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Development of secondary education after the partition of India

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Abstract

After the partition of India education system is ruled by the Indian Govt. and Indian Constitutions. Everyone has a right to take education without any discrimination in all stage of education. In the developmental process of human adolescence period is very crucial. In this very crucial period we stay in the secondary stage of education. So, the secondary education should be very important to develop the human resource. For developing human resource the Indian Govt. sponsored various programme to improve the total education system as well as secondary education. For developing secondary education the Indian Govt. appointed the Secondary Education Commission (1952-53), Indian Education Commission (1964-66), National Education Policy (1968, 1979, 1986 & 2020), Rastriya Madhyamik Shiksha Avijan (RMSA, 2009) and various five year educational planning. The present paper highlights Secondary Education Commission (1952-53), Indian Education Commission (1964-66), National Education Policy (1968, 1979, 1986 & 2020), Rastriya Madhyamik Shiksha Avijan (RMSA, 2009). The objectives of the study is to find out the recommendation of selected commission, policy and shiksha avijan for development of secondary education. This research paper is qualitative in nature. The study revealed that from the partition of India to 21st century the secondary education changed accordingly with the need of the society.

Keywords: Partition of India, secondary education

1. Introduction

We have celebrated 75 years of independence of India in the year 2022. Before this period the India was ruled by British Government for 200 years. From the partition of India (In 1947) the Indian Govt. ruled the country. The Govt. realized that education is the main key to improve a nation and country. So, the govt. took various initiative to improve the Indian education system. India's first minister of education Maulana Abul Kalam Azad engaged a strong central Govt. control through out the country. After that education system changed rapidly. For the development of secondary education Govt. appointed various commission such as- University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66) etc. Govt. also proposed some Nation Education Policy in the year of 1968, 1979, 1986 & 2020 for the development of secondary education. For the universalization of secondary education Indian Govt. Proposed Rastriya Madhyamik Shiksha Avijan in 2009. The main aims of all commission, policy and avijan is to develop a uniform education system which helps the students to achieve the ultimate aims of education as well as development of vocational proficiency.

2. Review of Related Literature

Rashmi & Zeliang (2018) ^[16] investigated on Status of Secondary Education in India: An Analysis. This research article is deals with the analysis of government plans for secondary education with the current status of it. An Analysis shows that government took good steps for giving quality education to secondary education but still there remains a lot to do. Government should universalize the secondary education so that every child becomes skillful and can lead their life very successfully because only successful persons can change India socially, economically and politically.

Archana Kumari (2015) investigated on A Study of Growth of Secondary Education in Delhi. The present study made an attempt to analyze the pattern of growth of secondary education in Delhi. The analysis emphasizes the pattern of growth in number of schools and participation in secondary and senior secondary level under different management and the factors affecting the shift in demand towards private schools in Delhi. The overarching findings suggest that in Delhi the government schools have basic resources but, private unaided schools have more advanced resources that are academically important, such as better classroom availability, internet connection, science laboratory and variety of books in the library, which are causing the shift in choice of schools.

Rahman, *et al.* (2010) [14] investigated on the Development of Secondary Education in Bangladesh: Colonial Period to 21st Century. Therefore, a general overview of secondary education is provided which is followed by historical evolution of secondary education in the British and Pakistani rule over Bangladesh. In conjunction with primary and mass education, secondary education was revised with great emphasis on the development of an all-round individual, female education, the acquisition of quality education, and the inculcation of technical and science education.

Geetha Rani (2007) studied on the Secondary Education in India: Development and Performance. Research found that the development of school education in India reflects an expansionary phase of number of institutions and students enrolled especially in secondary education. Even, with this quantitative rise in enrolment, only 39 per cent of the eligible age-group children were enrolled in secondary education in 2003-04 unlike many developed and developing nations where secondary education is almost universal. Then the paper also makes an attempt to decipher various factors responsible for low performance in the indices by looking at the demand and supply side factors.

3. Objectives

- To find out the development of secondary education after the partition of India.
- To find out the aims and objectives, curriculum, structure of education according to the various commission in the stage of secondary education after the partition of India.
- To find out the recommendation of various educational policy and avijan related to development of secondary education after the partition of India.

4. Research Question

- What is the developmental process of secondary education after the partition of India?
- What is the the recommendation of various commission, educational policy and shikshaavijan related to development of secondary education after the partition of India ?

5. Methodology: According to the topic the researcher used qualitative method. In this research primary and secondary source are used. Sources were taken from the various books and journal about the secondary education.

