CHAPTER IV

PRESENT STATUS OF HIGHER SECONDARY EDUCATION IN ASSAM AND ITS TRENDS
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Quality and Content:

The question of quality and content of education at all stages has been raised from time to time by educationists, planners, administrators and parents and it becomes a subject of debate in various forums. The Commissions, Conferences, Committees and the Seminars on education critically analysed and reviewed the aspect from time to time. The recommendations of such Commissions, Conferences, Committees and Seminars were taken into account in policy formulations on education. Re-adjustment with reforms and re-orientations incorporated in educational policies has been changing the educational systems in historical perspectives intensively during last two decades. The dictionary meaning of the term 'quality' is 'degree of excellence'. But, it is not like a mathematical scale to measure the degree of excellence in a definite term. As a result, discussions on the point have not shed much light on what constitutes quality in
the field of education. The quality and content of H.S. education has an unique importance in the sense that it is a terminal stage of education having links with higher education.

Quality and standard are identical notions used to measure the value of education. Standard of a stage of education at any point in time are known to vary from one State to another. Such variation is natural because standard of attainment depends upon many factors which are not uniformly distributed throughout the country. Standard of attainment of pupils are relative to the conditions which prevailed before and during a stage of education at the end of which standards are assessed. One can understand the difficulties inherent in any comparison of standards over a period of time. So, when we say that standards are falling, we are really expressing our dissatisfaction with the product of the education system and nothing more. 52

The aim of our education system in a given time had been to improve the quality of education. The aim and object remaining in the same direction, reform

and re-adjustments in the system of education are being made in the changing society from time to time.

The growing concern over the erosion of values and increasing cynicism in society, particularly among the younger generation has brought to focus the need for re-adjustment in the curriculum in order to take education a forceful tool for cultivation of social, ethical and moral values. Value education means education of human values which knowledge inculcation of several spiritual values mostly common in all faith and religion through various subjects such as physical education, social science etc.53

The Secondary Education Commission (1952-53) incorporated in its recommendations, the educational needs of democratic India. 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 as a poor country, India is to improve

productive efficiency to increase the national wealth and thereby to raise appreciably the standard of living of the people. The Commission suggested that our educational aim should be formulated with reference to these broad categories.

The pressing need of value education at the school stage has been realised by the Commissions, Conferences and Committees on education. Education being dynamic in character and an on-going process, policy formulations need to be based on continual evaluation and critical analysis keeping in view what the country is aiming to achieve. It is a known fact that the educational reforms and policies in the past failed either wholly or partly due to based on inadequate analysis of the existing system for ascertaining the real problems and influencing public opinion at different levels. Education which does not value and promote excellence is in the end a waste of effort and resources. One of the important links of value education is with the productivity. Productivity in the modern world is based on science and technology. So, the level and status of productivity in the present stage is the change achieved through historical development of science and technology.
The Education Commission (1964-66) discussed the aims of education and emphasised the instrumentality of education for social change and its linkage through productivity with national development. In their report the Commission recommended a plan of educational transformation, which would take the educational system in the direction of the aims of education as they flow from the wider goals of the socio-economic development of the country. In opinion of the Commission, the transformation of education towards the needs and aspiration of the people can be done if education (i) is related to productivity (ii) strengthen social and national integration consolidates democracy as a form of government and helps the country to adopt it as a way of life (iii) hastens the process of modernization and (iv) strives to build character by cultivation social, moral and spiritual values. All these aspects are inter-related and in the complex process of social changes, we cannot achieve even one without striving for all.

Now a days teaching for value development is an important educational priority. In order to actualise this goal, it is essential that value teaching should cut-across

the various subject areas and value processing skills so
developed among children following alternative strategies
approaches. 55

Tria (1991)56 commented in his study on promo-
ting values through teaching of science that - Man's place
in the Universe is changing drastically as a result of
technology and advances made in scientific research. The
technology and learning of science are not merely desira-
ble. They are almost mandatory for intelligent living.
Science courses should be continually re-examined to deter-
mine if they are in accord with the stated objectives and
with our changing times. Principles of science constitute
only a part of the overall purposes of science. Skills,
scientific attitudes, appreciation and extending interests
are also important objectives of science teaching. The
objectives of science instructions are most important in
determining what kind of science modern man needs in our
changing civilization. How science can modify man over
behaviour is still one of riddles that needs to be solved.

55. Raina, V.K. (1988) : The Methodology of Value Develo-
ment ; Journal of Indian Education, vol.14, No.3,

of science ; Journal of Indian Education, vol.17,
J.P. Naik was aware of the criticism of the existing system of education that it was dominated by a banking concept of education with the emphasis on information gathering, memorising and reproducing in the public examination and therefore urged that apart from knowledge high priority should be given to schools to the development of skills and inculcation of values. Naik pointed out that this does not mean that we have to reduce the information content of our education system. On the contrary, we do expect even an increase in the information content, because knowledge is being doubled in a period of ten years or so and an intensive cultivation of knowledge has become a must for every nation in this highly competitive modern world. There is therefore no escape from the necessity for all our people to learn more and more and to reach ever-increasing standards of attainment in the years ahead.

In our country the goals of education are derived from the Constitution. But, these goals have been translated into educational aims and objectives considering the country's present and future needs as visualised by the

Education Commission (1964—66). With a view to improving the quality of education at all levels, the Education Commission (1964—66) give detailed consideration to various factors such as curriculum, textbooks, evaluation, teachers and their education and educational administration and finance.

The most important human endeavour is the striving for morality in our actions. Our inner balance and even our very existence depend on it. Only morality in our action can give beauty and dignity to life. To make this a living force and bring it to clear consciousness perhaps the foremost task of education.  

In the process of educational development in respect of quality and status, the need to critically examine the various aspects of value education at the school stage has brought to focus. The need to improve the quality and content of education has deeply realised with the growing concern over the erosion of values in public life.

Malhotra (1986) in his status paper on "School Education : Some issues for consideration" presented


in the silver jubilee commemorative volume of N C E R T suggested the measures listed below to improve the quality of education at all levels.

(1) Provision of adequate and appropriate physical and other infrastructural facilities in all schools, especially in rural areas.

(2) A moratorium on establishment of ill-equipped and sub-standard schools.

(3) Renewal and enrichment of curricula and instructional materials to make them relevant to the needs of the target groups.

(4) Providing freedom to teachers to link their teaching within the specified curriculum framework, to any aspect of the social, cultural and physical environment of the school.

(5) Organising networks of educational institutions to form school complexes to which the big and better equipped schools will join in partnership with the small and ill-equipped schools in attending to the schooling needs of all the children in a given geographical area. Each school complex should include a secondary, senior secondary school as its centre. The same set up should be repeated at a higher level between colleges and University departments, on the one hand and the secondary, senior secondary schools in their neighbourhood on the other.
Greater community participation in the management of schools. Necessary plans should be evolved whereby schools should be encouraged to move in the direction of managing their own affairs to an increasing extent, as they show their willingness and capacity to shoulder such responsibility.

The establishment of a number of resource centres in which a variety of materials would be available for use by children, those controlled in formal schools as in non-formal learning centres.

Increased use of the mass media for performing supportive and enriching roles, both for qualitative improvement and for teacher training.

In-service training of teachers to enhance their competence and to update their knowledge of the content as well as of pedagogical developments relating to instructional methods. The in-service training will have to be made competence based and relevant to local needs and conditions. This would call for distance learning systems, the use of multi-media packages as well as self learning packages and the establishment of district and block level resource centres.

