Chapter – I
Introduction
Secondary education gains importance in developing countries for a number of reasons. The rapidity at which the developing countries achieve universal elementary enrolment would generate direct demand for secondary education. As the UNESCO World Education Report (2000) on 'The right to education' clearly demonstrates, primary education has expanded significantly in many developing countries since the 1950s, and this has resulted in a significant increase in gross enrolment in secondary education. However, as access to secondary education has expanded, its overall quality has often been on the decline due to over-stretched resources combined with less efficient systems.

In addition, indirect demand for secondary education is generated due to the increasing demand for highly skilled labour force in the global economy. It is because, the secondary graduates as a labour force are trainable for the requirements of the globalised market. Further, effective secondary schooling introduces them to formal reasoning, abstract problem solving skills and critical thinking as well as its occupationally relevant content.
Secondary education promotes the development of a skilled and knowledgeable citizenry with access not only to the national but also to the global economy. For faster economic growth, it is not sufficient to exclusively concentrate on primary education. It is evidenced that early expansion of, and public investment in secondary education paid rich dividends in East Asia. Hence, secondary education is crucial for economic growth.

Also, investment in secondary education yields considerable social and private returns, offering young people the chance to acquire attitudes and skills which in turn enables youth to develop job-oriented skills, participate fully in society, take control of their own lives, and continue learning. Secondary education has more significant effect on the redistribution of income, growth and reducing poverty than primary education.

Secondary education provides an indispensable link to the whole education that forms the inter connectivity to the higher education system, by providing the required input. Indeed, primary and secondary schooling is considered as 'successive phases of a continuing process' and should be made available to all children. Throughout the world this view has been increasingly accepted that education is a continuing process from childhood to adulthood (UNESCO, 2000). It clearly emerges that elementary or basic education is just the first phase of a continuous process that can and ought to extend through everyone's lifetime. In majority of the developed (Germany, Australia, Canada, U.K., etc) and also in developing countries (China, Costa Rica, Kazakhstan, etc), the duration of compulsory education extends to lower or even higher secondary education.

Article 5, 13 and 14 of the International Covenant on Economic, Social and Cultural Rights (1966) aptly states "Secondary education in its different forms, including technical and vocational secondary education, shall be
made generally available and accessible to all by every appropriate means". On similar lines, Article 28 of the Convention on the Rights of the Child (1989) stresses encouraging different forms of secondary education. It emerges that secondary education is acquiring the pure public good nature of education. Following this, secondary education enrolment has been already universal among many developed and industrialized nations.¹

However, the urgency to improve literacy levels as well as initiate development for science and technology and required manpower put it relatively in the back seat. Even globally, secondary education as such has not been much in focus. A pessimistic outlook for effective change at the secondary level was presented by Goodlad (1983), "Many studies have shown that in the field of education, investments in elementary education yield the highest rate of return and have a significant impact on productivity and general well being of the masses".²

Secondary education is concerned primarily with providing young people with opportunities to achieve a successful transition from childhood dependence on their elders to adult independence and assumption of responsibility for the welfare of others.

Many pupils approach their secondary — school experiences with mixed emotions. They are thrilled by the thought that they no longer are elementary — school children. Indeed, they have a tendency to regard themselves as already grown up rather than in the process of growing up. They usually feel it necessary to assert themselves as individuals in their

relationships with adults, especially with parents and teachers and at the same time they are fearful of what lies ahead of them.³

Secondary education should be determined by the needs of the society to be served, the character of the individuals to be educated and the knowledge of educational theory and practice available. These factors are by no means static. Society is always in process of development, the character of the secondary school population undergoes modifications; and the science on which educational theory and practice depend constantly furnish new information.

Secondary education, however like any other established agency of society is conservative and tends to resist modification. Failure to make adjustments when the need arises leads to the necessity for extensive reorganization at regular intervals. The evidence is strong that such a comprehensive reorganization of secondary education is imperative at the present time.⁴

Although the secondary school is capable of making great contribution to the improvement and enrichment of social living, it cannot be properly maintained that its contribution is, as yet, being fully made. In the course of little more than a generation since the secondary school changed from a highly selective to a much more popular institution considerable advance has been made in the right direction. But still much remains to be done. The tremendous growth in secondary – school enrollment and in the variety of the school’s population, the increase in the number of schools, the multiplication of courses, the changing economic and cultural demands of society upon the

school, the growing awareness of the special educational needs of youth and the effort to provide for these needs, all have created or induced or left unsolved some important educational problems. This may be said without at all detracting from the secondary school’s great positive accomplishments.\(^5\)

