

Block

4

**ISSUES AND CONCERNS IN SECONDARY
EDUCATION**

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BES-122 CONTEMPORARY INDIA AND EDUCATION

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BLOCK 4 ISSUES AND CONCERNS IN SECONDARY EDUCATION

Introduction to the Block

Secondary education is a very crucial juncture of every learner's life. It is so because, after the completion of secondary education, learners enter into a discipline which they like most as their career. The choice of subject and the stream starts after completion of secondary education. The role of teachers is very important at this stage because they prepare and motivate learners to become future professionals in many ways, as technicians, bureaucrats, teachers, lawyers, medicine practitioners, etc. A secondary teacher therefore needs to be acquainted with the issues and the contemporary development of secondary education. After implementation of Right to Education Act, 2009, intellectual discussions are going on across the country to make secondary education a right for all children. In view of this, India has already started implementing Universalisation of Secondary Education. In this context, the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) has been implemented across the country. Keeping in cognizance all the above issues, the present Block, entitled, **“Issues and Concerns in Secondary Education”** is specially designed to make you sensitive of the following:

- Dealing with the issues related to Universalization of Secondary Education;
- Promoting equity and equality as a key to spreading quality secondary education across the nation;
- Initiating debates and discussions on curricular as well as specific curricular issues of the secondary curriculum; and
- Understanding the parameters of professional development of secondary teachers.

To cater to the four issues mentioned above, the present Block has been designed into four Units. First Unit of the Block, **“Universalization of Secondary Education”**, discusses the key issues such as: need of emergence of the concept of RMSA; issues and concerns of RMSA; need of ODL in teacher training; impact of globalization and its implication in secondary education; Public Private Partnership (PPP) models in school education; and initiatives of the concerned Governments in education.

Unit-2, **“Equity and Equality in Education”** will make you understand the concept of equity and equality in education with suitable examples and how important it is for achieving quality in secondary education. The constitutional provisions for education have also been discussed in this Unit which will help you understand our constitutional obligations for achieving equity and equality in education.

Unit-3, **“Curricular Issues and Quality Concerns in Secondary Education”** deals with the important aspects of secondary education like the relevance of present secondary school curriculum; the concerns of NCF for secondary education; and addressing the core as well as specific curricular issues in secondary school curriculum. The main motto of this Unit is to understand the quality assurance, quality indicators, and strategies for achieving quality in secondary education.

The fourth Unit, **“Professional Developments of Secondary Teachers”** discusses the aspirations of the secondary school teachers and the need for professional development of the teachers. The issues of pre-service as well as in-service teacher education programmes have also been discussed in this Unit. This Unit will make you understand the strategies for addressing the issues of professional development of secondary school teachers.

UNIT 13 UNIVERSALIZATION OF SECONDARY EDUCATION

Structure

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- 13.2 Objectives
- 13.3 RTE Act, 2009
 - 13.3.1 Implications of RTE Act for Secondary Education
- 13.4 Universalization of Elementary Education and Concerns for Secondary Education
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- 13.7 Globalization and its Implications on Education
- 13.8 Public Private Partnership in School Education
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- 13.9 Government of India Initiatives
- 13.10 Let Us Sum Up
- 13.11 References and Suggested Readings
- 13.12 Answers to Check Your Progress

13.1 INTRODUCTION

Education is the basic requirement for success of democracy and progress of the country. Universalization of primary and secondary education is a provision to provide free educational opportunities to all children of the society, irrespective of their caste, creed and sex. Since independence, many steps have been taken and different commissions and committees have given suggestions to achieve universalization of education. Free and compulsory elementary education for all children had been debated even in pre-Independence years. It made its way into the Constitution as a Directive Principle. The Constitution of India, under the Article 45, directed the State to “endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.” But this goal has not been achieved by the States even several decades after India became independent. With the Right of Children to free and Compulsory Education (RTE) Act 2009 coming into force, there is an expectation that this will finally be translated into a provision of quality school education for all children. The Article 21A in the

Indian Constitution reflects Education as fundamental Right and the landmark legislation, RTE Act-2009, makes this right justifiable. The Act strives for quality with equity and makes specific provisions to achieve these goals. So implementation of the RTE Act become responsibility for all stakeholders- Central Government, State Government, School and Community, and requires affirmative action.

Due to the impact of the programmes undertaken for the Universalization of Elementary Education, there is a rise in the demand of education at the secondary level. At the same time, India's impressive sustained economic growth has increased household and labour market demand for secondary and higher education. Several centrally sponsored schemes have been launched in the Country for the development of secondary education. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is one of the important initiatives taken by Government of India towards the universalization of secondary education.

In this Unit, you will learn the concept of RTE Act, 2009 and its implications on Secondary Education, UEE and emerging concerns for Secondary Education, RMSA - Issues and concerns, Role of ODL/Alternative Schooling; Globalization and its implications on education, Public Private Partnership in School education, GOI Initiatives on the Universalization of Secondary Education

13.2 OBJECTIVES

After going through this Unit, you will be able to:

- explain the concept of universalization of secondary education;
- describe the RTE Act 2009 and its implication for universalization of secondary education;
- describe the universalization of elementary education and emerging concerns for secondary education;
- define RMSA and describe its issues and concerns;
- elucidate the role of ODL/alternative schooling at the secondary level;
- discuss globalization and its implications on education;
- analyze the issues and concerns in secondary education;
- discuss the public private partnership in school education; and
- elaborate the Government of India (GOI) initiatives towards Universalization of Secondary Education.

Education in India has always been a significant instrument for social and economic transformation. Educated and skilled population not only drives national/economic development but also ensures personal growth. The challenge to ensure education for all requires concerted efforts to strengthen education system at all levels – elementary, secondary and higher secondary, higher and professional education. Keeping in view the Education–Vision

and Goals (MHRD, 2009-10), i.e. “to realize India’s human resource potential to its fullest in the education sector, with equity and inclusion”, the Ministry of Human Resource Development (MHRD), the Department of School Education and Literacy; and the Department of Higher Education have taken several new initiatives like Sarva Shiksha Abhiyan (SSA), Mid Day Meal Programme and National Literacy Mission (NLM). Implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 is also a direction in this regard.

Secondary Education (classes IX and X) is a crucial stage in the educational hierarchy as it prepares the students for higher secondary education and also for the world of work. Harvey (1990) found that secondary education plays a critical role in addressing the emerging human development concerns in Countries, engaged in building knowledge societies, for staying connected to the globalization process. It is, therefore, absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way. Besides providing general education up to secondary level, it is imperative to impart vocational education and other relevant skills to students at this level so as to compete in the job market.

13.3 RTE ACT, 2009

The Right of Children to Free and Compulsory Education Act, (RTE Act, 2009) describes the modalities of the importance of free and compulsory education for children between 6 to 14 years in India under Article 21A of the Indian Constitution. The law came into effect in the entire country except the state of Jammu and Kashmir from 1st April 2010.

RTE Act, 2009 recommended some major changes in the elementary system of education like making education free and compulsory, construction of curriculum as per constitutional values, ensuring quality of teachers, defining norms for schools, pushing for social reform, protection of child from academic fears and punishments, making admission and transfer procedures more simple, handing over the power and responsibility to hands of people, participation of non-officials and civil society people in the school management, removal of traditional system of examinations and implementation of continuous comprehensive evaluation.

13.3.1 Implications of RTE Act for Secondary Education

RTE Act lays emphasis on free and compulsory education, student centered learning, fearless learning environment, progressive curriculum etc. The policies laid down at any stage of education like primary, secondary or higher has a direct or indirect impact on other stages of education because various stages of our education are inter linked and provide base for one another. Since Free and Compulsory Elementary Education has become a Constitutional Right of Children in India, it is absolutely essential to push this vision forward to move towards Universalization of Secondary Education, which has already been achieved in developed and developing countries as well.

Secondary Education becomes the means of social transformation in education. Secondary education needs to be reconstructed in the context of

today and tomorrow (CABE Report, 2005). A successful completion of Elementary Education is the precondition for taking the first step towards Secondary Education. RTE Act provides strength to elementary education through its various provisions. It also supports secondary education to fulfill its various objectives indirectly. It emphasizes on hundred percent enrolment and retention of students at elementary level, which has spontaneously increased enrolment at secondary level. The RTE Act emphasizes curriculum as per constitutional values. This step helps the administrator to construct curriculum at secondary level according to the educational, social, psychological and physical requirements of the students. The RTE Act, also emphasizes on quality of teachers i.e. they should be well qualified and competent. If the teachers are well qualified and professionally trained they will help in developing students who can perform better at secondary level. Such qualified teachers also provide guidance and counseling to students while choosing their subjects and career for themselves after completion of secondary education.

The RTE Act lays emphasis on the infrastructure facilities of educational institution and the learning environment facilitates students to achieve the objectives of education at elementary level. This helps the learners to continue secondary education in a smooth manner. This Act focuses on association of parents and community members for the development of school at elementary level of education. Through this process, a positive attitude is developed towards schooling and elementary education among the learners, which creates a platform for them to express their ideas and thoughts in a better way at secondary level. The RTE Act stresses on a friendly environment between students and teachers through which students can reduce their doubts and problems, and as a result of this habit they can also perform better at the secondary level.

Check Your Progress 1

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

1. Complete the abbreviations:
 - a) SSA:
 - b) RTE:
 - c) MHRD:
 - d) MDM:
 - e) NLM:
2. Discuss the implication of RTE Act 2009 for universalization of secondary education.
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3. What are the major changes recommended by RTE Act 2009?

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13.4 UNIVERSALIZATION OF ELEMENTARY EDUCATION AND CONCERNS FOR SECONDARY EDUCATION

Education is the birth right of every child (Dash, 2004). In India, lots of efforts had been made to provide free and compulsory elementary education to every child without any discrimination. The growth of human capital depends upon the quality and the quantity of education. Widespread education is indeed essential to the practice of democracy (Dreze & Sen, 2002). The Government of India ensures in article 45 of the Indian Constitution that State shall endeavour to provide free and compulsory education to all children up to the age of fourteen years within ten years of commencement of the constitution. To formulate this constitutional provision was not an easy task. National policy on Education 1986 and its programme of Action, 1992, accorded an unqualified priority to Universalization of Elementary Education (UEE).

