



## Development of Secondary Education in India: A Historical Study

Ummea Sulma Biswas

Research scholar, Department of Education, RKDF University, Ranchi

**Abstract:** *Secondary education is regarded as the key to lead to progression of the individuals. When the individuals reach this stage, they realize the significance of education. They realize that it is of utmost significance for them to generate awareness in terms of benefits of secondary education and how it would be helpful to them in bringing about improvements in their overall quality of lives. In this article the researcher has made an attempt to discuss the historical development of the Secondary Education in India. It also highlights the aims and objectives of the Secondary Education and its structure in the present context of NEP 2020. The study concludes that the aims of secondary education are dedicated towards development of vocational efficiency, intellectual development, creativity, artistic and cultural interests and overall personality of the individuals. Finally, it can be stated that development of secondary education leads to effective growth and development of not only individuals, but communities and nation as a whole.*

**Keywords:** *Development, Creativity. Secondary Education, Vocational Efficiency.*

### Introduction:

The secondary education plays an important part in shaping the future of the individuals and in leading them towards the right direction (Chaudhari, 2016). It is of utmost significance for the individuals, irrespective of factors, such as, caste, creed, race, religion, ethnicity, age, gender, and socio-economic background to understand the secondary education system within the country. The primary reason being, all individuals have the main objective of leading to enrichment in their overall quality of lives. In order to lead to enrichment of one's lives, it is necessary to acquire education. As when one will acquire education and augment their knowledge and competencies, they would be able to acquire employment opportunities. Secondary education renders a significant contribution in focusing towards three major aspects. These include, augmenting communication skills, mobility and development of human resources. This is comprehensively understood that in order to generate better livelihoods opportunities and to achieve personal as well as professional goals, it is vital to generate awareness in terms of these factors.

The secondary education system occupies a strategic position in the educational system of the country. It is regarded as the connection between elementary education and higher education (Tripti, 2020). The primary education is the education that makes provision of knowledge in terms of basic concepts, which enables the individuals to develop the foundation for learning. When the individuals have developed the foundation of learning, they are able to acquire secondary education. Secondary education enables the individuals to increase their knowledge and understanding in terms of academic subjects and concepts, cope with various types of problems and challenges, augment their understanding in terms of the measures and ways that are

necessary to become responsible members of the community and sustain one's living conditions in an appropriate manner. These factors have been recognized by the individuals, belonging to various categories and backgrounds. Therefore, they are developing motivation to acquire secondary education.(Geetha Rani,2007)

**Objectives:** In this article the researcher has made an attempt to discuss the historical development of the Secondary Education in India. It also highlights the aims and objectives of the Secondary Education and its structure in the present context of NEP 2020.

**Significance of the Study:** The secondary education plays an important part in shaping the future of the individuals and in leading them towards the right direction (Chaudhari, 2016). It is of utmost significance for the individuals, irrespective of factors, such as, caste, creed, race, religion, ethnicity, age, gender, and socio-economic background to understand the secondary education system within the country. The primary reason being, all individuals have the main objective of leading to enrichment in their overall quality of lives. In order to lead to enrichment of one's lives, it is necessary to acquire education. As when one will acquire education and augment their knowledge and competencies, they would be able to acquire employment opportunities. Secondary education renders a significant contribution in focusing towards three major aspects. Hence the present study is significant.

**Development of Secondary Education in India:** Until the country achieved its independence in 1947, there were important recommendations that were made by the different Committees and Commissions. In the year 1947-1948, there were rapid expansions made in secondary education. The number of schools were 12,693 with an enrolment of 29,53,995 students. Whereas, in 1916-1917, the number of schools were 4883 and the enrolment of students were 9,24,470 (Disha, n.d.). Therefore, it can be stated that within the course of time, there were establishment of secondary schools in urban, semi-urban as well as in rural communities. Apart from the establishment of schools, there were formulation of schemes and programs that led to the development of motivation among individuals towards getting enrolled in schools and acquiring education. After the country achieved its independence, the situation of education changed in a considerable manner. The reason being, the country adopted the democratic system of government. But in order to imbibe democracy in the way of life of every nation, it is required to gear its education on the same basis. Moreover there has been a transformation in the goals of education. The main objective of bringing about transformations in the system of education is to promote development of productive citizens.

