



## IMPACT OF CHARTER ACT AND WOOD'S DESPATCH ON PRIMARY & SECONDARY EDUCATION IN PRESENT INDIAN EDUCATION

**Dr. Bibhas Kanti Mandal**

*Asst. Professor, Yogoda Satsanga, Palpara Mahavidyalaya.[ Under UGC12B]. At+PO- Palpara, Dist.-PurbaMedinipur. West Bengal.*

### **Abstract**

*The remnants of the ancient Indian system of Primary and Secondary education had survived till the time 18th Century. Early 19th Century witnessed its practical extinction, particularly after the adoption of the Downward Filtration policy which was its death knell. Primary and Secondary education began to wither away due to neglect. But this could not continue for long. Under the impact of objective realities, a changed policy became apparent during Lord Hardinge. Lord Dalhousie added a fresh impetus. The attitude of Indian leaders also became positive. The Govt.'s duty to primary and secondary education was recognized in the Despatch of 1854.*

### **Aims and object**

1. To make our analysis scientific and worth-while we should start with a reference to the evolution of our ideas about primary and secondary education.
2. To show the development index also.
3. To compare with other state in the respect of West Bengal.
4. To open a file about *the slavery of colonialism in our education system.*

### **Introduction**

The beginning of modern primary education in India was made in 1882. Thereafter, the National Education Movement forced the nation to turn its attention to the need for mass education. The Gokhale Bill in the Central Legislature was a reflection of the then national spirit. The expansion and development of primary education really began with the passing of provincial Primary Education Acts. The Hartog Committee suggested reform of primary education its curriculum and the plugging of wastage and stagnation. And lastly Gandhiji's Basic Education was accepted as a national pattern of primary education. It is to be noted, however, that in spite of stages in the development of modern primary education in India, the question of free compulsory universal primary education remained an open question till 1947.

### **Efforts to Introduce Compulsion**

As early as 1835, Rev. Adam had suggested one primary school compulsorily in every village. Mahatma Phule of Bombay had been conscious about the need for universal compulsion. The objective condition however, had not yet been favorable... In 1852, Capt. Wingate, the Revenue Survey Commissioner of Bombay suggested taxation for the education of the children of present population. In 1858 Mr. T.C. Hope suggested tax-supported primary schools.

The problem however acquired gradual clarity after 1882. The Hunter Commission received appeals and suggestions in this respect. In 1884 the Asst. Inspector of Broach suggested compulsion. In 1885 (the very year inception) the national Congress adopted a resolution on mass education. Chimanlal Shitalvad and Ibrahim Rahmatullah organized an agitation in Bombay. Compulsory primary education was first introduced in the native State of Abroad, but Gokhale's Bill was turned down by the officially dominated Central Legislature. The provincial acts also reflected half-heartedness and unnecessary compromise. Up to 1947, therefore, only partial, half-hearted and anfractuous attempts had been made for compulsory primary education.

Causes of failure were not far to seek. A prime cause lay in the filtration theory. The second major cause was the absence of an urge of a foreign ruling power. That is why compulsive acts were not passed. When expansion were more required, the attention was more turned to qualitative "improvement." The weakness of nation movement was no less responsible. Higher English education had created a gulf between the "classes" and the "masses". The weight of English language was a heavy obstacle. This state of affairs continued even after independence. While in the progressive countries primary education gets 2/3 or even 3/4 of the education budget, the proportion is much less in our country. Our primary education is infested with a thousand problems. 1) A good many villages in India have no schools. 2) There are problems of housing, equipment, teacher recruitment, training and emoluments etc. 3) there is the vital problem of life-oriented curriculum. 4) Wastage and stagnation constitute a stumbling block. 5) Adult illiteracy affects primary education adversely. 6) There is defect in the system of financial provisions and marshalling of resources. 7) Growth of population by about 2 % a year puts a heavy burden upon resources and creates imbalance.



### Development of Primary Education under the Plans

Primary education in spite of countless hurdles, made considerable progress under the 5 year plans. Article 45 of the Directive Principles, of the Constitution had made a time-bound promise to provide universal, free and compulsory education for children up to 14, in a 10 year target has not been reached even after 38 years. Yet, the constitutional admission of the State's responsibility is of great value. Primarily education is a State Subject although the States receive financial assistance from the Union Govt. and they said Govt. is committee in constitutional terms to achieve compulsion.

