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CHAPTER I

THE PROBLEM

1.1 Introduction

In modern times education is being considered as one of the basic survival needs of a human individual. Education with its comprehensive scope of meaning is a must for all individuals for several reasons. Education promotes occupational and social mobility; it enables adaptation of innovations in technology and helps in effective political participation. It also helps to bridge the gap between different social groups. Particularly the relationship between education and democracy can hardly be exaggerated. John Dewey (1916), the noted American educationist and philosopher suggested that the character of the educational system has a definite bearing on the polity of a democratic country. Since then education has been viewed as the sine qua non of democracy. Jayakumar (1993) ‘It is observed that the higher one’s education, the more likely one is to believe in democratic values and support democratic practices. All relevant studies indicate that education is more significant than either income or occupation’. ‘The reasons for education occupying such a significant position are that, education
presumably broadens man's outlook, enables him to understand the need for norms of tolerance, restrains him from adhering to extremist doctrines, and increases his capacity to make rational electoral choices'.

Thus, by virtue of its perceivable utility, education comes close to being a necessary condition for democracy. The need for a socio-economic transformation or a 'total revolution' has been echoed repeatedly. Education can be the only means to achieve such a transformation. Using education as a catalyst of social regeneration, a people can be awakened to their suppressed and deprived conditions and armed with the means of changing these conditions.

In the entire system of education, secondary education occupies a significant position. It is increasingly being realized that the process of development of a nation is accelerated when a sizable majority of its people acquire secondary education. If primary education as the foundation of the superstructure of education has for its major objective literacy and learning of the 3 R's, secondary education is essential for preparing the youth to play their role as effective members of the society. It is during the stage of secondary education, i.e. after the completion of the age of 13 to 14 years, that the individual's potentials are developed. His ability, attitudes and aptitudes, interests and character are shaped at this stage. By the time children leave the portals of secondary schools,
personalities and identities begin to crystalize. The period brings with it a whole lot of changes in the physical, mental, social and psychological spheres of the individual's personality. As such, there is a strong need to foster the cognitive, affective and psychomotor development of the learner's personality. Through the process of socialization of the individual a critical outlook towards social conventions, events and appreciation of social ideals along with moral values need to be developed. Insight into choosing appropriate career or vocation is to be nurtured.

Secondary education is such a crucial stage in the education of an individual that it is viewed from two angles: one, as a preparation and terminus for going back to society and the other, preparation for the +2 stage. Effective terminal behaviour resulting from secondary education helps the individual either to choose a job for earning a livelihood or to opt for higher education.

1.2 Development of Secondary Education in India.

According to Lakshmi (1989) The history of the development of secondary education in India can be traced in five chronological steps:

1. From the beginning of the British rule to Wood's Despatch (1854),
2. From 1854 to the Indian Universities Commission 1902,
3. From 1902 to Montford Reforms 1921,
4. From 1921 to India’s Independence (1947), and
5. From 1947 onwards.

Stage 1 (up to 1854)

The British rulers of India were not able to comprehend the Indian system of education where a wide variety of educational institutions like the Pathashalas of the Gurukula System and the Madrasas of the Muslims imparting religious education were prevalent because of the striking cultural and linguistic diversification. The British rulers were trying to build up a uniform system of secondary education for the country with the English language as the medium of instruction. Lord Macaulay with his theory of Downward Filtration believed in educating a few at the top and with their help achieve filtration of education to the masses. His Minutes marked the beginning of the western type of secondary education in India. In 1835 schools teaching European Science and literature were started. English became the court language in 1837. In 1849, Lord Hardinge passed a resolution for educated Indians to be recruited under the British in India. The total number of secondary schools was only 52 by 1852 but Indian subjects began preferring western education and
gradually the indigenous traditional system of education began to be discarded.

Stage 2 (1854 to 1902)

The recommendations of the Wood's Despatch in 1854 could be considered as a milestone in the spread of secondary education in India. The grant-in-aid system for private initiative in secondary education was introduced. In 1857, universities were started in the presidential towns of Bombay (Mumbai), Madras (Chennai) and Calcutta (Kolkata) which had a far reaching effect on the existing system of secondary education in terms of contents, range and scope. Matriculation examinations conducted by the universities for the students at the end of the secondary education course became the regulating factor.

Secondary schools served to prepare the students for college education rather than being terminal in nature. They were producing only clerks to work in the offices of the British East India Company. The rich languages of India whether the mother tongue or the vernacular were neglected totally.

To remedy the defects of secondary education at the time, the Hunter Commission (1882) made the following recommendations:
Secondary school education should be regarded not only as a preparation for the university courses but should be an excellent, self-sufficient and complete education as a preparation for the future. To fulfil this requirement, high schools should be bilateral, providing two parallel courses one courses leading to the university and the other terminal and complete by itself enabling the youth after leaving the school to be proficient vocationally in business and other fields of life. Diversified courses at the secondary school education level for the first time were suggested by the Hunter Commission. However, this aspect of education was too early to be followed. Hence it did not work out as planned. Secondary education with its academic character was on the increase. During the period between 1882-1902 there was a considerable expansion in the field of secondary education. It was due partly to the enthusiasm of private enterprise and partly to the system of grant-in-aid.

Stage 3 (1902-1921)

Following the implementation of the recommendations of the Indian Education Commission of 1902, the secondary schools were brought even more under the domination of the universities by the University Act of 1904. Several rigorous regulations were laid by the Act to control the secondary schools. After some years this practice was resented and, in
some states, Boards of Secondary Education were set up to control the schools and the universities were thus relieved of the control of secondary schools and of the responsibility of granting them recognition. Financial stability, staff, and curriculum were to be carefully looked into before sanctioning the grant-in-aid to schools under the management of private bodies. Large grants were given to good schools, which worked as a motivation for their success in imparting quality education.

The Calcutta University Commission 1917 under the chairmanship of Michael Sadler held the view that the improvement of secondary education was essential for the improvement of University education and offered the following suggestions:

The dividing line between the university and secondary school courses should be drawn at the intermediate examination than at the matriculation. Government should therefore create intermediate colleges, which would provide instruction in arts, science, medicine and engineering. These colleges might be run as separate institutions or as part of secondary schools. A board of secondary and intermediate examination with representatives of the Government, university, high schools, and intermediate colleges be established and entrusted with the administration and the control of secondary education.
These recommendations were accepted by several provinces and the number of secondary schools began to increase both in rural and urban areas largely owing to the interest evinced by the public.

Stage – 4 (1921-1947)

The next landmark in the development of education in India under the British rule was the constitution of Hartog Committee in 1929 to review education. The secondary schools were still dominated by the matriculation examination of the university, which led to many failures in the examination. The Committee suggested the retention of boys in the middle vernacular schools who could then go for rural pursuits. Better and prolonged training for teachers was also suggested.