The gradual withdrawal of the public examination at the secondary and the senior secondary stages and
The delinking of certificates from jobs should be pursued in a phased manner. This would imply decentralisation of testing at the district level to begin with and at the block and institutional levels later on. Along with this, it would be necessary to introduce a selection examination for entry into higher education or for securing a job. Such decentralisation may cause difficulties in the beginning but, will be beneficial in the long run.

A combination of testing at national level and local level needs to be organised. Certain core subjects should be examined at the national level while some of the academic disciplines could be examined in local or district level. It is feasible for schools to set their own test papers and have them moderated, before administration by panels of specialist teachers to make them comparable to regional standards. It is necessary to introduce continuous assessment of the progress of learners throughout the academic year in all classes. The disparity and imbalance between the States in terms of standards of education of students attainment has been creating problems of equivalence at the time of admission to higher educational institutions. A major need, therefore is designing of a national system for testing student
attainment. For this a National Testing Service needs to be developed and admission to the higher institutions of education should be made on the basis of testing done by National Testing Service.

(12) Modern technology offers enormous potentialities for the qualitative improvement of education, the removal of mass illiteracy for providing educational opportunities to those hitherto unreached for reducing imbalances among regions and social groups and for the training of teachers. Advances in educational technology should be exploited to support and enrich learning to educational institutions.

The government of India accepted the main recommendations of the Education Commission (1964-66) and passed a resolution in 1968 stating that the government of India convinced of the need for a radical reconstruction of education on the line of recommendations. The resolution stated among other things that "a sustained and intensive effort to raise the quality of education at all stages" will be made that, "of all the factors which determine the quality of education, the teacher is undoubtedly the most important" and again that "teacher education, particularly in-service education should receive the emphasis." Regarding content, the policy resolution, 1968 laid down that "science and mathematics
should be an integral part of general education till the end of school stage.

The National Seminar on Gandhian values in Education (1970) organised by the Ministry of Education and Youth Services in collaboration with the Maharashtra government and the Hindustan Talimi Sangha recommended that to attain the ultimate objective for evolution of a non-exploitative, non-violent society conducive to the welfare of all, it is essential to emphasise three fundamental values in education. These are —

(i) Dignity of manual labour through the use of work as a part of the educational programme.

(ii) A sense of social awareness and social responsibility through the involvement of students and teachers in meaningful programmes of community service

(iii) The promotion of a secular outlook or saavdharma samabhava through an understanding of the fundamental unity of all religions.

The Fifth All India Educational Survey conducted by the N C E R T took the stock of the conditions obtaining in schools and the facilities available for

regular school education. This survey particularly aimed at providing the data-base for implementation of various programmes for improvement of quality of education. The Fifth All India Survey was undertaken with 30 September, 1986 as the date of reference.

In the view of the Ramamurti Committee (1990)\textsuperscript{61} value education is to be construed as a continuous process which is to be sustained throughout the process of growth of the individual from childhood to adolescence, then to adulthood and so on. It is also the role of value education to bring about integration of the land head and heart to ensure that education does not alienate the students from the family, community and life. One of the key roles of education should be creation of a work culture at all stages of education so that the individual develops into a society and economically useful human being with respect for the welfare of all living beings (Sarva Bhootha hita). Above all else, critical appreciation and concern for the cultural and artistic heritage of the country has to be installed amongst the students. It is the package of values

\textsuperscript{61} Committee for Review of National Policy on Education, 1986, Towards an Enlightened and Human Society
\textsuperscript{NPE, 1986 - A Review, Part -I, Ministry of Human Resources Development, Dept. of Education, Govt. of India, New Delhi, 1990.}
which will help the creation and sustenance of an enlightened and humane society.

The Secular policy of the government of India has led to a fierce controversy regarding the precise nature of religious and moral instruction in educational institutions. The status of education can be assessed on the aspects involved in instructions. Moral and religious education is one of the aspects to be considered value education and its status. The University Education Commission (1948-49) and the Secondary Education Commission (1952-53) made some recommendations on the subject. The recommendations of the University Education Commission on religious education are (a) All educational institutions should start work with a few minutes for silent meditation (b) In the first year, lives of the great religious leaders like Gautama Buddha, Confucious, Zoroaster, Socrates, Jesus, Sankara, Ramanuja, Madhav, Mohammad, Kabir, Nanak, Gandhi be taught (c) In the second year some selections of a universalist character from the scriptures of the world be studied (d) In the third year, the central problems of the philosophy of religion be considered.

In introducing the role of education in developing democratic citizenship, the Secondary Education Commission (1952-53) states that, citizenship in a democracy is a very exacting and responsibility for which every citizen has to be carefully trained. It involves many intellectual, social and moral qualities which cannot be expected to grow of their own accord.

The government of India appointed a Committee to make a detailed study of the entire question of religious and moral instruction in educational institutions. A review of the recommendations of the Committee on Religious and Moral Instruction (1959-60) would reveal that there is a perceptible shift from the question of imparting religious education to that of inculcating social, moral and spiritual values. The major recommendations of the Committee are:

(1) The teaching of moral and spiritual values in educational institutions is desirable and specific provision for doing so is feasible within certain limitations.

(2) The content of such education in moral and spiritual value should include a comparative and sympathetic

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63. Report of the Committee on Religious and Moral Education (1959-60); Ministry of Education, Govt. of India, New Delhi, 1960.
study of the lives and teachings of great religious leaders and at later stages, their ethical systems and philosophies. The inculcation of good manners, social service and true patriotism should be continuously stressed at all stages.

(3) We regard it most important that in any educational scheme, the home should not be left out and we suggest that through mass media such as leaflets, talks, radio and the cinema and through voluntary organisations the faults and drawbacks of our homes both in the matter of their physical orderliness and their physiological atmosphere should be pointed out and instruction given as to how these can be removed. If this is done in an impersonal manner, it would not hurt anyone, but would draw the attention of the persons concerned to their own shortcomings, thus inducing and encouraging them to eradicate these.

(4) It would be very desirable as suggested by the University Education Commission to start work everyday in all educational institutions with a few minutes of silent meditation either in the class room or in a common hall. There could be some sort of prayer also which need not be addressed to any deity or ask for any favour, but which may be in the nature of an exhortation for self-discipline and devotion to some
ideal. Occasionally in these Assembly Meetings
inspiring passages from great literature, religious
as well as secular and pertaining to all important
religions and cultures of the world, could be read
with profit. Community singing of inspiring songs
and hymns can be most effective at the school stage.

Suitable books should be prepared for all stages -
from primary to University - which should describe
briefly in a comparative and sympathetic manner, the
basic ideas of all religious as well as the essence
of the lives and teachings of the great religious
leaders, saints, mystics and philosophers. These books
should be suitable to the various age groups in differ­
ent classes of schools and colleges and should be
a common subject of study for all. Collection of poems
and selected passages from Sanskrit, Persian, English
and the regional languages should be made for the use
of young people. These publications will give sound
instruction and perhaps teach true wisdom, they will
also tell young people what duties they owe to them­
selves and to others. Suitable books should be prepa­
red for different stages of education which should
help in the inculcation of patriotism and social ser­
vice. These should particularly concentrate on deeds
of heroism and self sacrifice in the cause of the
country and in the service of others. We attach very great importance to the preparation and production of such books. Authors should be selected with the greatest care and their manuscripts should be revised in consultation with eminent authorities. The entire programme of preparing and distributing such publications should be operated by a central agency set up under the auspices of the Union Ministry of Education.

