CHAPTER I

INTRODUCTION
An educational system is shaped by the larger fabric of culture of a particular society at a particular time. The culture of a society means the culture of the customs, the ideas and the ideals held and cherished by the society. With the expansion of economical activities the techniques of culture had been improving. The pattern of education developed and had been changing in the changing society. As a result, education expands vertically into higher and higher stages along with efforts given to remove limitations of development in the modern sense.

The Higher Secondary stage of education in the beginning introduced as collegiate education. The historical background of collegiate education in Assam indicates that Assam was very backward up to the nineteenth century so far as the collegiate education is concerned. The introduction up to the Intermediate Arts standard which was first introduced in the Gauhati Seminary (new Cotton Collegiate School) in 1866. The same had to be closed down in 1876 i.e. after ten years of running due to continued poor results in the University examination. It was under the Calcutta University. Later on demands
the College which was started in Gauhati Seminary was
revived and developed into Cotton College in 1901. By
the end of First Five Year Plan, 24 colleges esta-
blished in the State and this number was raised to 41
by the end of the Second Five Year Plan i.e.in 1951.
Upto 1969, more than 100 general colleges consisting
of Higher Secondary stage of education developed.

Pattern i
The Higher Secondary education of the present
pattern was first introduced by the Secondary Education
Commission, 1952, popularly known as Mudaliar Commission.
The Government of India appointed the Secondary Education
Commission on 23rd September, 1952 to (a) enquire into
and report on the present position of Secondary Education
in India in all its aspects and (b) suggest measures for
re-organisation and improvement with particular reference
to
(i) aims and organisation and content of Secondary
Education.
(ii) its relationship to Primary, Basic and Higher
Education.
(iii) the interrelation of Secondary Schools of
different types.
(iv) other allied problems
so that a sound and reasonable uniform system of Secondary Education suited to our needs and resources may be provided for the whole country. Such terms of reference were framed with a view to remove the sustained defects of Secondary Education.

One of the major recommendations of the Commission was to replace the earlier Intermediate stage or course by the H.S. course of four years duration. The Commission also recommended for the establishment of Multipurpose Schools wherever possible to provide varied courses of studies to students with diverse abilities and attitudes. The present structure of 10+2+3 pattern of education was recommended by the Education Commission (1964-86) or Kothari Commission. Kothari Commission was set up to have a comprehensive review of the entire educational system. This review was needed due to widespread dissatisfaction about several aspects of educational development. The other Commissions, Conferences and Committees that recommended the introduction of H.S. education of the present pattern are:

All India Council for Secondary Education held in October, 1963 recommended unanimously a desirable national pattern of Secondary Education of a total schooling of 12 years including last four years of H.S. education. The first two years of H.S. stage were recommended as H.S.
Part -I and the next two years as H.S. Part-II. The H.S. Part - I and Part - II examinations are to be held at the end of each two years respectively.

The Conference of the State Education Ministers, Vice-Chancellors and Eminent Educationists held at New Delhi in November, 1963 recommended 12 years course of school education including H.S. stage. The special thrust given by the Conference on improving the quality by prescribing higher standard by using better text books and providing for more qualified and well trained teachers.

The Adiseshiah Report or Plus-2 National Review Committee examined the efficacy of the curriculum of the Plus-2 stage of school education with special reference to Vocationalization of education and submitted its report in February, 1978. In this report recommendations with a plan of action were given on the curriculum of the +2 stage of education with special reference to vocationalization of education.