13.4.1 Meaning of UEE

Universalization of Elementary Education (U.E.E.) is an educational term, which refers to make education available to all children in the age of group of 6-14 years or in Classes I-VIII. In short, universalization of elementary education is the educational provision for all children to get elementary education without any dropouts. Universalization of Elementary Education involves; Universalization of Provision, Universalization of Enrolment, and Universalization of Retention (Sharma, 2013). The provision for Universal Elementary Education is crucial for spreading basic education, which is a basic requirement for economic development, modernization of social structure and the effective functioning of democratic institution (Khan, 2015).

13.4.2 Concerns of UEE for Secondary Education

A successful elementary education shows the path towards secondary education because elementary education provides the base for secondary education.

UEE mostly talks about four measures of education (Khan, 2013), which are:

- Universal provision for school facilities
- Universal enrolment of pupils
- Universal retention of pupils
- Qualitative improvement of education

These four measures make many provisions for the success of UEE, which directly influences the success of secondary education.

Universal Provision of School Facilities: UEE lays great emphasis on school facilities which include - establishment of school within reach of the students and basic infrastructure with teaching-learning facilities should be provided to them. It increases the enrolment in schools and provides the path to facilitate these facilities for secondary education.

Universal Enrolment of Pupils: Universalization of enrolment means all children between the age group 6-14 be enrolled by the primary schools. It makes provisions for a non-enrolled child to be admitted to an age appropriate class. These steps automatically increase enrolment at secondary level.

Universal Retention of Pupils: UEE also emphasized on universal retention of students at elementary level. Universal retention means that after joining school, the children should remain there till they complete their elementary schooling. It also means, to ensure that every child progresses regularly and there is no stagnation.

Qualitative Improvement of Education: For the quality improvement of elementary education, it emphasises on: i) Problems concerning with teachers, (ii) Problem concerning ancillary services, (iii) Problem of classification of primary schools, (iv) Problem of curriculum, (v) Problem of school building, (vi) Problem of school facilities, and (vii) Problem of administration. These areas play a major role for the success of elementary education. Many provisions are made to overcome these problems and make the school child friendly. These actions attract and motivate the students to pursue further education. In this way, they can directly join the mainstream higher education.

Check Your Progress 2

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

4. Describe each of the following in brief:

a) Universal provision of school facilities:

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b) Universal enrolment of pupils:

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c) Universal retention of pupils:

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d) Qualitative improvement of education:

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5. Explain the concept of universalization of elementary education.

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13.5 RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA) - ISSUES AND CONCERNS

Due to the impact of the programmes undertaken for the universalization of elementary education, there is a rise in the demand of education at the secondary level. Despite the increase in the number of secondary schools, the spread of the secondary education throughout the country remains uneven due to regional disparities and differences in the socio-economic background of the people. Several centrally sponsored schemes have been launched in the country for the development of secondary education, namely: Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Model Schools, Girls' Hostel, ICT@schools, inclusive Education for Disabled in Secondary Schools (IEDSS), National Means cum Merit Scholarship (NMMS), Incentive for Girls, Vocational Education and Language Teachers. Out of these nine schemes, the highest allocation in the Eleventh Five Year Plan has been made for the RMSA programme (Zaidi et.al, 2012). RMSA has been launched to meet the rising demand for quality secondary education. RMSA provides an unique opportunity to improve access and participation for quality secondary education in the country. The model of democratic decentralization promoted by the RMSA also aims at improving accountability, transparency and service delivery, particularly at the district level. RMSA offers a strategic opportunity to improve access and equity, enhance quality, accountability and ability to measure learning outcomes, and remote standardization of curriculum and examinations across the states (Zaidi et.al, 2012).

13.5.1 Rashtriya Madhymaik Shiksha Abhiyan (RMSA)

RMSA is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, for universal access and improvement of secondary education. It came into being after Central Advisory Board of Education (CABE), the highest deliberative and advisory forum on education in the country with education ministers of all the States and eminent educationists as its members, in 2004 and 2005 decided to make secondary education universal. It was launched in March 2009. The implementation of the scheme has started from 2009-2010 to provide conditions for an efficient growth, development and equity for all. The principal objectives are to

enhance quality of secondary education and increase the total enrolment rate from 52% (as of 2005–2006) to 75% in five years, i.e. from 2009–2014 (MHRD, 2014). It aims to provide universal education for all children between 15–16 years of age.

The vision for secondary education as mentioned in the framework for implementation of RMSA is to make good quality education available, accessible and affordable to all young persons in the age group of 14-18 years. RMSA also aims at improvement of quality of education in secondary schools through appointment of additional teachers, in-service training for teachers, ICT enabled education, curriculum and teaching learning reforms etc. with this vision in mind, it further frames many objectives. The objectives of RMSA are as follows (MHRD, 2014).

13.5.2 Objectives of RMSA

- To provide a secondary school within a reasonable distance of any habitation, this should be 5 Kilo Meters for secondary schools and 7 - 10 Kilo Meters for higher secondary schools.
- Ensure universal access of secondary education by 2017 (GER of 100%).
- Universal retention by 2020.
- Providing access to secondary education with special reference to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginalized categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

RMSA is the first large scale intervention for universalizing access to and quality of secondary education covering the socio-economic and ecological variations as well as people from diverse educational and cultural backgrounds. In order to meet the challenge of Universalization of Secondary Education (USE), this framework further says that there is a need for a paradigm shift in the conceptual design of secondary education. The Government of India has approved the following revised norms of RMSA, with effect from 01.04.2013 which are as follows (RMSA, 2015):

- To ensure that all secondary schools have physical facilities, staff and supplies, at least according to the prescribed standards through financial support in case of Government/ Local Body and Government aided schools, and appropriate regulatory mechanism in the case of other schools.
- To improve access to secondary schooling to all young people according to norms – through proximate location (say, Secondary Schools within 5 KMs, and Higher Secondary Schools within 7-10 KMs)/efficient and safe transport arrangements/residential facilities, depending on local circumstances including open schooling. However in hilly and difficult areas, these norms can be relaxed. Preferably residential schools may be set up in such areas.
- To ensure that no child should be deprived from quality secondary education disability due to gender, socio-economic, disability and other barriers.

- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- To ensure that all students pursuing secondary education receive education of good quality.
- Achievement of the above objectives would also, inter-alia; signify substantial progress in the direction of the Common School System.

Thus, RMSA is a comprehensive programme of the Government of India to drastically change the scenario of secondary school education in the country. But there are some issues and interventions which are responsible for the successful implementation of the RMSA. In order to overcome the hindrance and attain quality education, RMSA made some recommendations. The major recommendations are, for example, proper planning and organisation of secondary schools, mapping of secondary school resources and strengthening of existing structure, access and progress in learning outcomes, maintaining a minimum standard in provisions and processes at all secondary schools, quality in teacher training and proper process of teachers appointment, provision of subject and language teacher, use of Information and Communication Technology (ICT) & improvement of vocational education in Schools, bridging gender and social gaps, promoting open schooling system and creating space for Public-Private Partnership (PPP).

Check Your Progress 3

- Notes:**
- a) Write your answers in the space given below.
 - b) Compare your answers with those given at the end of the Unit.

6. Write down the full form of:

- a) EBM :
- b) IEDSS :
- c) NMMS :

7. Discuss the issues and concerns of RMSA.

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8. What are the objectives of RMSA.

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13.6 OPEN AND DISTANCE LEARNING – CONCERN TO SECONDARY EDUCATION

The principles of democracy strengthened the role of education to provide equal opportunities for all sections of the society. For the fulfillment of this objective, many countries in the world have recognized that the conventional system of education is not only a costly phenomenon but also a less flexible system to meet the growing demands of the public at large. The problems faced by the Government include: inadequacy of resources and infrastructure, inaccessibility of regular system of education particularly for underprivileged and marginalized sectors of the society who are either unable to attend educational institutions or have missed the opportunity of securing knowledge under the conventional system of education (Ansari, 1988). In view of these constraints, a system with enormous flexibility is needed to meet the needs of equity and continuing education. As a force contributing to social and economic development, open and distance education (ODE) is fast becoming an accepted and indispensable part of the mainstream educational system. At present, open and distance education is one of the most rapidly growing field of education, and its potential impact on all education delivery system has been emphasized through the development of multi-channel information technologies.

The popular use of ODL system of education is not limited only upto higher education, but it is evident to make school education reach the doorstep of the learners. School education across the world is getting more popularized now-a-days. The system has engaged to cater to the education needs of the dropout school students, persons are already at the job field, and the learners those are curious to study. In India, National Institute of Open Schooling is also doing a substantial work for catering to the learning needs of secondary and senior secondary learners across India through Open and Distance Learning mode. The significance of ODL system of education at the secondary and senior secondary level addresses need of education as follows:

- It provides easy accessibility to schooling at a very low cost.
- It provides quality secondary and senior secondary education within the reach of the learners.
- It prepares the learners for developing skills and to engage themselves in the world of works with higher productivity.
- It fulfills the constitutional obligation to provide quality secondary and senior secondary education.
- It provides flexibility to the learners in terms of time, place, mode, pace, and learner centered learning.
- It uses context and subject specific pedagogy for making the learner understand the content easily.
- It fulfills the social needs of the learners and designs the learning activities as per the social and cultural norms of the society.

Check Your Progress 4

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

9. Explain the concept ODL system.

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10. How does open and distance learning differ from face-to-face schooling?

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13.7 GLOBALIZATION AND ITS IMPLICATIONS ON EDUCATION

If knowledge is fundamental to globalization, globalization should also have a profound impact on the transmission of knowledge (Carnoy, 2000). Education has long been recognized as a key instrument for achieving participative citizenship for sustainable development. There is an emerging consensus amongst public, government and business for the need to move with some urgency towards more sustainable lifestyles if future generations are to enjoy quality of life. In order to achieve such goals, every nation is now under the umbrella of globalization.

The concept of globalization emerged in 1970s. It is the process of international integration arising from the interchange of world views, products, ideas and mutual sharing, and other aspects of culture. Globalization implies the opening of local and nationalistic perspectives to a broader outlook of an interconnected and interdependent world with free transfer of capital, goods, and services across national frontiers.

Globalization is typically understood as an economic, political and cultural process that is reshaping the role of many nation-states in relation to global markets, agreements, and traditions. Recently it has become frequently analyzed in the context of education. Globalization is having an effect on teaching and learning in three ways: based on a global unified agenda; standardized teaching and learning to improve the quality of education, and emphasis on increasing competition, evident among individuals and schools. Furthermore, as a response to globalization, educators need to rethink about the ways of teaching and learning which are organized in schools, promote

appropriate flexibility at school level, creativity in classrooms and risk-taking among students and teachers as part of their daily work in schools.