(6) In the course of extra-curricular activities, learned and experienced persons may be invited to deliver lectures on inter-religious understanding. Educational broadcasts and group discussions may be organised to stimulate interest in the study of moral and spiritual values.

(7) Special stress should be laid on teaching good manners and promoting the virtues of reverence and courtesy which are badly needed in our society. Traditional ways of learning proper conduct from such teachers as the Muslim Maulvis in the north may be encouraged. An all out effort in the nature of a crusade by all concerned is called for and nothing should be spared for the successful propagation of good manners and courtesy.
Some form of physical training should be compulsory at every stage. This can be graded from Clubs and Boy Scouts to Auxiliary and National Cadet Corps. Games and Sports should be encouraged and the dignity of manual work and social service to the community should be taught. At present very few students take to these activities. Everyone should take up to some activity of this kind and thus learn from such activity habits of co-operating with others and imbibe the spirit of sportsmanship.

Much can be achieved by inclusion of important aspects in the process of imparting education. However education as Herbert Mercur, the noted American medical philosopher has so aptly put it, should encourage cognition, not recognition, knowledge and not acknowledgement. Real education and promotion of intellectual faculties is not possible until it remains merely a recognition. Commenting on education and religious culture today Engineer, A.A. (1989)64 stated that, our education will have to change its very orientation and encourage the critical and creative faculties. The very vitality of the system

depends on these faculties. The new education policy recently discussed in the media is far from achieving these objectives. It is hardly conducive to promotion of critical and creative thinking.

Constitutional Provisions:

A number of important provisions which have a direct and indirect bearing on education have been included in the Constitution of India. The outline of the philosophy which should govern all our institutions, educational as well as others are indicated in the preamble of the Constitution. The present status of education at H.S. and other levels in the country more or less determined by the constitutional provisions of education. The provisions on the 'freedom' as to attendance of religious instruction or religious worship in certain educational institutions are - (1) No religious instruction shall be provided in any educational institution wholly maintained out of the State fund (2) Nothing in Clause (1) shall apply to an educational institution which is administered by the State but has been established under endowment or trust which requires that religious instruction shall be imparted such institution (3) No person attending any educational institution recognised by the State or receiving any
aid out of State funds shall be required to take part in any religious institution that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or if such person is a minor, his guardian has given his consent thereto.

The Constitution also provides provisions on protection of interests of Minorities under Article 29, Right of Minorities to establish and administer Educational Institutions under Article 30, Right to Work to education and to public assistance in certain cases under Article 47, Promotion of Education and economic interests of SCs, STs and other weaker sections under Art. 46, Special Provision with respect to educational grants for the benefit of Anglo-Indian community under Art. 337.

The Education Commission (1964-66) recommended for creation of Education Acts and thereby education should be given a statutory basis everywhere and in all sectors. An Education Act should be passed in all the States and Union Territories. Similar to other States in India, the following Acts have framed in Assam connected to Higher Secondary Education:


The Assam Aided Higher Secondary, High and Middle Schools Management Rules, 1976.

With a view to re-organise the existing structure of regulation, supervision and develop the system of Secondary Education in the State of Assam in the light of recommendations of the Secondary Education Commission (1952-58) the Board of Secondary Education was established in the year 1961 under the Assam Secondary Education Act, 1961. Since then the eleven year H.S. education in schools under the Board and the corresponding Pre-degree or Pre-University education was imparted in Colleges under the Gauhati and Dibrugarh University. This system was continued up to 1968 when the two year H.S. education as at present was introduced as per recommendation of the Kothari Commission (1964-66). The two year H.S. education was going on both in schools under the regulation of the Board of Secondary Education and in Colleges under the regulation of Universities in their respective jurisdictions were going on till the formation of the Assam Higher Secondary Education Council under the Assam Higher Secondary Education Act, 1984. The Assam Higher Secondary Education Council was established in 1986. It is an Act to provide for the establishment of a Council to regulate,
supervise and develop H.S. education ( plus two stage ) in the State of Assam.65

Physical Status:

The H.S. course in schools were opened in the existing secondary schools utilising the existing facilities of building, teaching materials, play ground and other physical facilities. At the beginning, the secondary education covered upto the H.S. stage. The Secondary school facilities were limited at the time of attaining independence by the country and gradually expanding. The First All India Educational Survey was organised in 1957 to assess the physical facilities available at different stages of education in States. The secondary stage comprises of two types. Some secondary sections are called 'high schools' and others have classes upto the H.S. stage. In some States there are secondary schools of one of the two patterns while in other States both systems are prevalent. In Assam, both high schools consisting upto class X and H.S. schools consisting upto the H.S. stage has been prevailed.

The Second All India Educational Survey conducted during 1965 to 1967 collected data on school building

facilities available in States. Data available from this survey indicates that the number of secondary sections in rural areas is 16,285 and the number of building for secondary sections is 16,654. The number of buildings is more than the number of secondary sections. This is because some of the secondary sections have more than one building. In the case of secondary sections in rural areas, 72.19 per cent of the buildings are owned by the school managements. The corresponding percentage for government, local body, private aided and private unaided institutions are 80.08, 85.59, 71.58 and 83.76 respectively. The percentage of rented building is 16.94 per cent. The percentage is the highest in the case of private aided institutions where 22.41 per cent of the buildings are rented. In the case of buildings for secondary sections, 10.96 per cent are not owned by the school managements, but are available to the schools on a rent-free basis. In urban areas the picture is slightly different. The total number of secondary sections is 10,598. The number of school buildings for secondary sections is 10,958. This indicates that the number of buildings for secondary sections in urban areas also is more than the number of secondary sections. This is because some secondary sections have more than one building. In urban areas 66.79 per cent of the buildings of secondary section
are owned by school managements. The corresponding percentage for government, local body, private aided and private unaided institutions are 83.09, 71.19, 61.31 and 60.11 respectively. The percentage of buildings owned by private institutions are relatively low. 28.34 per cent of the buildings are rented. These percentages are high for private institutions. In the case of private aided institutions, 34.66 per cent of the buildings are rented while in the case of private unaided institutions, 33.15 per cent of the buildings are rented. Only 4.86 per cent of the buildings are not owned by the school managements, but are available to them on a rent-free basis."

Since the First and the Second surveys, Assam has undergone considerable topographical change in that the State of Meghalaya and Union Administration of Mizoram have been carved out of this State. During the First Survey 11,549 (45.22%) habitations were served by secondary sections including 285 located in their own habitations. At the time of the Second Survey 20,760 (65.97%) of the habitations covering 78.21% rural populations were served by secondary sections including 692 secondary

sections located in the habitations themselves. During the Third Survey, out of a total of 29,442 habitations 22,660 (77.21%) habitations covering 83.20% of the rural population have secondary education facilities including 1,125 habitations having the facility located in them covering a population of 7.50%. 67

The position of the availability of H.S. schools (including Intermediate, Junior Colleges and PUC) in 1979 as collected in the Third All India Educational Survey is shown in Table - 17.