The Sapru Committee was appointed in 1934 to enquire into the causes of unemployment in the country. The Committee remarked that the remedy was to provide diversified courses of study at the secondary stage to make that stage more practical and complete in itself and more closely related to the vocational requirements of different types of students. At the secondary stage there should be parallel coursers offering instruction in technical, commercial, industrial and other vocational subjects.
The Sargent Report came out in 1944 with recommendations based on the comprehensive report on post war education development by the Central Advisory Board of Education. The committee made the following recommendations:

1. The high school courses should cover six years and pupils above 11 should be admitted
2. Entry to high school should be on a selective basis, only promising students should be admitted into the high schools
3. One of every five in the appropriate age group should be given admission
4. High schools should be of two main types viz, (a) academic and (b) technical. The object of both types was to provide an all round education for the students with preparation for later life
5. Curriculum should be made flexible depending on the need of the society. The existing teacher training facilities were to be increased

The foregoing accounts indicate that secondary education during the pre-independence era underwent certain slow changes. Some notable trends were: (i) There was general demand for secondary education
mostly due to the awakening of the masses, (ii) A number of secondary schools were established in rural and semi urban areas with a view to bringing secondary education within an easy reach of the children of those localities, and (iii) Secondary education made a progress amongst women and less advantaged communities.

Stage 5 (After 1947)

The Tarachand Committee, (1948) under the chairmanship of Tarachand, Educational Advisor to the Government of Independent India made the following recommendations:

1. Admission to the degree course should be preceded by a course of primary and secondary education of 12 years.

2. Secondary schools should be multilateral. However, unilateral streams were not to be discouraged.

3. The federal language or the language of India should be taught at the end of the junior basic stage and should be compulsory till the pre-secondary stage. The federal language will become compulsory when English ceases to be the medium of instruction at the universities.

4. At the end of the secondary stage there will be one examination.
5. The pay and service conditions of teachers should be as recommended by the Central Advisory Board of Education.

The University Education Commission, 1948

The University Education Commission appointed by the Government of India in 1948 under the Chairmanship of Dr. S. Radhakrishan remarked, "It is time we realized that our secondary education remains the weakest link in our educational machinery and needs urgent reform"

The Secondary Education Commission (1952-1953)

The next landmark in the history of the growth and development of secondary education in India was the report of the Secondary Education Commission (1952-53) also known as Mudaliar Commission, the chairman being A. Lakshamanswami Mudaliar. It is the most significant document in the history of the development of secondary education in India. The Commission made a number of recommendations regarding secondary education in India. The Commission suggested reorganization of the pattern of education, diversification of secondary education and reform in the education system. It was suggested that secondary education should start after four years of primary education or junior basic
stage. It should include three years of middle or senior basic and four years of higher secondary courses. There should be multipurpose schools at higher secondary levels and students should be encouraged to join professional and technical courses after higher secondary, according to their interests and aptitudes. Education for character, developing good citizenship qualities and leadership qualities must be the important objectives of secondary education. Secondary schools should be established in rural areas in central places with sufficient population which are easily accessible to the surrounding villages. Public schools should continue and the state government should open residential schools in the rural areas.

The Commission further recommended that the regional language should be the medium of instruction. Activity method should be adopted. Trained guidance officers and career masters should be appointed in all secondary schools to help the students to choose the most suitable vocation. Constant and realistic appraisal of the pupil’s progress should be made throughout his career. There should be only one public examination at the completion of the secondary school course. The certificate awarded should contain the result of the public examination in different subjects, the results of school tests in the subjects not included
in the public examination as well as list of the school records. Efforts should be made to design new evaluation and testing procedures, which would not be a test of memory only, but a measure of pupil's educational growth.

The Commission made some substantial recommendations regarding service conditions of teachers working in secondary schools. The Commission suggested that service conditions of teaching personnel should be improved by raising their pay scale and introducing uniform procedure for the recruitment of teachers in all schools and by extending the retirement age to 60. In addition to these amenities like free education to their children free medical aid, and residence near the school may also be provided. The Director of Public Instruction will be the chairman of the Board of the Secondary Education. State Advisory Board of Education should guide and advise the education department.

The recommendations of the commission led to high school being upgraded into higher secondary school. Some of the schools adopted comprehensive system of the multipurpose schools. Under the Five Year Plans of India, the new system of secondary education began to operate effectively both under the Central and the State governments.
The Education Commission, (1964-1966)

The following are the major recommendations of the report of the Education Commission chaired by Professor Kothari:

1) The pattern of education should consist of primary stage of 7 to 8 years, lower secondary stage of 2 to 3 years of general education and 1 to 3 years vocational education; a higher secondary stage of two years of general education or 1 to 3 years of vocational education. The higher secondary courses were to have provision for specialized studies in different subjects.

2) Secondary education should be vocationalised. A variety of part time and full time facilities to meet the special needs of boys and girls were to be provided.

3) To achieve the equality of educational opportunity, tuition should be made free to all needy and deserving students. Scholarships should be provided liberally. Quality of education should be improved by a well regulated scheme of expansion, proper planning and location of schools, improvement of teaching methods and guidance and better supervision.
The Draft National Policy on Education (1979)

The Draft National Policy on Education, 1979 outlined the following principle for Secondary education; "Educational opportunity at the secondary level is a major instrument of social change and transformation. Facilities for secondary education should be accordingly extended expeditiously to areas and classes which have been denied these in the past". The policy recommended that

a) school education should be of a duration of 12 years comprising primary and secondary stages followed by 3 years of under graduation course, and

b) to make the provision for vocationalisation of secondary education, education at the +2 stage should be split into the academic and the vocational courses and only students who opt for the academic courses will continue higher education at college.


The Policy document clearly recognises the importance of secondary education for a developing country like India. It states that "secondary education begins to expose students to the differentiated roles of science, humanities and social sciences. This is also an appropriate
stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Conscious internalization of a healthy work ethos and the values of humane composite cultural will be brought about through appropriately formulated curricula. Vocationalisation through specialized institutions or through the refashioning of secondary education can, at this stage, provide valuable manpower for economic growth. Access to secondary education will be widened to cover areas unserved by it at present. In other areas the main emphasis will be on consolidation.\[^{16}\]

The national policy recommends setting up of Navodaya Vidyalayas with the objective of providing free secondary and higher secondary education to talented students, who belong to rural areas. These schools will be provided with plenty of infrastructural and other facilities to develop the creative potential of the pupils. These will be the schools with positive difference. The public school pattern will be followed in the school administration. Thus, under the new national policy of education, well established secondary schools will strive for excellence, national integration, and personality development of individuals so as to contribute to the task of human resource development.
1.3 Development of Secondary Education in India under the Five Year Plans

According to Bhat (1990) the following have been some of the main features of the development of secondary education in the country under the Five Year Plans:

In the First Five year Plan period (1951-56), it was planned to open new schools, reform old ones and recognize secondary education to make it more scientific and psychological. It was also suggested that the ideal schools should be protected and encouraged. In regard to the curriculum, the subjects included were physical education, military education, gardening, agriculture, music etc. During this period 6,200 additional secondary schools were opened, with an enrolment of about 15 Lakh pupils.

During the Second Five Year Plan (1956-61) special scholarship schemes were recommended. With a view to improving science teaching in secondary schools, science clubs were started. The percentage of girls receiving secondary education rose from 4.0 to 11.5 by the end of the second plan.