6. Development of Secondary Education

In the formal education system secondary education started after the elementary education (class-VIII). The class IX-XII

is considered the secondary stage of education in the Indian context. For the development of secondary education after the partition of India the Indian Govt. took various initiative which are given below:

6.1 Secondary Education Commission (1952-53)

This commission was appointed by the Govt. of India under the chairmanship of Dr. A. Lakshmanaswami Mudaliar in 1952 for the problems of secondary education and proposed the probable solution. According to the commission, "Our secondary education remains the weakest link in our educational machinery and needs urgent reform." In this view the commission proposed some recommendation to development the secondary education. From this some aspect are described below:

6.1.1 Aims and Objectives

- The education system must importance to the increasing the productive or technical and vocational efficiency.
- The development of personality and true patriotism.
- For the development of nation increase the qualities of leader of the students.
- Formulated the new education system so that the students do the duties and responsibilities as a citizen and human resources.
- Develop the democratic citizenship.

6.1.2 Structure

- Secondary Education should be of 7 years and there are two stage of education i.e. junior secondary stage for 3 years and senior secondary stage for 4 years.
- It also suggested that withdraw the 2 years intermediated stage and merge class 11 with secondary schools and class 12 with college. So, the total duration of degree course should be 3 years.
- Students who passed the pre-university will be allowed to enter in professional courses.
- Multipurpose should be established to take care of various abilities of students.

6.1.3 Curriculum

Commission suggested the child-centric curriculum which helps students to fulfillment of their need. The following subjects were selected.

- Juniouir High School: Language, social science, general science. Mathematics, Art and music, craft, Physical Education.
- Secondary School: Diversification of curriculum was followed. There are some Core Subject: Language, Social science, Social studies, Mathematics and Art were compulsory every students. Elective Subjects: Commission divided this subjects into 7 division. From this division students select 3 subjects from any one division. The divisions were Humanities, Science, Technical, Commerce, Agricultural Science Fine arts, Home Science Optional subject: From the elective subjects students choose one subject for additional.

6.2 Indian Education Commission (1964-66)

In order to remove the defects in the field of education, the government appoints a new education commission to advice the present government on the national pattern of education along with general principles and policies for the development of education at all stage. This commission was

built in 1964-66 under the guidance of the Indian Constitution. The overall evaluation and re-construction of the education Indian government established Kothari commission with the assistance of Dr. D.S. Kothari.

6.2.1 Aims and Objectives

- To develop National Education System which depend on Indian culture and value and fulfill the expectation of society. To fulfill the objectives commission gives importance science education and vocational education.
- Education should associated with life, accelerate the method of modernization, cultivate social, moral and spiritual values.
- The entire educational system should be revolutionized to create a replacement social order based on freedom, equality and justice.
- Survey the total field of education.
- Provide qualitative and quantitative education for all stage of education.
- Modernization the education system.

6.2.2 Structure

- The secondary stage should be of 4 years and there are two stage of education i.e. lower secondary stage for 2 years and higher secondary stage for 2years. IX and X were included in the lower secondary stage and the age of students is 14-16 years. XI and XII were included in the higher secondary stage and the age of students is 16-18 years. But the total structure of education system are 10+2+3.

6.2.3 Curriculum

- Lower Secondary Stage: Language (The mother tongue or the regional language, English or Hindi and a modern Indian language other than Hindi), Mathematics, Science, Social Science, Art, Work-experience and social service, Physical education, Education in moral and spiritual values.
- Higher Secondary Stage: Any two languages including any modern Indian Language, modern foreign language and any classical language; Any three subjects from the following : History, Geography, Economics, Logic, Psychology, Sociology, Art, Physics, Chemistry, Mathematics, Biology, Geology, Home science, work experience, social service, physical education, Art or craft, Education in moral and spiritual values.

6.3 National Education Policy (1968)

National Policy on Education was issued by the govt. of India on July 24, 1968 which thought to be as the first national policy. It necessitated a change of the system of education to relate it more closely to the lifetime of the people. The main recommendation about the secondary education is given bellow:

- Provide educational opportunity at the secondary level may be a major factor of social change and transformation. Facilities for secondary education for all which is denied the previous recommendation by the Govt.
- Increase facilities the vocational and technical education.
- Facilities for technical and vocational training should be suitably diversified to hide a oversized number of fields such as- agriculture, industry, trade and commerce,

medicine and public health, home management, arts, craft, secretarial training etc.