The H.S. schools in India are managed and controlled by different agencies. Such agencies are Government, Local Body, Private Aided, Private Unaided (recognised) and Private Unaided (non-recognised). The management wise number of schools and their percentage in rural and urban areas evaluated in the Third All India Educational Survey based on the year 1979 are presented in Table - 18.

Unlike the primary and middle stage where majority of the pupils are in government or local body managed institutions, largely due to efforts towards fulfilment of Art. 45 of the Directive Principles of the Constitution

67. Third All India Educational Survey (1979), N C E R T, pp - 51-52.
at the Secondary and H.S. stages, majority of the pupils whether in rural or urban areas are studying in schools managed by private aided managements. The Third Survey

**TABLE - 17**

Independent H.S. Schools and H.S. Sections as part of Composite Schools in India

<table>
<thead>
<tr>
<th>Item</th>
<th>Rural</th>
<th>Urban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total No. of H.S. Schools</td>
<td>4,097</td>
<td>5,408</td>
<td>9,505</td>
</tr>
<tr>
<td>% of Schools with H.S. stage only</td>
<td>25.19</td>
<td>24.41</td>
<td>24.73</td>
</tr>
<tr>
<td>% of Schools with Middle and H.S. stage</td>
<td>12.96</td>
<td>22.50</td>
<td>18.39</td>
</tr>
<tr>
<td>% of Schools with Primary, Middle and H.S. stages</td>
<td>29.97</td>
<td>30.73</td>
<td>30.41</td>
</tr>
<tr>
<td>% of Schools with Secondary Intermediate stages</td>
<td>2.05</td>
<td>1.92</td>
<td>1.98</td>
</tr>
<tr>
<td>% of Schools with Middle, Secondary and Intermediate stage</td>
<td>28.24</td>
<td>16.48</td>
<td>21.55</td>
</tr>
<tr>
<td>% of Schools with Primary, Middle, Secondary and Intermediate stages</td>
<td>1.59</td>
<td>3.98</td>
<td>2.94</td>
</tr>
</tbody>
</table>
**TABLE - 18**

Distribution of H.S. Schools in India according to management as in 1979

<table>
<thead>
<tr>
<th>Management</th>
<th>Rural</th>
<th>Urban</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Schools</td>
<td>% of School</td>
<td>No. of School</td>
</tr>
<tr>
<td>Government</td>
<td>1428</td>
<td>34.85</td>
<td>1,810</td>
</tr>
<tr>
<td>Local Body</td>
<td>116</td>
<td>2.84</td>
<td>209</td>
</tr>
<tr>
<td>Private Aided</td>
<td>2,432</td>
<td>59.36</td>
<td>3,084</td>
</tr>
<tr>
<td>Private Unaided</td>
<td>121</td>
<td>2.95</td>
<td>305</td>
</tr>
</tbody>
</table>

**Total** 4,097 100.00 5,408 100.00 9,505 100.00

<table>
<thead>
<tr>
<th></th>
<th>No. of School</th>
<th>% of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Unaided</td>
<td>42</td>
<td>-</td>
</tr>
<tr>
<td>(unrecognised)</td>
<td>24</td>
<td>66</td>
</tr>
</tbody>
</table>


Evaluates that this management accounts for 47,21,542 (61.38%) of the total enrolment at this stage.
Government institutions account for another 21,25,730 (27.84 %). Local body and private unaided institutions account for barely 10.98 %.

Classwise enrolment of pupils in H.S. stage as in 1979 are shown in Table - 19.

**TABLE - 19**

Classwise enrolment in H.S. stage in India as in 1979

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Class IX</th>
<th>Class X</th>
<th>Class XI</th>
<th>Class XII</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognised Institutions (a) Rural</td>
<td>16,21,832</td>
<td>13,62,669</td>
<td>1,19,460</td>
<td>36,59,821</td>
<td></td>
</tr>
<tr>
<td>(b) Urban</td>
<td>15,66,784</td>
<td>13,94,337</td>
<td>8,70,904</td>
<td>40,31,360</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>31,88,616</td>
<td>27,57,006</td>
<td>3,18,795</td>
<td>76,91,241</td>
<td></td>
</tr>
<tr>
<td>(41.46 %)</td>
<td>(35.85 %)</td>
<td>(4.14 %)</td>
<td>(100 %)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognised Institutions (a) Rural</td>
<td>6,090</td>
<td>4,193</td>
<td>1,999</td>
<td>20</td>
<td>12,302</td>
</tr>
<tr>
<td>(b) Urban</td>
<td>4,148</td>
<td>4,551</td>
<td>1,698</td>
<td>55</td>
<td>10,552</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10,238</td>
<td>8,844</td>
<td>3,697</td>
<td>75</td>
<td>22,854</td>
</tr>
<tr>
<td>(44.8 %)</td>
<td>(38.7 %)</td>
<td>(16.18%)</td>
<td>(0.32%)</td>
<td>(100%)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Third All India Educational Survey, NCERT, 1979.
The enrolment position of SCs pupils and STs pupils are shown in Table - 20 and Table - 21 respectively.

**TABLE - 20**

Enrolment of Scheduled Castes in Class IX onwards in India as in 1979

<table>
<thead>
<tr>
<th>Area</th>
<th>Total enrolment</th>
<th>Enrolment of SCs</th>
<th>% of Total</th>
<th>Col.5 to col. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Rural</td>
<td>36,59,881</td>
<td>2,88,838</td>
<td>52,002</td>
<td>3,40,840</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(55.27%)</td>
</tr>
<tr>
<td>Urban</td>
<td>40,31,360</td>
<td>2,11,908</td>
<td>63,961</td>
<td>2,75,869</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(44.73%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>76,91,241</td>
<td>5,00,746</td>
<td>1,15,963</td>
<td>6,16,709</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(81.20%)</td>
<td>(18.80%)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Third All India Educational Survey, N C E R T, 1979

According to the Third Survey, there are 5,81,641 villages in the country. Some of the States did not include those villages for the purpose of study of educational facilities which did not have SC population. There are therefore 5,71,220 villages about which information on availability of educational facilities for SCs is available.
Out of these villages 2,915 (0.51%) have higher secondary/ PUC/ Junior Colleges in them.

**TABLE - 21**

Enrolment of Scheduled Tribes in Class IX onwards in India as in 1979

<table>
<thead>
<tr>
<th>Area</th>
<th>Total Enrolment</th>
<th>Enrolment of STs</th>
<th>% of Col.5 to col. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Rural</td>
<td>36,59,881</td>
<td>109,254</td>
<td>25,854</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>40,31,360</td>
<td>45,339</td>
<td>20,552</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>76,91,241</td>
<td>1,45,522</td>
<td>47,406</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(75.65 %)</td>
<td>(24.35%)</td>
</tr>
</tbody>
</table>


Among 2915 villages, having H.S. schools in them 1680 (55.92%) have SCs population up to 15%. Another 714 (24.49%) villages have between 16% and 30% SCs population. In other class intervals it decreases with the increase in the sequence of class intervals. Percentage
of villages with schooling facilities in them vis-a-vis their total number under each class interval, on the other hand does not have any definite trend. It fluctuates between 0.36% and 76%.

Only 912 villages, constituting 0.16% of the total have intermediate or Junior colleges in them. Of these 912 villages, 474 (51.97%) have SCs population from 16% to 30%. There are another 252 villages (27.63%) having SCs population up to 15%. In other class intervals it decreases from 15.46% to 22%. The distribution of percentage of villages with schooling facility vis-a-vis the total number of villages over different class intervals fails to show any definite trend. It is maximum (0.41%) for "16 - 30' class intervals and minimum (0.02%) for '76-90' class interval.