Globalization influences education in the following ways:

- Meaningful learning, which shifts the focus of teaching away from a presentation-recitation mode of instruction towards teaching for conceptual understanding and problem solving.
- Implementation of centralised curriculum.
- Indicators and attainment targets of student achievement and curriculum planning.
- Integrating assessment in teaching learning process, learning standards, and indicators making sure that teachers focus on learning achievements for all students.

The driving forces of globalization on these changes in education have been observed in economic, political, technological, and cultural spheres. Reforms in education over the past decade, particularly in developing countries, may be caused by globalization.

Check Your Progress 5

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

11. Explain the concept of globalization.

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12. Describe the implications of globalization on education.

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**13.8 PUBLIC PRIVATE PARTNERSHIP IN
SCHOOL EDUCATION**

Education is an important sector that every Country needs to develop, but governments in developing countries have limited resources for it. They face difficulties in providing quality education services that take into account individual and community diversity. This has resulted in greater involvement of the private sector including non government organizations, business corporations and communities in the finance and management of services.

Public Private Partnership (PPP) is an approach used by government to deliver quality services to its population by using the expertise of the private sector. It is an arrangement through which a private party performs part of the service delivery functions with the government collaboratively. In return, the private party receives a financial aid from the government according to pre-determined performance criteria.

The World Economic Forum defines the Public Private Partnership as a voluntary alliance between various actors from different sectors where both agree to work together aiming to reach a common goal or to fulfill a specific need that involves shared responsibilities, means, competencies and risks. Various models of PPP exist around the world.

13.8.1 Need for Public Private Partnership in India

It is evident that without collaborating the available resources and skills from both government and non-government sectors, the challenges of education can never be met. Moreover, the private sector is often heavily criticized for exploiting the developing countries, for paying unfair prices, repatriating profits, evading taxes, crowding out local competitors, etc. In general, the private schools tend to exclude rather than function as inclusive institutions. This inclusion refers to differently abled children from the marginalized sections of society, gender and from different socio-economic sections.

The primary purpose of PPP is not merely to use the private party as an executor or a source of funds though these may be parts of the role in specific cases. Rather, it needs to seek a collaborative engagement for providing better school education to the children.

13.8.2 PPP Arrangements

Management Services:

This is, in fact, management of either a single or entire public schools in a district. The responsibilities that the contractor assumes under these contracts usually fall into four categories: financial management, staff management, long-term planning, and leadership. Example: *Educomp* has entered into an agreement with the Government of Punjab in running five Senior Secondary schools in Punjab State under PPP Model.

Professional Services:

It involves contracting out professional services such as teacher training, textbook delivery, curriculum design, certification and services. Its main advantage is that it brings private service providers to work cooperatively. The quality of service can be specified in the contract and sanctions included if the contractor fails to provide that level of quality. Thus the performance of contractors can also be conveniently monitored.

Support Services:

It involves contracting out non instructional activities, including building maintenance, pupil transportation, and Mid Day Meals, ICT facilities, laboratory, which is often very costly for public schools.

Education Services:

Instead of engaging private organizations to operate a public school, some governments contract out the enrolment of students in private schools. By paying for students to enroll in existing schools, governments can quickly expand access without incurring any up-front expenditure on constructing and equipping new schools.

Provision of Infrastructure:

Government can contract out the financing and construction of facilities to the private sector which allows the government to pay for these capital investments over time by making periodic payments over the term of the contract.

PPP can be an important part of the overall strategy to achieve quality education, but is not a panacea. The PPP strategy must fit into and be in line with the overall development of school education. PPP is useful to the extent that it helps to meet the larger goals.

Check Your Progress 6

- Notes:**
- a) Write your answers in the space given below.
 - b) Compare your answers with those given at the end of the Unit.

13. How does PPP approach contribute towards quality education?

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13.9 GOVERNMENT OF INDIA INITIATIVES

India being a democratic country, both the Central and the State/UT governments jointly planned to implement the agenda of universal and free secondary education in the first phase by the year 2015 and then extend it to senior secondary education in the second phase by the year 2020. The conventional expectation from secondary/senior secondary education lies in its role in creating the necessary base for generating technical human power, raising the potential of a society in contributing to the growth of knowledge and skills and thereby enhancing the nation's capacity to face the challenge of global competitiveness. Keeping such view in mind, Government of India has taken many initiatives towards universalization of secondary education. Some of the major initiatives on secondary and senior secondary levels undertaken by Govt. of India are as follows: (Unit-3, Block-1 of the same Course will help you to go through the details of Govt. initiatives).

Table 13.1: Centrally Sponsored Schemes of Education

Name of the Schemes	Objectives	Beneficiaries
<p>Rashtriya Madhyamik Shiksha Abhiyan (RMSA)</p> <p>[Launched in March, 2009]</p> <p>[Note: With a view to ensure efficient utilization of funds and greater coordination, other Centrally Sponsored Schemes of Secondary Education i.e. ICT@School, Inclusive Education of the Disabled at Secondary Stage (IEDSS), Vocational Education (VE) and Girls Hostel (GH) have been subsumed under the existing RMSA scheme.]</p>	<ul style="list-style-type: none"> ● To enhance access to secondary education and improve its quality. ● The schemes envisage interalia, to enhance the enrolment at secondary stage by providing a secondary school within a reasonable distance of habitation, with an aim to ensure Gross Enrollment Ratio (GER) of 100% by 2017 and universal retention by 2020. ● To improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, etc. 	<p>All the students studying at the Secondary Stage (Class IX – X)</p>
<p>Vocationalisation of Secondary and Higher Secondary Education</p> <p>[Approved by the Govt. in 2011, Subsumed in RMSA in 2013, and Revised in 2014.]</p>	<ul style="list-style-type: none"> ● To enhance the employability of youth through demand driven, competency based, modular vocational courses; ● To maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility/ interchangeability in qualifications; to fill the gap between educated and employable; 	<p>For Secondary and Higher Secondary Students (Class IX –XII)</p>

**Issues and Concerns in
Secondary Education**

	<ul style="list-style-type: none"> • To reduce the dropout rate at the secondary level and decrease the pressure on academic higher education. 	
Setting Model Schools (2008-09)	<ul style="list-style-type: none"> • Is a central scheme to set up 6000 model schools in block level (one school in each block) Secondary Schools 	Secondary School
National Means-cum-Merit Scholarship Scheme (2008-09)	<ul style="list-style-type: none"> • For meritorious students of economically weaker sections to arrest their drop-out in Class VIII and encourage them up to Class XII (Rs.6000 per year) 	Secondary Students
National Scheme of Incentive to Girls for Secondary Education (2008-09)	<ul style="list-style-type: none"> • Deposited Rs.3000/- in the account of the girl's who pass Class VIII (SC and ST), but include all girls who passed in KGBV. 	Secondary Students
UDAAN [The project aims at addressing the lower enrollment of girls in engineering colleges]	<ul style="list-style-type: none"> • To addressing the quality gap between school education and engineering entrance, by addressing three dimensions of education – curriculum design, transaction and assessment. • To enrich and enhance teaching and learning of Science and Mathematics at Senior Secondary level. • To provide a platform that empowers the girl students and provides better learning opportunities to them. 	Girl Students at Secondary Level.

(Source: MHRD Annual Report, 2014-15, BES-017, DELED, IGNOU, 2014 and BES-122, Block-1, B.Ed., IGNOU, 2016)

The above initiatives cater to address the following aspects of education:

- i. ICT in schools for providing assistance to State Governments for computer education and computer aided education in secondary and higher secondary schools.
- ii. Inclusive Education for Disabled Children (IEDC) for assisting State Governments and NGOs in mainstreaming the children with disability in school education.
- iii. Strengthening of Boarding and Hostel facilities for Girl Students of Secondary and Higher Secondary Schools (Access and Equity) for providing assistance to NGOs to run Girls' Hostels in the rural areas.
- iv. Quality improvement in schools which includes provision of assistance to state governments for introduction of Yoga, improvement of Science education in schools, environment education and population education in addition to supporting International Science Olympiads. All these schemes, in the present or modified forms, will subsume in the new Scheme.
- v. Provision for earning while learning for financially weaker children by preparing them for self employment or part-time employment. States/UTs may establish vocational training centers (VTC) and institutions at the block and district levels. Number of Kendriya Vidyalayas and Jawahar Navodaya Vidyalayas will be increased in view of their importance as pace-setting schools and strengthening their role.
- vi. Community, teachers, parents and other stakeholders in the management of Secondary Education, through bodies like School Management Committees and Parent-Teacher Associations will ensure their participation in school planning, implementation, monitoring and evaluation.

Check Your Progress 7

- Notes:**
- a) Write your answers in the space given below.
 - b) Compare your answers with those given at the end of the Unit.

14. Discuss the GOI initiatives towards universalization of secondary education.

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13.10 LET US SUM UP

According to the study of the entire Unit, we can understand that universalization of secondary education is the universalization of provision, enrollment, retention, participation and achievement. RTE Act lays importance on free and compulsory education, student centered learning, fearless learning environment, progressive curriculum etc. The policies laid down at any stage of education like primary, secondary or higher have a direct or indirect influence on other stages of education because various stages of our education

are inter linked and provide base for one another. Since Free and Compulsory Elementary Education has become a Constitutional Right of Children in India, it is absolutely essential to push this vision forward to move towards Universalization of Secondary Education, which has already been achieved in a large number of developed and developing countries.

RMSA is a comprehensive programme of the Government of India to drastically change the scenario of secondary schools in the Country, but there are some issues and interventions which are responsible for the successful implementation of the RMSA. In order to overcome the hindrances and attain the quality education at secondary level, RMSA has made recommendations like proper planning and organisation of secondary schools, mapping of secondary school resources and strengthening of existing structure, access and progress in learning outcomes, maintaining a minimum standard in provisions and processes at all secondary schools, quality in teacher training and teachers appointment, provisions for subject and language teachers, use of ICT & vocationalization of secondary education, bridging gender and social gaps, promoting open schooling and creating space for Public-Private Partnership in education.

Keeping in view the above, the present Unit discussed the issues of secondary education including RMSA which are very much important for achieving universalization of secondary education.