6.4 National Education Policy (1979)

National Policy on Education in 1979 recommended to reconstructed the education in the slightest degree levels of education in relevance to needs and potential of the people. But some political problem the proposed policy could not applied. But the policy recommended some issue to development of secondary education which is given below:

- 2000 new secondary schools are opened and converted 1000 middle schools into secondary schools.
- In the curriculum of educational activity new subject will have added.
- Scope of secondary will have intended so that students take part in productive activities.
- Secondary education will have considered from nine class to second year.

6.4 National Education Policy (1986)

In 1985, present prime minister gave importance on the event of national policy and said, "Education must promote national cohesion and also the work ethic. The grandeur of our freedom struggle and its significance for national integration have to brought home to every students. Our schools and colleges should acquaint the younger generation with Indian's heritage and culture ...I have asked that a new national education policy be drafted...". To fulfill the objectives "Challenge of Education: A Policy Perspective" entitled the policy was published. The main recommendation about secondary education is bellow:

- Prepare students for higher education.
- Strengthen vocational scheme.
- Provide an honest grounding subject area with learning orientation.
- Improvement of management and supervisory system.
- Arrange a versatile and interactive teaching programmes supported by proper laboratories and libraries.
- Reform examination and evaluation system.
- Access the secondary education to the unserved area.
- Programme of consolidation in other areas or schools.
- Programme of setting up Navodaya Vidyalayas for development of learning of rural areas meritorious students.

6.5 Programme of Action (1992)

A review committee was established by the chairmanship of Acharya Ram Murti in May 1990 for review of NPE-1986 and gave some recommendation to modify it. But for some political problem this report was lying in consideration. Then the central Govt. established another committee CAGE under the chairmanship of Janardhana Reddy which submitted report in January 1992. Thereafter the Revised National Policy On Education is presented by the HRD minister Sh. Arjun Singh in the parliament on May 1992. So, the Programme of Action (1992) is the revised policy of NPE-1986. POA-1992 also recommended some issue to develop secondary education which is describe below.

- Extending the access of secondary education with particular emphasis on ensuring enrolment of the girls, the Sc, the St.
- Progress herald in the higher secondary stage.

- Formulation of National Curriculum Framework with pattern of semester system.
- Implementation of a comprehensive scheme of examination system.
- Providing diversification of course.
- Established in-service teacher training institution.
- Improvement of academic institution, physical and infrastructural facilities, areas of curriculum, teaching learning material with the help of NCERT.
- Extending and strengthening the open school system.
- The structure of education is 10+2+3.
- The curricular areas of secondary education is Language (mother tongue, Hindi & English), Mathematics, Science, Social science (History, Geography, Civics, Economics), Work experience, Art Education, Health and Physical Education, Education in Value, Population Education and the curricular area of secondary education is Physics, Chemistry, Biology, Mathematics, Geology, History, Geography, Political Science, Economics, Sociology, Philosophy, Psychology, Language and Art.
- For the implementation of curriculum some strategies will be taken such as- orientation of content, implementation of national curriculum framework, modernization of curriculum, finalize the national curriculum frame work, evaluation of text book, revising the syllabus and instructional materials, semisterization of '+2' stage, use of educational technology, Strengthening the technical support system.
- Special arrangements for talented children with better facilities in teaching learning process.(POA-1992, p-49)

6.6 Rastriya Madhyamik Shiksha Avijan (2009)

The department of school education and literacy of the ministry under Govt. of India is launching RMSA in March, 2009. The objectives of the avijan is to universal access to secondary education and improve the standard of education. The other objectives of the scheme is to confirmed prescribed norms, removing gender, socio-economic and disabilities barriers.

Purpose

- To form good quality secondary education for the age group of 14-18 years.
- Establishes secondary school within 5 k.m and higher secondary school within 7-10 k.m from the learners house.
- Guiding the principles in the regard are Universal access, equality and social justice, Relevance and Development, Curricular and Structural aspect.
- Ensure universal access by 2017.
- Universal retention by 2020.

Approach and Strategy for Secondary Stage

- Access: Allow all the student to admitted in the secondary school keeping in the mind the diversification.
- Equity: Provide all the students same opportunity without any discrimination.
- Institutional Reforms and Strengthening of Resource Institutions: Making essential reforms in school goverence, administration, rational policy of teacher

recruitment, finance, professional and academic inputs etc.