During the third Five Year Plan (1961-66) progress was seen in the following areas with regard to secondary education: (i) Provisions were made for the teaching of science, (ii) there was an improvement and increase in the number of multi purpose high schools. Many new higher
secondary schools were established and many existing secondary schools were upgraded into higher secondary schools. By the end of the third plan 2000 schools were transformed into higher secondary schools and 4000 new higher secondary schools were started.

The main emphasis in the Fourth Plan, was to enrich the content and improve the quality of secondary education. A few states took preliminary steps to adopt the pattern of secondary education recommended by the Education Commission (1964-66) and proposed to complete the change over during the Fourth Plan. There was an expansion of secondary education. The enrolment of boys increased and in the case of girls the increase was 13 times. Special programmes for encouraging girl’s education was launched.

In the Fifth Five Year Plan period (1974-79) provisions were made for 250 girl’s hostels and 0.1 million scholarships to ensure growth in the education of girls. Facilities were also provided for scholarships and hostels in rural areas. 0.1 million more scholarships were offered for students coming from weaker sections. Facilities were provided for imparting quality education with skill and efficiency.

The Sixth Five Year Plan (1980-85) proposed that to prepare manpower for economic development the government should pay special
attention to the quality of education at the secondary stage. Appropriate science kits for the secondary schools were proposed to be designed, produced and supplied. It was also proposed to identify the needs of exceptionally talented children and give them opportunities for taking up special courses or programmes of studies suited to their talent and thus nurture the valuable talent as a national resource. The sixth plan document stated that under utilization of existing resources at all levels of education, continuance of nonviable and uneconomic institutions and their haphazard growth had come in the way of development in education and it was a matter to be considered seriously before drawing further plans. It was further observed that attention was needed in regard to low pass percentages in public examinations, isolation of educational institutions from the community and lack of co-ordination with other developmental departments and agencies.

Coming to the Seventh Plan (1985-90), one of the significant developments during this period has been the formulation of a national policy on education, in 1986, the mention of which has been made earlier. While reorganizing the state of education in rural areas the Programme of Action document on the National Policy of Education has stated that "it is known that the secondary and higher secondary schools are under provided particularly in the rural areas in terms of buildings, teachers, and
school facilities but the extent of these shortages have not been surveyed in all respects. The programme of consolidation envisaged in the policy would have the following components:

a) Adequate playground facilities, where needed will have to be provided by making available nearby vacant land and in other places by arranging for sharing of such facilities with neighbouring school as a priority programme during the seventh plan.

b) A programme for construction of additional class rooms and laboratory facilities in schools to the extent they are deficient would be taken up. The state Governments and local bodies mainly would look after school education. If possible the central Government may consider the supplementation of resources.

c) Every school must have laboratories and other facilities as specified in the terms of recognition of the Board of Secondary / Higher Secondary Education.

d) The teacher competencies would be improved by attracting better qualified people to the profession as envisaged in the policy.

e) Educational consolidation in the country would be done through the core curriculum.
1.4 Role of the Boards of Secondary Education

The Boards of Secondary Education occupy a key position as they prescribe the courses of study, prescribe/recommend and, in some states prepare text books and other instructional material, lay down the standards of achievements of students, and pass judgment on the quality of performance of the learners at the secondary stage. A number of other institutions at the national and state level such as the NCERT, the NIEPA, the SCERTs, the Directorates of School Education, etc, also play an important role in strengthening secondary education. Under the National Policy on Education and the Plan of Action that followed it, the mutual interaction and collaboration among the various institutions working in the areas of secondary education would be strengthened and institutionalised. The role and functions of the Boards would be redefined to enhance their ability to improve the quality of secondary education. This would require a greater autonomy for the Boards and strengthening them in terms of their structuring and composition. The much needed examination and evaluation reform would require the Boards of Secondary Education to play a greater role in improving and monitoring the quality of secondary education.
1.5 The Central Board of Secondary Education (CBSE)

The reconstituted Central Board of Secondary Education came into being with effect from July 1962. Though the Board is an autonomous body its supreme control vests in the Government of India. The major functions of the Board are to affiliate institutions across the country, to conduct examinations at the Secondary and Senior Secondary levels or other examinations, and develop and update curriculum and textual materials. The CBSE affiliated schools include all the Central Government and Central Government aided schools, all Kendriya Vidyalayas, Navodaya schools, Military schools, Sainik schools, Schools run by public sector undertakings, public schools and other independent schools from all over the country and some schools abroad.

1.6 The National Curriculum

At the secondary stage of education knowledge areas become increasingly important and, therefore, the content and process of education has to undergo continuous reorganization and up-gradation. The National Council for Educational Research and Training brought out the modified version of the National Curriculum for Elementary and Secondary Education - A Framework in 1988, in the light of the major thrusts and recommendations, including the core curricular areas, of the National Policy on Education. This framework formed the basis of the
guidelines and syllabi as well as textbooks in various subjects brought out by the NCERT. According to the framework the content of secondary education which is the terminal stage of general education will be built around the following curricular areas: Languages (mother tongue, Hindi, English), Mathematics, Science, Social Sciences (History, Geography, Civics Economics), Work experience, Art Education, Health and Physical Education, Population Education, and Education in values.

The objectives and learning outcomes of the various curricular areas were clearly defined as under:

Languages: The effective implementation of the Three Language Formula was the one of the major thrusts in the Frame Work.

Mathematics: The secondary stage marks a beginning for the transition from functional mathematics studied till the upper primary stage to the study of mathematics as a discipline. Apart from being a specific subject, it should be treated as a concomitant to any subject involving analysis and reasoning. With the recent introduction of computers in schools, educational computing and the emergence of learning through the understanding of cause-effect relationships and the interplay of variables the teaching of mathematics would be suitably redesigned to bring it in line with modern technological devices.
Science: The aim of teaching science at the secondary stage is primarily directed towards problem solving and decision making through the learning of key concepts. The content of science should be organized on the basis of two guidelines, viz, contemporary science and the learning ability of the pupil. It should reflect that science is a continuing human endeavor and that it is international in character and method. It would be ensured that the approaches followed in the teaching of science are in consonance with the objectives of science education as laid down in the policy, viz., to develop in the child well defined abilities and values such as spirit of inquiry, creativity, objectivity, courage to question, and aesthetic sensibility. Learning of science will be oriented to ensure that the learners discover the relationship of science with health, agriculture, industry, and other aspects of daily life.

Social Sciences: The curriculum Framework recommended that social sciences at the secondary stage may comprise elements of History, Geography, Civics and Economics to promote an understanding of contemporary India. The general framework of objectives of teaching social sciences at this stage would have three major components:

(i) deepening the pupils understanding of contemporary India and its social, economic and political development as an independent nation, and its composite culture;
(ii) developing in the pupil a world perspective and an understanding of the problems of the contemporary world, particularly those relating to international peace and human rights and the establishment of a just world order; and

(iii) inculcating in the pupil a spirit of inquiry, a scientific and forward looking outlook and aversion to injustice and bigotry.

