



SECONDARY EDUCATION

Dr. Fozia Bano

Associate Professor

Shia Post Graduate College Lucknow

The origin of modern secondary schools can be traced to the early efforts of the pioneers of the English education system. From the beginning of the English education, secondary education was the most important stage in our system of education. Further, it was the secondary schools that supplied teachers to the primary schools and students to the universities. High schools in India were feeders to colleges.

As early as 1830, the Court of Directors decided to give English education to Indians in order "to raise a body of natives qualified by their habits and acquirements to take a larger share and occupy a high position in the civil administration of their country than has hitherto been the practice under our Indian Government". Lord Macaulay penned his famous minute and Lord William Bentinck, the Governor General through the resolution of March 7, 1835, set his seal of sanction to Macaulay's policy. Besides this Resolution in 1837, English was made the court language and in 1844, Lord Harding passed a resolution, according to which high posts were thrown open to educated Indians. As a result of these state measures, the movement for getting western education in preference to the traditional learning began gaining strength in the country. The provision of the Wood's Despatch gave a further stimulus to the growth of secondary schools. After the Charter Act of 1833, educational activities of the missionaries intensified. They established their centers in many parts of India. In Awadh, activities of missionary societies were significant. In the year 1859, Church Missionary Society established Raja Ka Bazaar Church Mission School which aided considerably in the education of the youths of Lucknow. The tuition imparted in this institution was of a very fair quality. Another missionary institution was Centennial School maintained by American Mission. It was attended chiefly by Eurasian and Native Christians. The other missionary schools were the Christ Church School and Christian Collegiate School. The Nakhas School in Lucknow was the principal school of American Mission. The three Church Mission schools were at Victoria Street, Ranikatra and Husainganj. These schools were of low standard. As a result of the mutiny, the Government's attitude towards the missionaries stiffened. The Government of India was transferred into the hands of the Crown. In pursuance of the policy adopted by the British Government, English schools for Indian boys came into existence. The Canning School was the most prestigious institution of Awadh founded by the donation of the Taluqdars of Awadh. It was opened as a high school on 1st May, 1864 in the Aminabad Palace and in the first year, over two hundred



boys were admitted. The Taluqdars pleaded themselves to raise Rs. 25,000 annually for its support and an equal sum was contributed by the Government. The other special institution Colvin Taluqdars School was also founded by Taluqdars of Awadh.

In Awadh, the aided secondary high and middle schools were Canning School Lucknow, Church Mission School Lucknow, American Methodist Mission Nakhas and Victoria Street City School Lucknow. Since 1st April, 1880, The Centennial School Lucknow was in receipt of a grant from the Government. The education afforded by the aided schools was hardly good enough to enable them to retain boys whose purpose was to go through the university course. The aided schools had passed 36% of their candidates for entrance from 1872 to 1874, against 66% passed by the Government schools. The Indian Education Commission of 1882 held the view that the Government ought to have withdrawn from the field of direct management of secondary schools and encouraged private enterprises as largely as possible. The Education Commission of 1882 had a great emphasis of grant-in-aid. The commission wrote that in all ordinary cases, secondary schools for instructions in English should be established by the state, preferably on a system of grant-in-aid. These suggestions of Indian Education Commission had been accepted both by the local government and the Government of India as a principle for extension of English education. Lucknow, which was the fourth city of India on the basis of population, greatly needed a secular Anglo-vernacular institution, teaching up to the entrench standard because neither The Canning College nor The Mission School could adequately meet the demand for a high-class English education. For this purpose, the Director of Public Instruction of North-Western provinces of Agra and Awadh, sent a detailed proposal regarding a grant-in-aid to the Lieutenant Governor of these provinces with the cooperation of leading people of Lucknow and with the help of grant-in-aid system, many schools were established in this city. Jubilee High School Lucknow also came into existence in the year 1892 in Nazul Building known as the 'Malka Jahan Ki Baradari' and promoted English education in the city. For the establishment of Jubilee High Schools Lucknow, the two prominent citizens of Lucknow namely Munshi Nawal Kishor and Brij Bhushan Lal promised the grant of Rs. 15,000 and 7,500 respectively.