Expectation of Govt. of India from RMSA

- Enroll additional 1 crore students in secondary education between 2012-2017.
- Ensure universal access to free secondary education of satisfactory quality by 2017.
- Improve the quality of education.
- Ensure universal retention of students by 2020.
- Remove gender, socio-economic and disability barriers.

6.7 National Education Policy (2020)

The new education policy replace the NPE-1986. NPE-2020 is approved by the Union Cabinet of India on 29th July 2020. The new policy describe from the elementary level to higher education level with the proper vocational training. The aims of the policy is to transform the total education system in India by 2040, equitable and vibrant society with the help of quality education and "India a global knowledge superpower". In this policy the secondary education is not identify differently. The secondary education is included with the school education in the Part-I of the new policy. So in this paper the school education describe below:

- The structure of education will be modified into 5+3+3+4 from the previous 10+2 system. The 5+3+3+4 structure consisting of the Foundation Stage (3 years of anganwadi/pre-school+ 2years in primary school in (Grades1-2 ; ages:3-8), Preparatory Stage (Grades 3-5, ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), Secondary Stage (Grades 9-12, covering ages 14-18).
- The main foundation of learning stage give importance on the early childhood care and education. For the development of ECCE some initiative taken those are- child-centric based education, provide a national and pedagogical curriculum framework, universal access, applying play-based learning, high quality ECCE teachers with continuous professional development, health check-up etc. The highest priority of the education system will be achieve universal foundational literacy and numeracy in primary school by 2025.
- Universal participants all the students in the all stage of education and also bring the children who are dropped out. Achieving this objectives formal learning system, open and distance learning system, National and state institute of open schooling offers the education programme for all stage of education.
- Re-construct the curriculum and pedagogy in school with rthe help of holistic, integrated enjoyable and engaging learning. For achieving the objectives some recommendation was followed such as- reconstructing school curriculum and pedagogy in a new 5+3+3+4 structure, holistic development of learners, provide learning and critical thinking, experimental work, provide flexibility to choose the course especially in secondary stage, learn multiple language, integrate the curriculum with the subject, skill and capacity, provide national curriculum framework for school education, national textbook with the local content and students interest, modifying the assessment technique and also support the students with special needs.
- Appoint trained teachers with passed the certain professional examination. Teacher also gives

importance on the continuous professional development, career management and progress etc.

- Provide education to all.
- Provide proper resource to develop school education.
- Keep the standard setting the school education and applying the accreditation system. (NPE-2020, p.p :7-30)

7. Findings

- From the recommendation of Secondary Education Commission (1952-53) researcher conclude that the aims of the education is to more productivity and develop democratic citizen; the structure of the education was 3 years for junior secondary and 4 years for senior secondary; the recommended curriculum divided into two parts i.e. core and elective. So, students have a scope to choose the subjects themselves.
- From the recommendation of Indian Education Commission (1964-66) researcher conclude that the aims of the education was the national development of education system as well as modernization of education ; the structure of the education was '10+2+3'; the recommended curriculum divided into two parts i.e. core and elective. So, students have a scope to choose the subjects themselves.
- From the National Educational Policy (1968, 1979 & 1986) researcher found that secondary education system give the opportunity to educated all the pupils and also give the chance to adopt vocational sense.
- From the Programme of Action (1992) researcher revealed that secondary education gives importance to development of backward students learning, changed the curriculum framework and examination system and adopt the sense of semester system in the secondary education.
- From the Rastriya Madhyamik Shiksha Avijan (2009) researcher found that the secondary education is for all and Govt. also fulfill the target within 2020. It also provide equality and proper infrastructure in all aspect to develop the secondary education.
- From the National Education Policy (2020) researcher conclude that the secondary education uniform the school education system and the new structure of education is 5+3+3+4. It also said that the student must achieve the education of secondary stage with the compulsory vocational training. The new system is flexible in all stage of education, So. The students achieve the education with their needs.

8. Conclusion

The education system of India is continuous going on reform system to meet the present and future need of students as well as society. In this sense the secondary education also achieve the positive developments in the aspect of universal access, increase enrolment, reduction of gender equality, National Curriculum Framework, increase girls education, provide scholarship, reduce discrimination, proper infrastructure as well as try to remove all barriers related with secondary education. Indian Govt. always provide a quality based education from the partition of India. The enrollment of students in secondary stage is 73.14% in 2019. There is a huge gain in the enrollment of students from the partition if India. Students are also success

in the secondary stage of education with the help of Indian Govt.

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