Art Education: The objective of art education was defined to be sensitization of the learners so that they might learn to respond to beauty, line, colour, form, movement and sound, and knowledge and understanding of the cultural heritage.

Work Experience: The Curriculum Framework visualised work experience as 'purposive and meaningful manual work organised as an integral part of the learning process and resulting in either goods or services useful to the community'. Its introduction through well-structured and graded programmes comprising activities in accordance with the interests, abilities and needs of learners was recommended. Stress was also laid on the inculcation in the learners respect for manual work, values of self-reliance, cooperativeness, helpfulness, inquisitiveness, work ethics, attitudes and values related to productive work and concern for the community. For the secondary stage the imparting of prevocational
orientation to the programme was recommended to facilitate the choice of vocational courses at the higher secondary stage.

Health and Physical Education: Health and physical education was visualized an integral part of education. Emphasis was laid on the total health of the learner and the community by promoting desirable attitudes, understandings and practices with regard to nutrition, health and sanitation and developing health, strength and physical fitness of the body through games and sports activities, yoga, scouting and guiding, NCC, social service etc.

Population Education: The National Policy of Education specified observance of the small family norm as one of the core curricular elements at all the stages of education. This has been sought to be achieved through population education programme. Contents relating to the population education have been integrated into the syllabi and textbooks of Geography, Economics, Civics, Science and languages at the secondary stage. These contents have been drawn from areas like population and economic development, social development, environment, health and nutrition, family life and population dynamics.

Education in values: The National Curriculum Framework emphasized value education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perception, ethical
consideration and character building. It stressed the role of education in combating obscurantism, religious fanaticism, violence, superstition, fatalism, exploitation and injustice as well as inculcation of values like honesty, truthfulness, courage, conviction, straightforwardness, fearlessness, tolerance, love for justice, dependability, compassion etc. for creating a humane society and balanced individuals. Efforts were made to integrate the various components of value education into the curriculum.

1.7. Secondary Education in Karnataka State:

The Karnataka State is situated on the western edge of the Deccan plateau of India. The state has for its neighbours Maharashtra and Goa on the north, Andhra Pradesh on the east Tamilnadu and Kerala on the south, while on the west it opens to the Arabian Sea. During the British rule and for about a decade after independence the present day Karnataka compromised of the princely state of Mysore, parts of Hyderabad state, the British regions under the Bombay and Madras presidencies and the princely state of Kodogu. The long cherished aspiration of the Kannada speaking people to form a unified Karnataka state was accomplished in 1956. Under the States Reorganization Act 1956 the Kannada speaking region's Bombay Karnataka, Hyderabad
Karnataka, Madras Karnataka, and the independent Kodagu district integrated into the single state of Karnataka.

Development of Secondary Education in Karnataka

The history of the development of secondary education in Karnataka state needs to be divided into two periods, viz., the period prior to the reorganization of the states and after the reorganization.

1.8. Prior to the States Reorganization (before 1956)

1.8.(a). Old Mysore Region

The first government high school in the princely state of Mysore was started in Bangalore in 1858, affiliated to the University of Madras. Later, the mission schools at Tumkur, Shimoga and Hassan and the Maharaja's School in Mysore were taken under the government management. In 1871-72 there were 11 high schools teaching up to matriculation standard. In 1910-11 there were 16 high schools with a pupil strength of 3,435. Till 1930-31, the medium of instruction in high schools was English and in that year Kannada was introduced as the medium of instruction. The SSLC scheme was introduced at the secondary level during 1913. The revised curriculum comprising compulsory group and elective groups was introduced from 1937-38. The
setting up of District Boards of Education in 1948-49 facilitated a rapid increase in the number of high schools and student enrolment.

1.8. (b). Bombay Karnataka Region

In the year 1882 there were four high schools in the Bombay Karnataka Region. The government had the policy of opening one government high school in each district head quarters. Christian missionaries and municipalities started taking interest in establishing high schools, and so by 1921-22 there were 19 high schools. Educational Societies such as the K.L.E. Society and the Karnataka Education Board were formed and they had the potential of speedy growth. Private initiative gradually dominated the secondary education sphere and by 1956, the year of states reorganization, there were 128 high schools of which only nine were government high schools.

1.8. (c). Madras Karnataka Region

Secondary education in the Dakshina Kannada district made its beginning with a missionary school affiliating itself to the Madras University matriculation Course. The Wardlaw High School founded in 1845 is the oldest High School in the district of Bellary. There were four high schools in the region by 1891-92. A number of secondary schools were started by the private agencies, which resulted in the expansion of secondary education in the early decades of the 20th century. The
organization of secondary education was taken up in the district of Bellary and Dakshina Kannada in 1923, with the setting up of District Secondary Education Boards. By 1946 there were 11 high schools in the region.

1.8.(d). Hyderabad Karnataka Region

There were two types of high schools in this region, the English High schools and the Osmania high schools. The English high schools followed the regulation of HSLC of Madras University and the Osmania high school prepared the students to the Osmania University. The number of Osmania high schools rose from one in 1916 to four in 1935. In 1937, the Board of Secondary Education was constituted and the two types of schools were merged into a common course called Higher Secondary Certificate Examination with Urdu and English as media of instruction. At the time of the states reorganization in 1956 there were 11 government high schools and 8 private schools in the region.

1.8.(e). Kodagu Region.

The matriculation class was introduced in the Central High School, Madikeri in 1879–80 to raise it to the status of a high school. By the end of 1946-47 there were 7 high schools in Kodagu out of which 2 were government and others were private. Till 1944 English was the medium of
instruction and later Kannada was introduced. At the time of reorganization, 1956, there were 5 government and 6 private schools.

1.9. After the States Reorganisation

After the formation of a new state following the reorganization, the term 'secondary education' applied differently to schools and classes in different regions of Karnataka. In the old Mysore region it applied to schools in which a three-year course was provided. In the region, secondary education was mostly under government management with some schools under District Boards and Municipalities. In the Bombay-Karnataka region, it was applied to schools with four years duration from standards VIII to XI. Most of the Secondary Schools were under the private sector with a small number of schools under government and local bodies. In the Madras region the term Secondary education applied to a three year course. Most of the high schools were under private management and there were also some high schools under local boards. In the Hyderabad region, high school education was of three years duration and in that area alone along with primary education, the duration of school was ten years. In Kodugu there were private as well as government schools.
In the integrated Karnataka state there were 535 secondary schools and two military high schools, one each at Bangalore and Belgaum, with a total enrolment of 0.125 million. The number of high schools increased to 1,833 in 1968-69 and the number of students to 0.46 million. However, with these quantitative expansions the set up, syllabi and examination pattern in vogue in the different regions of the state presented complex problems. As per the recommendations of the Educational Advisory Committee which were also based on those of the Secondary Education Commission (1952-53) the new curriculum was introduced in all the parts of the state in the year 1960-61. And was extended to standard X during 1962-63. Thus uniformity in the pattern, syllabi and examination was achieved by 1962-63. A uniform pattern of education was evolved for the whole state comprising of 7 years of primary education-4 years of lower primary and 3 years of higher primary and 3 years of secondary education. The new pattern was implemented progressively so that by the end of the year 1962-63 a uniform scheme of education was in force throughout the state from I to X standard. Up to the year 1968-69 the curriculum included 3 languages, general mathematics, general science, social studies, craft, physical education and one out of eight groups of electives. In 1969-70 the new electiveless syllabus was introduced. In the
new scheme there are in addition to 3 languages 3 core subjects, work experience, art, moral education, and physical education and games.