On the receipt of the Despatch of 1854, the Government constituted the Department of Education by the appointment of a Director of Public Instruction and Inspectors of School. In Awadh, the Education Department was established in the year 1864. The Director of Public Instruction was responsible to the Government for general efficiency of the department. The work of inspectors was to visit and examine all high and middle English, vernaculars and government-aided schools in their towns. Strict conditions of the Government control imposed by the University Act of 1904 checked the growth of privately managed schools and colleges to some extent. The 1905 Indian National Congress session of Banaras passed a resolution protesting against the policy restricting the expansion of secondary education. Lucknow, which possessed a special place in the



field of English education, witnessed an unprecedented expansion in secondary education and in the period from 1905 to 1921, many secondary English schools were established. This expansion of education was mainly achieved through private Indian enterprises. The reason behind this expansion was the great social and political awakening of those days. The local governments also followed the above policy during this period. Many secondary schools of Lucknow received grant-in-aid. The main institutions among them were Christian Collegiate School, Aminabad High School, Kali Charan High School, Colvin Taluqdar School, Jubilee High School and the Kshatriya High School Lucknow. The authorities of Christian College requested a grant of Rs. 50,000 in the year 1910 to construct a new school building attached to the Reild Christian College. The Director of Public Instruction sanctioned Rs. 20,000 on the condition that the mission should collect the remainder of the money needed to complete the building. The other institution in Lucknow which received grant-in-aid was Kali Charan High School, Lucknow. This school was established by Lala Kali Charan, one of the prominent citizens of Lucknow. The trustees of Kali Charan High School demanded Government grant for the school building. The cost was Rs. 85,000 to which the Government contributed only Rs. 31,000. Another institution of the city was Husainabad High School which also got a grant-in-aid. The trustees of this institution applied for a government grant but the government found that the Husainabad Trust was not following the rules in accordance with the norms of an English school. Thus, on 1st November, 1908, the school was taken over by the Government and sanctioned a grant of Rs. 1,48,700 for the same institution. In the year 1915-1916, Aminabad Municipal Anglo-Vernacular High School received a government grant of Rs. 25,000 for the construction of the building. Raja of Bhingra decided to establish Kshatriya School in Lucknow in order to spread English education among the Kshatriya community. This community was very backward in the field of English education. The percentage of English knowing Kshatriyas was 1 out of 700 in these provinces. This school received donations from the Kshatriya community from all over India but it was also a government-aided school. The Colvin Taluqdar School, Lucknow which was established by the donation of the Taluqdar of Awadh also received grant-in-aid from the Government. In the year 1915, the Government granted Rs. 1,50,000 to the Colvin School Lucknow. The grant-in-aid system, awareness and efforts of the Indian people of these provinces increased the popularity of English education. Mainly the middle class, the professional people and the employees of the Government sent their children to schools and colleges. The average annual fee was the highest in the English secondary schools in the United Provinces of Agra and Awadh. The cost of English education in the state schools was Rs. 10 and annas 8, per head per annum. This amount of fees was higher in comparison to other presidencies of India. The cost of fees of vernacular education was only Rs. 1 and anna 2, per head, as barely a tenth of what was paid for an English institution. However, due to the popularity and demand of English education, vernacular education showed a rapid and continuous decreasing trend. The growing popularity of English education and the rapid expansion of secondary



institutions did not mean that the progress of English education was satisfactory in these provinces. The United Provinces of Agra and Awadh were very much backward in the field of English education.

In the year 1894-1895, the Lieutenant Governor and Chief Commissioner took the opportunity of reviewing the state of education in their provinces as disclosed by the quoin quintal statistics and indicating the points in which the provinces were compared with other parts of India. This comparison between the state of education in these provinces and in the rest of India, showed a backward position of these provinces. It was shown that the percentage of scholars to population of school-going age was the least in the United Provinces of Agra and Awadh than elsewhere. The United Provinces had the smallest number of secondary schools and pupils and a slower rate of growth than the three presidencies. The low number of matriculars further illustrated the educational backwardness of these provinces. However, literacy was much higher in the district having a small area but containing large cities such as Banaras, Allahabad, Lucknow or Agra than in the provinces as a whole. Literacy in the United Provinces was 65% out of 1,000 males, while in other twenty-four cities it was 213 out of 1000. Banaras came first with 289, Allahabad had 287, Gorakhpur had 270 and so on. The extent to which education was concentrated in the towns was indicated by the fact that the proportion of the literate population in the towns was three times higher than that of in the province. Literacy in English was also much more widespread in the cities. In 1921, literacy in English per 10,000 males was 385 in Dehradun, 348 in Lucknow and 242 in Banaras. In these provinces, general school for native boys were under the two main divisions of Anglo-Vernacular as English teaching schools and vernacular schools. Anglo-Vernacular schools were sub-divided into three classes, the state secondary schools, the aided secondary schools and the branch schools. The expenditure of a first class aided school, to mention the Jubilee High School in Lucknow, was as great as that of a first-class state school and its efficiency was the same. However, other aided schools and their system of education in these provinces was not satisfactory. The rules formed by the Government under the District Board Act of 1906, had vested the District Boards with the responsibility for English education as well as vernacular education. The District High Schools to be managed by the Education Department were placed under their administrative and financial control. The conference found that the aided schools declined in efficiency and were thoroughly dissatisfied with the change and it strongly recommended that grant-in-aid should, as formerly, be given through the department from provincial revenues. However, while recommending that high schools should come under the direct concern of the government, the conference did not desire to cut them off entirely from local influence. One of the conditions on which it recommended provincialization was the formation of small body representatives of local interest with the District Magistrate to act as a chairman for the school committee with advisory functions. These suggestions of the secondary conference were very helpful to improve