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13.12 ANSWERS TO CHECK YOUR PROGRESS

1. Self exercise.
2. RTE Act provides strength to elementary education through its various provisions. It also supports secondary education to fulfill its various objectives indirectly. It emphasizes on universal enrolment and retention of students at elementary level, which has spontaneously increased enrolment at secondary level.
3. Learning point 13.3 will help you to answer the question.
4. Self exercise.
5. Universal provision of school facilities, universal enrolment of pupils, universal retention of pupils, and qualitative improvement of education.
6. Self exercise.
7. Universal access and providing quality secondary education.
8. Self exercise.
9. Learning at a distance by using SLMs (Print and Electronic), teleconferencing, IRC etc.
10. Teaching at a distance
 - Limited teacher-student face-to-face contact.
 - Use of multi-media in teaching.
 - Blended approach of learning.
11. Globalization is the process of international integration arising from the interchange of world views, products, ideas and mutual sharing, and other aspects of culture.
12. Learning point 13.7 will help you to answer the question.
13. Self exercise.
14. Analyze point 13.9.

UNIT 14 EQUITY & EQUALITY IN EDUCATION

Structure

- 14.1 Introduction
- 14.2 Objectives
- 14.3 Concept of Equity & Equality in Education
- 14.4 Nature and Forms of Inequality in Education
- 14.5 Consequences of Inequality in Education
- 14.6 Constitutional Provisions for Promoting Equality
 - 14.6.1 Free and Compulsory Education
 - 14.6.2 Education for Minorities
 - 14.6.3 Language Safeguards
 - 14.6.4 Education for Weaker Sections
 - 14.6.5 Secular Education
 - 14.6.6 Equality of Opportunities in Educational Institutions
 - 14.6.7 Instruction in Mother-Tongue
 - 14.6.8 Women's Education
- 14.7 Teachers, Schools and Curriculum in Ensuring Equality
 - 14.7.1 Role of Teachers and School in Promoting Equality in the Classroom
 - 14.7.2 Role of Curriculum in Ensuring Equality
- 14.8 Government & Non-Government Initiatives
 - 14.8.1 Efforts of NGOs
- 14.9 Let Us Sum Up
- 14.10 References and Suggested Readings
- 14.11 Answers to Check Your Progress

14.1 INTRODUCTION

Ever since human beings came into existence on earth, the question of equality has probably been the most debatable issue. The variations between two human beings exist not only in the outer physical structure, but also in intrinsic factors viz. intelligence, personality, adjustment, thinking, reasoning etc. The list of variations extends further to other external factors like habitat, geography, social, cultural, regional, linguistics diversity etc. It has always been in the psyche of human species to compare, contrast, cry and complain about inequality amongst each other. One can add other factors, known as manmade factors, such as wealth, status, power and socially distinctive features by which the issue of inequality has gathered momentum on the globe. Keeping in view of the above concept of equity and equality, the Unit has specially designed to address the questions like:

- How do we conceptualize equity & equality in education?
- How should we address the issues related to 'equity & equality' in education?

14.2 OBJECTIVES

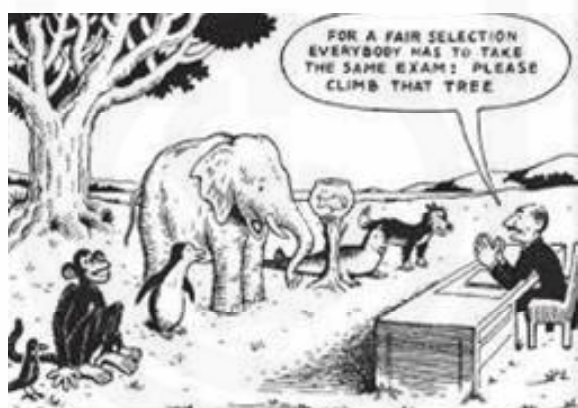
After going through this Unit, you will be able to:

- explain the concept of equity & equality in education;
- describe the nature and forms of inequality in education;
- highlight the consequences of inequality in education;
- acquainted with the constitutional provisions for promoting equality;
- discuss the role of teachers, schools and curriculum in ensuring equality; and
- critically analyse the role of government & non-government initiatives for achieving equity and equality in education.

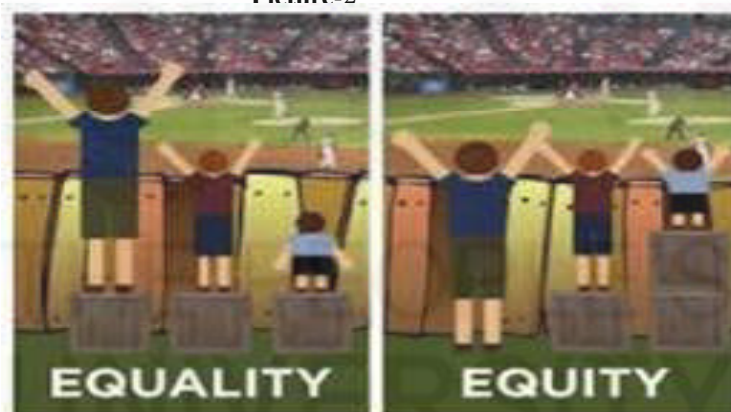
14.3 CONCEPT OF EQUITY & EQUALITY IN EDUCATION

The two words 'Equity' & 'Equality' are of prime concern in education system; which layman often confuses or uses these two important words interchangeably. Let us see the following two pictures and try to deduce the meaning of these two words.

Picture -1



Picture-2



If, you see the picture-1, you will find that everyone is being given the same opportunity, those who will climb, will be given admission, but think, is it fair? Equality exists, but do we need such equality? Can such equality solve the problem? Or is something missing? The missing component is equity. Now, see the picture-2, it will give you a better understanding of both the terms.

The term 'equality' refers to balance, symmetry and evenness or 'same in all respects' while 'equity' refers to the principle of fairness. Equity is often used interchangeably with the related principle of equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It is a commonly acknowledged fact that, if equity is the process then equality is its outcome. Equity in education, is a measure of achievement, success, placement and opportunities in education. Educational equity is dependent on two main factors: justified opportunities inclusion; opportunities implies that factors specific to one's personal conditions should not interfere with the potential of academic success and inclusion, which refers to a comprehensive standard that applies to

everyone in a certain education system. These two factors are closely associated and are dependent on each other for meaningful educational success of an educational system. The growing importance of educational equity is based on the assumption that now, more than ever before, as individual's level of education is directly related to the quality of life s/he will live in future. Therefore, an academic system that practices educational equity is the strong foundation of a society that is fair and thriving. However, inequality in education is challenging to avoid, and can be broken down into inequality due to socioeconomic standing, race, gender or disability. Equality in education would mean that all students would have the same access to and receive exactly the same opportunities irrespective of any indicators like caste, class, region, religion, gender etc.

Summarily, equal opportunity is about being fair and transparent, using acceptable language and respecting people. It must be the basis of the vision, mission and values. Equity & Equality is about creating a fairer society where everyone can participate and have the opportunity to fulfill their potential – to live as equal citizens in society and free from discrimination and biases.

Check Your Progress 1

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

1. What do you understand by 'equity and equality' in education?

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Activity 1

Find out five characteristics from your nearby society which you see as problem for 'equity & equality' in education?

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14.4 NATURE AND FORMS OF INEQUALITY IN EDUCATION

Inequality exists at all levels in all spheres of life. Beginning from the Physical differences to the geographical, habitations, psycho-social elements, and mental ability we notice inequality and equality. It has rightly noticed in education also.

Now, let us understand, on what bases do we consider one as inferior or unequal to the other. To judge inequality we have to understand the emergence of the very beginning of the human society. It is a commonly acknowledged fact that nature is prime factor. As we know, various aspects like demography, physical structure, socio-economic structure, and mental abilities have been the criteria for human beings to judge inequality. Besides, there are many other factors which are responsible for inequality are: ‘The division of Indian society into numerous castes and then suggesting a hierarchical ordering of these castes is sufficient enough to create inequality in Indian society’. Across the India every person first identifies himself or herself with caste. The caste phenomenon is deeply diffused in the Indian society.

Languages sometime become the matter of controversy special a country like India where people practice multi-languages. In India, there are many States on the basis of language. Three language formula recommended by National Policy on Education, 1968, for national integration, have not yet implemented in India its full spirit. As like religious inequality is also another aspects of major concern. Fundamentalists and orthodox preachers of all religions have made the situation even worse and hence inequality within and between religions may be seen easily. Let us observe the nature and forms of inequality in Indian context in Figure-1.

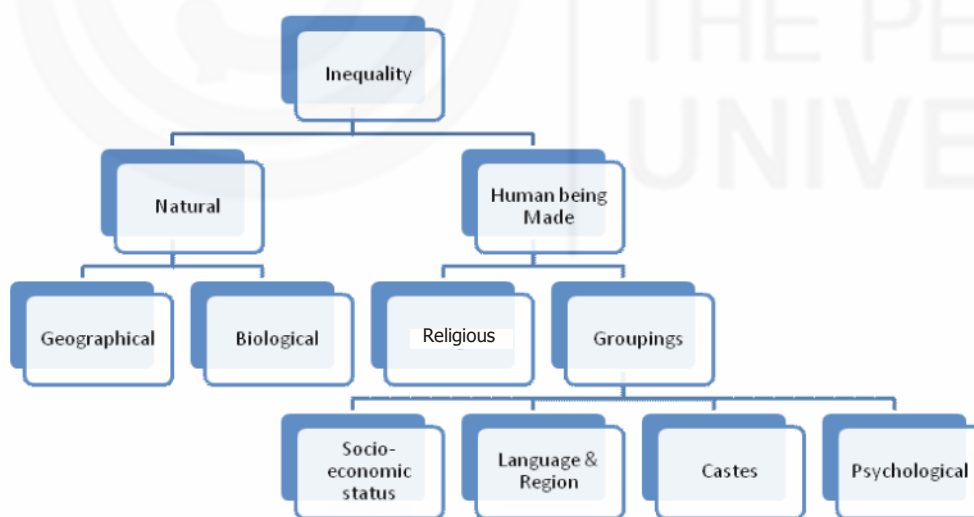


Fig. 1: Nature and forms of Inequality in Indian Context

The above figure depicts the existence of inequality in Indian context in terms of its nature and forms. Inequality may be natural as well as human made. Natural, again, can be classified as geographical and biological. Human made inequality is classified as religious practices and various social groupings in terms of socio-economic status, language, caste, and socio-psychological and attitudinal mental setup of the people.

