of secondary education. Initiated by Rousseau, Froebel, Montessori, and John Dewey in the west advocated far reaching changes in the theory and practice of secondary education. Whereas, in India, Rabindranath Tagore through Shantiniketan and VishwaBharati and Mohandas Karamchand Gandhi, through the idea of free, universal and compulsory primary education brought about transformations in the system of not only secondary education, but at all levels of education. More

recently, in the middle of the 20th century, there was introduction of technologies. It was comprehensively understood that introduction of technology was indispensable in the acquisition of education and in the achievement of academic goals and objectives. Therefore, it can be stated that advent of science and technologies brought about changes in the overall system of education (Chapter 1, n.d.).

UNDERSTANDING SECONDARY EDUCATION SYSTEM

The secondary education plays an important part in shaping the future of the individuals and in leading them towards the right direction (Chaudhari, 2016). It is of utmost significance for the individuals, irrespective of factors, such as, caste, creed, race, religion, ethnicity, age, gender, and socio-economic background to understand the secondary education system within the country. The primary reason being, all individuals have the main objective of leading to enrichment in their overall quality of lives. In order to lead to enrichment of one's lives, it is necessary to acquire education. As when one will acquire education and augment their knowledge and competencies, they would be able to acquire employment opportunities. Secondary education renders a significant contribution in focusing towards three major aspects. These include, augmenting communication skills, mobility and development of human resources. This is comprehensively understood that in order to generate better livelihoods opportunities and to achieve personal as well as professional goals, it is vital to generate awareness in terms of these factors.

The secondary education system occupies a strategic position in the educational system of the country. It is regarded as the connection between elementary education and higher education (Tripti, n.d.). The primary education is the education that makes provision of knowledge in terms of basic concepts, which enables the individuals to develop the foundation for learning. When the individuals have developed the foundation of learning, they are able to acquire secondary education. Secondary education enables the individuals to increase their knowledge and understanding in terms of academic subjects and concepts, cope with various types of problems and challenges, augment their understanding in terms of the measures and ways that are necessary to become responsible members of the community and sustain one's living conditions in an appropriate manner. These factors have been recognized by the individuals, belonging to various categories and backgrounds. Therefore, they are developing motivation to acquire secondary education.

After the country achieved its independence in 1947, there were appointment of various commissions and committees. The main objective of these committees and commissions was to review the system of secondary education. They stated various suggestions that were dedicated towards the improvement of secondary education in both quantitative as well as qualitative manner. The Tara Hand Committee, which was established in 1948, suggested the multipurpose type of secondary schools without discouraging the uni-purpose schools. The university education commission, which was formed in 1948-1949, was appointed under the chairmanship of S. Radhakrishnan stated that there is a need to bring about improvements in secondary education. The commission was appointed by the Government of India in 1952, under the chairmanship of Dr. A. LakshmanswamiMudaliar to review

the deficiencies in secondary education and made suggestions regarding its improvements (Tripti, n.d.).

HISTORICAL DEVELOPMENT OF SECONDARY EDUCATION IN INDIA

In India, the development of secondary education was regarded as separate from the system of elementary education. In order to lead to development of secondary education, there was a need to develop secondary schools, particularly in rural communities. When research was conducted on the historical development of secondary education, it was found that the system of education in rural communities was in an underdeveloped state. Therefore, there was a need to establish schools in rural communities. Whereas, in urban communities as well, there was a need to bring about improvements in the system of education. After the schools are established, there is a need to make provision of proper facilities in schools as well, such as, infrastructural facilities, civic amenities, tools, materials, teaching-learning methods, instructional strategies and so forth. Furthermore, it needs to be ensured that overall school environmental conditions are favourable to all the members. After the acquisition of secondary education, the individuals are well prepared for getting enrolled in higher educational institutions as well as government services (Disha, n.d.).

In order to recognize the significance of the present system of secondary education, it is necessary to make an attempt in terms of recognition of various Government Resolutions, reports and recommendations. These have approached the problem in direct as well as in indirect manner. During 1830 A.D. the authority made the decision to impart education in terms of English language to the individuals (Disha, n.d.). As it is indispensable for the individuals to generate awareness in terms of English language in order to acquire various types of employment opportunities as well as to enrich their overall quality of lives. In order to carry out the management and administrative functions satisfactorily, it is necessary to augment one's understanding in terms of English language. In imparting of English language at the secondary education level, there is a need to put into operation, appropriate teaching-learning methods and instructional strategies. On the other hand, it is of utmost significance for the teachers to be well-equipped in terms of the subjects and carry out their job duties satisfactorily.

