Chapter I

Introduction

I. Meaning and Purpose of Secondary Education

Secondary education is a vital stage in the overall scheme of educational training, and its importance can never be belittled although the emphasis upon its aims and purposes has varied from time to time. This is a stage where education is given to the age group 11 plus to 16 plus, which is the most precious period in an individual's life, having the greatest psychological and physiological significance. The term 'secondary education', though simple, is not always precise. It has been understood in terms of the role and purposes envisaged for it from time to time. Yet, distinguished educationists have tried to give it an exact definition. According to Professor H.C. Dent,

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to bring him to the threshold of adult life adequately prepared to enter upon that life as knowledgeable, active minded and sociable individual, a citizen aware of his privileges, rights, duties and objectives as a member of a democratic society, and eager to take them all up, and a worker sufficiently skilled to begin not only to support an individual life of his own but to make a reasonable contribution through his work to natural and spiritual wealth of the community, and to know why he should do so and be satisfied with the reason.  

Professor Dent's definition is comprehensive, and it applies to a large extent to the system of secondary education as it obtains in India today except for the vocational character attributed to it in the closing words of the definition. Secondary education has also been defined by the Committee on the Orientation of Secondary Education of the Department of Secondary School Principals in America in the following words:

Secondary education denotes the education provided by schools for the purpose of guiding and promoting the development of normal individuals for whom on the one hand elementary school no longer constitutes a satisfactory environment and who, on the other hand, are either not prepared to participate effectively in society unguided by school or not ready for specialised work of the professional schools or the upper division of the liberal art college.

This definition implies that the scope and limits of secondary education are determined in terms of its function. Secondary
education has certain tasks to perform in the development of the learner. It does not begin its work until that stage of educational development of the learner has been reached. It continues its task until the development of the learner has reached that stage when the secondary school responsibility ends. The definition includes two stages. The first stage is when the child is so far developed that he can no longer fit properly in the elementary school and becomes the responsibility of the secondary school; the second stage is when the secondary school student has shown himself fit to participate effectively in society or ready to move on to higher education and has crossed beyond the further responsibility of the secondary school. Until the students reached this level, the secondary school has to take care of them. The secondary school should, therefore, help the youth to develop his physical, intellectual, and practical powers according to his abilities and special aptitude so that at the end of his educational career, he can play his role effectively as a capable member of his society and contribute his mite to its growth and prosperity. In the words of J.B.Edmonson and others, "the secondary school is to provide experience and source of information that will lead to the fullest development of students as individuals both in the adolescent years and in adult life." 

There is considerable divergence in the definition of secondary education in terms of specific age-range. It is now generally recognised that the period of secondary education
covers the age group of about 11 to 17 plus. The Secondary Education Commission (1952-53) suggested that "properly planned education, covering about 7 years, from 11 to 17 years should enable the school to give a thorough training in the courses of study taken up by the student and also help him to attain a reasonable degree of maturity in knowledge, understanding and judgement which would stand him in good stead in later life". The Commission recommended that after 4 or 5 years of Primary Education, secondary education should cover a period of 7 years, from the age of 11 to 17 years. The Kothari Commission (1964-66) suggested that Primary Education should cover the first seven or eight years, and secondary education should follow covering two cycles i.e., Lower Secondary, corresponding to 14, 15 and 16 years, and Higher Secondary, comprising classes XI - XII. Thus it could be seen that such usage of the term of secondary education in specific age-range is essentially for administrative purposes. However, it is clear that this is the stage of education which helps children become full members of a complex society. It develops, to the highest potential, his ability, aptitudes, interests, and qualities of character. It also forms the central link in the chain of education, because it is through this that backward and forward linkages are established. As the teachers for primary school come from secondary schools, a good standard in secondary education helps ultimately to improve primary education. The university students are drawn from the secondary schools. Therefore, the standard of higher education also depends considerably upon that of secondary
education. Thus, secondary education constitutes a vital point in the educational structure. It should be so organised that students can be sufficiently equipped, both in knowledge and skill, to join any part of economic life. Secondary education should be both terminal and preparatory. It should be terminal for those who do not want to or cannot proceed for further education, and should be preparatory to provide a strong academic foundation for higher studies for those who show intelligence and aptitude for such studies.

