

A REVIEW OF CHILD (SECONDARY EDUCATION): PROSPECT & EMERGING ISSUES IN INDIAN SCENARIOS IN THE CONTEXT OF WEST BENGAL

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Abstract

The potential of a country depends upon the skillful and educated man force for the future. The educated population is created at the age of the child, and at the hierarchical level of education, Secondary education belongs to between the primary and the higher education level, it has play the bridge of the foundation to a higher level of the study of a child. Nowadays, children are facing various emerging issues, and only the way of eradicating these problems education is one of the main elements of the modern world. The purpose of the education system is to develop futuristic humans, who are not only capable of rational thought but also equipped for every action. This paper researcher has investigated various secondary education issues and challenges of the Indian context and to find out the present status of secondary education in West Bengal, as well as some recommendations for implementation of secondary education by the NEP and future perspective of secondary education.

Key words: potential, hierarchical emerging, equipped and eradicating.

Introduction

For the last few decades it has been observed that India has had remarkable development in food and other areas and has appreciative, India has had remarkable development in food and other areas and has appreciated self-dependability in the food and socio-economic other sector. It has inspiration for the underdeveloped nation and India set an example for every nation to full fill their demand and supply for every section of society. Knowledge sheering creates Indian and invests the human capital for the development of the country. Various aspects of endogenous growth and development make India self-sufficient and a futuristic resource for the nation.

Every country's growth and development depend upon the secondary education of its child. At the time of achieving Universalization of education, one county needs to demand secondary education. It has remarkable demand for the global economy because skills and resource-full manpower are made at the level of secondary education. Secondary education includes students in the age group of 15-18 years (Kaleem & Jawed Akhtar, 2021). According to Erickson child aged 12-19 years is 'identity vs. the role of confusion' is secondary education, at this stage of development of a child has the fastest of during this period. This adolescence is a very crucial as well as sensitive year for every student's life. The child gets equipped with the sense of test, autonomy, initiative, and industry they are searching for their own identity. Mental and physical changes also have in this stage; the society has the responsibility for the growth of the child. NEP has defined in this stage 12-18 years as a secondary educational stage (National Education Policy 2020, 2020). To develop child innate Jana, Pragayaa, and Satya for the high Indian goal every child secondary education is the one of the element. "Secondary education is the final stage of compulsory education, preceded by primary education and followed by higher education" (Babu, 2020).

At the age of secondary educational stage, every child transformed from a child to a man, and in this stage, children shifted to the hand on social responsibility and get opportunities the using their previous knowledge and indulged in world work. Apart from various prejudices and beliefs of the society or social taboos more of the child have a large behind this world worked and education is one of the regions back on it. In the Dian constitution articles 5, 13, and 14 has been declared that secondary education should include structure techniques and vocational secondary education (The Constitution of India).

Education is the constituent element of the development of a nation, From the independence of the 76th till now it has been noticed that, India where from pre-independence to post-independence various initiatives has been taken by the government for the improvement of the education system. These various ameliorations in child education especially in secondary education are exceptional. Secondary education raises the skilled and knowledgeable nation with access not only to the country but also to the world level (Kaleem & Jawed Akhtar, 2021). In this stage of Child education (secondary education) is the connection between the foundations to high education level of the nation.

Definition: Secondary education situated in between the age of childhood and adulthood. Secondary education is comprehensively believed to make provision of optimum setting for the preparation of teenage students. The teenage students need to be prepared in terms of various aspects (Kapur, 2019). Unicef defined the secondary education stage as child, though the duration in each country varies, secondary education typically covers ages 12 to 17 and is divided into two levels: lower secondary education (spanning 3 to 4 years) and upper secondary education (spanning 2 to 3 years) (unicef).

Commissions:

For the improvement of secondary education government take remarkable initiative has been taken On September 23, 1952, the Government of India appointed the Secondary Education Commission/ Mudaliar Commission under the Chairmanship of Dr. A.L. Swami Mudaliar. The Commission submitted its report on August 29, 1953 in 240 pages consisting of 15 chapters. The Commission was basically required to suggest measures for reforms on aims, teaching arrangements, organization, the relationship of secondary education with primary and university education, the useful pattern of secondary education for the whole country. (Purohit & Intern).