1.10. Secondary Education Examination Board

For historical reasons the secondary school final examination was conducted by various Boards for the different regions of the state referred to earlier in the discussion. The Mysore Secondary Education Examination Board (now called Karnataka Secondary Education Board) was constituted in 1966. To this Board the responsibility of conducting the school final examination at the state level was transferred. At present all the students from the entire state take up the SSLC examination conducted by the Board at the end of the secondary school course.

For improving the quality of school education it was proposed to establish State Council for Educational Research and Training. Provisions were also made for the academic units to cover the requirement of secondary education. Facilities in schools went on expanding with the objective of improving the quality of secondary education.
1.11. Quantitative Expansion Of Secondary Education and its Implications

The total number of secondary schools across the country has steadily increased. New schools have been opened, existing school have been upgraded. There has been large scale increase in the number of secondary schools in rural areas. Such growth in the number of secondary schools and enrolment therein has been mainly quantitative. The following have been the obvious reasons for the quantitative expansion of secondary education in the country:

I. The extension of the facilities of education at the elementary stage, especially in the rural areas.

II. The general awakening among backward sections of the population for the need to send their children to secondary schools.

III. Making education upto the end of secondary stage almost free.

IV. Equalisation of educational opportunity.

V. Introduction of vocational education at the +2 stage.

VI. Opening up many branches of education in colleges and universities.

VII. Expansion at the collegiate level by opening up evening colleges, organizing distance education and setting up of Open Universities.
Whatsoever the reasons prompting quantitative expansion of secondary education might be, the fact that due to quantitative expansion, the quality of education is deteriorating cannot be overlooked.

1.12. Quality in Secondary Education

Peters (1990) has made an attempt to discuss the meaning of quality in education. The term 'qualitas' was a translation of a Greek term, which was used by Plato and Aristotle to pick out what was distinctive of a thing, its essence. Quality thus relates to 'pre-eminence in characteristics that are taken to be distinctive of the thing in question.' The distinctiveness of a thing in turn is marked by its valubility. The valubility of something is judged by 'either intrinsic or extrinsic considerations'. Something might be valuable from the intrinsic point of view or from an extrinsic consideration. Extrinsic value of a thing is derived from its being instrumental to some other end. Intrinsic value of a thing renders the thing an end in itself. Something is sought after for its own sake or for the sake of some practical end. In other words, a thing might be valuable for what there is in it, i.e., for its intrinsic value, or for what it leads on to, that is for its extrinsic or instrumental value.

Whether 'quality' is determined intrinsically or instrumentally, judgments about 'quality' fall under the general principle of 'the promotion
of what is good' or under the more general principal of the 'promotion of the common good'. The programme of receiving secondary education, for example, might include both intrinsic and extrinsic considerations. Imparting secondary education in accordance with some ideal standard envisaged in a given context, would form intrinsic value approach to the task at hand. On the other hand, imparting secondary education to the aspirants with a view to equipping them with qualifications necessary to earn a living would be extrinsic value approach. The two cannot, however, be looked at isolation. To qualify oneself for a job to earn one's livelihood is to acquire the relevant knowledge and skill. To do the job to the expectations of a calling warrants acquisition of the requisite culture and wisdom. As such quality in secondary education has to be judged from both the angles.

To elaborate Peter's view of 'quality' in the context of secondary education, quality education is not only that which prepares people for jobs and leisure but it is also that which produces people wise enough and adaptable enough to grapple successfully with the problems of everyday life. As such, quality is most essential to education; it is the very life of education. Education without quality is futile and aimless. In this context it is necessary to remember that all concepts of quality have deep socio-cultural roots. There are therefore, immense variations of
excellence, such as excellence in different human abilities, in different branches of knowledge, in production processes and in different cultural and artistic forms. Three different expressions – quality, standard, and efficiency are used in a variety of meanings, sometimes synonymous and sometimes to indicate different concepts either separately or in combinations. Quality therefore needs to be taken as a comprehensive concept. Consequently considerations of the quality of an educational system involve all these variables, viz., significance, relevance, standard and efficiency. Viewed from such variables involved, quality of education has to be measured in terms of its capacity to create the new social order the nation is thriving to bring about in accordance with its goal of democratic socialism. To achieve the national goals envisaged as building up a secular unified India, imbibing the values of modernisation, productivity, and shaping a humane and caring society quality education with its emphasis on equality, austerity, eradication of poverty, co-operative coexistence, self – restraint, consideration for others, intensive pursuit of knowledge and excellence can alone be the effective means.

1.13. The Role of the Teacher

Singh (1969) by the term 'role' is meant, "what the society expects of an individual occupying a particular position in the social system". In
any system of education the teacher plays a pivotal role. The teacher is the most important agent for realising the most of the educational objectives of the society. There are ample evidences in history to the fact that great teachers are the seeds of great civilizations and progress. The strength of an educational system largely depends upon the quality of its teachers. Teacher performance is the most crucial input in the process of education. However lofty the aims, however modern and abundant the equipment, however effective the administration, whatever policies may be laid down, in the ultimate analysis these have to be interpreted by teachers, as much through their personal example as through the teaching-learning process. When it comes to the implementation of the process, the teacher stands unchallenged. His position is the most vital. Ultimately the responsibility of making the education system work lies with the teacher. The teacher holds the key position in the learning process. According to Dondiyal (1988) efficiency of an educational system is primarily determined by the efficiency of the teachers. The quality of education is, thus contingent upon the quality of the teacher.

The report of the Education Commission (1964-66), emphasising the role of the teacher in education states: "Of all the different factors which influence education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most
significant. Thus the Education Commission places a highly priced premium on the significance of the teacher's role in the process of education. National Council for Teacher Education 1996 in India, in fact, there is hardly any document on education in which the pivotal role of the teacher in the success of an educational system and national development has not been highlighted in most eloquent terms: "There has been, in recent years, greater emphasis on educational development which should be supportive of overall societal development. For this, within the educational sector, teachers are graded as an effective instrument to make education responsive and supportive of the process of the national development".