Is spite of the lamentable failure to fulfill the constitutional obligation, the expansion of primary education in India since 1947 is a matter of fact. The following data may be referred to.

Percentage of age group 6-11 attending school-

1946-47 =30%  
1955-56=52.1%  
1965-66 = 76.4%  
1974-75 = 85.3%  
1985 = about 93%  
2002 =95%

### Developments of Secondary Education

As we did in the care of primary education, so we should in the case of secondary education. i.e. start with a general discussion on the nature of secondary education.

The phase of secondary education is the middle state of full-length formal education. At the end of the stage, a section of students may pursue vocational courses, a second section may proceed to higher education, and the rest may not pursue and educational career at all. Hence secondary education should be planned as terminal education imparting an amount of knowledge and skill which would enable the students to proceed to the next higher stage of education for the fortunate few. But the modern concept is 'secondary education for all.' After 4/5 years of primary education, secondary now stretches for another period of 7/8 years (11-17/18 age group) i.e. up to the pre-adult stage of life. The period of adolescence, being now considered the period of secondary education which should be open to all, the pattern of school organization or curricular formation should take the needs of the adolescent into consideration.

Adolescence is characterized by some physical and psychic features viz increased physical strength and heightened activity of nerves and muscles, greater physical powers and working-capacity, greater vigor and agility etc. Distinctive physical sings prove the advent of new stage of life. This physical growth leads to the need for better food and nourishment, short of which the adolescent falls a prey to consumptive diseases. Changes occur also in the mental world. Reasoning and thinking and reliance on practical experience is a typical mental feature. At the same time, however, hero worship and love of aesthetic beauty help to the adolescent to wade through worldly ugliness. Emotional exuberance is no less important. The adolescent develops a positive self-feeling as well as negative self feeling, elation as well as depression, love of reality as well as day dreaming. Touch instability in the adolescent's emotional world may lead to mental conflicts if not sufficient care is taken. Sex impulses which develop at this stage of life may introduce further complexities in the mental and emotional life. The adolescent exhibits intense emotionalism as well as intense group-feeling. Through self-sacrifice and social service he seeks a self-fulfillment.

These apparently contradictory characteristics of adolescence made Stanley Hall to call it a period of "storm and stress." This period is also called a period of "sunshine and shower." While programming education of the adolescent, the Hadow Committee in England remarked that the ship of life might set sail successfully, if properly tackled. If not, a ship wreck was inevitable. Obviously, the education of the adolescent i.e. secondary education must take into account the needs of the adolescent period of life.

The needs may be summed up as-i) Care and nourishment of body-mind-intellect : (physical care may be provided in the form of physical exercise, games sports etc.) ii) Care of the emotional life with the object of attaining proper sublimation and emotional vities may lead to sublimation' iii) Proper nourishment of intellect : (the adolescent may question the traditional values, may develop queries about the phenomenal as well as spiritual, a wide intellectual field should be kept his own place in it. Hence a wide intellectual field should be kept open before him so that he may analyze and compare things by the exercise of his own rationality) iv) Proper attention to social life : (the adolescent develops an intense social feeling and desires to serve the society. He will grow into adulthood and be a full-fledged citizen. Hence social values of co-operation, morality and social efficiency must be brought home to the adolescent.



These aims are not attainable through 'discipline'-physical and mental. The responsibility of the agencies of education is tremendous. The system of secondary education must provide the proper environment for intellectual, physical and social nourishment, so that through joyful and meaningful activity the adolescent may pass on to creative adulthood.

Remarkable individual differences are exhibited during adolescence. Differences occur in a) physical formation, b) emotional expressions, c) sense perceptions, d) intellectual acuity etc. The differences are practically caused by innate endowments and partially by environmental influences. Ideas, sentiments, attitudes differ widely from person to person. Such differences may be subjected to measurement of diversified education with the object of taking individual differences and possibilities into account are a contribution of the modern educational thoughts.

But extreme individuation is contrary to the principle of social cohesion. Obviously, the educational programme for the adolescent must serve the needs of the individual as well as the demands of the society. These ideas have found due recognition in the modern principles of curriculum for secondary education.