Challenges of Secondary Education

Education is the birthright of every Indian child, but needless to say, although a number of schools have been set up in various regions of India it is not sufficient according to present need. Since independent various policies and report has been decided to improve the condition of secondary education; the grounded scenarios are different from the actual report. Still, now secondary education in India has still in the dark. According to the report lack of school enrolment or drop out one of the reasons for the degradation of the secondary education system, From 2000 to 2020, the number of out-of-school children of lower secondary school-age shrank from 98 million to 63 million, and the number of out-of-school children of upper secondary school-age fell from 175 million to 132 million (unicef). There are numbers of aspect identified but the various studies like -

Pupil Teacher Ratio: For improving the secondary education situation various indicative has been taken by the Indian government, although the present circumstances are not so satisfactory for the students as well as teachers, the maximum number of school has not a sufficient number of staff and teacher, and as a result, the students do not get appropriate education and knowledge.

Infrastructure Facilities: Education depends on several areas infrastructure is one of the main elements of education. Secondary education needs infrastructure facilities, various studies maintain that India's various not only rural but also urban areas have poor infrastructure of secondary schools. These are not as furnished as a result student has been facing various difficulties and it's very cumbersome for gaining knowledge at the schools. Where private or non-government schools are facilitated with various infrastructures and equipped with facilities. Some region has no basic classroom are toilet facilities for the students.

Lack of initiatives:

Although various commissions and committees have been taken for improvement of the child's secondary education, at present the government's lack of importance and initiative creates a situation that is more measurable as well as corruption leads education far away from the main aims as a result quality differed. The quality of education in India has been deteriorating due to corruption (Sardar, Challenges and Prospects of Secondary School Teachers of India: A Case Study, 2021).

Curriculum: Curriculum should be more flexible than the actual demand of the students. At present Curriculum not efficient for the upcoming world. The students of the secondary stages are different compare to other stages because,

As the students of the secondary stage of education are their adolescence period, the curriculum should be planned in such a way that it helps the students to decide their roles in the society. (Parbin, 2022).

Teaching learning materials: The main motto of the teaching-learning material has to develop the knowledge and competencies of the learner so that they can get an easy collection of available socially useful materials like inanimate and non-animate materials human resources are fully utilized for the teaching-learning purpose. Effective utilization of the resources and instructional materials has to be used with both the collaboration with students and teachers effectively. Implementation of the teaching-learning material at all levels of education especially in secondary education has to be taken by the government.

Technology: The present age totally depends on Technology, ICT-based learning facilitated the learning outcome, so the education has to be knowledge and implementation of technology digital based or web-based learning also improve the learning knowledge.

Evaluation methods: Countries' education development depends upon the superiority of the evaluation system, that every student learns efficiently understanding and acquiring knowledge of the meaning and academic concepts. Various evaluation methods have been taken by the secondary education department. A well-planned evaluation finds out not only each and every student's drawbacks but also their success and finds out how much the child has learned about and how much lag behind in the course of earnings. The evaluation system identified each and every aspect of the students learning outcome and take appropriate initiative for the improvement of the weaker areas of education. In secondary education, evaluation has to be needed for upliftment.

Skill orientation: At the present Curriculum of the secondary education stages for students are not so skill-oriented and lab-based, maximum numbers of the syllabus are not so local content and local languages or culturally oriented as a result, the student is gaining bookies knowledge no one talks about the skillful and meaning knowledge.

Vulnerability: in India, there is various way of vulnerability¹, from birth to tomb every Indian suffers from various inequalities and depravedness, although the Indian constitution defined compulsory educational right for all; apart from this vulnerability still present in each and every sector of society, education is not free from this. There is continued inequality and vulnerability of girls in all sectors- Economic, Education, Social, Political, Health Care, Nutrition, Right and Legal etc (Babu, 2020).

