

CHAPTER-II

THE HIGHER SECONDARY STAGE
OR THE +2 STAGE

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II.1 INTRODUCTION :

The purpose of this chapter is clear from its title. It is to define the +2 stage and thus to make its meaning clear. The chapter is also expected to give a brief history of the +2 stage. It also gives objectives and discusses salient features of the +2 stage. It also gives reasons responsible for switching over to the +2 stage in the new pattern. Finally, it gives the curriculum of the +2 stage. The research worker feels that this is necessary for having the proper background for the present research work.

II.2 A BRIEF HISTORY OF THE +2 STAGE :

The 10+2+3 pattern of education is not really a new reform. It was first recommended about 68 years ago, by the Calcutta University Commission (1917-19). The University Education Commission (1948-49) under the Chairmanship of Dr. S. Radhakrishnan also came to the conclusion that it was necessary to adopt a uniform pattern of 10+2+3 for school and college classes. This problem came up again for consideration before the Secondary Education Commission set up under the Chairmanship of Dr. A.L. Mudaliyar, which submitted its report in 1952. At that time the stage was all set to

introduce this new pattern of education in a uniform manner throughout the country. However, for various reasons, mainly financial this was not done and instead a 11 year secondary course had to be followed.

The entire position was reviewed by the Education Commission (1964-66). Looking to the different patterns of education prevailing throughout the country, as well as on sound academic considerations, the Education Commission (1964-66) recommended educational reconstruction by introducing a broadly uniform pattern of 10+2+3 at the national level with the school stage covering the 10+2 period. The recommendation was accepted by the Government of India (vide National Policy on Education, 1968). In the year 1972, the Central Advisory Board of Education, too endorsed the above recommendation and reiterated it in its meetings held in Delhi (19th October, 1975).

In the beginning, as many as 9 States - Rajasthan, Andhra Pradesh, Bihar, Gujarat, Maharashtra, Kerala, Tamilnadu, Orissa and West Bengal had adopted the pattern of 15 years of education. Upto June 1975, 21 States/Union Territories had adopted this pattern.

The National Policy on Education (1968) demands 12 years of schooling. The 12 year schooling includes 10 years

of general education coupled with work experience plus 2 years of education in specialised courses. The new pattern was popularly known as 10+2. The Central Board of Secondary Education changed over to this new pattern from the academic session beginning from 1st May, 1975.

The numbers 10+2+3 in the new pattern of education indicates respectively the duration of the 3 stages of education. The secondary stage (including the primary one also) of 10 years, the higher secondary stage (academic stream only) of 2 years and first degree course of three years. This time structure by itself, however, does not make clear the meaningfulness of this new pattern. To quote prof. S. Nural Hasan, the then Union Minister of Education, Social Welfare and Culture, who welcomed the gathering on the eve of an education conference held on March 6, 1976, said -

"The ten-plus-two-plus-three pattern which is to be implemented in the whole country is not merely based on adding one year here and taking off an other year there. It is a scheme which should be looked upon as an integrated whole which should not be unnecessarily tempered with under pressures of local vested interests, or because there is reluctance to provide and allocate even the minimum funds needed for this change over."1

The 10+2 part of the new pattern is different from the old 11 year high school and further 2 years intermediate. A little thought would point out the basic difference between the new 10+2 scheme and the old high school and the intermediate. The 10 year high school of the new scheme provides for a 10 year undifferentiated general education, the +2 year period of the academic stream has corresponding vocational stream and the 2 year academic stream will form part of the school education. The vocational stream may, of course, either form part of the same school which provides for the 2 year academic stream or may be provided for by separate vocational institutions. As compared to this, the old 11 year high school started differentiation from the 9th year, the old intermediate had no provision for a corresponding vocational stream and did not form part of school education. Thus, it is clear that the new 10+2 stage was very different from the old 11+2 stage.