Activity 2

Exemplify the following:

Natural inequality:

Geographical inequality:

Biological inequality:

Inequality in socio-economic status:

Language inequality:

Caste based inequality:

Inequalities occur when biased or unfair policies, programs, practices, or situations contribute to lack of equality in educational attainments, achievements and outcomes. The following are a few representative ways in which inequalities may affect education:

- **Inequality in the Society :** Both conscious and unconscious discrimination surfacing in schools in many ways that adversely affect learning acquisition, academic attainments, educational aspirations, and opportunities. Inequity in education is most commonly associated with groups that have suffered from discrimination related to their caste, nationality, language, religion, class, gender, sexual orientation and disabilities.
- **Socio-economic Background:** Finding of the researches show that students from lower-income households, on average, perform poor have low aspirations in comparison to their higher counter parts. In addition, schools in poor communities, such as those in rural or disadvantaged urban areas, may have comparatively lack of resources and funding, which can lead to teachers and educational institutions perform understandard.
- **Cultural inequity:** Students from diverse cultural backgrounds may be at a disadvantage in a variety of ways, when pursuing their education.
- **Familial factor:** Students may be at a trouble in their education due to their personal and familial circumstances. Inequities in the family may also intersect with cultural and socio-economic inequities.
- **Inequity in instruction:** Students may be enrolled in courses taught by less-competent teachers, who may teach in a comparatively uninteresting or ineffective manner, or in courses in which significantly less content is taught. Students may also be subject to conscious or unconscious favoritism, bias, or prejudice by some teachers, or the way in which instruction is delivered may not work as well for some students as it does for others.
- **Inequity in assessment:** Students may be at a trouble when taking tests or completing other types of assessments due to the design,

content, language choices, or because of disabilities that may impair their performance.

- **Inequity Linguistic:** Students may be at a situation of differently due to barriers in languages practice in the classroom.

The psychological disposition of different groups, professions, or social institutions creates a natural ground for breeding inequalities. Different abilities, skills and attitudes can form the bases of inequalities. It is therefore can be said that inequalities may be of different factors not only one.

Check Your Progress 2

- Notes:**
- Write your answers in the space given below.
 - Compare your answers with those given at the end of the Unit.

2. What are the nature & forms of inequity in education?

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14.5 CONSEQUENCES OF INEQUALITY IN EDUCATION

Quality education and all round development of individual has been the prime concern of every education system. Continuous efforts have been made to bring both quantitative and qualitative improvements as well as to cope with the demand for education across the globe. In India, qualitative & quantitative expansions have been made in mission mode, however, we have not achieved the target. Inequality is not a subject of India rather it faces across the world in some forms or other. Conscious and targeted efforts have made the situation better, but we could not overcome this issue satisfactorily.

The relative consequences of inequality in India be as follows:

- **Accessibility:** Because of geographical and other diversities in India, sometimes it has been realized that providing access to education to each and every child is a question. The central as well as the State governments have made innumerable provisions for making education reach the doorstep of the children, but still a lot of work is yet to be done.
- **Affordability:** There are two types of schools function in India, i.e. Government and private schools. Generally, in India, children get free education at the elementary as well as secondary level in Govt. and Govt. aided schools. It is always a matter of debate on quality education provided in Government schools and also in private schools in certain parameters. Fee structure in private schools is simply unaffordable by the common people. Only a particular section of the society gets

privileges for education in private schools. There should be a control of fee in schools so that the common people could be able to afford for education.

- **Segregated Classes:** Again, though education is free and compulsory for all, still the segregated social classes do not take benefits because of many reasons like their involvement in family professions, lack of awareness, and finally not realizing the benefits of education.
- **Exploitation:** Many a times, exploitation by school management, teachers, peers, and social members deprive the children from schooling. Intensionally, bias towards few children in the classroom by the teachers for many reasons simply result in exploitation.
- **Achievement Gap:** There is always a matter of discussion in the country that there is acute achievement gap of the learners in the schools. A fifth standard student feels unable to do the Mathematics and Language meant for standard third. Accordingly, there is a gap between the achievement in Mathematics and Social Sciences. This should be critically understood and the difficulties of inequalities should be minimized.
- **Violence:** Violence in education system is also another difficulty in our schools for achieving equality in education. Partiality to the students, mental and physical harassment, favoritism, gender and caste discrimination are also a sort of violence in education, which need to be removed realising equality in education.

Therefore, no society or nation can bear the consequences of inequality and hence we need to be more focused, aware and action oriented so far as inequality in education is concerned.

Activity 3

Based on the above points on consequences of inequality in education, suggest your opinions on how to address these issues.

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Check Your Progress 3

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

3. Describe the consequences of inequality in education in your own words.

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4. What measures can you suggest to overcome inequality in education?

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14.6 CONSTITUTIONAL PROVISIONS FOR PROMOTING EQUALITY

The Constitution of India, adopted in 1950, grants equal opportunity to the individual in all spheres and also directs the State to ensure no discrimination shall be done to any individual on any basis, rather, efforts shall be made for the wellbeing of the deprived section of the society on the basis of gender, caste, region, religion etc. The State may, in turn, accordingly frame the laws to achieve the well being of the masses which is reflected in the 'Directive Principles of State Policy' exists in the Constitution of India. The constitutional provisions have been mentioned in various articles of the directive principles of state policies, as like article 45 confers free and compulsory education to all children upto the age 6 to 14.

Let us briefly understand the constitutional provisions of Indian constitution.

14.6.1 Free and Compulsory Education

Insertion of new article 21A.- After article 21 of the Constitution, the following article has been inserted, namely:

Article 21A which specifies that the State shall provide free and compulsory education to all children of the age of six to fourteen years. Now this is popularly known as Right to Education Act.

14.6.2 Education for Minorities

Article 30 of the Indian Constitution relates to certain cultural and educational rights to establish and administer educational institutions for the minority groups.

It includes:

- i) All minorities whether based on religion or language, shall have the right to establish and administer educational institutions for the minority groups.
- ii) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

14.6.3 Language Safeguards

Article 29(1) states, “Any section of the citizen, residing in the territory of India or any part thereof having a distinct language, script or culture of its own, shall have the right to conserve the same.” Article 350-B provides for the appointment of special officer for linguistic minorities to investigate into the matters relating to safeguarding the rights of linguistic minorities under the Constitution.

14.6.4 Education for Weaker Sections

Article 15, 17, and 46 safeguard the educational interests of the weaker sections of the Indian Community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes.

Article 46 of the Constitution focuses, the federal government is responsible for the economic and educational development of the Scheduled Castes and Scheduled Tribes.

It states, “The state, shall promote with special care the educational and economic interests of the weaker sections of the people and in particular, of the Scheduled castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation.”

14.6.5 Secular Education

India is a secular country. Under the Constitution, minorities, whether based on religion or language, are given full rights to establish educational institutions of their choice.

Article 25 (1) of the Constitution guarantees all the citizens, the right to freedom of conscience and the right to profess, practice and propagate there religion.

Article 28 (1) states, “No religious instruction shall be provided in any educational institution if wholly maintained out of State fund.”

Article 28 (2) states, that an educational institution which is administered by the State but has been established under any endowment or trust which requires religious instruction shall be imparted to such institution.”

Article 28 (3) states, “No person attending any educational institution by the State or receiving aid out of State funds, shall be required to take part in any

religious instruction that may be imparted in such institutions or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person a minor, his guardian has given his consent thereto.”

Article 30 states, “The state shall not, in granting aid to educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them.”

14.6.6 Equality of Opportunities in Educational Institutions

Article 29(1) states, “no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them.”

The Fundamental Rights of the Indian Constitution has also adopted the three fold ideal of Justice, Liberty, Equality and Fraternity. The fundamental right of equality clearly signifies that in the court of law, no distinction can be made on the basis of any position, caste, class or creed. Side by side, the right of equality of opportunities to all is also provided. The equality of opportunity is meaningless, unless there are equal opportunities for one’s education.

14.6.7 Instruction in Mother -Tongue

There are diverse languages in our country. After the dawn of Independence, mother tongues have received special emphasis as medium of instruction and subjects of study. Pedagogically, the educationists and the psychologists also believe that Elementary educations should be given in mother tongue. In the Constitution of India, it has been laid down that the study of one’s own language is a fundamental right of the citizens.

Article 26 (1) states, “any section of the citizens, residing in the territory of India or any part thereof, having a distinct language, script or culture of its own, shall have the right to converse the same.”

Article 350 A directs, “It shall be endeavour of every State and every local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups.”

14.6.8 Women’s Education

In the recent days the country has experienced gap in education between the males and the females is the concern of our education system Tremendous advancement of Women’s Education in all fields. Education of the girls is considered to be more important than that of the boys. The Constitution makes the following provisions under different articles:

Article 15(1) provides that the State shall not discriminate any citizen or groups only on the basis of gender.

Article 15 (3) reads: “Nothing in this article shall prevent the State from making any special provision for women and children.”

Check Your Progress 4

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

5. What are the amendments related to Article 45?

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6. What Article 21-A means?

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14.7 TEACHERS, SCHOOLS AND CURRICULUM IN ENSURING EQUALITY

It is important for the teacher, school and the curriculum to provide education catering the needs for ensuring equality. A teacher should be able to develop in the student, empathy for children from different sections of society, particularly the disadvantaged and educationally backward sections along with an understanding of the status of women in society. All men and women are equal partners in society; they live and grow up together. Members of a society depend upon one another. All activities of men and women, big or small, significant or insignificant, become a part of the societal system. All members are equal so far as their rights and dignity are concerned.

The concept of human rights has emerged out of mankind's reasoning and conscience. Societies are governed by political systems which exercise control over the actions of its members, institutions and organizations, both formal and informal. A elected government functions according to the laws adopted by the society. Human beings differ amongst themselves, but the concept of equality implies that all human beings are equal and have to be treated alike, irrespective of their religion, caste, creed, colour, sex, race, place of birth and so on. Society defines roles to its members, institutions and organizations. In schools generally the seats are limited and the applicants are many. All want to take admission. In this case the concept of equality implies that school authorities should consider the applications of all children irrespective of their religion, caste, creed, colour, sex, place of birth and may make proper selection on the basis of other specific attributes which is academical in nature. The right to equality emphasizes that everyone can claim equality despite difference in gender, religion, caste, colour, language etc.:

It is the duty of all governments and members of society to ensure equal opportunities to all children to get education and other relevant rights, and those rights will be granted assuring the dignity of the individual. There should be no compromise on this count because all these rights have been enlisted in the Constitution of India.