### Evolution of Ideas about Secondary Education

In the pre-modern days, the Latin Grammar Schools had been the secondary schools in most of the European Countries. With emphasis upon classics and ancient literature in their curricula, these schools responded to the needs of the aristocracy, the question of secondary education for the ordinary "plebeian" child being completely absent. After the Renaissance, however, attachment to mother tongue and national culture began to develop. And 18th Century Enlightenment introduced a scientific trend in secondary education. Mother tongue, Mathematics and the Sciences found place in the curriculum together with philosophy and ancient languages. Further changes occurred in the 19th Century. With the advent of industrial economy the need was felt for more dynamic, practical and objective type of secondary education.

Meanwhile, the growth of the democratic ideas also influenced the concept of secondary education. The demand for "secondary education as a universal right" became gradually irresistible. Women and working people came into the focus. Curriculum had to be oriented under pressure of the new trends. The findings of biology, physiology, psychology and sociology could not but influence secondary education. Modern psychology considers that the whole length of adolescence should be the period of secondary education. Prolongation of the secondary stage became a practical proposition. In consideration of the fact that most of the students may enter life at the end of secondary education, the stage was accepted as terminal in nature. It is now admitted that secondary education should foster individual development on the one hand and socialization of the other. The current trend is to vocationalise secondary education and to impart a production-orientation through actual productive experience together with academic knowledge.

### Progress of Secondary Education Under the Plans

Contrary to the recommendations of the Mudaliar Commission as well as the preceding Committee and Commissions and the succeeding De Committee for a 12 year school course, the "experts" on the Central Advisory Board of Education (C. A. B. E.) simply reduced the length while retaining the pattern and weight of curricular studies. Many of the subsequent problems originated therein. The amended scheme was implemented with effect from the 2nd Plan. In spite of many pitfalls, secondary education made some headway in course of the Plans. The following figures stand self-evident. Number of Secondary Schools in India in 1947 was 12693. Figures (subsequent) are :

a) Lower Primary	1976-77
Percentage of 11-14	
Group covered	12.7    16.5    22.5    29.5    41.5
b) Percentage of the 14-17	
group covered	5.3    7.8    11.7    15.0    24.0
c) Percentage of teachers trained	84.9
i) Lower Secondary	81.2
ii) Secondary + H.S.	1.84 crores
d) Number of students and	1.03 crores
e) Expenditure under the Plans-	
1st Plan = 20 crore rupees.	3rd Plan = 103 crore rupees
2nd Plan = 51 crore rupees	4th Plan = 126.05 crore rupees
5th Plan = 241 crore rupees	6th Plan = 268.00 crore rupees



For the administration of secondary education there is an All India polities are not debarred by low from undertaking the task of providing secondary education in urban areas. Very little, however, has been done in this respect.

#### Annexure

Table A1: Secondary Education Development Index across Major States in India

	1990-91		2003-04		1990-91		2003-04	
	Secondary	Rank	Secondary	Rank	Hr. Sec	Rank	Hr. Sec	Rank
Andhra Prade	0.37	7	0.5	4	0.15	15	0.79	3
Assam	0.24	11	0.38	10	0.16	13	0.28	13
Bihar	0.16	15	0.09	17	0.05	16	0.01	17
Gujarat	0.24	12	0.25	13	0.55	3	0.25	15
Haryana	0.79	2	0.59	2	0.40	8	0.52	5
Himachal P	0.46	4	0.41	8	0.51	5	0.86	1
Jammu & K	0.32	8	0.33	11	0.42	7	0.34	12
Karnataka	0.28	10	0.46	7	0.34	9	0.35	11
Kerala	0.89	1	1.00	1	0.15	14	0.85	2
Madhya P	0.001	17	0.09	16	0.27	11	0.11	16
Maharashtra	0.43	5	0.55	3	0.70	2	0.38	9
Orissa	0.43	6	0.47	6	0.01	17	0.40	8
Punjab	0.53	3	0.49	5	0.53	4	0.69	4
Rajasthan	0.21	14	0.17	14	0.34	10	0.37	10
Tamil Nadu	0.23	13	0.39	9	0.72	1	0.28	14
Uttar Pradesh	0.12	16	0.10	15	0.50	6	0.42	7
West Bengal	0.32	9	0.27	12	0.26	12	0.44	6

Source: Calculated

Table A2: Gross Enrolment Ratios at Upper Primary and Secondary Education in India

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

Source: Education in India, Vol 1(s)1990-91 and Selected Educational Statistics 2003-04



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