II.3 LOCATION OF HIGHER SECONDARY CLASSES :

The crux of the new pattern concerned the location of higher secondary classes. On academic grounds only, the case for locating these classes in schools appeared to be in contravertible and no one had made it out more forcefully than the Education Commission (1964-66) itself. Its report says -

"When the higher secondary pattern was first recommended, the pre-university course was introduced only as a transitional measure. This is a great evil from all points of view. It is bad for the universities and colleges as their resources and energies are being improperly utilised and even wasted in doing what is essentially the work of secondary schools. It is bad for the secondary schools because they are weakened by being deprived of a stage which could give them good teachers and facilities, with the result that they are obliged to do a good deal of work which ought to have been done at the primary stage. It is bad for the students because they are now required to enter universities at too early an age and compelled to learn through methods of higher education which are beyond their capacity and more suited to maturer students."²

The following were some of the implications of locating higher secondary classes in schools :

- i) It prolonged the school period by two years and thus made feasible the upgrading of the curriculum content of social courses.
- ii) It enabled the adolescent to remain in familiar environment for a longer period and to continue his study in small classes where teaching methods in use were more in harmony with his intellectual and psychological needs.
- iii) It enabled the universities and colleges from which the P.U.C. classes would disappear, to

utilize their existing resources and facilities so released for the purpose of expanded admission in under-graduate classes and for a programme of upgrading the standards of collegiate and university education.

Thus, on purely academic considerations, locating higher secondary classes exclusively in schools was indeed clear and strong. But of few pertinent questions had been raised. The first question concerned the ability of the schools to shoulder the responsibility.

a) How many schools, it was asked, had the requisite qualified staff, the libraries and the laboratories so essential for carrying out the upgraded curriculum satisfactory ?

b) Would it not entail a heavy burden on Governmental resources if they were to assist all schools to equip themselves for the new task ?

c) Was it not wasteful not to use the facilities that existed in colleges and duplicate them in schools ? Was not there a risk that what Madhya Pradesh did in the wake of Mudaliar Commission's recommendations might be done by more stages, that is to say, would not states upgrade high schools into higher secondary schools without due regard to their

equipment, teachers, physical facilities etc., and without assisting them to acquire the same perhaps these and other considerations weighed with the State Government when in June 1973 last it announced -

- "a) The second year of the higher secondary will be located in colleges.
- b) The first year will remain with the schools for the time being, but additional divisions, if any would be located in colleges, and
- c) Higher secondary classes will hence forth be designed as Junior College classes. The new nomenclature may have the effect of conveying the idea that higher secondary stage is not an extension of the school system but actually part of higher education. This is likely to ...
 - i) reduce further the chances of schools being allowed to run these classes and
 - ii) strengthen the belief among students that the +2 stage is preparatory to college and that on completing this stage they are expected to move on to college as a matter of course."³

Viewed in this light it was thought the proper course to provide for this stage both in colleges and in selected schools not as a transitional measure but as a permanent arrangement. It was thought that such an arrangement would enable the state to

- i) Take higher secondary education beyond the urban and semi-urban areas into the hinter land.

- ii) Utilize the better material and man-power resources of colleges; and
- iii) Encourage schools to upgrade themselves through participation in a programme at a higher level...
But in that case it is imperative to remove immediately the present irrational bifurcation of the two years between schools and colleges and locate both the years in one and the same institution, be it the school or the college. Ultimately, higher secondary classes were attached to high schools as well as colleges.

II.4 OBJECTIVES OF THE +2 STAGE :

The first foremost objective for switching over to 10+2+3 pattern of education was to bring uniformity in the pattern of education throughout the country. It was thought that this uniform pattern of education through out the country will be useful in bringing about the uniformity in educational standard and would help in solving many educational problems that India faced at that time.

The second objective was to raise the then existing low standard of general education at the secondary stage to a fair level of international standard. This was necessitated by the fact that the new scientific investigations and technological advancement needed a particular level of

educational standard of all people if they had to survive. Secondly, this high standard of education was needed to bridge the ever widening gap between the developed and under-developed countries towards which India had to advance.

Another notable objective of the +2 scheme of education was to divert 50% of the students' population towards vocational courses. This had double advantage. Candidates who lack the necessary aptitude for academic pursuits would be absorbed in vocational streams and those wanting to go in for academic studies would be allowed to do so if they showed any promise in this direction. The addition of one year at the higher secondary stage will facilitate the fulfilment of academic as well as vocational objectives.

Still one more objective was to check the mad rush towards colleges because the tendency to flood the colleges was not actuated by any motive of profiting by higher education but only because the candidates did not have any viable alternatives. It was thought that vocationalisation of higher secondary education, therefore, indirectly would help raise standards of education at the University stage by restricting the admission to colleges of only candidates evincing high academic calibre.