Shukla (1988) The National Policy on Education (1986) bodily declares 'No nation can rise above the level of its teachers'. This indicates the complete trust the NPE places in the role of the teacher in the enterprise of education and national development. The teacher is engaged in the most delicate task of human engineering with whatever resources and tools at his command. A well prepared enthusiastic teacher creates, if necessary, his own materials and makes learning a creative experience for the students. On the contrary all fine materials, best textbooks, modern gadgets and laboratory equipment turn to dust in the hands of a poor or indifferent teacher. Although an educational system
may have excellent material resources in the form of attractive school plants, well equipped laboratories and libraries, efficient administrative staff, correct policies and progressive curricula if the teacher is incompetent or indifferent to his responsibilities, the whole programme is likely to be ineffective and wasteful. Any teacher who is casual not only destroys himself and his profession but also the future generation. The Secondary Education Commission, (1952-1953), observes “Even the curriculum and the most perfect syllabus remains dead unless quicked into life by the right methods of teaching and the right kind of teacher.

Yadav (1998) quoted a good teacher is aware of the fact that quality education is the only way to national development, survival and contributing to a better order. The developments in educational technology in recent times ambitiously aim at bringing about radical change in methods of imparting education in the modern context. The multimedia approach is all anxious to assist the teacher in the subtler and more complicated task of imparting quality education. To make the best use of such facilities it requires specialized knowledge and skill on the part of the teachers. It is to be remembered that any amount of sophisticated gadgets can only serve as aids in carrying out teaching-learning programme. The teacher continues to remain an indespensable part of the educational process. To corroborate the contention in the
words of the NPE: "Teachers will continue to play a crucial role in the formation and implementation of educational programmes.", In the words of Hendry Van Dyke, "Famous educators plan new systems of pedagogy, but it is the unknown teacher who directs and guides the young.

Nagapure, (1992) Education being the most crucial of human affairs, teachers have to provide role models. Teachers need to be the whole philosophy behind the entire educational enterprise. Personality of the teacher plays a dominant role in the process of education. Persons with dynamic personality and with sound philosophy of life can contribute much compared with others, who may be qualified otherwise. Combs, (1986), the chief spokesman for personality of teachers affirms: "A good teacher is primarily a unique personality." Highly successful teachers possess better intellectual capacity and efficiency, high creative potential and level of aspiration. They are able to include learning, develop interest and foster desirable attitudes among their students. Subject mastery, responsiveness, innovative proneness, integrity, communicating ability, concern for the students are the factors related to effective teachers. Teachers endowed with such essential traits can competently fulfil the responsibility of providing role models. They can be able to do considerable justice to the requirement of playing their multidimensional
role, i.e. teaching, research, development of learning material, extension, and managing the institutions.

The phenomenon of fast expansion in every sphere of education adds to the already crucial responsibilities of teachers. Secondary education is expanding at a phenomenal rate and will continue to do so for reasons discussed already. The expectations of the learners, parents and the society towards the teacher will be very high. The teacher will remain a beacon of light to the students, a source of inspiration and enlightenment to the young minds and a tower of strength to the nation.

"A teacher" in the words of Henry Adams, "affects eternity; he can never tell where his influence stops".


The concept of residential school has had its roots in the ancient Indian Gurukul system of education which was governed by the principle that the teacher and pupil should live together for the all round development of the pupils personality. The accent was on the close bond between the teacher and the taught. The pupils lived in the house of the teacher as members of the latter’s family for a stipulated period, normally of 12 years. The Gurukul were parts of the hermitages of sages. They were institutions by themselves and the objectives of education therein
were integrated development of the personality of the pupil, character formation, preservation and transmission of knowledge and culture, social awareness and piety. Swami Vivekanand obviously had in his mind such centers of learning when he observed that "the student should live from his very boyhood with one whose character is a blazing fire and should have before him a living example of the highest teaching". Regarding the number of pupils residing and receiving education at a gurukula, there are ample evidences to the phenomenon that some celebrated sages had over 10,000 pupils under their care and such a sage was known as a 'kulapti' or a 'kuladhipati'. During the later periods the education system became more organized and formalized. Buddhist and Jain monasteries functioned as residential centers of higher education. They had well observed rules and regulations. Besides religious education, secular learning was imparted. During the medieval period, temple colleges took over as centers of higher education and specialized education for a privileged few was given.

Pillai (October 1995) at the advent of the British rule there were Pathashalas and Maktabs teaching the 3' R' s. Higher religious education was offered in the Sanskrit colleges and Perso-Arabic madarasas. Most of these were nonresidential day institutions. Gradually, with the impact of western education, and some of the Indian elite being exposed to the
public schools of England, like Eton, Harrow and Winchester residential schools were started in India, modeled on the English Public Schools. For instance, the Doon Public Schools was started to provide comprehensive education for the children of the elite families.

The kings of princely states established residential institutions and institutions like Mayo College, Ajmer and Rajkumar college, Rajpur came up. The missionaries then entered the fray and schools like St.George's Musorie and Daily College, Indore were established. Following and modelling on these, many more schools came up across the country. All these schools were compulsorily residential, completely independent, fully equipped with all facilities for the full development of the personality of the child. The teachers were most skilled and qualified, committed and serious and they followed the inspired leadership of the dedicated principal. These schools experimented with unconventional curriculum, innovative teaching methods, self government and free discipline. The children were well supervised, the syllabus was not overcrowded and there were options for the pupil to express his individual aptitude and inclinations. Wholesome, clean balanced food was provided, organized games were encouraged and opportunities for creativity and free expressions were given through arts and crafts. The emphasis was on making each individual pupil an all rounder. The tone and culture of the
school were set by the vision and wisdom of the principal. He inspired the commitment of his faculty, commanded the respect and admiration of the students and had the trust of the parent community. The teachers were pseudo-parents who lived with the children, played with them, ate with them, supervised the house activities of the children and, in short, they were friends, philosophers and guides for the children. The teachers were recruited more for their love and regard for children than for their academic qualification. They set the right environment for the children to develop physically, intellectually and emotionally, feel safe to take risks and regard each other with trust and concern. However, these schools received no grants, they were expensive to run and hence they did charge high fees. As a result, these were accessible only to a certain class of the community.

1.15. The Present State of Affairs

The present state of affairs with residential schools seems to be far from satisfactory. Though a few of the old, established schools have managed to maintain the good old pattern and standards of the public schools, most of the residential schools with their mushroom growth in the last two decades are more like the private boarding schools of England. These schools vary greatly in both kind and quality. Most of these schools
have been started by individuals with profit motive. They are independent schools, not eligible for any government grant and hence their charges are very high. Most of the schools do have the entire necessary infrastructure such as playground, library laboratory, dormitories etc., but what is sadly lacking is the committed staff of the by gone years. Though the staff are provided free quarters and free board, not many join these schools as they are not willing to devote their whole time to the school and children. Teachers also like 9 to 5 job with no extra responsibilities and demands on their free time. It is also true that these schools are not able to pay them the government scales of pay and therefore do not attract the right type of people. Only those who cannot get into government service or into the better paying day schools, join the residential schools.