Throughout the years of planning and development of education of different stages with a national consensus a relevant effort had been made to eradicate the drawbacks of educational systems. As a result, some new policies and new system on education developed. On the concept of a National System of Education in India, a common school system was recommended in the 1968 Education Policy and thus the National Structure of education (10 + 2 + 3) came
out after long years of deliberation and recommendations of different Education Commissions. Prior to introduction of 10 + 2 + 3 structure of education, 11 year H.S. Education was introduced in Assam on the recommendations of the Mudaliar Commission during the last phase of First Five Year Plan. The H.S. education of four years duration was introduced in H.S. schools under the academic control of the Board of Secondary Education. At the same time the High Schools which were not upgraded to the H.S. and M.P. school had to continue the existing system of matriculation or H.S.L.C. examination. For the students passing H.S.L.C. examination, one year Pre-University or Pre-Degree course was introduced in colleges to equalise with the 11 year H.S. education so as to make eligible for entering the three year degree course (+ 3 stage). This 11 year H.S. education had to be discontinued after the Kothari Commission's recommendation, that diversification should start only after 10 years of school education. Accordingly 1 year Pre-University or Pre-Degree classes under the University became two years of H.S. Education and the two years of H.S. Education under the Board. The recommendation of the Adiseshiah Report or + 2 National Review Committee, 1978 was to introduce diversification of education at the H.S. stage comprising of general spectrum and vocational spectrum all over the country, during the Fifth Five Year Plan period. But the recommendation remained unimplemented in Assam. Lastly the National Policy on
Education, 1986 formulated with a view to introducing a national system of education. It was expected to remove the imbalance in educational provisions by introducing the national system of education. The NPE, 1986 laid emphasis on the +2 stage of education. As a result the course was prepared with diverse objectives and a Higher Secondary Education Council was set up to conduct the Higher Secondary examination exclusively, abolishing the earlier practice of holding this examination by Universities and the Board separately.

Originally under the Constitution of India education was a State subject. Every State was at liberty to have its own policy on Education. This was one of the reasons for the absence of a uniform pattern of education throughout the country. With a view to providing a uniform pattern of education throughout the country, the relevant provisions of the Constitution was amended. The 42nd amendment in the Constitution which received President’s assent on December 18, 1976 education was put on the Concurrent List. The amendment was suggested by a Committee headed by S. Swaran Singh appointed by the Government of India. Entry 25 of the Concurrent List includes, "Education including technical education, medical education and Universities subject to entries 63, 64, 66 of List I, vocational and technical training of labour."
Through this amendment, Education was transferred to the Concurrent List in 1978. Since then Education is a subject which is both under the control of the Union and the State Government. The National Policy on Education, 1986 was framed up under the provision of the Constitution.

Apart from the progress and developments made on the basis of recommendations of Education Commissions and Conferences, the National Policy on Education, 1986 provided some significant and new features at the H.S. stage along with other stages of education. These are:

1. All round development - material and spiritual
2. Furthering the goal of socialism, secularism and democracy enshrined in our Constitution
3. Development of manpower.

The 1986 policy was framed in conformity with the National Policy Statement issued in 1968. The objectives of the National Policy on Education, 1968 were - for economic and cultural development of the country, for national integration and for realising the idea of a socialistic pattern of society. In the line of the uniform pattern of education for the country, the H.S. education in Assam expanded during past years prominently from 1986 though it did not commensurate with the population growth. Upto 1976, only 70 number of H.S. schools were established in Assam, out of which Government H.S. schools were 24 numbers and non-govt. H.S. schools were 46 numbers. It has raised to
336 numbers upto 1986. Along with expansion of H.S. schools the subjects of teaching are also expanded and modernized. Another important aspect of the historical development of institutionalisation of H.S. schools is that the government of Assam has introduced the policy of provincialisation of the H.S. schools to have an effective and uniform facility and control along with standardisation of teaching.

The objectives of the National Policy on Education, 1986 are to be fulfilled through promotional activities and providing required facilities for its effective implementation. Only such schools which have potential and resources should be upgraded to H.S. level. But, in practice the relevant aspects seems not considered by the government of Assam in many cases of upgradation of existing High Schools to H.S. level. Another important thing to be done before introducing the scheme is to train the teachers and arrange for in-service training programme of working school teachers in a big way. But, so far the pre-service teacher training programmes have not been properly renovated to prepare the teachers for this challenging job. Similar to teachers training, much importance is also given in the new policy on other promotional activities like - improvement of syllabi, curriculum, teaching methodology, examination system, infra-structural facilities and extra-curricular activities.
Educational planning in India practically started in 1951. Since then seven Five Year Plans had been completed. During Five Year plans upto 1980, emphasis had been on the aspects like (1) expansion of facilities (2) opening of Multi-Purpose H.S. schools (3) provision of Text Book libraries (4) improvement in science education (5) emphasis on training of teachers (6) provision for in-service training (7) adoption of uniform pattern of 10 + 2 + 3 (8) vocationalization of secondary education (9) introduction of socially useful productive work and (10) Non-formal education for secondary school drop-outs. During Sixth Five Year Plan (1980-85), priorities were envisaged on (1) To emphasise the qualitative improvement and vocationalization of secondary education (2) To restrain expansion of secondary education (3) To open new secondary schools in backward areas (4) To emphasize upon rationalization and consolidation of existing schools. During Seventh Five Year plan (1985 - 90) the strategies for development of education was on (1) Better utilization of existing schools (2) Checking of the growth of unplanned high/higher secondary schools (3) Education for girls and Backward areas students. During this plan period emphasis was also given on (1) Improvement of education specially of science and Mathematics through updating and modernisation of science curricula, laboratories and libraries and large scale
in-service training programme (2) vocationalization of H.S. education in view of the importance of linking education with productivity. Diversified facilities for vocational education were to be provided to cover a large number of fields in agriculture, industry, trade and commerce and services. Vocational education at the + 2 stage was planned to secure gainful employment or self employment and the course introduced in educational institutions in a flexible manner so as to link up with emerging work opportunities.