Present status of secondary education in India:

In the Indian education system, secondary education plays an emergent role in the development of the nation. For a child's life Secondary education is like a bridge from the foundation to the higher education level. It is the period of shaping the skill of knowledge of every child; each student must cross this educational milestone and then move forward to their subject of choice. Hence secondary school education creates the basic foundation for the future professionals in various fields (Kumar, 2023).

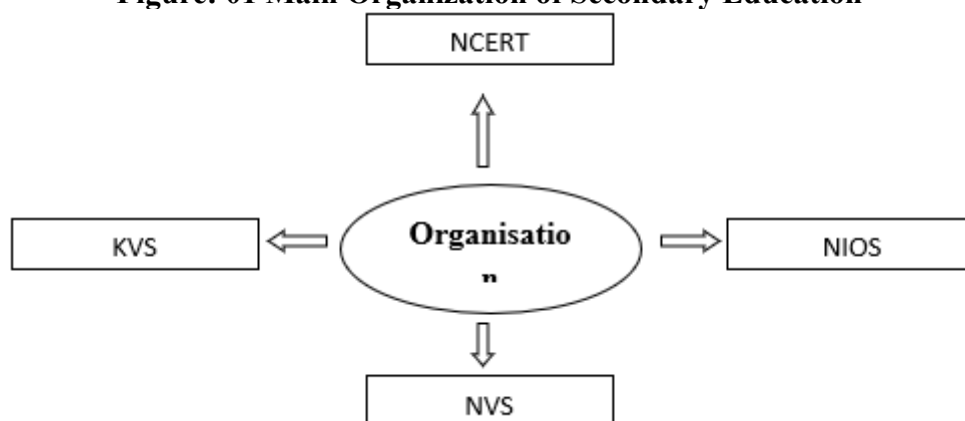
According to the 2016 Annual Survey of Education Report, 3.5 percent of Indian schools had no toilet facilities, while just 68.7% had usable toilet facilities (Sardar, Challenges and Prospects of Secondary School Teachers of India: A Case Study, 2021).

Present Organization of Secondary Education in India

In India secondary education is prime important for improvement of the human resource. The child secondary education responsibilities have been taken in charge in NCERT, KVS, NIOS, and NVS these organizations are the main four pillars of the Indian education system. The children have the main motive of acquiring education, although they have various individual differences; They are different from each other in terms of these factors, but they have objectives in common, primarily related to the acquisition of education (Kapur, 2019).

¹ Vulnerability: according to UNDRR the condition determined by physical, social, economical and environmental factor processes which increase the susceptibility of an individual, a community, assets or system to the impacts of hazards (UNDRR).

Figure: 01 Main Organization of Secondary Education



Objective of the study

- This paper researcher has investigated various issues and challenges of secondary education in the Indian context.
- To find out the present status of secondary education in West Bengal.
- Some recommendations for implementation of secondary education by the NEP2020.
- Future perspective of secondary education in India and also West Bengal.

Methodology

This paper is mainly based on secondary qualitative as well as quantitative data from UDISE. The data has intended to examine the various growth and drawback of secondary education with respect to the enrolments and dropout and facilities and recommendations of the various commissions.

Source of data: In this paper data has been gathered by the researcher the various source like online secondary data as well as the internet.

Analysis and findings:

Table 1: Gross Enrolment Ratio

GROSS ENROLMENT RATIO						
States	SECONDARY SCHOOL			SR. SECONDARY SCHOOLS		
State Name	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	86.3	84.5	85.5	55.2	58.3	56.7
Arunachal	65.0	68.1	66.5	51.4	56.1	53.7
Assam	67.9	81.3	74.5	38.0	42.2	40.1
Bihar	63.1	66.8	64.9	35.6	36.2	35.9
Chhattisgarh	75.3	81.4	64.9	35.6	36.2	
Gujarat	77.2	72.8	75.2	48.6	47.8	48.2
Haryana	96.0	93.2	94.7	75.1	76.0	75.5
Himachal Pradesh	93.5	94.8	94.1	93.0	95.3	94.1
Jammu and Kashmir	59.9	61.3	60.5	53.4	52.9	53.2
West Bengal	83.4	93.2	88.2	53.7	70.6	62.0