the position of secondary education in these provinces. In the United Provinces of Agra and Awadh, the three examinations for secondary education were the entrance examination of the university, which tested the high standard, the Anglo-Vernacular and the vernacular middle examinations. Since 1882, periodic attempts had been made to replace the matriculation by an examination conducted by the Education Department and not by the university. The Indian Education Commission of 1882 recommended that in the upper classes of high school, there should be two divisions, one including the entrance examination of the universities and the other of a more practical character intended to fit youths for commercial or non-literary pursuit. Curzon also wanted high schools to bifurcate their courses so as to enable boys to study practical subjects instead of ordinary literary courses. There was a growing feeling that the universities tried and failed. Yet, the officials were afraid of offending them beyond a certain point. The 1904 Resolution advocated the introduction of school-leaving examination to relax the pressure of examinations and to introduce a greater variety of curriculum. The conference of secondary education in the United Provinces of Agra and Awadh introduced a school-leaving certificate in these provinces. This was a device which, while serving as a test of fitness for pursuing university studies, also made a provision for those who contemplated entering on further courses for commercial or technical courses or those who wanted to seek employment upon leaving school to accomplish any genuine reform. Stress was laid upon oral and practical tests and upon the value of regular and thorough work during the period of preparation. In the year 1907, Allahabad University recognized the school-leaving certificate as equivalent to the matriculation certificate. However, the Government efforts to divert a large number of students from the university studies into industrial or commercial pursuits, by instituting a separate school-leaving examination did not succeed. Students, incapable of benefiting by higher education, continued to cram the colleges and universities as before. The fear of official control prevented many institutions from introducing the school-leaving certificate examination. This certificate was the passport to both the universities and obtained Government services. It was also feared that the scheme would eventually bring about the abolition of the matriculation examination with the result that the secondary education was to be brought under official control. To make the popular technical education among students, the government established The Industrial School at Lucknow in 1892. However, despite all efforts of the government, it could not gain popularity because university education tended to limit school to one type and the need for better secondary schools with more practical course of study was neglected. The Hartog Committee was appointed to review the position of education in the country. The committee recommended more diversified curriculum in the school and division of more boys to industrial and commercial careers at the end to the middle stage. Over the same problem, the Government of the United Provinces appointed the Sapru Committee in the year 1934, to inquire with the causes of unemployment in the United Provinces. The committee remarked, "In a situation like this, the real remedy was to provide diversified courses of study at the secondary stage and to



make that stage more practical and complete in itself and more closely related to the vocational requirements of different types of students.” The committee recommended that vocational training and education should be given after the lower secondary stage but the problem of providing vocational education at the secondary stage became even more complicated in this period than in the preceding one. The Indian Government invited two expert advisors Messer, A. Abbot and S.H. Wood to advise the Government particularly on vocational education from November 1936 to March 1937. These two prominent figures stayed in India, confirmed their investigation to the provinces of the United Provinces, the Punjab and Delhi and brought out their report entitled “vocational education in India with a section as general education and administration. The report suggested a complete hierarchy of vocational institutions, parallel to that of institutions imparting general education. As a result, a new type of technical, commercial or agricultural high schools were started in some provinces. For various reasons, little effect could be given to report on Messer Wood and Habbot. At the same time, the Congress ministries who came to power in most of the provinces were too busy with their programmes of basic education to think seriously of reorganisation of secondary education. However, after the resignation of the Congress Ministry in 1939, the expansion of basic education was at a standstill in these provinces.

In the year 1938, the Government of the United Provinces appointed a committee with Acharya Narendra Dev as chairman to examine the condition of primary and secondary education in this state and to suggest improvements with a view to reorganised the whole education system. The committee submitted its report in 1939, but shortly after the Congress went out of office and the recommendations of the committee could not be implemented. In the meantime, the Government of the United Provinces prepared the schemes of educational reorganisation. The valuable suggestions and recommendations of the Hartog Committee and the Sapru Committee were considered. However, before ideas could be given a practical shape, the Congress Ministry resigned. On the termination of the war, the Congress party resumed office in 1946. Since then, the Scheme of National Education had been launched.