Lord William Benedict's Government issued a communique, wherein, it was stated that the objective of the British Government ought to be promotion of European literature and science among the natives of the country. In addition, the financial resources which were meant for education was solely meant for English language. Hence, English was made the official language of the country. In 1837, English was made as the language of the court. Lord Hardinage passed the resolution in 1844, in accordance to which, the Indians, who were well-equipped with the English language were offered high positions. As a result of this, western education in preference to traditional learning gathered momentum within the country and discrimination against education occurred within the mind-sets of Indians. By the year 1852, there were only 52 secondary schools throughout the country. Since, secondary education was specifically and exclusively meant to prepare oneself for getting enrolled in higher educational institutions and employment opportunities, it was academic in nature and did not put emphasis upon practical life (Disha, n.d.).

The Woods Despatch, 1854, marked the beginning of the new era in the educational system of the country and focused upon secondary education. In this manner, secondary education received encouragement on a large scale and the system of grants-in-aid as recommended by the Despatch. Hence, this rendered a significant contribution in enriching the system of secondary education. In 1857, there were establishment of universities in Calcutta, Bombay and Madras. These universities had far reaching effects in terms of contents, range and scope of secondary education. The control upon secondary education was exercised through the conduct of matriculation examination. The universities had the job of formulating proper measures and policies, which were necessary in enhancing the curriculum and instructional systems, system of examinations and other factors pertaining to secondary education (Disha, n.d.). One is able to lead to enrichment in the system of education, when apart from appropriate curriculum and instructional methods, there are formulation of measures, procedures and rules. Furthermore, it needs to be ensured that rules and procedures are favourable towards all the members as well as overall system of secondary education.

Between the years 1854-1882, there were certain inconsistencies experienced in the overall system of secondary education (Disha, n.d.). The occurrence of inconsistencies are regarded as barriers within the course of effective growth and development of secondary education. Therefore, it is necessary to identify them and formulate measures to bring about improvements. The mother-tongue was no longer implemented as the medium of instruction. Furthermore, there were not any steps taken regarding training of teachers. This was regarded as the major problem. As it is comprehensively understood, when the teachers will be knowledgeable and competent, when they will be well-aware in terms of academic subjects and concepts, only then they will be able to carry out their job duties in a well-organized manner, promote student learning and enhance the overall system of secondary education. Another limitation was, the courses of studies prevalent was academic and unrelated to practical life. In this manner, the students were unable to acquire an efficient understanding in terms of how to lead to enrichment of their lives. The main reason being, there was not any scope for vocational education.

The Hunter Commission, 1882, conducted research in terms of the problems and position of secondary education during that period and made suggestions in terms of differentiated courses of instruction at the secondary level. It recommended that in the upper classes of high schools, there shall be two divisions, one is leading towards the admission in higher educational institutions and the other is focused upon preparing the individuals for commercial and non-literary pursuits. But it was unfortunate that neither the government nor the public were aware in terms of suggestions and recommendations that were put forward by the Hunter Commission. The growth of secondary education was remarkable in the period of 1882-1902. The reason being, there was an increase in the number of schools from 3916 to 5124. Whereas, the increase in the enrolment of students were from 214,677 to 622,868. (Disha, n.d.). There was an increase in the number of students, because of the fact that the individuals belonging to various categories and backgrounds recognized the significance of secondary education. They reinforced this viewpoint, that they will be able to sustain their living conditions adequately and enhance their livelihoods opportunities upon acquisition of secondary education.

It was the Indian University Act, 1904, which promoted empowerment of the universities to formulate the necessary rules and policies for the exercise of the control and the grant of recognition with regards to each high school. During 1905-1917, the most remarkable features were the rise of the national tendencies, the problem in terms of the medium of instruction and the concerns in terms of exercising control on secondary schools (Disha, n.d.). This is apparent and is comprehensively understood that in order to enhance the system of secondary education and to ensure that it is worthwhile and favourable towards all the members of the educational institutions, particularly students, it is necessary to formulate policies and measures. The main objective of these policies and measures would be to adequately implement all the tasks and activities in a well-organized manner. In other words, they need to promote the functioning of the overall system of secondary education in an appropriate manner. Furthermore, it is vital for all the members, including heads, principals, teachers, staff members and students to be well-aware of these measures and policies.