If modern educational theory is correct in assuming that education at the various school levels is one of degree rather than of kind, the secondary school must know what the stage of development of the child is as he crosses the threshold into the school of adolescence. The secondary school has an obligation to pick up where the elementary school leaves off.\(^6\)

The secondary education commission has suggested vocational bias to the secondary education. But, unfortunately, we find that only 12 percent of the students who go to the secondary schools take up vocational courses. In other countries, the percentage is 60-70. Hence, there is need for a vocational bias to secondary education. Every student should learn some craft or skill. Every student should imbibe the quality of labour.\(^7\)

The term secondary education can mean many things because of the variety of activities, schools and individuals it may include. To some it is the period of education from grade seven through grade fourteen. The term as used by still others refers only to the formal program of education for adolescents. And for some, it more frequently includes the entire program of studies and activities of the school.

Secondary education, as all public education, is the function of the state. As a result we do not have one system of secondary education. Each

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\(^{7}\) N. Jayapalan. History of Education In India. Atlantic Publishers and Distributors.
state has authority to determine scope, requirements standards and every
detail of the public and private educational programs within its boundaries.
There is no requirements for a state to establish a system of secondary
education, and it can at any time abolish all or any part of it. The control of
secondary education by the people within the states has resulted in different
standards and programs and in social lag in the curriculum of many schools.
Those who seek efficiency, uniformity and change are disturbed by the
slowness with which change takes place under our system. It is important
however to recognize that any national system of secondary education would
require a constitutional amendment.

The secondary school period is characterized by the desire of the
individual to grow up and to show it. A wish to escape the controls of adults
at home often causes strange behaviour. Physically and at heart, he may still
be a young boy or girl, yet he seeks to emulate the adult. The approval of his
parents and teachers may be desired but that of his peers takes on greater
prominence and importance. His desire to be identified with a peer group
often leads to a sacrifice of standards and principles in order to belong.

The secondary school student is attracted by the protest movements,
riots and demonstrations. To some students these represent real commitment
and leadership. Many are eager to take an active part in social reform and
even revolution. The leaders of these demonstrations are nearer to the students
ages then are nearer their parents or adults who now appear to belong to a
hygiene period.

As a secondary school student, he is exposed to crowded schools and
then moves into a crowded labour market, college or professional activity.
More and more of his decisions must relate to the programs of state. At the
same time, less and less independence of choice and activity confronts him.
He seeks and desires a feeling of value in the scheme of things, a sense of achieving and belonging which brings identification with those movements, activities and individuals that seem to give these to him. The secondary school has the opportunity to provide the positive leadership and guidance so critically needed at this period.  

The international conference on education, convenced by the United Nations Educational Scientific and Cultural Organization meeting in Geneva at its 40th session, held from 2-11 December 1986 having regard to the relevant conventions, recommendations and declarations adopted at the International level and more particularly by the UNESCO.

The Recommendation Concerned were:

1. Secondary education is a phase of education during which young people are led to become independent, responsible adults. It is during this period that the young acquire the knowledge and skills needed to prepare them for life in all its aspects.

2. The improvement of secondary education should be seen in the perspective of life long education. The organization of secondary education should be flexible enough to provide continuity and complementarity's between institutions which are element of the formal general and vocational secondary school system and institutions and programs outside this system, as well as providing an opportunity for continuation or re-entry into secondary education for those who left it earlier or who never had a chance to enter secondary education.

3. The choice of objectives, structures, context and methods in secondary education should be guided by: -

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I. Promoting the all-round and harmonious development of the individual by providing the conditions needed for his or her intellectual, moral, physical, aesthetic and social education and preparation for life in society and educating the young generation in the spirit of peace, international understanding, co-operation and mutual respect.

II. Encouraging the participation of the entire population in the development strategy of secondary education.

III. Ensuring the high quality of instruction and education which should be regarded as the main task in the circumstance of rapid quantitative growth in secondary education and of its universalization.

IV. Classifying the objectives, structure, content, forms and methods of secondary education in a continuous process of reflection.

V. Taking into consideration the fundamental role of general education while promoting closer link between general education and technical and vocational education with a particular view of enhancing the status of the latter.

VI. Closely interlinking the education imparted by school themselves with the many resources offered by the out-of-school environment.

4. National education policies should favour and whenever necessary give priority to the improvement of secondary education through:-

I. Continuous reflection on the objective of secondary education with a view to improvement.

II. Adoption of legislative, administrative, financial, social and educational measures to ensure the further democratization of secondary education and the improvement of its objectives, content structure and methods.
III. Development and improvement of secondary technical and vocational education, especially in relation to the changing requirements for qualified manpower brought about by the challenges of science and technology and national development.