The Central Advisory Board of Education submitted a report known as the Sergeant Report of post-war educational development. Sergeant Committee recommended that at the middle-school stage, provision should be made for a variety of courses, extending over a period of 5 years after the age of eleven and these courses should be designed to prepare the students for entry into industrial and commercial occupations as well as into the universities. India as well as the United Provinces had been well-served by experts' advice. However, despite therecommendations of various committees and commissions, little had been done to adopt an outworn system to the conditions of modern life. School system suffered from arrested developments. It had failed to keep with the social,



political, economic and industrial changes which was the beginning of the making of Modern India.

BIBLIOGRAPHY

AparnaBasu, Op. cit., p. 32

Letter from the Court of Directors to the Governor in Council of Fort St. George, September 29, 1830, Ed. By A.N. Basu

Indian Education in Parliamentary Papers, Part 1, p. 195

BhagwanDayal, Op. cit. p. 232

P.I.R., yr. 1879

Ibid, yr. 1880

File Heading, Reid Christian Collegiate School, File No. 356, yr. 1930

BhagwanDayal, Op. cit. p. 235

Richer, Op. cit.

P.I.R., yr. 1880

Gazetteer Lucknow, yr. 1904

Ibid, yr. 1874-75

Nurullah and Naik, Op. cit. p. 193

Indian Education Commission, para283

File No. 122, J.C. Nesfield, Inspector of Oudh wrote a letter to D.P.I.N.W.P. and Oudh, yr. 1886

Ibid, para 2

D.P.I.E white wrote a letter to the Chief Secretary of the Government of N.W.P. and Oudh, dated 14th May, yr. 1886

Proceedings of the Government of N.W.P. and Oudh, Education Department, yr. 1886

Administrative Report, yr. 1869

P.I.R., yr. 1882

Indian National Congress Resolution, pt. II, p. 119



The Oudh Akbar, 15th October, yr. 1911, Volume 47

File Heading, Reid Christian Collegiate School Lucknow, F. No. 356, yr. 1930

File Heading, Question of the vesting of the estate of LalaKali Charanof Lucknow in the treasures of charitable endowment, File No., 25, yr. 1909

File Heading, Kali Charan High School Lucknow, File No. 2, yr. 1912

File Heading, HusainabadHigh School Lucknow, File No. 49, yr. 1917

File Heading, Kshattriya College at Lucknow, F. No. 246, yr. 1913

File Heading, Colvin School Lucknow, File no. 344, yr. 1913

AparnaBasu, Op. cit., p. 104

Seventh Quoin Quintal Reviews of Education on India, Volume II, yr. 1912-1917

Administrative Report, yr. 1889-1890

Ibid, yr. 1890

AparnaBasu, Op. cit., p. 138

Administrative Report, yr. 1895

Administrative Report, yr. 1912

Ibid, 1896

AparnaBasu, Op. cit., p. 141

Census of India, 1921, U.P. Volume XVI, p. 116-117

Ibid, p. 118-119

P.I.R., yr. 1892

Ibid, yr. 1912

P.I.R., yr. 1912

Administrative Report, yr. 1889-1890

Ibid, yr. 1894

Report of the Indian Education Commission, 1882-1884, Volume 1, p. 220-221

AparnaBasu, Op. cit., p. 91



Risley Notes, yr. 1905, p. 127-146

P.I.R., yr. 1912

File Heading, School-leaving Certificate Examination, F. No. 54 A, yr. 1908

BhagwanDayal, Op. cit. p. 266

The Advocate, 18th July, yr. 1909, Volume 44 V.N.P.

Administrative Report, yr. 1910

Dutt, Op. cit., p. 515-516

Administrative Report, yr. 1936-1937

AparnaBasu, Op. cit., p. 93

Dutt, Op. cit., p. 516-517

Nurullah and Naik, Op. cit., p. 339

BhagwanDayal, Op. cit. p. 275

Wood Abbott Report, p. 2

V.C. Dutt, Op. cit., 517

Administrative Report, yr. 1940

P.I.R., yr. 1942

Administrative Report, yr. 1941

Dutt, Op. cit., p. 518

P.I.R., yr. 1947

Ibid

H.V. Hampton, Oxford pamphlets on Indian Affair, No. 15, p. 30