Curriculum Development:

Curriculum means arrangement of subject matter to be learnt by a student during a particular period. Earlier when there was no systematic study in education, arrangement of subjects was not developed. Gradually with the advancement of educational system the aspects like curriculum, syllabi, methods of teaching, evaluation etc. came under consideration. The Secondary Education Commission, 1952 which gave the first idea of the present system of H.S. education suggested to prepare curriculum based on the following principles -

(1) Development of balance personality.
(2) Variety and elasticity.
(3) Training both for work and leisure.
(4) Correlation of subjects.
Based on these principles, the Secondary Education Commission, 1952 presented the broad outlines of the curriculum for the high schools and the H.S. schools. The objective of the curriculum suggested by the Commission was to remove the major defects inherited from the past by providing diversified courses to meet the varied abilities, interests and aptitudes of the adolescents. The curriculum has been made practical through introduction of a craft on a compulsory basis. Subjects were not divided into watertight compartment and flexibilities were given. But this curriculum was found unsuitable when a large number of high schools were converted into the H.S. and M.P. schools. The Government of India therefore appointed an Education Commission in 1964 under the Chairmanship of Dr D.S. Kothari, Chairman of the U.G.C. to advise the government on the national pattern of education and on the general principles and policies for the development of education at all stages in all aspects. The striking change made in the new curriculum is that specialisation is to begin lately instead of early i.e. at H.S. level. At the H.S. stage, the general education courses are to be diversified in such a manner as to enable pupils to study a group of any three subjects in depth with considerable freedom and elasticity in the grouping of subjects. On the basis of the problems as evaluated in implementing the system of education
recommended by the Education Commission (1964-66) the Government of India appointed Adiseshiah Review Committee to review the curriculum of +2 stage with special reference to vocationalization. The Committee recommended some modifications in vocationalization and appropriate syllabi. Finally the NPE, 1986 recommended a national curriculum for the country and implemented in all the States. An effective education needs an appropriate curriculum and the most of the perfect syllabus remain dead unless quickened into life by right methods of teaching. So, development of major aspects and areas of education alongwith connected aspects contribute to the development of the education as a whole.

**Teaching Methods**

Change in the teaching methods and its innovation with the changing system of education pervades the educational activities in the historical development. New methods of teaching are being used to optimize learning on the part of the pupils. An effective teaching method can create the important conditions of learning such as motivation, psychological security, feedback and integration. About two centuries back, education was merely informative. Gradually, the education became
methodological with the influence created by a galaxy of prominent educators. The modern education is not in favour of bookishness of the past. Methods of instruction innovated in the modern system of education have undergone profound changes and have become new and novel. The tendency in new teaching is to recognise definitely the two kinds of teaching - the individual and the collective and rather to emphasise the former. Teaching methodology to be more effective is to be used teaching materials. Modern sophisticated teaching aids have proved to be most effective communication element. The Secondary Education Commission, 1952 recommended dynamic methods of teaching. Sufficient attention has been drawn in recent years to reform the teaching techniques in Indian schools. The report of the Kothari Commission (1964-66) too has recommended some sound methods of teaching by emphasising on experimentation and initiative on the part of the teacher. It has also recommended that improvement in methods of teaching should be part of curriculum. The NPE, 1986 has talked about modern communication techniques as well as profitable use of the media like radio and T.V.