The National Congress in its Calcutta session, 1906, passed one resolution in terms of the National System of Education (Disha, n.d.). It was mentioned in the resolution that it was the right time for the individuals within the country to take into consideration the fact that education needs to be provided to both boys and girls on an equal basis. There should not be any kind of discrimination among them. The main reason that this point was taken into consideration was, in primarily rural communities, the individuals formed this viewpoint that education was meant for the boys and not girls. When boys would go to schools and acquire education, they would be able to acquire employment opportunities, which would enable them to promote well-being of their families. Whereas, it is vital to train girls in terms of implementation of household responsibilities and school education is not meant for them. It was believed that they are to eventually get married and in their marital homes, they will not be able to make use of their education in any manner and would have to perform the household chores and carry out the household responsibilities. Therefore, in rural communities, major emphasis was put upon the education of boys.

Within the course of time, there were advancements taking place in the system of education. With this, there were changes brought about in the viewpoints and perspectives of the individuals as well, irrespective of their categories and backgrounds. They have understood that it is necessary to make provision of education to girls as well and as a result, they are getting their girls enrolled in schools. In Orissa, a national school was established at Satyabadi in 1909, in the district of Puri. But this school did not last long with the Swadeshi Movement. During this period, there was prevalence of controversy regarding the medium of instruction. Though, there was demand for mother tongue as the medium of instruction at the secondary level, it was opposed by the supporters of English. The individuals formed the viewpoint that in secondary education, English should be used as the medium of instruction. The reasons being, the knowledge in terms of English language was weak among students, textbooks were not available regarding Indian language, there would be difficulties in case of provinces in speaking more than one language and English was considered as the language of inter-provincial significance (Disha, n.d.).

With the reinforcement of this viewpoint and implementation of measures and policies, English was used as the medium of instruction in secondary schools. When it was used as the medium of

instruction, it rendered a significant contribution in augmenting student learning as well as in enriching the overall system of education. During this time, two organizations were giving recognition to secondary schools. These were, Education Department for grants-in-aid and university for permitting them to conduct the matriculation examination for the students. The Calcutta University Commission was appointed in 1917, under the Chairmanship of Michael Sadler, then the Vice Chancellor of Leeds University. The Commission highlighted the fact that improvements in the system of university education is dependent upon the improvements that would take place in the system of secondary education. In other words, it was believed that when improvements will take place in the system of secondary education, it will ultimately lead to up-gradation of the system of higher education as, there will be an increase in the number of students (Disha, n.d.).

There are recommendations made in order to bring about improvements in the system of secondary education. These are, the stage of admission to the higher educational institutions should be that of the present intermediate instead of the present matriculation. Another recommendation is, two secondary school examinations, the first is corresponding to the present matriculation, whereas, the other is corresponding to the present intermediate. The other recommendation is, it is necessary to make provision of training at the intermediate level should be transferred from the universities to the new educational institutions, which would be known as intermediate colleges. Finally, in order to lead to smooth administration and control of the secondary and intermediate education, a board of secondary and intermediate education, consisting of the representatives of the Government, university, high school and intermediate should be established. Subsequently, there was expansion in secondary school education to a major extent. In both urban as well as in rural communities, there were establishment of schools, which rendered a significant contribution in leading to well-being of the individuals and communities (Disha, n.d.).

In 1929, Hartog Committee put emphasis upon the implementation of diversified curriculum and instructional strategies within schools. In order to lead to enrichment of the overall system of secondary education, it is of utmost significance to focus upon teaching-learning methods, instructional strategies, and teaching-learning materials. When these will be put into operation in a well-organized manner, then not only student learning will get enhanced, but it would lead to up-gradation of the overall system of secondary education as well. The Sapru Committee was appointed in 1934 by the Uttar Pradesh Government, with the main objective of conducting an enquiry into the causes of unemployment (Disha, n.d.). The prevalence of unemployment among the individuals was regarded as the major barrier within the course of not only acquisition of education, but also in the sustenance of their living conditions in a well-organized manner. Therefore, apart from conducting an enquiry in terms of causes of unemployment, it is necessary to formulate measures and policies, which would generate employment opportunities, particularly for the deprived, marginalised and economically weaker sections of the society.