Secondary education, as understood to-day, was not known in ancient and medieval India. During the colonial days also, secondary education was not considered as a stage to be built upon the elementary stage, as education for the masses was largely neglected. In the words of A.D'Souza and K.P.Choudhury, secondary education was conceived to be a type of education, distinct from and running parallel to, elementary education. The latter was meant to provide the masses with elements of the 3R's, the former was for a small social and intellectual, predominantly middle class, elite to prepare them for college and for professions, and for the leadership of the masses destined to be hewers of wood and drawers of water.5

Such a type of secondary education, which was exclusively meant to be the preparatory level for collegiate education, prevailed in India till independence. In fact, this system of secondary education was a gift of the British who initiated in 1854 an
articulated system of education having three distinct levels - primary, secondary and higher (collegiate and university). Till that time there was no regular system of secondary education to be considered as a stage upon the elementary stage in Assam. There were the pathsalas and the moqtabs and the madrassas which imparted primary education. The tols gave lessons to some students in Sanskrit in subjects like grammar and philosophy and Ayurveda and the like. These last were elitist centres of classical learning for the upper classes. With the establishment of the British rule over the country, a new type of education in Western science and literature given through the medium of English began to flourish throughout the country for the upper and middle class elite groups. The aim of such education was to prepare Indian people to help run the government machinery. The enthusiasm of the upper middle class social and intellectual elite for 'English education' grew more and more as the social, economic, and cultural benefits to be derived from it began to increase. The British government introduced a new type of education in order to create a class of persons by race Indian but Western in outlook and manners who would be able to man the intermediate and subordinate rungs of the administrative machinery. It was hoped that Western education would, by some mysterious process, filter down from a handful of educated people to the illiterate masses. This led to the rapid growth of English or Anglo-Vernacular high schools throughout the state to prepare pupils for the Matriculation Examination after which they would join the colleges for general education for a degree which was
a kind of 'Open sesame' to much-coveted government jobs. Thus, modern secondary education in the country without any indigenous root was built up. It was specially and exclusively meant to be 'college preparatory' and was unilateral in objective. Accordingly, it tended to be narrowly conceived, excessively academic, and bookish, and out of touch with life. As the number of secondary school pupils increased rapidly during the 20th century, the system of secondary education which did not take into consideration the abilities, aptitudes and vocational ambitions of the pupils, began to show its shortcomings one of which was an increasing number of unemployed matriculates, intermediates, and graduates whose growing frustrations often sought undesirable outlets. The British Government was aware of this fact and tried to overcome the shortcomings of the system of secondary education as it then prevailed. The setting up of several commissions and their recommendations prove the government's concern in this matter. The Hunter Commission of 1882 (Indian Education Commission) pinpointed the basic defects of secondary education in India and stated that the same was dominated by the entrance requirements of the universities. But a vast majority of the pupils had neither the means nor the proficiency for pursuing higher studies in the universities. To rectify this anomalous situation, the commission suggested diversification of the courses of study at the secondary stage. It recommended that in the upper classes of high schools "there be two divisions - one leading to the Entrance Examination of University, the other of a more practical character intended to fit youths for
commercial or other non-literary pursuits. Had this proposal of the Hunter Commission been accepted and implemented, it would have changed the face of secondary and higher education in India and would have had a tremendous impact on the social and economic development of the country.

The Calcutta University Commission (Sadler Commission) in 1917 remarked that no satisfactory re-organisation of the University will be possible unless and until a radical re-organisation of the system of secondary education upon which university work depends is carried into effect. The Commission recommended to reorganise secondary education and suggested the transfer of the intermediate classes to the high schools and the need for the setting up of an independent Board of Education to control high school and intermediate education. The Abbott-Wood Report (1936-37) suggested a complete hierarchy of vocational institutions parallel to the hierarchy of institutions imparting general education. The Sargent Report of 1944 recommended that high school education should be for six years for selected children between the age of 11 and 17 years. According to it, the function of the high schools should be to cater to the needs of those children who are well above the average in quality. The high schools were recommended to be of two types, (a) academic and (b) technical.