5. Appropriate mechanisms should be established or further developed to promote an optional use of available resources in particular to ensure greater continuity and complementarity between the different types of secondary education.

6. Educational structure should be developed in a sufficiently flexible manner so as to be able to respond to changing societal needs.

7. The process of improvement of secondary education should lead to a substantial raising of the scientific level of whole content of secondary education, which should be forward-looking and should be in line with the achievement and requirements of social, scientific and technological progress in order to provide the conditions for new professional qualifications connected with the mastering of integrated technologies.

The content of secondary education should highlight the cultural and intellectual tradition of each country. It should also be directed to the strengthening of respect for human right, fundamental freedom and people’s rights. It should promote, peace, international understanding and friendship among all nations, it should counter social segregation and discrimination on grounds of race, sex or religion.⁹

1.1. ORIGIN OF SECONDARY EDUCATION IN INDIA-A BRIEF RETROSPECTIVE

The origin of secondary education in India can be traced to the efforts of Christian missionaries. They established private institutions in Bengal during the later part of the 18th and the beginning of 19th century with the main purpose of spreading English education, European culture and Christian faith amongst the natives. Historically, secondary education in India made a dent with Charter Act of 1813 putting the responsibility of education on East India Company, which was ruling over some parts of India. Macaulay’s Minutes of 1835 laid down, “the great object of British Government ought to be the promotion of European Literature and science amongst the natives in India; and that all the funds appropriated for the purpose of education would be best employed on English alone”. Supported by the resolution the Government set up by English schools between 1835 to 1854 with the obvious aim of creating a class of people-Indian in blood but English in culture. The wood’s Despath (1854) gave it further impetus relagating the mother tongue into the background and making English the medium of instruction with secondary education going under university control. The recommendations of Hunter Commission (1882), helped in the growth of secondary schools with academic curriculum. By 1902 there were about 5124 schools with an enrolment of 6,22,868. The number of secondary and intermediate colleges increased tremendously as a result of the Calcutta University Commission of 1917. Some other committees also gave their report during this period. By 1935, the grant in aid system started, the curriculum became English biased, technical schools grew up and the idea of diversification developed.

It was for the first time that the Sergent Report (1944) recommended that secondary education should not be considered a preliminary stage to university education but a stage complete in itself; schools be organised on
technical and academic basis; mother tongue be the medium of instruction; salaries of the teachers be increased; girls education be encouraged and high school entry be made selective.

In the post independence era, the Central Advisory Board of Education in their 14th meeting in 1848 recommended the appointment of secondary education commission to look into its problems. Tara Chand Committee (1948-49) discovered that, "our secondary education remains the weakest link in our educational machinery and needs urgent reform". Even now it continues to be so in 1983, there were 56, 233 secondary schools enrolling 51, 01, 435 students.10

Even though universalizing secondary education has been the very recent discussion in India, they are not yet on the pipeline. However, the degree of importance assigned to and resources available for secondary education to a large extent depends upon whether the countries or regions have attained universal or near universal elementary enrolment. In accordance with their level of achievement in elementary education; the demographic profile of the country - composition of both elementary and secondary age group population, rate of growth of population; socio-economic development of the country; and the resources available for education in general and the commitment of the state and its resources for education in particular would determine the significance assigned to secondary education.

Though secondary education forms an integral part in the development of the entire education system, very few studies have examined the related issues and problems on growth of secondary education in India. Recently, World Bank (2003) has come out with a policy note, looking at the aspects of planning, administration, quality improvement and financing of
secondary education in India.

In India, the national pattern and trend might disguise the disparities across various states. Indeed, vast heterogeneity is mirrored by large differences in the development of education among states. It is because the educationally backward states have lower enrolment vis-à-vis lower physical and human resource investment than their counterparts. Besides, education is a concurrent subject and state responsibility. Further, states contribute majority of the expenditure at all levels of education, including secondary education.

**Table 1.a**

*Secondary Educational Institutions and Students Enrolled and Teachers in India (in %)*

<table>
<thead>
<tr>
<th></th>
<th>Institutions</th>
<th>Enrolment</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High School</td>
<td>Hr. Second</td>
<td>Sec. Schools $</td>
</tr>
<tr>
<td>1980-81</td>
<td>76</td>
<td>24</td>
<td>51.57</td>
</tr>
<tr>
<td>1985-86</td>
<td>75</td>
<td>25</td>
<td>66.83</td>
</tr>
<tr>
<td>1990-91</td>
<td>76</td>
<td>24</td>
<td>79.79</td>
</tr>
<tr>
<td>1995-96</td>
<td>72</td>
<td>28</td>
<td>99.27</td>
</tr>
<tr>
<td>2000-01</td>
<td>69</td>
<td>31</td>
<td>126.08</td>
</tr>
<tr>
<td>2003-04</td>
<td>68</td>
<td>32</td>
<td>145.96</td>
</tr>
</tbody>
</table>

Note: * in millions; $ in thousands.
Source: Based on Selected Educational Statistics, various years.

