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SEMESTER III

Paper OC12A: Issues and Concerns in Secondary and Higher Secondary Education

Unit I Perspectives and Context of Secondary and Higher Secondary Education in India

- Nature, scope, function and systems of secondary and higher secondary education.
- Status of secondary and higher secondary education in India.
- Process of teaching-learning of adolescent, exposure to integrated and subject specific streams guidelines for secondary and higher secondary education in India.
- Socio-cultural, economic, political and statutory environment of secondary and higher secondary education in India.

Nature, scope, function and systems of secondary and higher secondary education

Systems of Secondary Education

The Education Commission (1964-66) (Kothari Commission)

The aims of education according to Kothari Commission should be:

- Education to be an instrument of social change and to help in development of our physical and human resources.
- Relating education to life, needs and aspirations of the people.
- To link education and productivity by science as a basic component education and culture, work experience and vocationalization.
- Social and national integration through social and national service.
- Promotion of economic growth.

- Promotion of democratic values.
- Education for international understanding
- Modernization by adopting science based technology
- Development of social, moral and spiritual values.

Educational System: Structure and Standards

The commission recommended for a uniform structure of education in the whole country by eliminating the differences in the pattern of school and colleges duration which existed in the present lime. Therefore, the commission visualized a flexible educational structure covering:

- A pre-school stage of one to three years.
- A primary stage of seven or eight years divided into two stages – a lower primary stage of four or five years and a higher primary stage of three years.
- A lower secondary or high school stage of three or two years in general education or of one to three years in vocational education.
- A higher secondary stage of two years of general education or one to three years of vocational education.
- A higher education stage having a course of three years or more for the first degree and followed by courses for the second or research degrees of varying durations.
- The pre-university course should be transferred from college to school.
- The higher secondary education should be vocationalised and to expand the vocational courses to cover about half of the total enrolment at this stage.
- Thus it recommended the 10+2+3 pattern of education for the

development of national education system over the next 20 years (1965-85).

School Curriculum

The commission viewed the curriculum aspect as the most criticized as being inadequate and out modeled, and not properly designed to meet needs of modern times. It traces the causes of wide spread dissatisfaction into:-

- Tremendous explosion of knowledge in recent years in physical, biological and social sciences.
- Rethinking in educational circles about the nature and duration of the education that is imparted in the ordinary secondary school.
- Lengthening of the period of general education and the postponement of specialized study to a later period in the secondary schools course.
- Discarding of useless educational lumber in the school courses and more dynamic and stimulating methods to be developed for presenting essential knowledge.

In the matter of language teaching the commission modified the three language formula originally recommended by the Central Advisory Board of Education in 1956. The modified formula included:

- (i) The mother tongue or the regional language.
- (ii) The official language of the Union or the associative official language of the Union, so long as it exists.
- (iii) A modern Indian or foreign language not covered under (i) and (ii) and other than that used as the medium of instruction.

In the higher secondary classes only two languages need be made

compulsory and the students should have the option to select any two of the three languages studied earlier or a combination of any two languages taken from the following groups:-

- (i) Modern Indian languages.
- (ii) Modern foreign languages.
- (iii) Classical languages – Indian and Foreign.

References/Web References:

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