It has been observed that in spite of several recommendations made by different commissions to introduce reforms in the system of secondary education, the condition remained
unchanged. In the words of H.V. Hampton, "Secondary school system suffers from arrested development. It has failed to keep pace with the changes - social and political, economic and industrial which have gone to the making of modern India and it has failed to keep abreast of the latest development in educational theory and practice..."³

After independence changes in social, economic and cultural life of the people have made it imperative that the programme of secondary education be adapted to the needs and interests of present-day society. The tendency to urbanize the population, the higher standards of living, the gradual change from manual to mechanical labour in the industries, the development of mass production, the improvement of transport facilities, and the application of specialized business techniques have all vitally influenced Indian life and society after independence. The schools are thus required to make continued readjustment to changing social and economic life. The University Education Commission (1948) (Radhkrishnan Commission) remarked that Secondary Education suffered from aimlessness, its primary aim being to prepare children either for entrance into the university or for clerical jobs.⁴ Being conscious of the fact that freedom would be meaningless and dangerous in the hands of the uneducated and inefficient population, attempts have been made to reorganise the educational system according to the needs of the society.

Emphasizing the educational needs of democratic India, the Secondary Education Commission of 1952-53 observed:
... the educational system must make its contribution to the development of habits, attitudes and qualities of character which will enable its citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissiparous tendencies which hinder the emergence of a broad national and secular outlook. Secondly, though rich in potential resources, India is actually a poor country at present, a large majority of its people have to live at an economically subhuman level. One of its most urgent problems, if not the most urgent problem, is to improve productive efficiency, to increase the national wealth and thereby to raise appreciably the standard of living of the people. Thirdly, partly as a result of this oppressive and widespread poverty, there is a serious lack of educational facilities and the bulk of the people are so obsessed with the problem of making some sort of a living that they have not been able to give sufficient attention to cultural pursuits and activities. Hence there is a need for re-orienting the educational system in such a way that it will stimulate a cultural renaissance.  

The Commission expressed the view that it had to formulate its aim with reference to these broad categories:

"...the training of character to fit the students to participate creatively as citizens in the emerging democratic social order, the improvement of their practical
and vocational efficiency so that they may play their part in building up the economic prosperity of the country, and the development of their literary, artistic and cultural interests, which are necessary for self-expression and for the full development of the human personality, without which a living national culture cannot come into being.\textsuperscript{12}

This Commission emphasised that secondary education which should be the end of all formal education for the majority of the citizens, must assume the responsibility of providing the necessary training for the purpose.

The success of a democracy depends on the worth of every single individual. The object of democratic education is, therefore, to bring an all-round development of every individual's personality. It means that education should take into account all the individual needs — psychological, social, emotional, and practical, and cater to all of them. The wholesome development of an individual's personality is possible only in society; therefore, it is necessary that a student should learn to live with others and appreciate the value of co-operation. The Secondary Education Commission viewed that "No education is worth the name which does not inculcate the qualities necessary for living graciously, harmoniously and efficiently with one's fellowmen. Amongst the qualities which should be cultivated for this purpose are discipline, co-operation, social sensitiveness and tolerance."\textsuperscript{13}
The Secondary Education Commission also emphasised "the need to promote technical skill and efficiency at all stages of education so as to provide trained and efficient personnel to work out schemes of industrial and technological advancement." It also recommended that there should be much greater emphasis on crafts and productive work in all schools and, in addition, diversification of courses should be introduced at the secondary stage so that a large number of students may take up agricultural, technical, commercial or other practical courses which will suit their varied aptitudes and enable them either to take up vocational pursuits at the end of the secondary course or to join technical institutions for further training.

The Commission emphasised the need for training in leadership and observed that the special function of the secondary school is to train persons who will be able to assume responsibility of leadership in social, political, industrial or cultural fields in their own small group of community or locality.