With regard to enrolment, the share of high school enrolment is two third and the rest in higher secondary enrolment in 2003-04, which remained the same even in 2000-01. Indeed, the shares of secondary enrolment declined

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10T. S. Sodhi, Comparative Education (Sixth Revised Edition) Vikas Publishing House Pvt. Ltd.
drastically from 74 to 60 percent during 1980-81 to 1995-96 which is an encouraging trend as more number of students go up to higher secondary level. But this declining trend however increased again. This also indicates crowded higher secondary schools, by looking at the enrolment.

Teachers form a vital input in the education development. The secondary education system has 2.13 million teachers in 2003-04, which was an improvement from less than one million teachers in 1980-81. Trained teachers at secondary level were almost stagnant around 90 per cent from 1980s till 2003-04. The average number of students per teacher in secondary education was no better as it increased from 28 to 34 during the same period.

The growth of the system in terms of institutions, enrolment and teachers may be on account of a multiple set of inter-related factors. One, the general demand increased due to the overall rise in the enrolment at elementary levels of education. This thrust towards achieving universal elementary education combined with no restrictions to get into secondary schools could be another contributing factor. Indeed, there has been an enormous rise in the social demand for education. Public policies play a vital role in the development of nations. Following the recommendations of the National Policy on Education (1986), the uniform pattern of higher secondary system was introduced across various states in the country. The implementation of this recommendation took almost more than a decade across major states in the country. Despite the long implementation lag, this pattern has improved the access and continuity in the schooling.

Growth viewed in number of secondary schools, enrolment and teachers in the secondary education system would indicate only the growth of increments to the existing system. A better indicator would be the enrolment ratio, which estimates the number of children enrolled in a particular level of education among the child population of that age group. Growth in gross
enrolment ratios in primary education depicts one slump during the beginning of 1990s and improved to almost 100 per cent by 2003-04.

**Fig. 1.a**

**Growth in Gross Enrolment Ratios in School Education in India**

![Graph showing growth in gross enrolment ratios](image)

Source: Based on Selected Educational Statistics and Education in India, Vol.I, (S), 1995-96. Selected Educational Statistics, various issues

At the secondary level, the increase in gross enrolment ratios had been modest from 17 per cent during 1980s to 39 percent in the new millennium of 2003-04.

Growth or development of secondary education cannot be looked at in terms of institutions, enrolment and teachers or even the gross enrolment ratios. Besides growth and expansion, another equally important aspect is how effectively the secondary education delivers. Indeed, a meaningful way of looking at is whether they have also performed well or not. Hence, it is equally important to examine the inputs by linking with the final outcomes.

A great deal of variation exists in the educational development across states. In the continuum, at one end, we have Bihar with the lowest literacy rates (47 percent in 2001 census) and on the other Kerala with near 100 percent literacy rates (91 percent in 2001 census). Few states, especially
Himachal Pradesh and Tamil Nadu, exhibit outstanding success in educational development within a short time span. Himachal Pradesh is one of the educationally developed states after Kerala, Goa and Maharashtra in terms of literacy rates according to the 2001 census. The progress in educational development is a recent phenomenon in these states since the 1980s, and it progressed at a much faster rate than other states. Similar improvements can also be noticed among Rajasthan and Madhya Pradesh. Hence, it is worthwhile to look at the inter-state variations in secondary education development and performance.