Source – Unified district Information System for Education (UDISE) + 2021-22, Department of school Education & Literacy and All India survey of higher education (AISHE) 2020-21

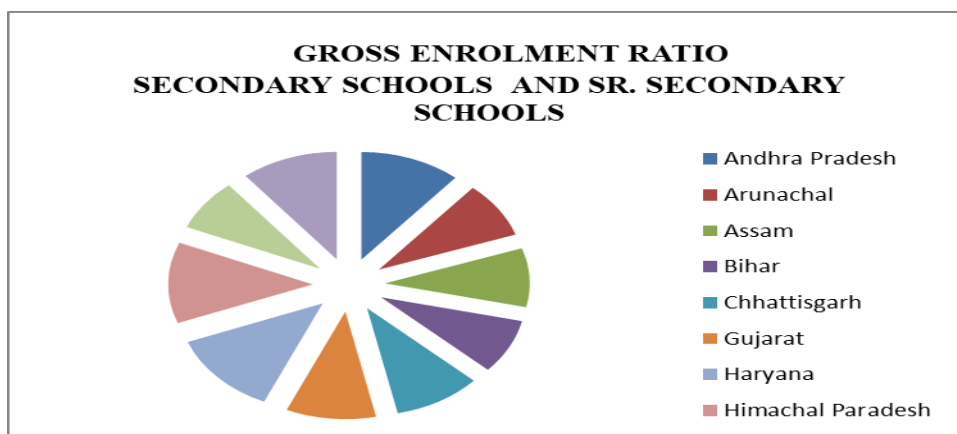


Figure: 02

Source – Unified district Information System for Education (UDISE) + 2021-22, Department of school Education & Literacy and All India survey of higher education (AISHE) 2020-21

Secondary education in various parts of India has been defined as two parts of divisions one is secondary another one is Sr. secondary. Compared to other states of Chhattisgarh 64.9%, Bihar 64.9%, and Arunachal enrolments of secondary girls' and boys' ratios in West Bengal 88.2% and North part state Himachal Pradesh 93.0% has hold better position than other states. But the situation still presents gender differences in the enrolments ratio in various states of India.

Present status of secondary education of West Bengal:

Table 2: District wise Enrolment from different section of the society at Secondary stage in West Bengal

District	Total	General		SC		ST		OBC		Minority	
		No	%	No	%	No	%	No	%		
Alipurduar	51606	8445	16.36	19980	38.72	13258	25.69	9923	19.23	4529	8.78
Bankura	116258	41093	35.35	39520	33.99	12719	10.94	22926	19.72	9999	8.60
Bardhaman	205601	83546	40.64	68275	33.21	14359	6.98	39421	19.17	47124	22.92
Birbhum	92747	42877	46.23	29081	31.36	4888	5.27	15901	17.14	37568	40.51
Dakshin Dinajpur	50392	21572	42.81	17216	34.16	7531	14.94	4073	8.08	13932	27.65
Darjiling	19817	5369	27.09	1765	8.91	5920	29.87	6763	34.13	238	1.20
Howrah	125797	93729	74.51	20811	16.54	398	0.32	10859	8.63	40280	32.02
Hooghly	150600	77061	51.17	45159	29.99	7826	5.20	20554	13.65	26555	17.63
Jalpaiguri	83796	11879	14.18	44313	52.88	12016	14.34	15588	18.60	13083	15.61
Cooch behar	99733	19430	19.48	54967	55.11	608	0.61	24728	24.79	23623	23.69
Kolkata	80684	66318	82.19	10359	12.84	577	0.72	3430	4.25	18362	22.76
Malda	144621	63191	43.69	36188	25.02	6032	4.17	39210	27.11	74479	51.50
Murshidabad	229113	155503	67.87	24828	10.84	2396	1.05	46386	20.25	160398	70.01