The observation of the Third All India Educational Survey is that, only 0.50% villages have this facility. In another class interval (16 - 30) 376 (12.9%) villages have the facility in them and these villages constitute 0.86% of the total number of villages. The remaining 14.96% villages distributed over the remaining class intervals constitute percentages varying from 0.11 to 1.21 when these percentages are calculated with respect to the total number of villages in each class interval.

Most of the villages (97.91%) with Intermediate/ Junior
Colleges in them have up to 15% STs population. These villages are only 0.21% of the total number of villages belonging to the class interval. Percentage of villages with these schooling facilities vis-a-vis total number of villages under the remaining class intervals varies from 0 - 0.02.

According to the informations collected in the Third Survey on the enrolment of pupils in Intermediate and PU classes attached to Degree colleges, there were 6,15,459 pupils studying in these institutions. The position of enrolment in Intermediate and PU classes in India as in 1979 is shown in Table - 22.

**TABLE - 22**

Enrolment in Intermediate and PU Classes attached to Degree Colleges in India as in 1979

<table>
<thead>
<tr>
<th>Area</th>
<th>Enrolment</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Rural</td>
<td>62,608</td>
<td>37,928</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>389,102</td>
<td>1,45,821</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4,51,710</td>
<td>1,63,749</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Third All India Educational Survey, NCERT, 1979.
During Third Survey, 7,531 (79.23 %) of the 9,505 H.S. schools of the country were housed in packs buildings and another 15.9 % was partly packa buildings. However the proportion of urban schools having packs buildings was far higher, 88.2 % compared to schools in rural areas, 67.4 %. The proportion of schools owning their buildings was 73 % and another 17.4 % were in rented buildings. The difference in the number of schools owning their school buildings in rural and urban areas was marginal. While 73.6 % rural schools own their buildings in urban areas the proportion of urban schools owning their school buildings was 72.8 %.

The number of H.S. schools established in Assam upto 1979 according to the Third Survey are shown in Table - 23.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Boys H.S. Schools</th>
<th>Girls H.S. Schools</th>
<th>Co-Educational H.S. Schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>2</td>
<td>-</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Urban</td>
<td>25</td>
<td>10</td>
<td>18</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>10</td>
<td>33</td>
<td>70</td>
</tr>
</tbody>
</table>

Source: Third All India Educational Survey, NCERT, 1979.
The management number of H.S. schools are distributed in Table - 24. All the H.S. schools both in rural and urban areas are recognised by the authority and managed by government, local body, private aided or private unaided.

**TABLE - 24**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Government</th>
<th>Local body</th>
<th>Private aided</th>
<th>Private unaided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>1</td>
<td>2</td>
<td>13</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Urban</td>
<td>22</td>
<td>1</td>
<td>30</td>
<td>-</td>
<td>53</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>3</td>
<td>43</td>
<td>1</td>
<td>70</td>
</tr>
</tbody>
</table>

Source: Third All India Educational Survey, NCERT, 1979.

The enrolment of pupils in H.S., Intermediate and PUC stage are shown in Table - 25.

**TABLE - 25**

<table>
<thead>
<tr>
<th>Area</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>3,528</td>
<td>1,283</td>
<td>4,811</td>
</tr>
<tr>
<td>Urban</td>
<td>10,662</td>
<td>2,749</td>
<td>13,411</td>
</tr>
<tr>
<td>Total</td>
<td>14,190</td>
<td>4,032</td>
<td>18,222</td>
</tr>
</tbody>
</table>

Source: Third All India Educational Survey, NCERT, 1979.
The present status of building and other physical facilities of H.S. schools of Assam is not satisfactory to the level of upgradation, expansion of educational aspects and re-organisation of the system, specially in science and vocational education. Simultaneously enrolment of pupils have been increasing year after year. The academic atmosphere in a school cannot be created satisfactorily without physical facilities. The recommendations of the Panel on Higher Secondary School Buildings (1960) could not implement by the States due to financial constraints, lack of an effective interest of the State governments or some other reasons. The Kanzru Committee on Co-ordination of Physical Education (1959-64) recommended that the basic curriculum should include a minimum programme of physical and cultural activities. The optional part should consist of activities like scouting, mountaineering, sport, dance, drama, music, hobbies, social services, workshop activities. One of the optional subjects must be compulsory, the choice being left to students. All such activities need physical and cultural facilities.

68. Committee for Co-ordination and Integration of Schemes Operating in the Field of Physical Education, Recreation and Youth Welfare; Ministry of Education, Govt. of India, New Delhi, 1964.
Table -26 indicates the games played and materials available in Higher Secondary Schools of Assam.

**TABLE - 26**

Higher Secondary Schools of Assam according to Games Played and materials available as on 30-9-86

<table>
<thead>
<tr>
<th>Games Played</th>
<th>Number of H.S.Schools</th>
<th>Materials Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foot Ball</td>
<td>365</td>
<td>295</td>
</tr>
<tr>
<td>Hockey</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Cricket</td>
<td>150</td>
<td>65</td>
</tr>
<tr>
<td>Basketball</td>
<td>130</td>
<td>69</td>
</tr>
<tr>
<td>Volley Ball</td>
<td>290</td>
<td>174</td>
</tr>
<tr>
<td>Badminton</td>
<td>304</td>
<td>193</td>
</tr>
<tr>
<td>Shatput</td>
<td>246</td>
<td>150</td>
</tr>
<tr>
<td>Javelin</td>
<td>252</td>
<td>121</td>
</tr>
<tr>
<td>Hammer</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Disc Throw</td>
<td>269</td>
<td>102</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>274</td>
<td>80</td>
</tr>
<tr>
<td>Athletics</td>
<td>213</td>
<td>62</td>
</tr>
<tr>
<td>Kabadi</td>
<td>265</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Fifth All India Educational Survey; Vol.II; National Tables, N C E R T, 1986.
In Assam, play grounds are available in 109 H.S. schools as in 1982 out of which 55 schools in rural areas and 54 schools in urban areas. These figures have slightly increased during the period already passed.

Library facilities are one of the most important parts of present day education as it accelerates learning. In a dynamic approach to teaching, library is an essential part of school. It not only supplies enriching materials in all fields of study, but also supplies materials at all levels of difficulty. All good methods of education postulate the existence of a well-stocked efficiently organised library. The Third All India Educational Survey was organised to collect information along with others, on the number of H.S. schools in India where library facilities are available. The number of H.S. schools with library facilities are shown in Table-27.

In Assam, almost all the H.S. schools have the facility of library with variable stock of books. Proper and effective use of the available facilities and resources depends upon the academic status and atmosphere of a school. The school library differs from any other

kind of library and has certain distinct features, the most important of which is that it is directed towards definite educational aims. These are in the final analysis of the school itself. However, there are two aims which are specially related to library service:

(1) to develop the reading habit in pupils and

(2) to encourage in pupils the habit of personal investigation.  