**Table 1.b**

**Gross Enrolment Ratios at Upper Primary and Secondary Education in India**

<table>
<thead>
<tr>
<th>States</th>
<th>1990-91 Upper Primary (11-14 years)</th>
<th>2003-04 Upper Primary (11-14 years)</th>
<th>1990-91 Secondary (14-18 years)</th>
<th>2003-04 Secondary (14-18 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>54.0</td>
<td>64.9</td>
<td>40.8</td>
<td>44.6</td>
</tr>
<tr>
<td>Assam</td>
<td>52.4</td>
<td>63.7</td>
<td>22.7</td>
<td>40.8</td>
</tr>
<tr>
<td>Bihar</td>
<td>36.2</td>
<td>25.3</td>
<td>11.7</td>
<td>16.9</td>
</tr>
<tr>
<td>Gujratat</td>
<td>64.4</td>
<td>70.4</td>
<td>32.1</td>
<td>40.0</td>
</tr>
<tr>
<td>Harayana</td>
<td>65.2</td>
<td>65.5</td>
<td>29.0</td>
<td>45.5</td>
</tr>
<tr>
<td>Himachal Pradesh</td>
<td>96.7</td>
<td>98.2</td>
<td>48.3</td>
<td>69.8</td>
</tr>
<tr>
<td>Jammu &amp; Kashmir</td>
<td>62.4</td>
<td>50.6</td>
<td>25.2</td>
<td>32.6</td>
</tr>
<tr>
<td>Karnataka</td>
<td>58.2</td>
<td>76.2</td>
<td>29.8</td>
<td>41.7</td>
</tr>
<tr>
<td>Kerala</td>
<td>105.4</td>
<td>93.6</td>
<td>40.1</td>
<td>48.0</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>57.0</td>
<td>63.3</td>
<td>21.5</td>
<td>34.9</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>78.6</td>
<td>87.6</td>
<td>32.8</td>
<td>53.9</td>
</tr>
<tr>
<td>Orissa</td>
<td>54.6</td>
<td>54.0</td>
<td>20.2</td>
<td>32.7</td>
</tr>
<tr>
<td>Punjab</td>
<td>74.7</td>
<td>60.1</td>
<td>37.4</td>
<td>39.0</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>45.5</td>
<td>61.5</td>
<td>23.2</td>
<td>32.6</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>95.8</td>
<td>100.4</td>
<td>37.0</td>
<td>56.9</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>45.5</td>
<td>48.6</td>
<td>23.6</td>
<td>37.9</td>
</tr>
<tr>
<td>West Bengal</td>
<td>94.7</td>
<td>64.3</td>
<td>27.3</td>
<td>32.6</td>
</tr>
<tr>
<td>All India</td>
<td>62.1</td>
<td>62.4</td>
<td>19.3</td>
<td>38.9</td>
</tr>
</tbody>
</table>

Source: Education in India, Vol 1(s) 1990-91 and Selected Educational Statistics 2003-04
At the national level, there is no improvement over the gross enrolment ratios at upper primary level from 1990-91 to 2003-04, the latest year for which information is available. But the relative position of states varies at a great deal.

Indeed, the poor quality and competency levels of elementary education result in a cumulative effect, which is being tested only at the secondary level through the state wide or nation-wide examinations in India. As most of the states follow the non-detention policy at primary stage large number of students get promoted to the next stage. Because of this policy, schools have to promote all the students to the next class based on the attendance, without considering the competency levels. This, in turn, gets reflected in very low completion and success rates. Effectiveness of the secondary education system to a greater extent depends upon improving the quality of elementary education. It is important to raise the quality of education at the elementary level as well. Simultaneous quality improvement programmes both at elementary and secondary level is required. Indeed, achieving universal elementary education needs to be viewed in terms of not mere achievement in quantitative targets but with a good quality education.\(^\text{11}\)

1.1.1. Secondary Education in Jammu and Kashmir

The first High School of the J&K State came into existence in the year 1882, and was named as Jammu High School. In the year 1890 it had an enrolment of 350 students. The school was affiliated to Punjab University and in 1892 completely switched over to Punjab University Syllabus. In 1892 the Srinagar Middle School was elevated to a High School. During the following year the Punjab University fixed up the Matriculation Examination Centre in Srinagar. The enrolment in the year

\(^{11}\)Secondary Education in India, Development and Performance. Retrieved from, http://www.PGRani_kcci.in (PDF)
1897-98 rose to 623 in Jammu High School and 465 in Srinagar High School. By the end of the last century there were two government high schools, (one in Jammu and the other in Srinagar. With an enrolment of 122 in Jammu High School and 440 in Srinagar High School) the enrolment in Srinagar High school fell down because of a fire that broke out in Srinagar High School which destroyed the whole building and the school was shifted to a very small and unhygienic building. However in the next two years the enrolment rose to 2228 in both the provinces, and in the subsequent two years again rose to 2449. In the year 1904 out of forty candidates who appeared for Matriculation examination thirty passed. During this decade there was improvement in the education of girls, teachers were awarded scholarships to go outside the State or outside the country and get themselves trained. In the year 1910-11 there were in all seven high schools in the State with an enrolment of 8461. The Christian Mission School was started in 1912.

In the year 1920-21 there were ten high schools with an enrolment of 3843. During the decade 1920-30 Women's Welfare Trust was founded to expand the education of girls. In the year 1930-31 the enrolment in high schools had increased to 9005 for boys and 565 for girls. There were 22 boys high schools and 3 girls high schools in the State. During the subsequent decade important developments took place in secondary education. In 1938 an Educational Reorganisation Committee was appointed under the Chairmanship of Shri K.G.Saiyidain which made the following recommendations regarding secondary education:

(1) The number of students in a section of a class should be limited to 40 to remove overcrowding in such schools.