The aims and purposes as formulated by the Commission are similar to those as envisaged in the liberal democratic countries of the West. For instance, "The Educational Policies Commission 1937" in its report on "The Purposes of Education in American Democracy" has emphasised similar aims for education. It has envisaged four groups of objectives for education in a democracy as - (1) the objective of self-realisation (2) the objectives of human relationship (3) the objective of economic efficiency and (4) the objective of civic responsibility.
The rapid changes in the social, political, economic, and cultural life of the people in the present century have influenced the changes in secondary education system in almost all the countries, both developing and developed, so that it can prepare the adolescent for a dynamic society. It will perhaps not be out of place here to take note of the nature and purpose of secondary education in England and America. It has already been stated that the system of modern secondary education in India was initiated by the British rulers. Hence it is perhaps essential to have a look at the British secondary school system and its aims and purposes. The relevance of considering the system of secondary education in U.S.A. lies in that this country also has, like India, a democratic form of government and is one of the most prosperous and advanced nations of the world.

In England, the grammar schools are the oldest types of secondary schools which flourished till the beginning of the 19th century and where students were being prepared for university education. The children of the elite sections of society had the privilege of getting admitted to such schools. Elementary education for the masses was provided by the churches, and assisted, after 1833, by the local rates and treasury grants. The grammar schools were generally regarded as schools for people belonging to a social order different from that of those attending the elementary schools. Such a dual system of education prevailed in England till the 20th century. It is a sort of this
system that was transplanted in India (compare the establishment of middle vernacular, middle English, and high schools) and it continued till independence. Towards the later part of the 19th century and the beginning of the 20th, the tremendous changes in the social, political, economic and cultural life of the British people made it imperative to change the system of secondary education in U.K. The Hadow Committee of 1926 recommended to make secondary education available to all children between the age of eleven to fifteen years. The committee also recommended three types of secondary schools - Grammar School, Modern School, and Technical School so as to provide education according to the capacities of all children of the age group of eleven plus. The Spens Report of 1938 introduced some changes by making the provision for transfer between Technical High Schools and Grammar Schools and equalising the standard of all post-primary institutions. In 1941 Norwood Committee recommended three categories of secondary institutions for the children of 11 plus — The Secondary Modern, the Secondary Technical, and the Secondary Grammar. This tripartite segregationist pattern of secondary institutions was criticised on social, psychological, and educational grounds and many local authorities, notably of London and Manchester, are experimenting with bilateral, multilateral or comprehensive schools that cater to the needs of all children according to their desires, aptitudes, and capacities.

In the U.S.A., the Latin Grammar Schools established by the Puritans provided secondary education till the beginning of the
19th century. The main object of such schools was to give education in the Latin language and literature. But with the changing social conditions there, those schools became unpopular, and Academies started by Benjamin Franklin became popular, for they could serve the industrial and human requirements of the nation of that time. Till the end of the 19th century the system of secondary education in the U.S.A. was a mixture of the Latin Grammar School and the Academies. The beginning of 20th century brought in a revolutionary change into the life of the American people. The development of the concept of freedom made the people think that necessary qualities of citizenship should be inculcated in students at the secondary stage which should also give them an opportunity for preparation for their future. The secondary education in the U.S.A., though under local influence and management, had most of its objectives based on the recommendations of state and inter-state committees on secondary education appointed from time to time. The National Education Association appointed a Committee of Ten in 1892 which recommended that secondary education should have the training of the students of the collegiate level as its primary objective but should lay emphasis, while keeping higher education in view, generally on useful subjects and arithmetic. The National Education Association appointed the Commission on Reorganisation of Secondary Education in 1912 which recommended Seven Cardinal Principles of secondary education. They were: (1) Health Education, (2) Command on Fundamental Process, (3) Worthy Home Membership, (4) Vocational Education, (5) Civic Education, (6) Worthy Use of Leisure,
and (7) Education for building ethical values. The National Education Association appointed a committee on Social and Economic Goals of America in 1933 which recommended adoption of social and co-operative programmes in secondary schools in order to bring the secondary education of the country nearer to the ideals of the life of the people. This committee recommended ten objectives for secondary education, viz. (1) Physical security, (2) Equality of opportunity, (3) Economic security, (4) Freedom, (5) Mental security, (6) Fair play, (7) Suitable occupation, (8) Active and flexible personality, (9) Hereditary strength and (10) Participation in evolving culture. It is pertinent here to recall that the Secondary Education Commission of 1952-53 (Mudaliar Commission) also observed that the secondary education of free India should aim at the training of character to fit the students to participate creatively in the emerging democratic social order. The Education Commission (1964-66) (Kothari Commission) suggested that secondary education should be reformed in such a way as to relate it to the life and aspirations of the people, and thereby make it a powerful instrument of social, economic and cultural transformation necessary for realising the national goals. Thus, the identity of aims and objectives of the two justifies our reference to the American system of secondary education in the present study.