II.5 THE REASONS RESPONSIBLE FOR SWITCHING OVER TO THE NEW PATTERN :

The first and foremost reason for switching over to the new pattern was diversification of courses at the +2 stage with special emphasis on vocational education, so that a large proportion of students would receive occupational skills, which will help them to enter the 'world of work', instead of continuing in the 'world of study'. The +2 stage was thus, 'the hynch pin' of the new pattern.

From philosophical point of view every person is important and has dignity and thus has a right to be educated. Society has responsibility to give every individual the opportunity to develop to the fullest extent of his capabilities. 'All men are born different' is equally true to 'all men are born equal'. Men differ biologically, physically in their home environments, social environments in their mental capacities attitudes, aptitudes, in dress, personality traits, achievements and so on. Therefore, it is obligatory for the democratic Government to provide educational and vocational courses if equality of educational opportunity is to be put into practice and develop their potentialities to the fullest extent.

According to modern concept of education, learning is not the exclusive province of the mind or intellect of the

head. It engages the whole person, the heart, the hand, the eye, the muscle, the brain. So the idea that at school one learns, while in other places one does is becoming untenable. The basic fact is that every one cannot excel in the training of mind and those who cannot, must be afforded other medium through which to express their abilities and aptitudes. This is sought through +2 stage by providing vocational channel.

The problem of unemployment among the educated is also very much taxing. Even in the vast portion of unemployed people the right type of personnel for doing right jobs are not available. There is as much surplus of man-power as there is shortage. Even at the middle level stage, the ordinary law of demand and supply namely 'supply will create its own demand' or 'demand will create its own supply' does not hold good in the field of education. Personnel for specific jobs have to be produced to avoid imbalance in the employment market. Right persons for right jobs should be the guiding principle for educational planning. The wastage involved in human and financial resources is a great deterrent to the faster economic growth of the country. It is, therefore, necessary to channelise the most important of all the sources namely human potentialities and to direct them to more gainful pursuits. It is done by introducing the +2 stage.

The secondary education commission also recommended that, the secondary stage should not merely looked upon as merely preliminary to the collegiate education, but complete in itself. The +2 stage was supposed to be the terminal stage which would prepare the students, either for technical job or for the admission to the universities. The University Education Commission of 1948 also recommended to adopt the uniform pattern of 10+2+3 for schools and colleges so as to facilitate vocationalisation and reduce pressure on universities. The Education Commission of 1964 equally stress the need of uniform pattern of 10+2+3 and suggested a diversion of about 50% of students at the end of class ten to vocational education.

In switching over to the new pattern, it was thought that it would improve the tone of the education considerably. It would maintain, high and uniform standard for higher secondary school structure as a whole through out the country.

Smt. Indira Gandhi the then Prime Minister, who addressed All India Conference of District Education Officers on new pattern on March 6, 1976 said -

"The new formula of 10+2+3 which has been rather controversial has been devised to broaden the base of education and to give greater opportunity of choice to the student."⁴

II.6 SALIENT FEATURES OF THE +2 STAGE :

1) The education to be provided during the first 10 years of schooling is to be undifferentiated broad based general education. Undifferentiated education means that there will be no options available to students who will have to study all the prescribed subjects as a comprehensive general education programme.

2) The second essential feature of the scheme is 12 year schooling before the student enters the university stage. However the last two years of the 12-year period in place of continuing the earlier 10-year undifferentiated education provides for two streams and various options within each stream. The two streams are - (i) academic and (ii) vocational. The academic stream of +2 years provides various options, between academic subjects and the vocational scheme provides options between different vocations. The duration of vocational courses in all cases, however, is not the same two years. It varies according to the nature of the vocational course and ranges between 1 to 3 years.

3) Vocationalisation at the higher secondary level is thus, a third essential feature of 10+2+3 scheme. Thus, students are faced with choice at the right time when they are better equipped to make it. It is said that it is after

the age of 15 or so that special abilities (verbal, space relations, mechanical, numerical, reasoning, deductive etc.) start functioning well and this is the right time for introducing differentiation in education. It is at this age that higher mental process (thinking, reasoning, judgement) starts functioning well.

4) In the new pattern every secondary school pupil will master three languages - the mother tongue,, Hindi and English.

If desired, in place of the mother tongue, the pupil can offer Kannada or any language which is the medium of the school or Kannada or a Modern Indian or European Language or classical language. Thus, the acceptance of the three language formula provides liberty to diverse sections of the Indian community and yet at the same time binds them together. Moreover, the age-old criticism that the pupils leaving secondary schools cannot express themselves in simple English or the national language, will have no valid ground. Groundless will also be the fear expressed by some individuals, that our state candidates do not perform well at the All India Competitive Examinations, because of their deficiencies in Hindi and English languages.