(2) Grant-in-aid rules should be liberalised to incite private effort to
shoulder the expansion of secondary education.

(3) The teaching in secondary schools should be organised to relate education to the vocational life and needs of education.

(4) The secondary school courses should be diversified.

By the end of the decade 1930-1940 there were 28 boys high schools with an enrolment of 20410 boys and 5 girls high schools with an enrolment of 1648 girls. During the next decades things changed due to the partition of the country and both pre-partition and post-partition conditions led to the deterioration in education. However in 1950-51 the number of boys high schools and girls high schools was 48 and 7 respectively with an enrolment of 92203 boys and 15030 girls. After independence the National Conference Government declared that it would provide free education upto university level.

Expansion of secondary education since independence has been phenomenally surpassing, even to the targets of development as envisaged under the Five Year plans. The advance in secondary education has been more rapid than in any other field of education because unlike pre-independence era, the policy has been to open as many high schools in rural areas as possible. Over the past 35 years the pattern of progress has been spiral. In 1950-51 there were only 55 secondary schools in Jammu and Kashmir while in the year 1981-82 the number was nearly 820. The ratio of male and female schools was 1:7 in 1950 while it has reached to 1:3 in 1981. A satisfactory feature of the progress is that against 18 boys going to secondary schools in 1950-51 only one girl was attending school while in 1980-81 for nearly two boys one girl is going to school. The cost of education for secondary education has also improved considerably whereas the unit cost of education was Rs. 54/- in 1950-51 in the year
1980-81 it has increased to Rs. 400/- per student in secondary school.

The increase in numbers can be understood from the following table:

**Table 1.c**

**Secondary Educational Institutions, Students Enrolled and Cost of Education in J&K**

<table>
<thead>
<tr>
<th>Year</th>
<th>No of Schools</th>
<th>Enrolment in Lakhs</th>
<th>Cost of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B.</td>
<td>G.</td>
<td>Total</td>
</tr>
<tr>
<td>1950-51</td>
<td>48</td>
<td>7</td>
<td>55</td>
</tr>
<tr>
<td>1960-61</td>
<td>204</td>
<td>46</td>
<td>250</td>
</tr>
<tr>
<td>1970-71</td>
<td>443</td>
<td>118</td>
<td>561</td>
</tr>
<tr>
<td>1980-81</td>
<td>640</td>
<td>173</td>
<td>813</td>
</tr>
</tbody>
</table>

At the same time this large and spiralling expansion of secondary education had its deteriorating effects on standards. From the financial point of view some non-viable schools have also come into existence. About 9% of the schools have enrolment of less than 100.

In 1971 the government of J&K State appointed a Committee under the Chairmanship of Shri Bhagwan Sahay, the then Governor of J&K State to study the position of education in J&K State and make recommendations. The Committee regarding the educational pattern made the following recommendations:

(a) Transformation of the Educational system-A programme of high
priority is to transform the educational system to make it a powerful instrument of social change.

(b) The New Educational System—The new educational system in the State would be as follows:

(i) A primary and middle-school stage covering eight years (classes I-VIII or age-groups 6-14). This will be divided into two sub-stage: a primary stage covering classes I-V or age-group 6-11 and a middle-school stage covering classes VI-VIII or age-group 11-14.

(ii) A secondary stage covering four years (classes IX-XII or age-group 14-18)

With the adoption of new pattern of 10+2+3 in the state, structural changes have been brought at in this sector. The Higher Secondary scheme of education comprising of eight years of elementary education and three years of secondary education which was introduced in 1955 in the state has been converted to the new educational pattern. Under this scheme the pre-university class has been introduced in all the old patterned higher secondary schools and also in 24 newly selected high schools. First year of three-year degree course has also been started in a large number of higher secondary schools. These two classes have been more or less completely delinked from colleges. These two classes have now been named as Higher Secondary Part I and Higher Secondary Part II. The old matriculation examination has been renamed as Senior School examination, of the first degree can be substantially improved.

Keeping in view the recommendations of the Sahay Committee the Board took up the task of revision of curricula for entire school stage. In
the Education Conference on the introduction of +2 stage in 1976 it was resolved that the NCERT syllabus and NCERT books would be adopted in J&K State in a phased manner. The Government of J&K State accepted this responsibility. The School Board introduced the books prepared by the NCERT for classes 3 and 6 in various subjects in 1979, for classes 4 and 7th in 1980, for classes 9th in 1983. Now the entire school stage is covered by NCERT books.