Nadia	170265	81844	48.07	53105	31.19	4431	2.60	30885	18.14	53706	31.54
North 24 Parganas	257690	129824	50.38	70659	27.42	7549	2.93	49658	19.27	75992	29.49
Paschim medinipur	178039	89170	50.08	39072	21.95	22685	12.74	27112	15.23	19305	10.84
Purba medinipur	155568	119896	77.07	24040	15.45	869	0.56	10763	6.92	23297	14.98
Purulia	89392	20031	22.41	18901	21.14	14637	16.37	35823	40.07	59607	6.67
Siliguri	27727	7040	25.39	12048	43.45	4273	15.41	4366	15.75	3173	11.44
South 24 Pargananas	234502	118199	50.40	77864	33.20	3182	1.36	35257	15.03	80388	34.28
Uttar Dinajpur	84580	38629	45.67	28228	33.37	3028	3.58	14695	17.37	35612	42.10
Total	2648528	1294646	48.88	73637	927.80	14918	25.63	468321	17.68	767603	28.98

Data sources: UDISE 2016-17 and Hand Book of „Training Module- RMSA, ICT @ School and Inclusion in School“ published by School Education Department Govt. of West Bengal and West Bengal Society for Rashtriya Madhyamik Siksha Mission, Bikash Bhavan, Kolkata.

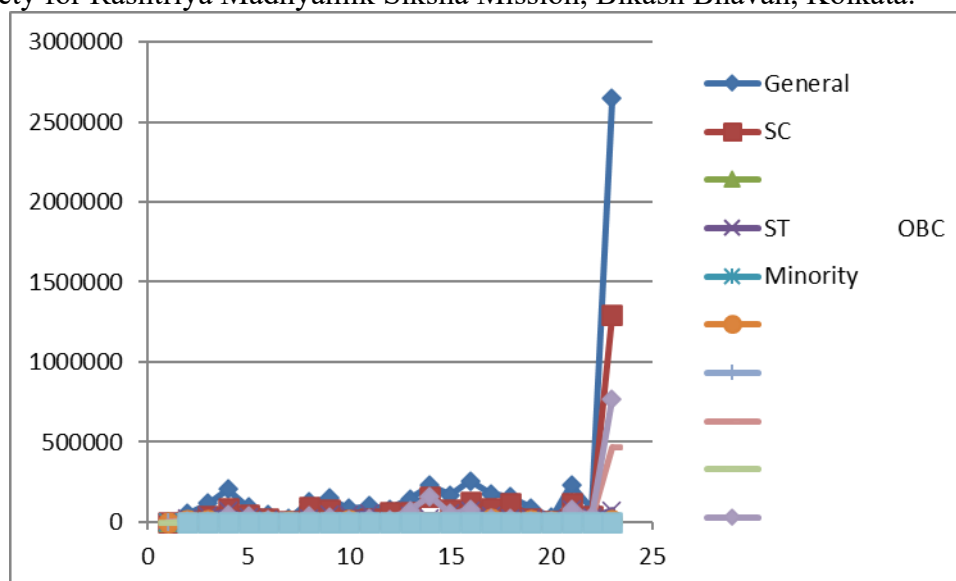


Figure: 03

In West Bengal, different Districts wise data portrayed that the enrolment ratio of the secondary education school is very low in Districts Darjeeling, Jalpaiguri, Coochbihar, and Purulia. Where SC and ST and OBC students' ratios also show that Purulia 21.14 % in Murshidabad SC is 10.84% Darjiling is 8.91 and ST enrolment ratio in Barbhum is 5.27 %, Malda 4.17 % Purba Medinapur is 0.56%.