According to Pillai, the author of the article under the preceding reference, during a survey of some of the residential schools, some teachers expressed their dissatisfaction over the type of children who join these schools. They say that there is no job satisfaction of teaching a subject well and getting good results. Most of the children who join these schools belong to that class of parents who have limited objectives; these parents are not very ambitious about the academic achievement of their wards. Some of the children who join these schools are the ones who
have problems at home. Some come from separated families of non residential parents and what these children most need is love, affection, sympathy and security. Not many teachers are able to guide or counsel them and this leads to many disciplinary problems. The most serious of problems is that of leadership of the principal. It is very difficult to obtain committed and dedicated persons who can inspire the teachers, set an example for the students, get the trust of the management and command the respect of the parents and the community. Such species of human beings seem to be dwindling and becoming rare. It must also be accepted that not all the managements are willing to plough back a good percentage of the profits they earn into the institution to improve the facilities, give incentives to willing workers, appoint sufficient number of helpers, organize more leisure time activities etc.

However, amidst the dismal scenario presented above no one can deny the fact that some of the residential schools have been able to produce scholars and statesmen, scientists and administrators and sportsmen. These schools have a pride of place in the education system of the country. They will do well if they would mind to attract the best possible talent to serve in the schools by offering them better emoluments and attractive incentives.
1.16. Importance of the study

The role of education in the national development programme is catching now the imagination of educational planners and others concerned. It is well recognized that there is an interactive relationship between educational innovation and overall development and that education makes an important contribution to the creation and formation of a new man and the society based on social justice.

Development is not mere economic growth, it is also a quest for status, prestige, recognition and social and political modernization. It has, therefore, a close link with the development of human resources. Human resource development is a concept of rather recent origine. Herbison and Myres (1968) have made an attempt to elucidate the concept of human resource development in all its comprehensives. Human resource development is the process of increasing knowledge, the skills and the capacities of all the people in a society. In economic terms it could be described as the accumulation of human capital and its effective investment in the development of an economy. In political terms, human resource development prepares people for adult participation in political processes, particularly as citizens of a democracy. From the social and cultural point of view the development of human resources helps people to lead fuller and richer lives, less bound by tradition. Concisely the
process of human resource development unlocks the door to modernization.

A nation's assets can be divided into two aspects: natural resources and human resources. A country requires human beings to mobilize capital to exploit, natural resources, to create markets and to carry on trade. If a country is unable to develop its human resources it cannot develop anything else like a modern socio-political structure, a sense of national unity and integration or higher standards of material welfare. Human resource development hence is a necessary condition for achieving the political, cultural and social as well as economic goals of a nation. Hence the conviction that human resource development is the most effective single means to accelerate national progress. In turn, education is the sole means to achieve human resource development and hence the conviction that education has a key role to play in the development of a nation. A country needs, in addition to educated persons specialized in different fields of life, the educated populace to join hands in the task of nation building.

In the document the National Policy on Education (1986), the human beings have been described as assets: "In the Indian way of thinking, a human being is a positive asset and precious national resource which needs to be cherished, nurtured and developed with tenderness
and care, coupled with dynamism”. In the complex and dynamic human resource development process, the catalytic action of education needs to be planned meticulously and executed with great sensitivity. The document ‘Challenge of Education – A policy perspective’ (1986) observes that in the history of mankind, education has formed a continuum and a basis for the development of human society. Through development of attitudes, values, capabilities of knowledge and skills, education provides strength and resilience to people to respond to changing situation and enables them to cause and contribute to social development.

Secondary education has the crucial responsibility of human resource development in the sense of educating the whole population to join hands in the task of nation building. It is at this crucial stage that development of the requisite attitudes, values, capabilities of knowledge and skills, discussed above has to take place through the interaction of the teacher and the taught in the classroom. The teacher as the main agent of social change and development is the principal means of implementation of educational programmes and organization of education. The teacher’s effective and efficient role can be the tool of ushering a new order of society, which is just and equitable. Teachers can bring about any change required by the society. They can destroy or
make the country and its people capable of contributing more to increase human resources.

Jayakumar (1997) in post Independent India lots of efforts have been put in to revamp, reshape and revitalise secondary education with a view to making it worth its meaning. But it is observed that the changes and innovations contemplated upon have not penetrated through the classroom. Any amount of high sounding terminology, intellectual manipulations and ambitions, policy decisions are not going to help in any way in bringing about quality in education unless the classroom reality is changed. A significant remark by a sensitive observer from this angel is worthy of contemplation: “In spite of the rhetoric and the spending spree, the micro reality of the class room has remained the same over the decades as the proverbial unchanging center of the wheel of change: Commissions and Committees including the specific Secondary Education Commission (1952-54), panels and policies, referred to earlier in the discussion, have spared no pains in making recommendations for the improvement of secondary education. But, unless the classroom reality changes no other change anywhere has any value.

Quality education needs to be up to date in content as well as in methods. The newest knowledge about the process of learning should find its way into the class room. For John Dewey ‘the sole direct path to
securing improvements in the methods of instruction and learning consists in centering upon the conditions which exact, promote and test thinking. According to Gupta (1992) quality in education then, is not so much teaching a child 'what to think' but 'how to think' so that he goes on seeking, choosing and thinking, so developing the persistent habit of enquiry and reasoning: 'To be informed one thing; to be wise is another.' Quality in education, therefore, is not just providing information; it is the more difficult task of developing wiser minds. In this context the following words of Piaget are worth recalling: "The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done men, who are creative, inventive and discoverers. The second goal of education is to form minds which can be critical, can verify, and not accept everything they are offered. The great danger today is of slogans, collective opinions, readymade trends of thought. We have to be able to resist individually, to criticise, to distinguish between what is proven and what is not".

The sole objective of classroom activities through teacher pupil interaction is to create conditions to foster the required development in the pupils by providing the type of quality education discussed above. The present research study assumes importance in that it aims at finding out the classroom realities the residential and non-residential secondary
schools by making a critical analysis of the teaching and testing procedures as they obtain at present and offer suggestions for further improvement.

1.17. Need of the Study

J.W. Best states that 'research is the one method by which one finds solutions to educational problems'. The suggestion implies the need for continuous research to tackle the problems related to the way by which the individual pupil learns effectively and the teaching methods which best improve the learning. Effective teaching and testing procedures can be attained only by research, guided by proper philosophy of education.

As discussed earlier, the significance of secondary education can hardly be exaggerated. The successful completion of secondary education is a requirement for admission into institutions of higher education on the one hand and on the other, it caters to the needs of those who enter the world of work. As stressed by the National Policy on Education 1986, updated in 1992, the stage of secondary education begins to expose students to different branches of knowledge like science, the humanities and social sciences and their differentiated roles. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to
understand their constitutional duties and rights as citizens'. As such, a
major challenge before all those who are concerned with education is to
devise and organize a system of secondary education which would both
widen access to it and, at the same time, ensure relevant and quality
education. Making quality education available to all students at the
secondary stage is by far the only way to develop their full potential either
for pursuing higher studies or seeking gainful employment.

In recent times, there is a special emphasis on processes in
secondary education, including among other things those related to need
based courses and curriculum planning, including the methodology of
teaching and evaluation procedures and educational technology. Yet
another common trend is the emphasis on access and equity, in other
words equality of educational opportunity according to the ability and
need of the learner. But, according to H.V. Hampton "the whole system of
secondary education is rigid and idealistic and is characterized by a dull
and monotonous uniformity. On the whole, India has been well served by
expert advice but, despite the recommendations of various commissions
and committees, little has been done to adapt an outworn system to the
conditions of modern life. Indeed it is only a slight exaggeration to say that
the Indian high school with few notable exceptions is much the same
today as it was in 1904 and little change from what it was as far back as 1884.