70

**TABLE - 27**

Number of Higher Secondary Schools in India with Library Facilities as in 1979

<table>
<thead>
<tr>
<th>Area</th>
<th>Total Number of Schools</th>
<th>Schools having library</th>
<th>% of schools having library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>4,097</td>
<td>3,006</td>
<td>95.35</td>
</tr>
<tr>
<td>Urban</td>
<td>5,408</td>
<td>5,195</td>
<td>96.07</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9,505</td>
<td>9,101</td>
<td>95.75</td>
</tr>
</tbody>
</table>


For science students, well planned and equipped science rooms and laboratories to aid instruction and stimulate interests in science courses are essential. The present picture of such facilities in the H.S. schools of Assam is not satisfactory. The laboratory and science rooms of majority schools are not build up as per recommended specifications. In some schools even the minimum facilities of laboratory and science rooms for various science subjects opened at + 2 stage are not available. Students of these schools have to attend in some other schools where such facilities are available. The H.S. courses run in colleges do not suffer from this problem, they are being equipped with the required facilities for science subjects.

Availability of teaching aids in school helps effective teaching. An outstanding development in modern education is the increased use of supplementary devices by which the teacher through the use of more than one sensory channel helps to clarify, establish and correlate different concepts, interpretations and appreciations. Such supplementary devices includes audio-visual aids, Flanographs, Charts etc. Audio-visual aids supply a concrete basis for conceptual thinking and learning. "The verbal presentation of a lesson without the aid of models charts or photographs is not very useful. A picture or a
model must be used to supplement the explanation. Image is an useful instrument of instruction. Sensory image leave behind impressions, that are more abiding than verbal one. Audio-visual aids facilitate the acquisition and retention of information imparted through the lessons. While using audio-visual aids, however, the teacher must take into consideration the characteristics of his students and their intellectual needs and interests. Education should be imparted to children as effectively and attractively as possible. Audio-visual aids are being used widely at all stages of school education in advanced countries. In India, where the teacher-pupil ratio is nearly 1:50 and most of the schools have varied curricula, these aids can deliver the goods, if used judiciously.

Television as a modern improved audio-visual aid is an effective media of education at all levels. Radio and Television have opened up new possibilities of reaching all parts of the country. The H.S. schools of Assam have extremely limited audio-visual aids for use in teaching by teachers. The major task of teaching at the school level in Assam is done with the help of teacher, books, blackboard and simple aids. Even the aids available in

many schools are not using properly as devices for effective teaching.

Countries like the USA have replaced radio by films and T.V. But, the countries like ours cannot afford such technology in all educational institutions. Considering these aspects, the Education Commission (1964-66) has recommended that the majority of higher primary and secondary schools should be equipped with low cost radio sets. It has urged that the Education Department should work with the All India Radio for the use of radio lessons supplemented with printed materials for the teachers and if possible, for the pupils. It has further recommended the broadcasting of special radio talks, in the early morning or late evening specially designed for teachers, which will help to deepen their subject knowledge and guide them in lesson preparation. But, such recommendations are also not implemented in the State with the needed initiative.

**Academic and Vocational Status:**

The success of our plan, programme and policy on education depends on various aspects of their implementation, the most important one being an efficient academic functioning. An effective academic functioning of a stage of education is associated with the efficacy of administration, quality of teachers and other academic aspects such
as syllabus, curriculum, examination system, co-curricular activities, teaching methods, guidance services, facilities of modern sophisticated devices and design, quality students, regularity and discipline in the classroom, extra-curricular activities etc. All these aspects are relevant to academic achievement at +2 stage of education. Apart from educational administration in general; school administration in particular directly responsible for academic functioning of a stage of education. At present the +2 stage of education runs both in schools and colleges retaining structural differences in administration. In the H.S. schools, a common administration both for 10+ and +2 stages is going on. In this context it may be pointed out that different degrees of efficiency of school administration might be required for 10+ and +2 stage of education. The common administration and leadership for both the stages existed in the H.S. schools may have deteriorating influence on academic functioning at +2 stage. On the other hand the H.S. education imparted in colleges is going on under the administrative control of Principals of colleges. As such better administration prevail in colleges. Other facilities required for academic functioning of +2 stage also seems much better in colleges than schools. Though a uniform system of education at +2 stage has been introduced throughout the country by implementing the NPE, 1986 and a uniform
control system of H.S. examination introduced in Assam by creation of the Assam Higher Secondary Education Council in 1986, a double standard of internal administration in schools and colleges are going on effecting the overall academic status of H.S. education.

With the formation of the Assam Higher Secondary Education Council in 1986, the academic control is vested in the Council. In Assam, the new structure of education 10 + 2 + 3 recommended by the Koethari Commission (1964-66) introduced lately in comparison with the other States. The + 2 stage of education at the beginning of its introduction controlled by the Gauhati University, Dibrugarh University and the Board of Secondary Education, Assam separately till the formation of the Higher Secondary Council. Due to indiscriminate upgradation of a huge number of high schools to higher secondary schools by the government without considering the basic facilities available for + 2 stage of education, the academic status of H.S. education in Assam effected seriously.

As per recommendation of the National Committee on 10 + 2 + 3 Educational Structure (1973), two streams viz. (1) Academic stream and (2) Vocational stream have been introduced in the curriculum of the new classes XI and XII. In Assam, both these two streams of H.S. education are imparting in H.S. schools and only the academic stream is imparting in colleges. The curriculum of the
academic stream provide for teaching in five subjects. One of these is language and literature from among the regional languages, English and mother tongue. The other four subjects are to be chosen out of a list of the available academic and practical subjects relevant to this stage of education. The academic or general stream of H.S. education consists of three courses namely (1) Science stream (2) Arts stream and (3) Commerce stream. All these three streams are available in H.S. schools, Junior colleges or other colleges of the State. With the change of H.S. education in its pattern, system and administration, the courses offered and introduced have been changing within the jurisdiction and power delegated to the authorities. Along with other aspects, the curriculum, syllabi and pattern of examination of H.S. education have been revised by the Council from time to time keeping norms and guidelines of the NPE. The latest reforms in the system of H.S. education has been made in the year 1989. This scheme of study (curriculum) for +2 stage in Science, Arts and Commerce stream became effective from 1989-90 academic session. According to the present pattern the H.S. examination is conducted in two parts - (1) First year examination and (2) H.S. Final examination. The 1st year examination is conducted in the following subjects:
1. English - 100 marks
2. MIL/Alternative English - 100 marks
3. Elective subjects (without practical) - 100 marks/each
4. Elective subjects (with practical) - 100 marks/each (theory only)

The H.S. Final examination is conducted in the following subjects:

1. English - 100 marks
2. MIL/Alt. English - 100 marks
3. Elective subjects (without practical) - 100 marks/each
4. Elective subjects (with practical)
   - Theory - 70 marks/each
   - Practical - 30 marks/each

First year examination is conducted and results declared internally by the institutions recognised by the Council. H.S. Final Examination is conducted by the Council at its recognised examination centres. The result of the H.S. Final Examination be declared on the basis of the marks obtained in the H.S. Final Examination only. No credit of First Year Examination is counted towards the result of H.S. Final Examination.

The modern Indian languages included for H.S. courses are:
A student can offer "Alternative English" in lieu of MIL as a part of core subject and this will carry 200 marks.