Table: 3 Percentages of Secondary Schools

Percentage of Secondary Schools According to Ownership of School Building: 1993-94				
Management	Owned	Tented	Rent-free	Requirement of Additional Classrooms

Government	94.45	1.94	3.60	74.07
Local Body	94.89	3.54	1.57	72.14
Private Aided	59.49	39.53	0.98	56.54
Private Unaided	47.17	50.52	2.30	59.88
Total	74.60	23.16	2.24	65.40

Source:
(NCERT, 1998)

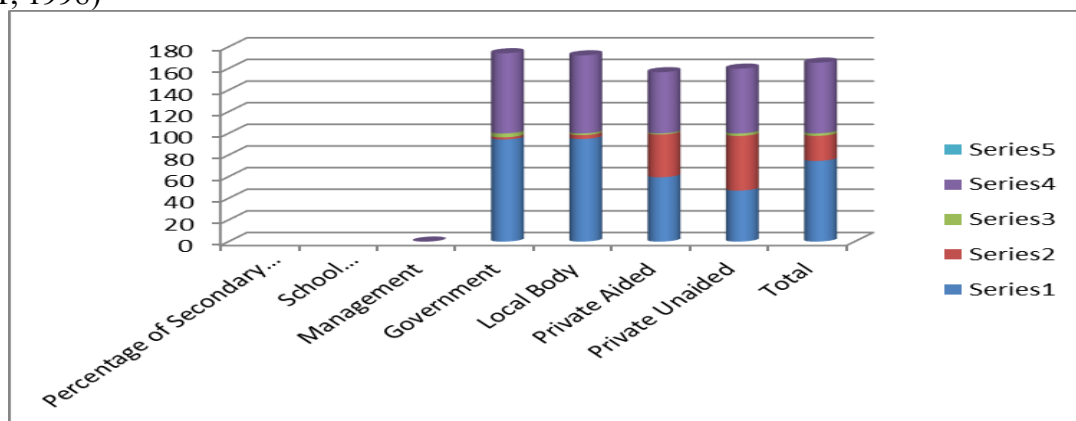


Figure: 04

During 1950-51 to 1999-2000, number of teachers at primary, upper primary and high/higher secondary level increased at an annual rate of growth of 2.20, 4.76 and 4.62 per cent. In absolute number, teachers increased by 4, 15 and 14 times respectively at the primary, upper primary and high/higher secondary level. (Metha)

Table 4: District wise GER and NER at secondary stage in West Bengal

District	GER	NER
Bankura	88.24	56.2
Bardhaman	76.94	38.72
Birbhum	67.91	45.83
Dakshin Dinajpur	74.53	30.06
Darjiling	29.18	16.05
Howrah	77.01	47.06
Hooghly	83.7	57.95
Jalpaiguri	56.46	34.1
Cooch Behar	91.89	46.84
Kolkata	65.06	39.42
Malda	85.08	51.53
Murshidabad	77.62	54.44
Nadia	94.08	58.17
North 24 Parganas	80.33	50.43
Paschim Mednapur	83.51	53.5
Purba Midnapur	83.85	52.92
Purulia	79.12	38.61
South 24 Parganas	79.15	49.14
Uttar Dinajpur	64.14	32.72
Total	80.21	48.55

Data sources: UDISE 2016-17 and Hand Book of „Training Module- RMSA, ICT @ School and Inclusion in School“ published by School Education Department Govt. of West Bengal and West Bengal Society for Rashtriya Madhyamik Siksha Mission, Bikash Bhavan, Kolkata.