5) Every one complained that school education was directed to the development of the pupil's mind and totally neglected the other aspects of growth, especially readiness to do manual work. When this was pointed out by the Education Commission which recommended work-experience projects right from the primary to secondary stages of education, the Karnataka Government took-up forthwith the programme in full swing. As a first step a number of work experience programmes were tried and gradually made compulsory from standard VIII level. In the course of a year each pupil is made to select two projects, one from each cluster 'Technical' and 'Agriculture'. Alongwith the work experience programmes a number of teacher training programmes were successfully conducted with a view to help schools begin the programme on a scientific basis. The main objective of the work experience is to remove the dichotomy between general and vocational education and to relate academic knowledge to socially oriented productive work. In this way, urban school children become acquainted with projects of the agriculture type and rural children learn the technical know-how. It is to be noted that schools are given freedom to plan their own work experience projects, on the basis of their student population and with reference to the community services they desire to render. It is gratifying to note that many service organisations have come forward to help schools in planning

their work-experience projects for, without such help no worthwhile work experience could be given to school children. It can be safely stated that if properly conducted, work experience can help to discover the aptitudes and interests of pupil and serve as a ready guide to the planning of their educational career.

6) A very noteworthy step is taken in the introduction of service-oriented activities like social services, scouting, guiding, N.C.C., R.S.P., sea cadets, on a compulsory basis. Each of these activities bring the pupil closer to the needs of the community and to the discovery of the significant role he can play in improving existing conditions. If conducted with enthusiasm these activities will teach him a way of life, building in him desirable virtues at a stage of development when they can be firmly rooted in him. Every pupil will most readily participate in the activity of his choice and thereby imbibe unconsciously, integrity, honest and other such moral values which are the foundation of character worth its name. When he is surrounded by corruption and undesirable social elements he can stand firm as a rock and face them without fear of being tainted. These are some of the laudable aims with which these activities have been introduced. It is for the teacher, to organize and conduct them so that the aims are achieved.

II.7 CURRICULUM FOR THE +2 STAGE :

The content is the vehicle through which the educational objectives are realised. It is, therefore, necessary to give due consideration to the content also. It is done in the following paragraphs.

The course of study leading to two year pre-university examinations shall comprise of part I and part II.

The candidate shall select under part I any two of the following languages of which one of them should be an Indian language.

PART-I : (16 languages)

- | | |
|-------------|--------------|
| 1) Kannada | 2) English |
| 3) Hindi | 4) Tamil |
| 5) Telugu | 6) Malayalam |
| 7) Marathi | 8) Urdu |
| 9) Sanskrit | 10) Arabic |
| 11) French | 12) Persian |
| 13) German | 14) Latin |
| 15) Russian | 16) Prakrit. |

PART-II : (25 optionals)

Under Part-II the candidates may select any one of the combinations noted under the Science, Arts, Commerce

and Fine Arts Groups. (As per the Board Resolution No. 10 dated 25th September, 1980).

Science Group :

- 1) Physics, Chemistry, Mathematics and Biology.
- 2) Physics, Chemistry, Mathematics and Geology.
- 3) Physics, Chemistry, Mathematics and Statistics.
- 4) Physics, Mathematics, Education-I and Education-II.
- 5) Chemistry, Biology, Home Science (New Scheme) and Statistics.
- 6) Chemistry, Biology, Education-I and Education-II.
- 7) Chemistry, Botany, Zoology and Geology.
- 8) Physics, Chemistry, Mathematics and Home Science (New Scheme).
- 9) Chemistry, Botany, Zoology and Home Science (New Scheme).
- 10) Chemistry, Botany, Zoology and Psychology.
- 11) Chemistry, Biology, Home Science (New Scheme) and Psychology.

(Note : Sr. No. 4 and 6 are Professional Courses)

Arts Group :

- 1) History, Economics, Logic and Political Science.
- 2) History, Economics, Geography and Political Science.
- 3) History, Economics, Geography and Sociology.