The implementation of diversified courses of study at the secondary stage was suggested, which would be closely related to the vocational requirements of the students. At the secondary stage, there should be impartment of knowledge to the students in terms of various subjects, such as, English, Hindi, mathematics, science and social science. Apart from knowledge in terms of these subjects,

emphasis was also put in terms of making provision of extra-curricular and creative activities. When the teachers are making use of appropriate teaching-learning methods, instructional strategies and teaching-learning materials, they will be able to render a significant contribution in augmenting student learning. When the students participate in extra-curricular and creative activities, they are able to stimulate their mind-sets towards learning. In 1936-1937, two professionals in the field of education, Messrs Abbot and Wood gave guidance to the Government on various areas of concern in terms of educational reorganization, particularly in the field of vocational education. They suggested a complete hierarchy of vocational institutions parallel with the hierarchy of institutions, imparting general education and a new type of technical education, which is known as polytechnic (Disha, n.d.).

The Central Advisory Board of Education set up by the Government of India submitted a comprehensive report on the development of education during the post-war period of 1944. This is known as the 'Sargent Report', it was named after Sir John Sargent, who was the educational advisor to the Government of India. It recommended that high school program should cover six years duration and the normal age of admission was eleven years. High schools are of two types, academic and technical (Disha, n.d.). The primary objective of high school education is to prepare the individuals in such a manner that they are able to up-grade their knowledge and competencies and utilize them in an effective manner in order to achieve their personal as well as professional goals. After the completion of high school, in some cases, the individuals may get enrolled in higher educational institutions, whereas, in other cases, they may look for employment opportunities. The curriculum and instructional strategies in both the types of high schools are varied. It depends upon the grade levels of the students, academic subjects and concepts and educational goals.

Until the country achieved its independence in 1947, there were important recommendations that were made by the different Committees and Commissions. In the year 1947-1948, there were rapid expansions made in secondary education. The number of schools were 12,693 with an enrolment of 29,53,995 students. Whereas, in 1916-1917, the number of schools were 4883 and the enrolment of students were 9,24,470 (Disha, n.d.). Therefore, it can be stated that within the course of time, there were establishment of secondary schools in urban, semi-urban as well as in rural communities. Apart from the establishment of schools, there were formulation of schemes and programs that led to the development of motivation among individuals towards getting enrolled in schools and acquiring education. After the country achieved its independence, the situation of education changed in a considerable manner. The reason being, the country adopted the democratic system of government. But in order to imbibe democracy in the way of life of every nation, it is required to gear its education on the same basis. Moreover there has been a transformation in the goals of education. The main objective of bringing about transformations in the system of education is to promote development of productive citizens (Chapter I. Introduction, n.d.).

In order to achieve the desired objectives, it is vital to promote the establishment of educational institutions, like multipurpose schools and poly-techniques. In other words, it can be stated that independence led the country to bring about changes in the aims and ideals, values and objectives, form and structure of the organization and administration of the systems of education. When India, adopted its own constitution in 1951, it adopted the principles of giving free, compulsory and primary

education to all. It required to make provision of various courses and channels in the curriculum to be invigorated to take up the challenge of promoting education among the individuals, through the conduct of adult and social education classes. In fact, the entire system got a conceptual rethinking between the period from 1947-1951. The primary objective of secondary education is to train the youth of the country to turn out to be productive citizens. The significance of secondary schools in India should not be overemphasised. The reason being, teachers for primary and secondary education are provided primarily by the secondary schools (Chapter I. Introduction, n.d.).

The secondary education is intended to be a complete preparation for life. In secondary education, the individuals are not only acquiring information in terms of academic concepts, but they are also generating information in terms of morality and ethics. It is of utmost significance for the individuals, belonging to various categories and backgrounds to inculcate the traits of morality and ethics. Through these traits, they will recognize that it is vital for the individuals to implement honesty, righteousness and truthfulness in tasks and activities as well as in dealing with others. Within educational institutions and employment opportunities, apart from possession of knowledge, it is necessary for the individuals to take into consideration, various factors, such as, possessing an approachable nature, amiable attitude, depicting honesty and truthfulness, being helpful and co-operative in nature and implementing effective communication skills. These traits also render a significant contribution in not only achievement of goals and objectives in an appropriate manner, but also to retain oneself in educational institutions as well as within employment settings. Therefore, these factors also render a significant contribution in leading to development of secondary education.

Secondary education, as distinct from primary or higher education has been defined in a correct manner in the report as a self-sufficient course, which has the primary aim of preparing students to generate awareness in terms of the ways regarding how to bring about improvements in their overall quality of lives. The fact that for most of the individuals, the acquisition of secondary education is compulsory. But after the completion of secondary education, they may or may not opt to higher education. But upon acquisition of secondary education, it needs to be ensured that individuals are able to differentiate between appropriate and inappropriate and may be able to live their lives in a well-organized manner. Within the course of time, with the advent of modernization and globalization, there were utilization of technologies within the system of education. Therefore, it can be stated that historical development of secondary education has taken place with the establishment of schools in urban and rural communities, formulation of measures and policies, implementation of effective teaching-learning methods, instructional strategies and teaching-learning materials, and advent of technologies.