14.7.1 Role of Teachers and Schools in Promoting Equality in the Classroom

- Classroom is the center of the educational process and this is also the forefront of equality for the students. Teachers learn to recognize the social and cultural elements of the students for better understand to them. It is therefore, teachers are in a responsible position in the whole school system to understand the students, develop their personality, engage them in teaching-learning processes and without making any type of biased attitude and personal reservation.
- Teachers need to develop a classroom guideline for the students about right conduct for dealing friends, situations, peers, and teachers to maintain friendly atmosphere in the classroom as well as in the school.
- In case, the teacher finds that few students are negatively motivated to do the things and are engaged in other irrelevant activities like abusing, quarrelling, cheating, etc., teachers should use various strategies to observe that group of students and to use their energy into constructive activities.
- The school management should treat all the teachers and the students equal, in all respects. In classroom situations, teachers should exhibit same attitude to deal the students during classroom teaching as well as in conducting various activities.
- Being a teacher, one should realize the importance of inclusive teaching and how to develop an inclusive setting in the classroom. The true sense of inclusiveness should be reflected in terms of resolving differences within gender and differently abled, selection of activities for classroom teaching, methods and the use of conductive teaching strategies as per the demand of the situation.
- Often, teachers use certain comments, jokes, and light talks in the classroom which hurt the sentiments of certain gender, caste, culture, habits, languages, etc. Such stereotypical behavior of the teachers should be avoided. Making the marginalized students unhappy in the classroom, no objectives will be fulfilled. It is essential to practise equality in the classroom.
- In case, the teacher uses any resources in the classroom for teaching-learning process, it is advisable to use the multicultural theme of the resources which talk about the richness of the diversity of the country.
- For selecting methods, techniques, and strategies of teaching, teachers need to be careful enough so that varieties of activities can be incorporated in the teaching learning process which represent the themes of multiculturalism and diversity in the classroom teaching.

- In planning the lesson, teachers need to be careful about reflecting the diverse nature of the classroom as well as help them to construct their knowledge.
- It is, again, important for the teachers to ensure that all students have equal access to the opportunities and participation in the classroom. Neglecting any element in the classroom hinders equality in teaching and learning.
- In case, teachers use any learning materials other than that text books appropriate for the students, care should be taken that the materials do not discriminate against any one and any section or ideology of the society.
- A teacher should also be well versed in the principles of ethics and equality in a school system. They must also teach the concept of equity to students and community to build a world that focuses on right education for all.

14.7.2 Role of Curriculum in Ensuring Equality

Other than the teacher and school the curriculum has a role in bringing equality and addressing diversity in education. Curriculum should make the knows to develop the following:

- Equality and diversity should be included in the curriculum rather than targeted and responsive to the multiplicity of identities embodied in students and groups.
- The sense of inclusiveness in the curriculum construction needs to be emphasized. Inclusive in terms of gender, differently able, and the diversities in many forms in the society should be addressed in the curriculum.
- Gender issue is also another important aspect for designing curriculum. For practicing equality, the issues of gender discrimination should be reflected in the curriculum.
- Another important role of the curriculum is that it is for the masses, not the classes. The socially and educationally backward sections should also be equally included in the curriculum. The topics like studying marginalization, unity in diversity, equality in thinking, ideas and deeds should also be reflected in the school curriculum.
- Other important aspects of the curriculum is to provide diverse experiences and the greatness of our culture.
- The curriculum should also inform the learners about their rights as well as responsibilities for the society and the nation as well.

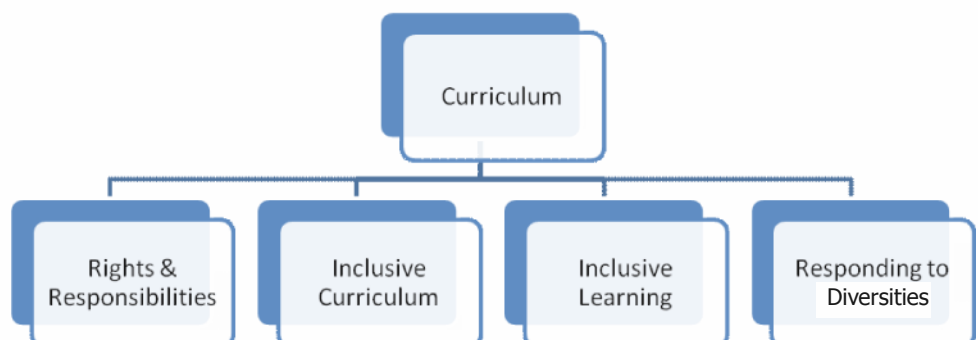


Fig. 2 : Curriculum for Equal Opportunity

Equality and diversity means facilitating students to reflect on their own experiences, skills and understandings. This can be done through adapting curriculum content, refining pedagogical practices and considering assessment, content and methods.

Check Your Progress 5

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

7. Discuss the role of a teacher in bringing equality in education.

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8. Discuss the role of a school in bringing equality in education.

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9. Discuss the role of a curriculum in bringing equality in education.

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14.8 GOVERNMENT & NON-GOVERNMENT INITIATIVES

Government has taken many initiatives in the form of legal and constitutional support. Recently, the Right to Education Act, 2009, is one of the Government's effective steps to provide quality and equality in education to the elementary students across the Country. Equalization of educational opportunities has been one of the major objectives of the successive Five-Year Plans. Considerable works in this respect have been done through the programme of expansion of educational facilities at the elementary, secondary and university stages. For achieving the target of equality of educational opportunity in India, our efforts must be directed in many ways for recognizing the educational system. Some of the efforts are as follows-

- On the basis of the constitutional provisions we must provide compulsory elementary education to all children of the Country.

Issues and Concerns in Secondary Education

- Admission to educational institutions has been made available to all, irrespective of caste, religion and/or any other discriminatory grounds.
- Educational institutions have been opened in large numbers in order to provide opportunity to all for getting education.
- In order to overcome wastage and stagnation in elementary education, early childhood education and care has been given priority. Pre-school education centers like Balwadi, Anganwadi etc. have been opened and are being set up in large scale.
- Provision of scholarships has been made for the backward, disadvantaged groups and the live.
- Special treatment given to S.C., S.T and Other Backward Communities in relation to reservation of seats, provision of different types of scholarships to ensure equality in education.
- In tribal areas more numbers of residential schools or Ashram schools have been set up. Kanyashram schools have been commissioned in the tribal areas to facilitate education of girls. The scheme of Kasturba Gandhi Balika Vidyalya needs to be strengthened in the tribal areas across the country.
- Steps have been taken for education and training to the children of differently abled by the government and voluntary organizations.

14.8.1 Efforts of NGOs

In every part of the world, there are non-governmental organizations (NGOs) working rigorously for the women, children and the differently able. By their active campaigning, the NGOs remind governments to keep their promise in order to give practical shape to goals set by various national and international conventions on equality. They make available to governments, concrete facts and not just another list of pious intentions encouraging them to initiate appropriate action. Several initiatives were taken by NGOs in the protection field of education initiatives in India. Among them girls' education, child rights protection, social justice, getting working children into school, empowering women for local governance etc.

The non-government organizations are active in providing education to the marginalized and socially and economically deprived sections, women, and differently-abled children. Many of them are playing a special role by providing education to the needy children of the city slums as well as the remote tribal areas. The Azim Premji Foundation, Akshara, Pratham, Umeed are some of the NGOs active in the field of education. For example, the NGO **Umeed**, works for the deprived, underprivileged, and marginalized sections such as minorities, women, poor, and people of backward areas and communities. They run many educational institutions, professional colleges, vocational training centers, libraries, study centers, coaching centers, scholarship schemes, training of yoga, marshal art etc.

(Source: <http://www.umeedngo.com/index.php> retrieved on 15.03.2016)

Apart from these, few examples of the NGOs, those work towards achieving quality education in India are as follows:

‘Teach for India’, an NGO, works with a vision that one day all children will attain an excellent education. In an effort to provide quality of education to all, ‘Teach for India’ currently works in 5 main cities of India- Mumbai, Delhi, Pune, Hyderabad and Chennai and is well equipped with some 700 fellows who are working towards eradicating the high inequality present in Indian education system. (*Source:* <http://www.teachforindia.org/> retrieved on 15.03.2016)

‘Make A Difference’ (MAD), an NGO, works to educate children from poor homes, orphanages and street shelters. Currently, some of 1200 volunteers are working hard to teach 4000 children in some of the major cities of India including Mangalore, Chennai, Bangalore, Mysore, Delhi, Dehradun, Kolkata, Vellore, etc. MAD also runs a Placement project that aims to place underprivileged children on the same platform with the children from regular homes.

(*Source:* <http://makeadiff.in/> retrieved on 15.03.2016)

‘Pratham’, an NGO, established in 1994, is dedicated to provide education to children belonging to the slums of Mumbai. Team Pratham comprises of civil servants, teachers, social workers, educationists and many other educated personnel who are working for a common dream of developing the future of children of the country with an aim to offer every child their fundamental right to education. At present, ‘Pratham’ has launched its activities in 19 different States.

(*Source:* <http://www.pratham.org/> retrieved on 15.03.2016)

‘Child Rights and You’ or CRY is an NGO in India, working for children and their rights. CRY has undertaken a lot of initiatives to improve the condition of underprivileged children and one of them is the ‘Chotte Kadam Pragati ki Aur’, a literacy drive that has reached out to more than 35000 children in 10 States of India. ‘Mission Education’ is another popular campaign from CRY to make sure that ‘education is every child’s right’ and that proper education reaches more children in every new academic year. (*Source:* <http://www.cry.org> retrieved on 15.03.2016)

The above examples show that equity and equality in education is not only the responsibility of the concerned government but also the non-government organizations as well as the individual concerns. Through their continuous efforts, they ensure the protection of equality in education in the following ways:

- involving people from all walks of life
- developing indicators for judging the standard and status of equality
- acting as effective instruments of preventive diplomacy
- lobbying for better legislative measures
- monitoring implementation of various schemes
- organizing effective activities and campaign for the needy person and the groups

Activity 4

Like the NOGs discussed above, you also cite few examples of the NGOs those work in your locality or State for the cause of equity and equality in education.