To attain the intended outcomes, it is critical to encourage the creation of educational institutions such as multifunctional schools and polytechnics. In other words, independence caused changes in the country's goals and aspirations, values and ambitions, as well as the form and structure of the organisation and administration of educational institutions. When India formed its own constitution in 1951, it included the ideas of free, compulsory, and elementary education for everyone. It was necessary to include numerous courses and channels in the curriculum to be motivated to take on the task of promoting education among people via the delivery of adult and social education programmes. Between 1947 and 1951, the whole system underwent conceptual revision. The fundamental goal of secondary education is to prepare the country's young to become productive citizens. The importance of secondary schools in India should not be overstated. The reason for this is that secondary schools offer the majority of elementary and secondary education instructors. Secondary education is meant to provide a comprehensive preparation for life. Individuals in secondary school not only learn academic ideas, but also generate moral and ethical knowledge. It is critical for persons from all categories and backgrounds to instill moral and ethical values. These characteristics will help them recognize the need of implementing honesty, righteousness, and truthfulness in jobs and activities, as well as in interacting with others. Aside from knowledge, individuals in educational institutions and employment opportunities must consider a variety of factors, such as having an approachable nature, an amiable attitude, displaying honesty and truthfulness, being helpful and cooperative, and implementing effective communication skills. These characteristics also play an important role in not only achieving

acceptable aims and objectives, but also in retaining oneself in educational institutions and workplace contexts. As a result, these elements contribute significantly to the development of secondary education.

Secondary education, as opposed to primary or higher education, is correctly defined in the report as a self-sufficient course with the primary goal of preparing students to raise awareness about how to improve their overall quality of life. The reality that most people must complete their secondary schooling. However, after they have completed secondary school, they may or may not pursue further study. However, after completing secondary school, it is necessary to guarantee that people are able to distinguish between suitable and wrong behaviour and can conduct their life in an organized way. As modernization and globalization progressed, technologies were used in the educational system. As a result, the historical development of secondary education can be summarized as the establishment of schools in urban and rural communities, the formulation of measures and policies, the implementation of effective teaching-learning methods, instructional strategies, and teaching-learning materials, and the introduction of new technologies.

**Objectives of Secondary Education:** The Broad Aims of Secondary Education are;

- i. Preparation for useful living within the society
- ii. Preparation for higher education
- iii. Secondary school serves as a link between the elementary and tertiary levels, according to the criteria and aims provided above. It serves as a springboard for all students entering higher education, and all primary school graduates must pass through it in order to be helpful to themselves and society. Because of the significance of secondary education, the Federal Government established the broad secondary education goals outlined above. However, the aforementioned goals are an illusion since today's secondary school graduates are unable to function in society or advance to further education without the assistance of their parents or examination malpractices (Omoregie, 2006).

**New Academic Structure in School Education Introduced by NEP 2020** The National Education Policy 2020 considers that the 10+2 structure in school education will be updated with a new curricular and pedagogical restructuring of 5+3+3+4 spanning the age range of 3-18, as illustrated in the image below and elaborated in depth.

**Foundation stage (3 years Anganwadi+ class i-ii)** According to the National Education Policy 2020, the foundation stage will begin at age three and last until age eight. The child learner obtains instruction from Anganwadi/pre-school/Balavatika centre of education during the first three years of the fundamental stage, followed by two years in class I and II. The whole foundational period is controlled by early childhood care and education (ECCE). The five-year foundational stage offers fundamental education that is flexible, multi-level, activity-based, inquiry-based, and play-based learning. NCERT will create ECCE with the ultimate goal of achieving optimum results in the realms of physical and motor development, cognitive, socioemotional-ethical, cultural, and communication.

**Preparatory stage (class: iii-v)** The preparatory stage lasts until the age of 11, and begins at the age of eight years. These three-year preparation stages progressively expose pupils to the formal education system, including classroom instruction and textbooks. Nutrition and health care will be discussed with the students at this level. The goal is to introduce kids to diverse areas while building on activity-based learning and preparing them to acquire deeper insights.

**Middle stage(class: VI-VIII):** Three years of middle school education concentrate on greater clarity and abstract concepts in many topics such as arts, sciences, social sciences, mathematics, and humanities. At this level, the stated subject teachers' experience technique will be used, as well as studies of the relationships

between various topics and character-building activities. Students are to be introduced to the semester system.