Elective subjects for Science stream are:
4. Biology 5. Geology or 6. Geography
7. Statistics 8. Introductory Computer Science

Elective subjects for Arts stream are:
1. Economics 2. History 3. Logic and Philosophy or Psychology
4. Political Science 5. Education 6. Sociology or Anthropology
7. Statistics
8. Fine Arts

12. One of the following classical languages:—
   (a) Arabic  (b) Persian  (c) Sanskrit


16. One of the following advanced languages:—
   (a) Advance Assamese
   (b) Advance Bengali
   (c) Advance Hindi
   (d) Advance Manipuri
17. Introductory Computer Science

Elective subjects for Commerce stream are:
1. Book Keeping and Accountancy
2. Statistics or Commercial Arithmetics and Elements of Statistics
3. Business Organisation and Commercial Practice
4. Economics
5. Economic Geography
6. Mathematics
7. Banking
8. Insurance
9. Salesmanship
10. Introductory Computer Science
11. Political Science
12. History

Sixteen elective subjects for Vocational Stream are offered in the H.S. syllabi under the Council as mentioned in Chapter III. The pattern of examination for Vocational courses is as follows:

A candidate shall have to appear in the Part-I Examination at the end of First year class and the Part-II Examination at the end of the Second year class.

(A) Curriculum for Part I Examination of Vocational stream:

1. English - 100 marks
2. NJT - 100 marks
3. General Foundation Course - 50 marks
4. One Vocational subject - 550 marks

Total 800 marks
(B) Curriculum for the Part-II Examination of Vocational courses:

1. General Foundation Course - 50 marks
2. The Vocational subject - 650 marks

Total 700 marks

Diversification of H.S. education to Vocationalisation recommended by the Secondary Education Commission (1952-53) and thereafter the successive Education Commissions, Conferences and Committees categorically recommended for vocational bias of H.S. education in India except some modifications suggested in respect of levels and stage of education for introducing the vocational course. During the first phase of introducing H.S. education of XI th class level in Assam, not a single H.S. school opened this course. During the second phase, after introducing two years H.S. education course covering XI th and XII class, the vocational course was opened only in three H.S. schools and that is too in rural areas only upto 1986. During this period not a single school in urban areas opened this course. This may be partly because of the lack of popular demand and partly because of the large expenditure needed to provide them. However the vocational courses have started in most of the H.S. schools of Assam after implementation of the N P E, 1986 though with limited subjects.

The success of a pupil may be considered as the yardstick of the functioning of the school. Learning is interrupted in a weak functioning of the school system in
all aspects. An effective education needs an appropriate curriculum. On the contrary the best of the curriculum and the most perfect syllabi remain dead unless quickened into life by right methods of teaching. Performance of pupils in H.S. examination is the result not only of the status of academic functioning, but also the quality of students enrolled in the stage. So, the academic status of H.S. education directly or indirectly appears in the performance of pupils in H.S. examination. Some relevant factors are associated with the variations of status in different institutions. Since the quality of students enrolled and facilities available for running the courses in different streams differ widely, the status of this stage of education in Assam also differs in different streams. The performance of students in H.S. examination conducted by the Assam Higher Secondary Education Council during 1990 along with pass percentage in 1988 and 1989 in Arts, Commerce and Science stream are presented in Table \[28, Table-29 \text{ and Table-30 respectively.}

It is revealed from the results of H.S. examination for three years from 1988 to 1990 shown in Table 28, 29 and 30 that the percentage of pass in all the streams i.e. Arts, Commerce and Science are less than 50% and have been in equal status in all the years. The standard of
<table>
<thead>
<tr>
<th>Category of students</th>
<th>Number appeared</th>
<th>Number passed</th>
<th>Pass % 1989</th>
<th>Pass % 1988</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I-Div III Div</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male regular</td>
<td>35,344</td>
<td>248 2733 9826</td>
<td>36.23</td>
<td>39.18</td>
</tr>
<tr>
<td>Female regular</td>
<td>23,358</td>
<td>423 2093 5348</td>
<td>38.67</td>
<td>36.12</td>
</tr>
<tr>
<td>Institutional Male</td>
<td>7,450</td>
<td>22 372 2,225</td>
<td>35.15</td>
<td>34.82</td>
</tr>
<tr>
<td>Female private</td>
<td>5,953</td>
<td>26 268 1,470</td>
<td>29.63</td>
<td>29.79</td>
</tr>
<tr>
<td>Non-Institutional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male private</td>
<td>20,175</td>
<td>10 454 5,710</td>
<td>30.60</td>
<td>29.46</td>
</tr>
<tr>
<td>Female private</td>
<td>15,170</td>
<td>11 318 3,480</td>
<td>25.10</td>
<td>24.14</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,07455</td>
<td>740 6,238 28,055</td>
<td>32.60</td>
<td>34.02</td>
</tr>
</tbody>
</table>

Source: Assam Higher Secondary Education Council, Guwahati
**TABLE - 29**

Higher Secondary Examination, 1990 : Commerce Stream

Abstract Result

<table>
<thead>
<tr>
<th>Category of Students</th>
<th>Number appeared</th>
<th>Number passed</th>
<th>Pass % in I-Div</th>
<th>Pass % in II-Div</th>
<th>Pass % in III-Div</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male regular</td>
<td>4,334</td>
<td>102</td>
<td>413</td>
<td>940</td>
<td>33.57</td>
</tr>
<tr>
<td>Female regular</td>
<td>232</td>
<td>46</td>
<td>42</td>
<td>51</td>
<td>59.91</td>
</tr>
<tr>
<td>Institutional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male private</td>
<td>1,102</td>
<td>4</td>
<td>92</td>
<td>358</td>
<td>41.19</td>
</tr>
<tr>
<td>Female private</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>23.07</td>
</tr>
<tr>
<td>Non-Institutional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male private</td>
<td>3,073</td>
<td>0</td>
<td>54</td>
<td>725</td>
<td>25.34</td>
</tr>
<tr>
<td>Female private</td>
<td>76</td>
<td>0</td>
<td>5</td>
<td>22</td>
<td>35.52</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8,843</td>
<td>152</td>
<td>606</td>
<td>2,102</td>
<td>32.34</td>
</tr>
</tbody>
</table>

Source : Assam Higher Secondary Education Council, Guwahati
## TABLE - 30

Higher Secondary Examination, 1990: Science Stream

Abstract Result

<table>
<thead>
<tr>
<th>Category of students</th>
<th>Number appeared</th>
<th>Number passed</th>
<th>Pass %</th>
<th>Pass % in 1989</th>
<th>Pass % in 1988</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I-Div</td>
<td>II-Div</td>
<td>III-Div</td>
<td></td>
</tr>
<tr>
<td>Male regular</td>
<td>6829</td>
<td>510</td>
<td>1355</td>
<td>1283</td>
<td>46.09</td>
</tr>
<tr>
<td>Female regular</td>
<td>1214</td>
<td>134</td>
<td>346</td>
<td>155</td>
<td>52.30</td>
</tr>
<tr>
<td>Institutional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male private</td>
<td>1177</td>
<td>23</td>
<td>163</td>
<td>270</td>
<td>39.74</td>
</tr>
<tr>
<td>Female private</td>
<td>175</td>
<td>4</td>
<td>39</td>
<td>33</td>
<td>43.42</td>
</tr>
<tr>
<td>Non-Institutional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male private</td>
<td>5165</td>
<td>108</td>
<td>964</td>
<td>1252</td>
<td>44.99</td>
</tr>
<tr>
<td>Female private</td>
<td>567</td>
<td>16</td>
<td>123</td>
<td>138</td>
<td>48.85</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15,127</td>
<td>795</td>
<td>2990</td>
<td>3131</td>
<td>45.71</td>
</tr>
</tbody>
</table>

Source: Assam Higher Secondary Education Council, Guwahati.
performance of students in science stream seems better than other streams though not up to the mark, perhaps due to enrolment of large number of better quality students. There are many other factors associated with student achievement. Such factors are physical, social, economic, administrative and academic. The National study of Scholastic Achievement at class X and XII levels indicates some factors responsible for student achievements. An important school variable which was likely to have some bearing on the level of students achievement in the type of management which is running the school.