AIMS OF SECONDARY EDUCATION

When one is conducting research in terms of historical development of secondary education, it is vital to take into account the aims as well. Acquiring understanding in terms of the aims will facilitate in acknowledging the significance of historical development of secondary education. The aims of secondary education are specified in accordance to the secondary education commission and these have been stated as follows: (Tripti, n.d.).

1. To promote the development of the learners in terms of number of aspects. These include, social, educational, culture and so forth. Development in terms of all these aspects leads to all round development of learners. All the individuals, irrespective of their backgrounds and categories aim towards their all-round development.
2. To make provision of training to the youth, so they are able to augment their competencies and render a significant contribution in leading to social and economic development of the communities as well as the country as a whole.
3. To promote social virtues, intellectual development and practical competencies among students, so they are able to bring about improvements in their overall quality of lives.
4. To make provision of training to the students, so they are able to render a creative, resourceful and a conscientious participation in the social order of the country. In order to maintain social order within the country, it is necessary for the individuals to generate awareness and augment their understanding in terms of various aspects.
5. To bring about improvements in the practical as well as vocational efficiency of the students. When focus is put upon bringing about up-gradations in practical and vocational efficiency of the students, they are able to prepare themselves well for acquisition of employment opportunities.
6. To develop a scientific frame of mind. When the individuals are able to develop a scientific frame of mind through the acquisition of secondary education, they are able to benefit in number of ways, such as, making wise decisions, coping with problems and challenges, and achieving personal as well as professional goals.
7. It is of utmost significance for the individuals to socialize and maintain good terms and relationships with other individuals within as well as outside the home. Therefore, one of the important aims of secondary education is to inculcate the qualities, which are necessary in promoting sociable terms and relationships with others.
8. To develop artistic and cultural interests, which are necessary for self-expression and development of personality of the individuals. In order to do well and achieve personal and professional goals, it is of utmost significance for the individuals to focus upon the development of their personality.
9. Augmenting productivity is regarded as one of the essential objectives of all individuals. When they are studying, they have the main objective of doing well academically and achieving good grades. On the other hand, when they are engaged in jobs, they aim to enhance productivity and profitability. Therefore, one of the important aims of secondary education is to augment productivity.
10. Secondary education enables the students to participate in productive work within as well as outside the home. In schools as well as other organizations, when they are engaged in employment, they get engaged in productive work, which would enable them to promote welfare of the community. One of the prominent examples include, helping the needy and marginalized sections of the society, by providing basic literacy skills, free of cost, items, such as, clothes, food, blankets, stationary and so forth.

CONCLUSION

In India, the development of secondary education was regarded as secluded from the system of elementary education. The reason being, in the level of secondary education, there are transformations taking place in the grade levels of students, advancements are taking place in the academic subjects and educational goals. In order to lead to development of secondary education, there was a need to develop secondary schools, particularly in rural communities. When research was conducted on the historical development of secondary education, it was found that the system of education in rural areas was in an underdeveloped state. Apart from the system of education, there was a need to bring about changes in overall school environmental conditions as well. Whereas, in urban communities as well, there was a need to bring about improvements in the system of education. After the schools are established, there is a need to make provision of proper facilities in schools as well, such as, infrastructural facilities, civic amenities, equipment, materials, resources, teaching-learning methods, instructional strategies and so forth. Furthermore, it needs to be ensured that overall school environmental conditions are favourable to all the members. After the acquisition of secondary education, the individuals are well prepared for getting enrolled in higher educational institutions as well as for the acquisition of employment opportunities.

The historical development of secondary education has taken place in an effective manner due to the efforts, measures and approaches that have been put into operation by the commissions and committees. These commissions and committees have the main objective of bringing about improvements in the system of secondary education throughout the country. When developments is to take place in the secondary system of education, they need to formulate proper measures and policies, which would be effectual and worthwhile for the members of the educational institutions as well as community as a whole. The aims of secondary education are dedicated towards development of vocational efficiency, intellectual development, creativity, artistic and cultural interests and overall personality of the individuals. Finally, it can be stated that development of secondary education leads to effective growth and development of not only individuals, but communities and nation as a whole.

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