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Check Your Progress 6

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

10. Discuss the government initiatives for bringing equality.

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11. Discuss the non-government organizations in bringing equality in education.

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14.9 LET US SUM UP

Equity & Equality in all spheres in general and in education in particular needs awareness, care, attention, constitutional and legal support. In this regard, recognizing education as one of the rights of children, equalization of opportunities both in terms of quality and quantity has attracted the attention of researchers throughout the Country. Researches are being carried out on different indicators, individuals and institutions yield empirical findings regarding trends and patterns along with useful suggestions for implementation.

Providing equity and equality in education is not the effort of a single person, group or stakeholder. The entire human society, including all the stakeholders, in education needs to be involved in it to achieve equality in education. Specially, the school management, teachers, community members, concerned governments, non-government organizations, and local & State administration should be involved and worked wholeheartedly.

14.10 REFERENCES AND SUGGESTED READINGS

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14.11 ANSWERS TO CHECK YOUR PROGRESS

1. 'Equality' refers to balance, symmetry and evenness or 'the same in all respect' while 'equity' refers to the principle of fairness.
2. Figure 1 will help you to answer the question.
3. Self exercise
4. Self exercise
5. Free and compulsory elementary education up to the age of 6 to 14.
6. Right to Education to the children up to the age of 14.
7. Question No. 7 to 9 self exercise.
8. Self exercise
9. By involving people from all walks of life; developing indicators for judging the standard and status of equality; acting as effective instruments of preventive diplomacy; lobbying for better legislative measures; and monitoring implementation of various schemes.

UNIT 15 CURRICULAR ISSUES AND QUALITY CONCERNS IN SECONDARY EDUCATION

Structure

- 15.1 Introduction
- 15.2 Objectives
- 15.3 Relevance of Present Secondary Education Curriculum
- 15.4 Concerns of NCF (Secondary Education) - 2005
- 15.5 Developing Meta Cognitive and Creative Capital
- 15.6 Addressing the Specific Curricular Issues in the Curriculum
 - 15.6.1 Education for Peace
 - 15.6.2 Work and Education
 - 15.6.3 Life Skill and Value Education
 - 15.6.4 Art and Craft Education
 - 15.6.5 Health and Physical Education
 - 15.6.6 Environmental Conservation and Sustainable Development
- 15.7 Quality Assurance in Secondary Schools
 - 15.7.1 Quality Indicators for Secondary Education
 - 15.7.2 Strategies for Quality Improvement in Secondary Schools
- 15.8 Let Us Sum Up
- 15.9 References and Suggested Readings
- 15.10 Answers to Check Your Progress

15.1 INTRODUCTION

You must have observed that starting from the implementation of National Curriculum Framework – 2005, lot of changes have taken place in maintaining quality in Secondary Education. In light of the recommendations of the National Curriculum Framework – 2005, NCTE has also developed National Curriculum Framework for Teacher Education – 2009. Further realizing the global changes and widening the perspectives and contexts of School and Teacher Education, it has recently notified in NCTE Regulation, 2014, to revise all teacher education curriculum.

The above developments on renovating curriculum for school and teacher education are necessarily mean to cope with the developments in global situations on education by addressing the curricular issues and quality concerns in Secondary Education. The present Unit is specifically designed to make you understand the relevance of present Secondary Curriculum in the light of the concerns of NCF, 2005. In Secondary Education Curriculum, there is still a problem to address the specific curricular areas of knowledge like, peace and values, work, life skills, art, health & physical education. These areas of knowledge have not been equally represented in Secondary School

Curriculum in comparison with the core areas of curriculum such as Languages, Science, Social Science, and Mathematics. Keeping in view the above issues, the present Unit will also make you understand and critically analyze in order to address the issues of specific curricular areas of knowledge. Assuring quality in Secondary Education is also another important component of this Unit. The quality indicators and strategies for quality improvement in Secondary Schools have also been discussed in this Unit.

15.2 OBJECTIVES

After going through this Unit, you will be able to:

- examine the relevance of present Secondary Curriculum;
- critically analyze the curricular and quality assurance concerns of National Curriculum Framework – 2005 on Secondary Education;
- discuss the essence of developing meta-cognitive skills and creative capitals in Secondary Education;
- reflect your opinion on addressing the issues of specific curricular areas of knowledge in Secondary Education; and
- get acquainted with the quality indicators and strategies for assuring quality in Secondary Education.

15.3 RELEVANCE OF PRESENT SECONDARY EDUCATION CURRICULUM

The two years period of Secondary Education is very crucial in terms of accommodating intense physical changes, vibrancy and energy of the adolescent children. Adjusting the children to the secondary classes who are at the transitive stage, coming from eight years of elementary classes and having high expectations from senior secondary classes, is really a difficult task for the schools and teachers as well. The widening of the thinking horizons of young children at this stage; their knowledge about world of work; and their personal, academic and other areas of interest make the teachers and the administrators sensitized enough to formulate suitable curriculum for them. The main aim of secondary curriculum should be to satisfy the needs and the aspirations of the adolescents.

Keeping in view the above, when we critically analyze the relevance of present secondary education curriculum, we find many crucial academic issues which need to be addressed. Let us discuss some of the major concerns:

- Present secondary education curriculum is more focused on the core subject areas like; Languages, Social Sciences, Science, and Mathematics. It has been observed that most academic experiences of the young children at this stage revolve around the above subjects. But it is a fact that in this stage, the children develop ideas and interest in many other areas of knowledge which they get very less opportunity to opt for and perform in. It is therefore, secondary education curriculum will be more relevant if the above areas of knowledge and interest of the children will be equally included and practiced in the school curriculum.

- If we critically analyze the curricular practices of the secondary students, we find that students hurriedly complete their entire Secondary Education Curriculum by the end of first term in Class-X. This is because of the craze to acquire high percentage of scores so that they can get admission in their choice of senior secondary schools and also in the stream they like. By doing so, they simply complete the secondary courses without understanding the details of the contents. This issue needs to be addressed. Positive attitudes of the students and the teachers need to be developed for completing the courses within the given time (not earlier) with detailed understanding. In this regard, the relevance of present secondary curriculum may be emphasized by conducting suitable guidance and counseling interventions for the students.
- The curriculum at the senior secondary stage is different from the secondary stage of education. At Senior Secondary stage, the students get an opportunity to choose the subjects and areas of study of their interest. But at the Secondary stage, hardly any choices are given to the students. Choices are given in few schools. But, interest of the students towards different vocations and world of works actually begins from secondary stage onwards. At this stage they also start developing ideas about various disciplines. A variety of vocational subject choices needs to be included in the secondary education curriculum for making it more relevant.
- The relevance of secondary education curriculum may be enhanced by connecting students' life experiences with the academic inputs that they get from the schools and widening their experiences to take a decision for particular types of study and professions they like.

Activity 1

Besides the points mentioned above, you as a teacher, analyze the present Secondary Curriculum and write its relevance for the Secondary Students. What changes do you propose to be included in the curriculum and why?

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15.4 CONCERNS OF NCF (SECONDARY EDUCATION) - 2005

National Curriculum Framework, 2005, published by NCERT, is quite significant for bringing contemporary changes in school and teacher education curriculum. Keeping in view the changing perspectives and contexts of school

education across the globe, necessary curricular changes have been recommended in NCF, 2005. The major features of NCF, 2005 has been articulated in five different areas of School Curriculum, they are 'Perspectives of Education'; 'Learning and Knowledge'; 'Curricular Areas, School Stages and Assessment'; 'School and Classroom Environment'; and 'Systemic Reforms'. Let us focus on the major concerns of NCF, 2005, for Secondary Education.

Perspectives of Education:

- To strengthen a national system of education for a pluralistic society like India.
- To integrate examination into classroom learning and also to make it more informal, alternative, and flexible.
- Reducing the curriculum load based on insights provided in 'Learning Without Burden'.
- To practise curriculum based on enshrined values and caring concerns within the democratic policy of India.
- To ensure quality education for all levels of School Education.
- To ensure that irrespective of caste, creed, religion and sex, all are provided with a standard curriculum.

Learning and Knowledge:

- To focus on holistic development of the students to enhance their physical and mental development.
- To create an inclusive environment in the schools and classrooms for all students.
- To provide ample opportunity in the school for children voicing their thoughts, curiosity, and questions in curricular practices.
- Bringing children to connect their knowledge across disciplinary boundaries and to help them construct their knowledge.
- Engaging learners in observation, exploration, discovery, analyzing, critical reflection, inquiry etc. with the content knowledge.
- Connecting children's experiences and local knowledge with the content presented in the textbooks and practice of pedagogy.
- Encouraging students to interact with peers, teachers and other people which would open up many more rich learning opportunities.

Curricular Areas, School Stages and Assessment:

- **Language:** (a) Skills of language such as speech and listening, reading and writing across the school subjects and disciplines need to be practiced. (b) Discussing the functions of language across the curriculum. (c) To implement three languages formula including mother tongue as the medium of instruction at the elementary level. (d) English needs to

find its place along with other Indian languages. (e) The multilingual character of Indian society should be seen as a resource for the enrichment of school life.