Achievement of class XII level related to a number of factors as evaluated by the study that influence the levels of achievement of students. Those are:

1. Location of institutions --- Rural/ Urban
2. Management of institutions ---- Government institution managed by local bodies, private aided institutions, private unaided institution.
3. Student's sex ---- Boys/Girls

72. Report of the National Study of Scholastic Achievement at Class X and XII levels (1990); p - 80.
4. Social Class - SC/ST/Others
5. Parental Income
6. Parental Education

The findings of the study conducted by Ramachandran et al (1971)73 are:
(i) The interest pattern of the successful students in the science and the humanities streams differed widely.
(ii) The students could be classified with considerable precision into science and humanities streams on the basis of their interest patterns.

In a study to construct and standardize a diagnostic test in chemistry for the Intermediate stage of the State of U.P., Rawat (1976)74 found that (i) The fundamentals of chemistry like concepts, processes, principles and new information and discoveries were not clear to the pupils (ii) The test results revealed that the pupils were

73. Ramachandran, A., Chatterjee, S. and Mukherjee, M. (1971): Prediction of Scholastic Achievement in two major streams of study through a Multiple Discriminant function based on Interest Scores; Psychometric Research and Service Unit, ISI, Calcutta.
not able to comprehend the fundamentals and translate the language of chemistry into symbols, formulae, equations etc. (iii) The pupils were wanting in the interpretation of information (iv) The knowledge of different units, their differences and conversions were not clear to the students (v) The pupils were wanting in correctly balancing chemical equations and conversions of energy and chemical reactions (vi) The ability to supply the knowledge of processes, principles and formulae was to be developed in the pupils.

The finding of a study of the factors responsible for good examination results (1981) are (i) A good school building, a good laboratory, good furniture, proper library and reading room facility, playground, games and sports, appropriate situation and good environment of school helped in improving the examination results (ii) The teaching experience of the Principal, capable and experienced staff, good methods of teaching, regular correction of homework, regular evaluation, proper attention to individual differences of students, proper educational guidance and encouragement to students, good academic

achievement of the students of the time of admission to the school, good socio-economic status of the students, healthy relationship between the Principal and the staff, proper co-operation between the teachers, and the parents, good management and good discipline were the other factors which were significantly effective in improving examination results. (iii) Discussion with teachers with respect to the various curricular activities to be covered during the session was also a significant factor in improving the results. (iv) There were no significant differences between those schools which had good examination results and those which had poor examination results with respect to number of working days, the work load of the teachers, the teacher pupil ratio and the rules and regulations for admission and promotion of students. (v) Both the types of schools had an attitude of difference towards the professional or academic growth of their teachers. (vi) The various factors responsible for poor examination results were the lack of dedicated teachers, indiscipline and the lack of interests in studies among students, passive attitude of parents towards the education of their wards, lack of proper correction of the homework, unnecessary interference of the members of students union to the activities of the school, the copying and guessing tendencies of students, reading cheap and short-cut books, students lack of interest in co-curricular activities, and the teachers
involvement in private tuition.

Interest of students on their subject is also a factor associated with student achievement. Bose et al (1970) investigated into the interest patterns of students in different streams. Their findings are (i) Interest patterns for all groups were not identical and the pairwise comparison indicated that there was a wide variation between the groups in this respect (ii) There was much similarity between the interest patterns of the commerce and humanities groups, but the science group were much different from both commerce and humanities groups as far as interests were concerned. These similarities and dissimilarities in the interest patterns for different groups could provide adequate aid in a guidance situation (iii) By using the total marks obtained by the students in the H.S. as a criterion, three new scales of interest in the humanities, commerce and science streams were developed.

The major findings of investigation on higher secondary science achievement carried out by Chatterjee et al (1978) are (i) There was systematic positive

relationship between science interest and probabilities of success in science at different aptitude levels. The relationship between aptitude in science and achievement in science was positive. At the lower level of aptitude, interest played an important role in enhancing the probability of success in science.

Socio-economic status of students is one of the important factors responsible for academic achievement of students. The findings of the study conducted by Mishra (1986) on socio-economic status and achievement of H.S. students in rural and urban areas are:

1. There was a positive relationship between socio-economic status and academic achievement of the students.
2. There was a positive relationship between intelligence test score and academic performance of the students.
3. Intelligence positively affected academic performance of the students.
4. The academic achievement of the rural students was lower than the achievement of the urban students.
5. The academic performance of girls was superior to the performance of boys.

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The performance of students of vocational stream in the H.S. examination conducted by the Assam Higher Secondary Education Council is presented in Table - 31. The vocationalization of H.S. education in the + 2 pattern of schooling was introduced in different States of the country since 1976. But, in Assam the vocational stream was opened only in five H.S. schools up to 1986. It has increased to 50 numbers in 1990. The vocational stream in all the schools where opened are unrecognised. From the Table-31, it appears that only a few students appeared in the vocational stream of higher secondary examination in each year since 1986. The performance in all the years seems unsatisfactory though with wide variations. During the period from 1986 to 1990, the highest percentage of pass was 86.67 in 1988 and the lowest percentage in 1989 (33.33). During the period, only one student could secure 1 st division marks in 1990. So, the vocational status of H.S. education of Assam is very poor.

As per recommendation of the Commissions on Education, 50% of the total enrolment at + 2 stage of the country would be offering vocational courses. But, as per present position not even 5% students have joined the vocational stream. The causes for the unsatisfactory
progress of vocationalization of H.S. education in Assam as cited by Dr. S. Bharali, ex-D.P.I., Assam in the light of a report prepared by National Institute of Educational Planning and Administration are:

1. Inadequate preparation before introducing vocational courses in the schools.
2. Lack of proper socio-economic survey in each district to determine the relevance of the courses, employment potential and capability of schools to conduct them efficiently.
3. Inadequate measures taken by the administration to educate heads of schools in which vocational courses were introduced.
4. Improper recruitment of teachers on permanent or part-time basis.
5. Lack of supply of minimum equipments and materials and
6. The internal character of the vocational course.

## TABLE - 31

Results of Higher Secondary Examination:
Vocational Stream, 1986-1990

<table>
<thead>
<tr>
<th>Year</th>
<th>Number appeared</th>
<th>Number Passed</th>
<th>Pass %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I-Div</td>
<td>II-Div</td>
</tr>
<tr>
<td>1986</td>
<td>43</td>
<td>Nil</td>
<td>16</td>
</tr>
<tr>
<td>1987</td>
<td>19</td>
<td>Nil</td>
<td>9</td>
</tr>
<tr>
<td>1988</td>
<td>15</td>
<td>Nil</td>
<td>8</td>
</tr>
<tr>
<td>1989</td>
<td>21</td>
<td>Nil</td>
<td>5</td>
</tr>
<tr>
<td>1990</td>
<td>30</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

Source: Assam Higher Secondary Education Council, Guwahati