The institution of several Committees and Commissions to re-organise the secondary system of education bears witness to the serious attention given to the problem by the Government and the educational planners of the country. After independence, the
Tarachand Committee (1948), among other important recommendations, suggested that secondary schools should be of multipurpose type though unipurpose schools were not to be discouraged.

The University Education Commission (1948-49) felt that secondary education was really the weakest link in our entire educational machinery, and suggested that the standard of admission to the university courses should correspond to that of the present intermediate examination, i.e. after completion of 12 years of study at a school and an intermediate college.

The Secondary Education Commission (1952-53) (Mudaliar Commission) made detailed recommendations on various aspects of educational reconstruction. The three most important reforms suggested by the Commission were:

1. The Re-organised pattern of education: (a) Secondary Education should start after four years of primary education or the Junior Basic stage; (b) It should include three years of Middle or Senior Basic and four years of higher secondary; (c) First degree course should be of three years' duration after higher secondary.

2. The diversification of secondary curriculum through the conversion of selected high schools into multipurpose schools.

3. A reform in the examination system to suit the new objectives of education.

The Education Commission (1964-66) suggested the following changes in the structure of education:
(1) (a) a pre-school stage of one to three years
(b) a primary stage of seven or eight years divided
into (i) a lower-primary stage of four or five
years and (ii) a higher primary stage of three
years;
(c) a lower secondary or high school stage of three
or two years in general education or of one to
three years in vocational education;
(d) a higher secondary stage of two years of general
education or one to three years of vocational
education.

The Commission laid emphasis on the institution of the higher
secondary course (classes XI - XII) with provision for specialised
studies in different subjects.

(2) The Commission considered it necessary to vocationalise
secondary education in a large measure and to raise enrolments
in vocational courses to 20 percent of the total enrolment at the
lower secondary stage, and 50 percent of the total enrolment at
the higher secondary stage by 1986.

(3) Towards equalisation of educational opportunities the
Commission suggested:

(a) Lower Secondary Education should be made tuition
free in all government, local authority, and aided
schools,
(b) Attempts should be made to extend tuition free education to all needy and deserving students during the next ten years, and

(c) There should be liberal provision for scholarships.

(4) For the improvement of quality, the Commission suggested:

- a well-organised scheme of expansion;
- proper planning and location of schools;
- improvement of teaching methods, and
- proper guidance and supervision.

Accordingly, changes were introduced into the educational system by different state governments. The implementation of the recommendations of the Secondary Education Commission started with great enthusiasm in different states and union territories. However, it was found that such implementation of changes could not bring the desired result, but produced a number of problems as the changes were sought to be implemented in a haphazard way. The recommendation of the Education Commission (1964-66) started to do away with the problems of secondary education and to improve the quality of education as a whole. But it was felt by many that the changes introduced were rather frequent and too many. There has been some criticism in certain quarters that changes in effect amounted to mere experimentation upon students. In the words of V.R.Taneja,

Perhaps no other configuration of education has involved so much surfeit of thinking, discussion and deliberation as the secondary education which
no doubt constitutes a very vital link in the chain of educational system. Unfortunately, it has been treated as a guinea pig.¹⁸

There may be some substance in this criticism, but that the changes have been brought in with utmost sincerity of intent and purpose cannot be denied by the most severe critic. The changes are imperative in a dynamic society. Economic and social changes call for new adjustment to be made in the educational system. Among many forces at work in society which forecast the essential changes in the nature of secondary education are the changing nature of secondary school population, the changing social needs, the recent studies in the field of education, and the recommendations of new educational theories and practices in the field. If the secondary school is to be an integral part of a dynamic society, it must bear new responsibilities as they arise. As such significant changes have been tried since independence in the country in almost all the aspects of secondary education — the teacher, the pupil, the curriculum, the distribution of workload, the school routine, the examination system, the school organisation, administration and other relevant areas. All the changes, however, have been geared to improve the quality of education so as to make it a powerful instrument for national progress and prosperity. The changes in the educational system cannot be viewed piecemeal or in isolation. They are interlinked and their effect is cumulative. The changes in the level of secondary education influence higher education as well. The changes as introduced in
Assam have influenced higher education to a large extent. But the nature and the extent of such influences have not been critically evaluated so far. Such an evaluation is highly desirable. The reason is obvious. The prosperity and progress of a country basically depends upon the quality of higher education provided to the people, the foundation of which, again, is laid in the system of its secondary education.