Progress in education is associated with the progress in communication media in the teaching-learning process. An effective media is important not only to consider improvement in quality of teachers, but also
the achievement in education. Simple learning materials are important where student-teacher interaction takes place and broadcasting through radio and T.V. assumes significance as a technology to apply in the most difficult conditions. Throughout the history of educational development, three types of educational media developed namely (1) Non-machine device (e.g. charts, maps, globes, flashcards, models) (2) Machine-operated device (e.g. filmstrip, slides, transparencies, audio and video cassettes, films) and (3) Broadcasting—radio and T.V.

Educational media and technology may be applied to all levels of educational practice as an approach to solving practical problems. The N P E, 1986 and succeeding programmes have been giving much stress on the use of effective media and technology in teaching.

Teacher's Training:

The Indian society is in the midst of tremendous changes in education since the Secondary Education Commission (1952-53) submitted its report. Our schools and colleges are now different what they were when the report of the Education Commission (1961-65) was published. The concept and status of education is still changing. Change in educational system demands for qualified and trained teachers. The success of the H.S.
education depends largely upon how well the schools or colleges are staffed with qualified and trained teachers. All the aspects of the educational system at this stage have been changing as per recommendations of Commissions, Conferences and Committees. Teachers training in the changing system facilitates for better and effective management of education with better learning by students. The teachers being the key personnel to innovate new system of education with the changes in teaching methods, evaluation of students and introduction of new subjects or devices, training of teachers is an essential part of a stage of education. The earlier status of teacher education has been re-organised with the introduction of socially useful productive work and community service as compulsory and integral part of education at the H.S. stage. The elective subjects under general education at this stage also necessitate a fresh look at the contents and methodology of teacher education and call for orientation of existing teachers through in-service courses. Teacher training programmes are organised with expansion of facilities by establishing teacher training institutions and courses of teacher education are being organised to cover all the subjects introduced at the H.S. stage.
Examination and Evaluation

Reformation in examination system has been a continuous trend along with the development of education. In a healthy scheme of education, tests of students can be used to indicate changes in syllabi, in methods or in materials to be used in teaching. Discontentment in the examination and evaluation system of students had prevailed in India since the British regime. Since then various Committees and Commissions clearly gave their suggestions and recommendations on examination systems. The first practical step in changing the ongoing pattern of examination was taken by setting up the All India Council for Secondary Education in October, 1955. It gave top priority consideration to resolve the problem of examination reform. The reforms in the type of examination suggested by various Committees and Commissions were on essay type and objective type examinations. The latter trend was to change from essay type to objective type. But, some of the Committees and Commissions suggested to retain both types of examination for complete educational measurement of all forms of learning. In the refined system of examination introduced in recent times a new term "Evaluation" has introduced in the field of educational measurement that is implied in conventional tests and examinations. Some of the common devices of
evaluation are (1) written examination (2) oral examination (3) practical examination (4) observation (5) interview (6) questionnaires (7) check lists (8) pupil products and (9) records. Lastly the NPE, 1983 introduced some reforms on the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning.

Infrastructural Pattern and Changes:

During pre-independence period importance was not given in India on expansion of facilities in educational institutions. A network of Secondary Schools has spread throughout the country during post independence period with the emphasis laid on expansion of facilities. Tremendous changes in institutionalisation of schools with infrastructural facilities made from the days of schooling in Ashramas in ancient India to the scientific and technical planning of such facilities in modern India. Historical changes in educational system at +2 stage emerged an expansion of infrastructural facilities for successful implementation of the new courses introduced with combination of academic and vocational subjects. Importance was also extended to the creation of basic facilities for extra-curricular and co-curricular activities.
Staff Requirement

Since introduction of H.S. education, the professional and job requirements have been identified. At the beginning, the specialisation and diversification were limited and as such the job and professional requirements were also limited. Later on, the demands for such requirements have been increasing due to specialisation and diversification of H.S. education. Under the policy formulation on H.S. education, recommendations are given for Higher Secondary Subject Teachers both in respect of qualification and training requirements.