The above seemingly harsh criticism warrants a critical probing into the status conditions and lapses in the different aspects of the secondary education system as it functions today. The much praised ethos of residential schools makes one take for granted their superiority over non-residential schools as far as quality education is concerned. Innovations are necessary in any growing and dynamic system of education. Assessment of innovations as conceived, planned and implemented is perhaps even more necessary in order to sustain innovative schemes and programme and institutionalize them to the extent possible in due course of time.

According to Kothari (1991) curriculum transaction in the classroom is one of the most crucial aspects of education involving teaching and testing. This aspect reveals teacher competency at every step. Quality in education being contingent upon teacher competency, procedures of teaching and testing assume greater importance. To achieve qualitative improvement in secondary education the quality in the teacher-learner interaction in the classroom needs to be taken care of. As such, there is a need for a critical inquiry into the teaching and testing procedures in secondary schools residential and non residential, and
suggest measures for improvement. "All progress is born of inquiry. Doubt is often better than over confidence, for doubt leads to inquiry and inquiry leads to invention."

1.18. Statement of the Problem

The problem of the research study at hand is worded as under:
'A CRITICAL ANALYSIS OF TEACHING AND TESTING PROCEDURES IN RESIDENTIAL AND NON-RESIDENTIAL SECONDARY SCHOOLS UNDER DIFFERENT MANagements IN KARNATAKA'

1.19. Objectives of the Study

The objectives of the study taken up for research are defined as follows:

1. To make a critical analysis of the current teaching and testing practices in Residential and non-Residential secondary schools under different managements in Karnataka.

2. To study the competency of the teachers in the classroom activities.

3. To know the students performance in Science, Mathematics, Social Sciences and Language at IX standard, and
4. To make suggestions for updating the practices of teaching and testing in the classroom

With the above mentioned objectives in view the research study at hand proceeds with the following assumptions.

1. There is no difference in the teaching and testing procedures in the residential and non-residential secondary schools under different managements in Karnataka.

2. There is no difference in the students performance in all the subjects in the residential and non-residential secondary schools under different managements in Karnataka.

3. There is no difference in the competency of the teachers in the classroom activities in the residential and non-residential secondary schools under different managements in Karnataka.

1.20 Definitions of some Terms Used in the Study

TEACHING: To clarify the concept of teaching attempts have been made by numerous scholars to define the term ‘teaching’. According to N.L. Gage teaching is “any activity on the part of the person intended to facilitate learning on the part of the other.” This view is more or less
corroborated by H.C. Morrison: "Teaching is an intimate contact between a more matured personality and a less matured which is designed to further the education of the latter." Hough and Duncan elaborate the view: "Teaching is an activity, a unique professional, rational and human activity in which one creatively and imaginatively uses himself and his knowledge to promote the learning and welfare of others." B.O. Smith prefers to be brief in his definition: "Teaching is a system of actions intended to produce learning".

S.C.T. Clarke defines teaching in terms of behavioural changes when he states that "activities that are designed and performed to produce change in student behaviour" constitute teaching. For D.A. Balogun teaching is "the passing on of ideas, knowledge, skills, attitudes, beliefs and feelings to someone, with an aim of bringing about particular changes in that person."

Taking teaching as a classroom related interactive process, Edmond and Amidson define teaching as "an interactive process, primarily involving classroom talk which takes place between the teacher and pupils and occurs during definable activities", while A. Flanders articulates: "Teaching is an interactive process. Interaction means participation of both teacher and students and both are benefitted by this. The interaction takes place for achieving desired objectives." Analyzing
the factors and components involved in the complex process of teaching, Othonel Smith states: "Teaching is a system of action involving an agent, an end in view and a situation including two sets of factors – those over which the agent has no control (Class size, characteristics of pupils etc.,) and those which he can modify (ways of asking questions about instruction and ways of structuring information or ideas gleaned)." For J.A.Akinpelu teaching is "the conscious and deliberate effort by a mature or experienced person to impart information, knowledge, skills and so on to an immature or less experienced person with the intention that the latter will learn or come to believe what he is taught on good grounds".

The latest simple terminology in parlance for 'teaching' is curriculum transaction. While undertaking the task of curriculum transaction, one would do well to note S.N.Mukharji's explanation of the nature of 'teaching': "Teaching is a painful, continual, difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all by example".

TESTING - In the educational context 'testing' is the task of evaluating the learner's achievement in terms of learning outcomes aimed at his growth in accordance with the contemplated objectives.

RESIDENTIAL - An educational institution where students stay day and night availing the facility of lodging, boarding and receiving education.
NON RESIDENTIAL - Otherwise known as 'day-school' imparting education to day-scholars only.

MANAGEMENT - In the educational context, agencies shouldering the responsibility of administrating education – government, local bodies, government and quasi government organizations and private bodies.

1.21. Organisation of the Study Report:

The report of the present Research Study is organized in five chapters as follows:

Ch-1. Introduction: Comprising of a general introduction followed by an appraisal of the history of the development of secondary education in India and in Karnataka, quantitative expansion of secondary education and its implications, quality in secondary education, the role of the teacher, residential schools – ethos and contributions, the present state of affairs, genesis of the problem, statement of the problem, definition of some terms used in the wording of the problem, need of the study, importance of the study, objectives of the study, methodology of the study, nature of the study, sample of the study, tools of the study, data collection, and analysis.
Ch-II. Review of Related Literature: Comprising of a review of the related studies and the guidelines derived.

Ch–III. Research Procedure: Consisting of the method employed for the study, nature of the study, restatement of the problem, data collection, sample of the study, tools of the study, statistical tools used for analysis, and limitations of the study.

Ch-IV. Analysis and interpretation of the data: Involving analysis of the tabulated data regarding the 16 categories related to teaching and testing procedures in terms of frequencies and percentages occurrence of the teaching components and interpretation.

Ch-V. Summary and Conclusions: Consisting of summary of the research study, major findings of the study, suggestions for improvement, suggestions for further research, Bibliography, and Appendix.

1.22. Limitations of the Study

The study is limited to making a critical analysis of the teaching and testing procedures in the Residential and non-Residential Secondary Schools under different managements in Karnataka with a smaller
sample. The Video tape recording system used as a tool for data collection involves considerable economic expenditure. The research study is not funded or sponsored by any outside agency. The candidate herself being required to meet out the expenditure, a larger sample could not be taken up for the study. The candidate pronounces with all humility the limitation of the study in this regard. Also the study is purely limited to observation of the classroom transaction in the secondary schools chosen for the study and does not probe into any infrastructural conditions available in the schools. The study also does not take into consideration any variables affecting the classroom transaction. Also, analysis of the testing procedures in the Secondary Schools is made on the evidence of the pupil's verbal performance during the classroom processes.