II. The Problem

The Changes in Secondary Education in Assam from 1964 to 1974 and Their Influence on Higher Education in the State.

The aim of the proposed study is to see how the changes brought in the level of secondary education of the state during the period 1964 to 1974 have influenced higher education here. These dates are significant because the 11-year Higher Secondary Schools started to present their products for 3-year degree course from 1963. Side by side the 10-year High School products who completed the one-year Pre-University course at college entered the 3-year degree course in the same year. From 1964 to 1973 the changes at the secondary level have influenced higher education of a general nature markedly. Again, from 1973, due to the implementation of the recommendations of the Education Commission,
(1964-66) changes have been introduced at the Secondary level along with the Primary level and the Degree level. The changes at the secondary level from 1964 to 1974 were too many and their influence upon higher education of a general nature has been remarkable. During this period, the school structure, the organisation, and administration and the curriculum content were effected with the clear objective of equipping the student for sufficiency of employment and pursuit of higher learning after the termination of the secondary school course. Precisely, an attempt was made to give a vocational bias to the system for the benefit of a large majority of the pupils without, however, neglecting the aspiration of a smaller number who would opt for higher learning in various fields of science and technology and the social studies including the humanities.

The proposed study is expected to bring to light some of the deficiencies of secondary education in the state as a result of introducing reforms at that level which have led to the deterioration in the quality of higher education of a general nature.

III. Hypotheses

The present study starts with the following hypotheses:

1. After independence many changes were introduced into the system of secondary education with a view to re-organising the secondary level of education — a stage where the students would build the foundation of their future academic life or professional
life, and would be benefited by the secondary school education either to follow higher education or to enter into an occupational life according to their interests and abilities. It was expected that as a result of the changes at the secondary level the secondary stage would be a solid stepping stone for higher education and therefore the quality of higher education would improve. But it has been seen that this expectation has been belied. The secondary stage has hardly proved to be an adequate stepping stone for higher education and the quality of general education is fast deteriorating.

2. The changes were intended to provide education to the adolescents according to their needs and capacities and also according to the needs of society. It was hoped that a large section of secondary school pupils would pursue different vocational courses and enter into occupational life while a smaller section with ability and aptitude would enter into the higher educational institutions for pursuing higher education of a general nature. But it has been seen that a large number of students of poor calibre still flock at the gates of the colleges of general nature overcrowding the institutions.

3. As a result of the reforms in secondary education it was also expected that the quality of education at that level would improve and wastage at the level could be minimised as the students would be able to pursue different courses of studies according to their capacities and interest. But the wastage at the secondary level as well as at the higher level is still alarming.

The present investigator, being associated with teaching in a degree college for the last twelve years, has the feeling that
the secondary school products entering the colleges for higher education of science, arts, and commerce are mostly ill-equipped to pursue such courses. A large number of second and third divisioners of the High School Leaving Certificate and the Higher Secondary School Leaving Certificate examinations who are totally unequipped for pursuing higher education, and were not much benefited by higher education, created a number of problems in the institutions for higher education. Hence the study has been taken up to see how the changes at the secondary level of education have influenced higher education of a general nature in the state of Assam.

IV. Limits of the Study

The scope of the present study is limited to an examination of the influences of the changes of secondary education in Assam upon higher education of a general nature, excluding from its purview such highly specialised courses like medicine, engineering, teacher training etc. The post-graduate level of general education is also outside the purview of the present work. Science education of a general nature is, however, taken into account along with arts and commerce. Those changes alone that were introduced during the period 1964-74, have been studied, because some major changes were introduced rapidly at the level of secondary education in Assam during this period and their effects could be observed at the higher educational level also.
The present study is in a large measure devoted to an examination of the functions of the 11-year higher secondary and multi-purpose schools of the state, because significant changes in several aspects of secondary level were introduced in those schools. However, changes were also introduced in certain aspects viz. courses of studies in the 10-year high schools. The functions of the 10-year high schools have been taken into account and their influences also studied. From 1973 the 12-year school pattern (10 + 2) was introduced; its working has been taken into account in the present work.