- 4) History, Economics, Sociology and Political Science.
- 5) History, Geography, Education-I and Education-II.
- 6) Economics, Political Science, Sociology and Psychology.
- 7) History, Economics, Sociology and Psychology.
- 8) History, Economics, Sociology and Statistics.
- 9) Economics, Logic, Sociology and Statistics.
- 10) Economics, Logic, Sociology and Psychology.
- 11) Economics, Mathematics, Statistics and Sociology.
- 12) History, Psychology, Education-I and Education-II
- 13) Logic, Psychology, Education-I and Education-II.
- 14) History, Economics, Political Science and Psychology.
- 15) History, Economics, Logic and Sociology.
- 16) History, Economics, Political Science, Home Science and Psychology.
- 17) History, Economics, Sociology and Home Science.
- 18) History, Sociology, Education-I and Education-II.

Commerce Group :

- 1) History, Economics, Commerce and Accountancy.
- 2) Economics, Geography, Commerce and Accountancy.
- 3) Economics, Logic, Commerce and Accountancy.
- 4) Economics, Statistics, Commerce and Accountancy.
- 5) Economics, Political Science, Commerce and Accountancy.

- 6) History, Political Science, Commerce and Accountancy.
- 7) Geography, Mathematics, Commerce and Accountancy.
- 8) Economics, Commerce, Accountancy and English. Type writing.
- 9) Commerce, Accountancy, Statistics and Mathematics.
- 10) Economics, Mathematics, Commerce and Accountancy.

Fine Arts Group :

- 1) Karnataka Music, Cultural History of South India, Elements of Aesthetics and Dramatics.
- 2) Hindustani Music, Cultural History of South India, Outlines of Bharata Natyam and Dramatics.
- 3) Hindustani Music, Cultural History of South India, Outlines of Bharata Natyam and Gamaka.
- 4) Hindustani Music, Cultural History of South India, Dramatics and Gamaka.
- 5) Hindustani Music, Outlines of Bharata Natyam, Dramatics and Gamaka.
- 6) Karnataka Music, Outlines of Bharata Natyam, Dramatics and Gamaka.
- 7) Karnataka Music, Cultural History of South India, Outlines of Bharata Natyam and Gamaka.
- 8) Karnataka Music, Cultural History of South India, Dramatics and Gamaka.

If the student wishes to pursue academic courses and opts for higher secondary course, three subjects from the list of groups from four fields, he will have to make a very wise choice. He will not be allowed to change his group of subjects and will have to continue the same right upto the degree level.

Studying the list of optional subjects in the order of its presentation, the student can make a selection of subjects depending upon the choice of streams viz. Humanities, Science, Commerce and Fine Arts. For example, Physics, Chemistry, Biology and Mathematics will have to be studied if medicine is the choice, for after completing higher secondary course with a very high grade the student can conveniently enter a Medical College, or if Engineering is his choice he can already branch, into the technical stream selecting subjects (i.e. Workshop and Engineering Drawing, Elements of Mechanical Engineering, Elements of Electrical Engineering and Elements of Civil Engineering), to facilitate his entry into I.I.T.s Polytechnics or Engineering Colleges or combine Mathematics and Science group of subjects without the technical bias and then proceed to Engineering. Same can be said about subjects (i.e. Book-keeping and Accountancy, Organisation of Commerce, Secretarial Practice and Co-operation) for Commerce, Drawing, Design and Colour, Composition, History of Arts and Appreciation, Indian Music, European Music and Dancing for Fine Arts; Home Management, Food Science, Child

Development and Textile Laundry and Clothing, for Home Science and so on.

After two years of higher secondary course the student will have a three years' degree programme in the choice of subjects selected already at this stage.

II.8 CONCLUDING REMARKS :

The uniform pattern of education has two major advantages - (1) Every student entering University will be on an average 18 years of age and (2) all pupils will terminate academic education after ten years schooling with an option to pursue higher secondary academic education or short-term vocational courses. The higher secondary courses (H.S.C.) will lead to degree course in different faculties where as the short-term vocational courses will fit the pupils for direct employment. The new system of education is expected to succeed in diverting the flow of school leavers to useful vocations. This will further solve the problem of unsuitable entrants to degree courses, would reduce the rush for college admissions and ease the employment market situation by providing to the industrialists, trained technicians instead of raw graduates.

In the foregone pages the researcher has discussed the nature of the new pattern, reasons responsible for switching over the new pattern, the objectives, the salient features and the scheme of subjects of the new pattern. This all is expected to serve as the background for the analysis and interpretation of the data collected for the present research work. This is done in the next chapter.

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