**Secondary stage(Class: ix-xii)** This is the current stage of the National Education Policy 2020. This is the last step of the National Education Policy 2020. The four-year secondary school education stage is aimed to give a multidisciplinary liberal education. This level will help students build subject-specific pedagogical expertise, a more in-depth curricular approach, critical and creative thinking skills, and increased flexibility. Students must pay more attention to their life goals and the importance of education. The 10th and 12th standards board examinations will be held, and pupils will be allowed to go beyond their secondary school education and pursue further education.

**Significance of Secondary Education:** In order to improve the secondary school system, instructors must have the necessary educational credentials, capabilities, and talents. Heads, administrators, instructors, and other staff members must have the necessary educational credentials, as well as skills and competencies, to carry out their work obligations in an organized way and improve the educational system. Teachers are responsible for teaching information and training to pupils in terms of academic ideas, as well as improving the broader educational system. When selecting teachers, school administrators must consider many aspects, including their educational credentials, talents, experience, and personality attributes. Furthermore, instructors must be communicative and accessible. They must be helpful and cooperative not just with pupils, but also with other members of the educational institution. As a result, teachers and other school personnel must work together to improve the whole secondary education system.

Secondary education is often regarded as providing the best environment for preparing adolescent kids. Teenage pupils must be prepared for a variety of situations. These include differentiating between appropriate and inappropriate; recognizing the significance of morality and ethics; developing skills among themselves, i.e. communication, analytical, time management, leadership, and decision making; realizing one's responsibilities towards family and community members; using one's educational qualifications and skills to become productive citizens of the country; working towards the well-being of the deprived, marginalized Individuals who have expanded their knowledge via secondary school may engage in social, political, and economic domains.

**Conclusion:** Secondary education refers to the education and training that students get throughout their teenage years. Students at this age fully grasp the need of obtaining an education in order to improve their overall quality of life. Students in secondary school may not only learn about lesson plans and academic ideas, but they can also expand their knowledge of other topics. These include extracurricular and artistic pursuits, social service, and so forth. Teaching-learning methods, instructional strategies, teaching-learning materials, technologies, extracurricular and creative activities, infrastructural facilities, evaluation methods, workshops and seminars, activities and programmes, and leadership skills all help to identify the meaning and significance of secondary education. Secondary education strives to improve occupational efficiency, intellectual growth, creativity, artistic and cultural interests, and an individual's total personality.

#### **References:**

- Abolade, A.O., (2003), The challenges and future of secondary school students in Nigeria. *Multidisciplinary Journal of Research Development* Vol. 7 (5), 47.
- Chaudhari, P. (2016). Secondary Education in India: Issues and Concerns. *International Journal of Social Science and Humanities Research*, 4(1), 300-305. Retrieved May 13, 2020 from [researchpublish.com](http://researchpublish.com)
- Radhika Kapur(2019), Historical Development Of Secondary Education, *international Journal of Development in Social Sciences and Humanities (IJDSSH)* Vol. No. 7, Jan-Jun.

<http://www.ijdssh.com>

Geetha Rani (2007). Secondary Education in India: Development and Performance, 43rd Annual Conference of the Indian Econometric Society (TIES) Indian Institute of Technology, Mumbai 5-7, January,

Disha.(2020) Development of Secondary Education in India. Retrieved May 13, from yourarticlelibrary.com.

Sharma P., (2007). Study Habits and Academic Stress and Achievement among rural girls, Journal of Educational Research and Extension. Vol. 22(4), pp. 221-224.

Chakrabarthy S., (2007). A critical study of Intelligence, Educational Environment in the family and quality of schools in standard X: A case study of some schools in and around Pune. Ph.D. in Education, Poona: Poona University.

Mohd Awal ( 2012 ) The role of education in shaping youth's national identity, Procedia - Social and Behavioral Sciences 59 443 – 450.

Tripti, S.,(2020) Secondary Education System in India. Retrieved May 14, from psychology discussion.net.

**Citation:** Biswas, U.S. (2024). “Development of Secondary Education in India: A Historical Study”. *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-2, Issue-2(1) March-2024. <https://doi-ds.org/doiink/04.2024-21558548/BIJMRD/Vol>