On the basis of the recommendations of Sahay Committee Report, socially useful productive work was started from the year 1974-75. More than 1000 schools have now adopted this scheme. Efforts have been made to make the work experience programme useful for the students by introducing light activities such as kitchen gardening, clay moulding, floriculture, paper and card-board work for classes I-V and higher activities like Electrician, carpentry, Radio Assembly, Weaving, Shawl embroidery, Knitting, calcico printing, paper Machine and Cutting and Tailoring. For classes VI-X the department has set up production centres in many schools with a view to increase the tendency of the students to work at the crafts for a longer duration even outside the regular school hours. Work-shop sheds have been constructed in a few high/higher secondary schools. Various examination reforms have been introduced by the School Board for 10th, 11th and 12th class examinations. Liberal rules and regulations regarding passing of subjects at the 10th class stage, compartments and re-appear categories, failures, attendances, inter division migration of candidates, and division improvement programmes have been introduced. A system of re-evaluation of answer scripts, grading system in practicals, round table system of evaluation of answer scripts have also
been launched.\textsuperscript{12}

In the National Educational Scenario, J&K State is subsumed as educationally backward in reference to the established indices namely literacy rate, teacher pupil ratio, dropout rate and the absorption pattern of the educated persons. The disquieting features are low literacy rate, higher drop-out rate, gender disparity, mismatch between education and employment. The J&K State strictly adheres to the National Education Policy and with the exponential growth of the institutional framework and reach of services as a consequence of sustained investment folio through plan strategy, improvement in every parameter is visible. The improvement is more pronounced in the field of girls literacy. Education is one of the most valuable means in achieving gender equality and empowerment of women.

Against the All India level of 65.38\% as per 2001 census, the rate of literacy for the state is indicated as 55.5\% with 66.6\% among males and 43\% among females. District Jammu with 77.30\% tops the literacy level with male literacy at 84.92\% and female literacy at 68.75\%.\textsuperscript{13}

1.2. NEED AND IMPORTANCE OF THE PRESENT STUDY

Anand, C.L. (1997) while reviewing studies on secondary education has observed that the number of studies carried out in the area of secondary education is 30, conducted during 1988-92. The number, apparently, is not encouraging. Viewed from this perspective, it is desirable and indeed necessary to consider aspects specific to secondary education which have started attracting the attention of the researchers. However, the all-around

development and the general prosperity in India during the recent decades coupled with the changing educational parameters warrant exclusive coverage of research in secondary education. The implications of universalisation of elementary education, the national pattern of school education with ten years of high school and twelve years of higher secondary education, the diversification of courses at the secondary stage, the restructuring of programmes and the much needed equity and quality in secondary education have all attracted the attention of researchers to take up investigations related to secondary education in its entirety.\textsuperscript{14}

Maheshan, G. (1989) investigated the strengths and weaknesses of the +2 stage in the state of Karnataka and established the need for upgrading the Pedagogic skills of teachers. Gautam, N.P. (1988) found that the new pattern of 10+2 has failed to implement the prescribed activity-oriented programmes.\textsuperscript{15}

Aggarwal, K. (1986) while studying Academic Performance made comprehensive district-wise comparisons amongst the different educational groups of secondary schools in the Gashwal District of Utter Pradesh. It was noticed that the high achieving group was found as getting a higher amount parental encouragement in all groups, demonstrating thereby parental involvement as a positive correlate of academic achievement. Whereas, Amrithalingam, P. (1991) studied parental involvement of secondary school underachievers in Karaikudi District in Tamil Nadu and discovered that the under achiever’s parents in almost all the groups had not taken interest in their children’s physical and mental development.\textsuperscript{16}

\textsuperscript{15} Ibid:315
\textsuperscript{16} Ibid:316
Budhdev, V.P. (1989) studied the attitude of pupils towards various school subjects. The major conclusion was that there was a positive relationship between achievement and attitude towards subjects in the secondary school curriculum. Deb, M. and Nanda, P. (1989) studied the attitude of class X rural and urban pupils towards school and teachers and noted significant differences.