At the initial stage of implementation of the new education policy, dearth of teachers of specialisation and trained teachers prevailed. The situation has gradually liquidated with the teachers having specialisation. During last few years sufficient stress has been given on institutionalisation for teachers training and various teachers training programmes have been organised by various agencies like NCERT, SCERT etc. Though training programmes for higher secondary teachers and Principals are organised intensively by various agencies, the demand for trained teachers in H.S. schools of Assam is still sustained with a big gap. Along with the basic qualification, training of H.S. teachers both at schools and colleges on the system of education, policy
implication and administration introduced in the process of development is a dire need. The main theme of H.S. education under the new system is diversification of courses. Vocationalization being a distinct stream introduced under the policy formulation of H.S. education, complicity on the availability of teachers for vocational education arose and as a result, implementation of vocationalized education effected.

**Language and Medium of Instruction:**

Language study as a part of H.S. education course has been recommended by Education Commissions and implicated in the NPE, 1986. Importance on language learning was also given in the early intermediate course which was the same stage as higher secondary course. In the general pattern put forward, the implication of time for language learning is that only one language can be learnt. That language is to be one of student's choice depending on the offerings available at the school.

The medium of instruction at the intermediate course prior to introduction of higher secondary course was in English and the regional languages were taught only as a subject of the course. The Education Commission (1964-66) recommended for adoption of regional languages as medium of instruction. The H.S. education in Assam
has started with Assamese as medium of instruction for Brahmaputra valley and Bengali in Barak valley with the provision for English as alternative medium of instruction. Regional languages as medium of instruction has been recommended with a view to easy understanding of course subjects by the students.

Administration and Organisation

Since the ancient system of education acts as the foundation from which modern structure of education derived, it is important to know the ancient system. Modern age is the age of change. In ancient India education was imparted in teacher's homes and family. The teacher received great respect in the society. The subject of teaching were philosophy, grammar, astrology and logic. Alongwith theoretical aspect of the curriculum, due importance was given on practical activities. This system was called Gurukula. Gradually the education had been organised systematically to link up human being, material and ideas and principles. In education it is organised to have effective correlation of (1) human being into schools, classes, committees, groups school staff, the inspecting staff (2) material into buildings, furniture and equipment, libraries, laboratories, workshops, museums and art galaries (3) ideas and principles
into school system curricular and co-curricular activities, time schedules, norms of achievement and the like.

Educational administration in India has been changing with the changing policy. The structure of administration existed before independence has been changed radically after independence. Constitutional provision of education being made both in the State list and Concurrent list, administrative responsibility is shared by Central and State Governments, though education in the main a State responsibility. The Government of India has an indirect but significant responsibility for education. There has to healthy partnership between the Central and the State government in the national task of educational recommendation. For the purpose of implementation, the educational programmes are divided into three categories - (1) State programme (2) Centrally sponsored programme and (3) Central schemes. Article 282 of the Constitution enables the government of India to give grants-in-aid to the States to develop their educational programmes.

The administrative set up of H.S. education was re-organised on the comparative recommendations of the Secondary Education Commission (1952-53) and the
Education Commission (1964-66). Under the re-organizational set up, secondary education is under direct and full control of the States. The State governments prepares their education plans in the light of their local conditions and needs and within the plan frame prepared at the centre. Along with other States, Assam government has set up the Board of Secondary Education in the year 1982 on the basis of recommendation given by the Secondary Education Commission. Since then H.S. education of 11 years under the Board of Secondary Education and one year Pre-University/Pre-Degree course under the Gauhati and Dibrugarh University were going on. This structure had to be discontinued after the Kothari Commission recommendation that diversification should start only after 10 years of school education at 11 years of education. Accordingly one year Pre-University and Pre-Degree classes became 2 years of education under the G.U. and D.U. and 2 years of H.S. education under the Board of Secondary Education. Both these courses later on has amalgamated and the responsibility of conducting and controlling 2 years H.S. education has shifted to Higher Secondary Council since its creation in Assam in 1986. Now this 4-2 stage of education conducted by the Higher Secondary Education Council is going on both in H.S. schools and Colleges.
with a slight different administrative set up since 1986.

The historical development of H.S. education so far achieved, though based on the needs in the changing society is not free from defects. In a science based world, education and research properly organised and closely related to the life, needs and aspirations of the people, is critical to the entire development process of a country, its welfare, progress and security. The Higher Secondary stage of education being the crucial stage in respect of building up of career of pupils through diversion to professional selection, a thorough review of its historical development in content of its structure and policy in the changing society becomes most important to trace out the inconsistencies and their removal with promotional measures relevant to present day society.