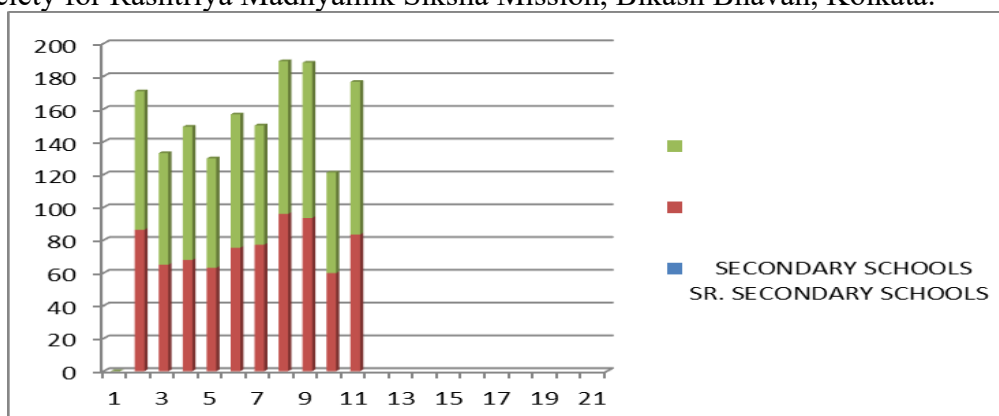


Figure: 05

The table defined the enrollment of the different backward class students in the secondary school in different Districts of West Bengali. Ger and NER show the gross enrollment of the secondary school in West Bengal. Where GER is defined as the gross enrolment of the secondary school student's data table no. 3 Darjilling 29.18 utter Dinajpur 64.14 Birbhum 67.91 has list position of the table. Where NER is identifying of secondary schools in west Bengal Purulia district has 38.61, Uttar Dinajpur 32.72 and holds list position of the table. That means the secondary education system of West Bengal's various districts has a very poor enrolment ratio which indicated that secondary education scenarios do not so fully satisfy the actual demand.

Future Aspects of Secondary Education in India

- The National education policy 2020 is the first education policy on the creative potential of each individual not only at the state level but also at the world level country.
- The purpose of the education system is to develop good human beings capable of rational thought and action is the main principle of the national education policy so secondary education is to be future-oriented and man- making for the upcoming world.
- Improvement of the Gross enrolment ratio in preschool to secondary level by 2030 is the main motto of the national education policy 2020. (National Education Policy 2020, 2020)
- Facilitate learning for all students irrespective of their social background through the multiple pathway of learning strategies.
- For the engagement of the student curriculum and pedagogy will be holistic manner so that children are not only able to enjoy but also integrates into life.
- Secondary schools form the major portion of this minimal education to be received. Each student must cross this educational milestone and then move forward to their subject of choice. Hence secondary school education creates the basic foundation for the future professionals in various fields. Subjects taught in this level have a significant impact on what students choose as their future subject of choice (Kumar, 2023).
- The period runs between childhood to adulthood and sometimes called period of teenage (Biswal, 2016).
- Universal access of secondary education will be the future footsteps of the Indian education so that no child apart from their social and economical disadvantage deprive from education.
- Curtailing Drop-out rate and ensure all level of education in every part of the India.
- Inculcate Universal participation in the school of secondary education of the child.
- Encouragement of Local variation so that philanthropically both private and government set up the schools and set alternative models of education.

- Curriculum has been designed by the government for the holistic development of the child in the secondary stage and links various Anganwadi workers to schools at each and every stage of education.

Result

The result has been described graphically and represents the actual picture of the secondary education system of India as well as West Bengal. A large number of government (14,696), local body (4,885), private aided (11,205) and unaided (4,347) schools did not have science laboratory. Irrespective of the school management, guidance services in secondary schools were rarely available in 1993-94 (Metha). In West Bengal large numbers of secondary schools are not so well they have no basic facilities for education and no healthy environment for education, maximum secondary schools have no sufficient kinds of staff or teachers so the student's teacher ratios are different. Dropout and private schools oriented parents make the situation measurable. Lots of amount of parents are preferred to private schools apart from government schools. The GER and NER give the proven actual scenarios of the Indian secondary education system.

Conclusion:

Taking the above consideration it is evident that, the secondary education system of India and West Bengal is not satisfactory of actual demand. The various data indicator has so many drawbacks of the education system; apart from this secondary education make a remarkable improvement in the future as NEP2020 provide road maps of the education system in India for the future. In West Bengal over the year has been accentuated improvement but the actual situation shown by the various data sources is not satisfactory for the present situation.

The findings Protracted that although secondary education in West Bengal phenomenon the children of secondary school going is 14-16 years are out of school at present data as a result number of the child are in West Bengal are deprived of education and as a result, they are not to take part for the national development. Above all west Bengal state government take various initiatives for the improvement of the secondary education system like Kanayshree Prakalpa, Sabuj Saathi, Yovashree these are remarkable. In future state and central government should come forward to work collaboratively, the joined effort make the RMSA strongly implement in each and every part of the country. The paper work not sufficient for the ground level prohibited of the retention and skillful education is the key of upliftment of the secondary education in India.

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