Pathy, M.K’s (1990) while studying rural-urban wastage found that average rate of wastage in classes V, VII and XI was a stunning 71%, 79% and 90%. Nayal, G.S. and Nayal, S. (1989) in their study of rural-urban drop-outs and stay-ins found that rural stay-ins were more intelligent, tough-minded in comparison with their stay-in counterparts.¹⁷

Mohapatra, T. (1991) reported that government school teachers were found to have better job satisfaction than privately managed school teachers. Das, B.L. (1988) found that 77.6% of the government school teachers as positively motivated as against only 35.33% of privately managed school teachers. Mohanty, P.K. (1990) concluded that the staff relationship was not found to be very congenial and that the sociometric structure of the teachers varied from school to school.¹⁸

The ever-growing trend of educational research in the area of secondary education, both individual as well as institutional, is indicative of the conscious effort to promote research for finding solutions to the problems of education at the high and higher secondary stages. As much of the educational research is said to be generally lacking in stability, continuity and quality, the researchers in the field have to consider these aspects seriously. For one thing, educational research is multidisciplinary in nature and thus lacks a well-defined boundary as a subject of study. That is to say that the

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¹⁷ Ibid:317
¹⁸ Ibid:318
priorities of educational research in secondary education could be those problems of education which are reflected by and associated with the emerging trends in secondary education.\textsuperscript{19}

An important trends allied to the concept of linking education to national development, and indeed implicit in it, is the increasing emphasis on education for rural development.\textsuperscript{20} It is high time researchers came forward to undertake studies on the concept, rationale, policies and programmes of vocationalisation and disseminate the findings so as to evolve viable alternative models of vocationalisation of courses.\textsuperscript{21}

Democratisation of education needs to be empirically examined. Devising innovations to meet the challenge of education is must. Investigations should, therefore, be taken up to study the process of innovation as an integral part of the secondary education system. This would pave the way for creating, planning, implementing and evaluating innovative programmes of secondary education.\textsuperscript{22} There is a need for making secondary education more realistic and modernized especially for skill development to be viewed in the Indian Context.\textsuperscript{23}

Keeping in view the present scenario of a secondary education and status of the field as a whole, one needs to take a realistic view about the future direction in which secondary education programme must move. Review of literature indicates the need for secondary education is widely recognised but the status of secondary education needs to be steadily raised and improved in qualitative terms. Secondary education is being imparted in high and higher secondary schools in Kashmir Valley. More and more secondary school institutions are being established by various agencies,

\textsuperscript{19} Ibid:319
\textsuperscript{20} Ibid:320
\textsuperscript{21} Ibid:321
\textsuperscript{22} Ibid: 322
governmental and non-governmental. Whether the education imparted in secondary school in Kashmir valley, is really going to realize the objectives of secondary education, one cannot say anything with certainty. An overview of the survey of literature reveals that so far no serious effort has been undertaken to objectively analyse the secondary education. Consequently, the objective of the present endeavor was to be "an objective based evaluation of secondary education", since not a single objective based research has yet been carried out in this very important field and as such an objective based research in the area of secondary education in a great need of the hour.

1.3. STATEMENT OF THE RESEARCH TOPIC

The topic selected for the present investigation reads as under:

"An Objective-Based Evaluation of Secondary Education".

1.4. OBJECTIVE OF THE PRESENT STUDY

In order to carry out the evaluative study meaningfully the following objectives were formulated for the present study:

1. To measure the all-round development of secondary school students.
2. To measure the leadership qualities of secondary school students.
3. To assess the vocational efficiency of secondary school students.
4. To measure democratic citizenship of secondary school students.
5. To assess academic achievement of secondary school students.

1.5. DEFINITIONS OF TERMS

A. OBJECTIVE BASED EVALUATION: For the present study, an objective-based evaluation means to assess and evaluate as to what extent the four objectives laid down by
secondary education such as, all round development of personality, vocational efficiency, leadership qualities and democratic citizenship of secondary school students are realized through actual teaching learning process at the secondary level.

B. SECONDARY EDUCATION: It includes all the classes after the primary school and before the higher education level. Secondary stage covers four classes from 9th to 12th of the age group 15 to 18 years. It refers to the combination of two stages of education: Secondary stage consisting of classes 9th to 10th (age group 15-16) and the higher secondary stage consisting of classes 11th to 12th (age group 16 to 18). The classes 10th and 12th were chosen as a sample for present study, representing the top most classes of secondary and higher secondary stage.

C. KASHMIR VALLEY: One of the division of J&K state, includes 6 districts, (Anantnag, Baramulla, Budgam, Kupwara, Pulwama and Srinagar). Out of 6 districts of Kashmir Valley, 3 districts, one each in rural (Budgam), semi-urban (Anantnag) and urban (Srinagar), comprising of 50% of Govt. high and higher secondary schools have been selected for the present endeavour.

D. ACADEMIC ACHIEVEMENT: Academic Achievement for the present study referred to the average of aggregate pass percentage obtained by the students in the 10th and 12th class, final year examination, conducted by the B.O.S.E, J&K.