To present an overall picture of the state of secondary education in Assam ever since the British days, it was considered necessary to give a brief account, in the form of a rapid survey, of the history of secondary education in the state. This will show whether the new changes brought in are radical and farsighted in nature or are merely innovatory. Here it will also be recounted as to when and how the changes began to be introduced into the pattern of secondary education in Assam. This has been done in Chapter II of this work.

The nature of the vocational aspirations of the secondary school student has been studied in order to determine if the new changes could provide them the basic facilities for pursuing them at the later stage according to their aspiration. This is done mainly on the basis of the questionnaire administered to a number of students of Class IX and X of rural and urban areas. The
analysis of the findings has been presented in Chapter III of this work.

A detailed examination of the changes introduced in the entire scheme of secondary education and their effect on the secondary level has been presented in Chapter IV of this work.

Certain influences of changes of the secondary level upon higher education of a general nature (Arts, Science and Commerce) have been presented in Chapter V of this work. In Chapter VI the investigator has summarised the findings and presented some suggestions for improvement on the basis of the study. The scope for further study in the line has also been indicated here.

V. Methods and Procedure of the Work

The work has been carried out on the following lines:

A. Field work:

1. Collection and analysis of statistical data: The primary sources of information collected and analysed by the investigator were (a) Relevant documents (b) Old records (c) Journals and periodicals and other publications (d) Published reports of S.E.B.A. (Board of Secondary Education, Assam) (e) Reports of different Education Commissions and Committees (f) Data collected from the Office of the Director of Public Instruction (DPI), Assam, and the Office of the Directorate of Statistics,
Government of Assam, (g) Data collected from the Planning and Development Department (Manpower using), Government of Assam, (h) Data collected from the Statistical unit, Gauhati University. The data collected have been analysed.

The Secondary Sources of information: Works and studies on the subject of secondary education.

2. Oral testimony or personal interview:

The investigator arranged interviews with selected persons like school teachers, college lecturers, head masters, college principals, eminent educationists, parents, and educational administrators who were associated with education at one time or another. Their responses were analysed. An interview schedule was prepared for the purpose.

3. The Administering of the questionnaires:

Two sets of questionnaires were prepared — one for the students to get a picture of their vocational aspirations and the other set, consisting of two parts, one a questionnaire and the other an interview schedule, were addressed to such persons as had a direct share in implementing the changes in the schools, and had personal experience of the effect of such changes (Appendix I, II A-B):

4. Visit to secondary schools:

The investigator visited a number of Higher Secondary and
Multipurpose schools both in rural and urban areas, where the new scheme of secondary education was implemented, and acquainted herself with the functions and conditions of those schools. The result thus obtained is recorded. The investigator also visited a few secondary schools in different localities, to administer the questionnaires.

B. **Library work:**

Library work has been done in the following libraries:
(a) Gauhati University Library, (b) Madras University Library, (c) Dibrugarh University Library, (d) Sibsagar College Library, (e) Pragjyotish College Library, (f) Assam Assembly Secretariat Library, (g) District Library, Guwahati.

VI. **Relevant Studies:**

In the course of the investigation, it was possible on the part of the investigator to take note of some similar studies, although not on identical topics, in other parts of the country. This is proof enough of the importance of the changes brought into secondary education of the country. Some of these studies are:


This study was done on the growth and enrichment of the High School curriculum in Punjab during the 20th Century. The aim was
to see how far it was conservative, retaining the worthwhile, the desirable and the progressive elements, and at the same time being functional. It was examined in the light of the socio-economic changes in Punjab and the national goals of the country as a whole.


In this study, a critical evaluation of all the aspects of secondary schools namely, academic progress, administration, buildings and other physical facilities, finance etc. have been examined in detail.


In this study the investigator has studied the changes in the course content of mathematics. The aim of the investigation was to devise certain means to formulate worthwhile course content of mathematics for the schools in Nagaland.


* The research abstracts have not yet been published.