- **Mathematics:** (a) Provide scope to students about Mathematics as a discipline, because at the secondary stage, students begin to perceive the structure of Mathematics as a discipline. (b) Make familiar the students with Mathematical communication such as: defining terms and concepts; use of symbols; stating propositions and providing justifications. (c) Consolidating Mathematical modeling, data analysis, and interpretation. (d) Individual and group exploration of connections and patterns, visualization and generalization, and making and proving conjectures. (e) Use of appropriate tools that include concrete models as in Mathematics laboratories and computers. (f) Teaching Mathematics should enhance children's ability to think and reason, to visualize and handle abstractions, to formulate and solve problems.
- **Science:** (a) The language of Science teaching along with the content and process needs to commensurate with the age and cognitive abilities of the learners. (b) To engage learners in acquiring scientific methods and processes that will help to nurture curiosity and creativity of the children particularly in relation to the environment. (c) To make the learners acquainted with their environment, to equip them with the requisite knowledge and skills to enter into the world of work. (d) Systematic experimentation for verifying theoretical principles and working on locally significant projects are to be an important part of the science curriculum at the Secondary stage.
- **Social Science:** (a) To focus on interdisciplinary approach of learning History, Geography, Economics, Sociology, and Political Science and dealing with the key national concerns such as gender, justice, human rights, and sensitivity towards the marginalized groups and minorities. (b) Contemporary Indian issues including deeper understanding of the social and economic challenges needs to be initiated. (c) Social Science content needs to be focused on conceptual understanding rather than linking up facts to memorize for examination. (d) Work, Art, Peace, Health and Physical Education, and Habitat and Learning needs to be properly represented in the Secondary curriculum not only in Social Science but also in other subjects.
- **School and Classroom Environment:** (a) Physical environment in the School has to be maintained favorable in terms of infrastructure, adequate light and ventilation, ratio of students and teacher, hygiene and safe environment. (b) School should treat students with equality, justice, respect and dignity. (c) Implementation of inclusive education policy where the differently-abled and children from marginalized sections get equal opportunities. (d) School should also be well equipped with libraries, laboratories, and educational technology laboratory.
- **Systemic Reforms:** (a) Ensuring quality at every sphere of school education including curricular activities, teaching-learning processes, examination, and development of overall personality of the learners. (b) Meaningful academic planning has to be done in a participatory manner by the head master/principal and the teachers. (c) Suggested reforms for

teacher education programmes. (d) Enhancing participation of the local government in school activities so that the democratic participation in development can be realized. (e) Reducing stress and enhancing success in examination. (f) Availability of multiple textbooks to widen teachers choices and provide for the diversity in children's need and interest. (g) Sharing of teaching experiences and diverse classroom practices to generate new ideas and facilitate innovation and experimentation. (h) Development of syllabi, textbooks, and teaching-learning resources could be carried out in a decentralized and participatory manner involving teachers, experts from Universities, NGOs and teachers' organizations.

(Source: NCF, 2005)

Check Your Progress 1

- Notes:**
- a) Write your answers in the space given below.
 - b) Compare your answers with those given at the end of the Unit.

1. Critically analyze the perspectives of NCF, 2005 recommended for Secondary Education?

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2. Analyze the curricular changes made by NCF, 2005 for Secondary Education?

● Language:

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● Mathematics:

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● Social Science:

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● Science:

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15.5 DEVELOPING META COGNITIVE AND CREATIVE CAPITAL

You might know that learning takes place both in formal and informal processes. The difficulty of our schooling system is that it gives more stress on capturing the formal process of learning and on the contrary, it simply neglects the informal process. Knowledge construction is not only to focus on the formal process of learning, rather, it is evident that most learning experiences take place in an informal set up. It is, therefore, developing meta-cognitivism skills among the students which integrate formal and informal learning of the students need to be emphasized. It is, therefore, required to accomplish the major three pedagogical approaches, i.e. behaviorism, cognitivism, and constructivism in teaching and learning process. The contribution of cognitive abilities can never be neglected in the process of learning. The ability to access, analyze, and synthesize knowledge; select and evaluate knowledge in an informal world; ability to develop and apply several forms of intelligence; learning in collaboration (groups and peers); face, transform, and peacefully resolve conflicts; deal with ambiguous situations, unpredictable problems, and unforeseeable circumstances; and cope with multiple careers are the meta-cognitive abilities of the learners. Secondary schooling of the learners needs to be focused on the above meta-cognitive skills and practice it as an integral part of the curriculum. ‘Learning to Think and Learning to Learn’ are the philosophy to understand and realize the meta-cognitive skills.

Establishing creative capital by using the meta-cognitive skills of the learners are really the useful resources for the knowledge society. Creative capital is the capability of an individual, groups, family, and community to imagine and express new possibilities through creative activity. Creative capital defined as an ‘arsenal of creative thinkers whose ideas can be turned into valuable products and services’ (Florida & Goodnight, 2005: 124). Others argue that creative capital is a valuable resource in today’s creative workplaces in a wide variety of industries including, computing, engineering, architecture, science, education, arts and multimedia (McWilliam & Dawson, 2008). The form of work that requires creative ideas includes problem-solving, inquiry, generating solutions and addressing the ‘wicked problems’ involved in work with ill-defined often complex problems (Rittel & Webber, 1973). Because of the influence of globalization, creating a creative capital is not only useful for industrial process rather it is important to include in the school curriculum starting from secondary stage and students should practice it.

15.6 ADDRESSING THE SPECIFIC CURRICULAR ISSUES IN THE CURRICULUM

Traditional approach of organizing curriculum is mostly based upon the subject-centered approval. It often creates many difficulties for accommodating many areas of knowledge such as: Arts and Craft education, Work education, Peace education, Life skills education, Sports and physical education, Value education etc. These areas of knowledge have not yet been treated as distinct disciplines to be included in the school curriculum like; study of Languages, Social Science, Science, and Mathematics. ‘Those important areas of knowledge become sidelined and are then described as

‘extra’ or ‘co-curricular’ areas of study instead of being an integral part of the curriculum’ (NCF, 2005, p.29). This section will particularly address the issues and problems of specific curricular issues in the curriculum.

If we analyze the definition of education given by Mahatma Gandhi, “by education I mean an all-round drawing out of the best in child body, mind, and spirit”, we find that it focussed not only the development of human intellect alone but also the holistic development for total development of the personality. In traditional curriculum, though it demands that all types of disciplinary knowledge and practices are included in the curriculum, but really if we analyze, we find that the specific areas of knowledge are hardly integrated in the curriculum. However, few of them have haphazardly been placed in the time table of school curriculum that is also isolated from other areas of disciplinary knowledge in the school. Let us discuss some of the important specific curricular areas included in Secondary School curriculum.

15.6.1 Education for Peace

Unprecedented growth of violence, intolerance, fanaticism, dispute, and discordance are a constant threat for our society. To make it stop, there is the need to train children and young adults to practice tolerance and peace at home, school, and society. In this regard, school is the important agent to include ‘Education for Peace’ in its curriculum. It essentially nurtures ethical development, inculcating the values, human rights, justice, tolerance, social responsibility, attitude and skills required for living in harmony with oneself and others. If we analyze our school curriculum, we find that very little components are included which address the issue of peace education; that too, is also limited to very few topics and subjects. It is important to mainstream peace education in school curriculum, not just limiting it to few topics or subjects, rather presenting in the contents across the subjects of the curriculum in various forms like; in stories, narrations, activities, interactions, etc. The strategic inclusion approach of peace education in school curriculum may bring benefits for the children to understand the importance of peace in life and live happily.

15.6.2 Work and Education

Work is an integral part of every individuals’ life, be an adult or child. It is important to understand that both the adults and the children are socialized in the same way. A child needs to be educated in the school in the way it required. Inclusion of work education in the school curriculum should never be used as the justification for the exploitation of the children; on the other hand, it needs to be included as an opportunity of learning for the children and preparing them for their future lives. Work is also an arena for learning for children at home, school, society, or workplace. The concept of Socially Useful and Productive Work (SUPW) period in school curriculum makes the children appreciate the worth of social life and that valued and appreciated in society. It enables the children making disciplined, self-controlled, focusing mental energies, and keeping emotions under check. But the stereotypical inclusion of SUPW periods in the school curriculum hardly helps the children the way it is aimed to, when designed. It needs to be more institutionalized.

15.6.3 Life Skills and Value Education

Life skills education is also equally neglected in school curriculum. True education is not merely teaching the subjects and certifying learners. It should

enable the children to be get acquainted with the life skills and values. “Nurturing Life-skills” includes developing an improved self-esteem, having empathy towards others and different cultures, improving their critical and creative thinking and making them better at problem solving with a balanced approach towards decision-making. The core life-skills must be integral to the whole process of education (CBSE, 2015). As a teacher, you might know that the practice of life skills in school curriculum is limited to conducting few activities and including it in student’s report card. This approach will not serve the basic purpose of practicing life skills in school curriculum. Sometimes it is difficult to assess the life skills as most of them are qualitative in nature. These can only be observed and descriptive reporting may be done. But the challenge is how to address and integrate it in the school curriculum. There is a need of strategic accommodation of core life skills in the topics of various subjects in the curriculum. It should necessarily be, an integrated part of core curriculum.

Like the life skills education, there is also a need to incorporate value education in the school curriculum. ‘The Aims of Education are landscaped in the guiding principles of Constitution which reflect a commitment to democracy and the values of equality, justice, freedom, concern for others’ well-being, secularism, respect for human dignity, and human rights. Education should aim to build a commitment to these values, which are based on reason and understanding. The curriculum, therefore, should provide adequate experience and space for dialogue and discourse in the school to promote such a commitment in children’ (CBSE, 2015-16).The concept of value education in school curriculum is not new. Almost all the education committees and commissions have recommended the inclusion of value education in curriculum, especially at school level. The Central Board of Secondary Education and all State boards of school education have tried to incorporate constitutional and other personal and social values in their curriculum, but still it seems as inadequate and inappropriate inclusion in the curriculum. There is the need of integration of values across the subjects in the curriculum at all level of school education.

15.6.4 Art and Craft Education

From decades, there has been a debate about whether the Arts and Crafts education should be included in school curriculum, but substantial development has not yet been achieved. Still it is not considered in the mainstream of school curriculum. Sometimes, it is included in the school curriculum but isolated from the core subject areas. The art and heritage craft needs to become an integral component of learning in the school curriculum. Children’s skills and abilities need to be nurtured in these areas and they should not be treated as mere entertaining fringes in the school curriculum. The sense of creativity, appreciation, skills, aesthetics, and value based learning opportunities are possible through art and craft education. Though there is a rising scope for career and jobs in arts and crafts at the higher stages, but substantial inclusion in lower level school curriculum is yet to be done.

15.6.5 Health and Physical Education

Health and physical education has a wide contribution towards the physical, social and emotional development of a child. It comes within the holistic

definition of school education. It has also a widespread implication towards preventing undernourishment and communicable diseases. The NCF, 2005, recommended including health and physical education at all levels of schooling with special attention to vulnerable social groups and girl children. Introducing Yoga is also another important addition for health and physical education. The fragmented approach of incorporating the health and physical education programme in school curriculum is not going to make much difference. It needs to treat 'yoga, health and physical education' as a core part of curriculum. Allotment of time in school curriculum for yoga, games and sports must not be reduced or taken away under any circumstances.

15.6.6 Environmental Conservation and Sustainable Development

You might be aware about the environmental issues which are not limited to a particular Country or region. Global warming has made us conscious about relooking at developmental works at the cost of the extreme use of natural resources. Rising temperature and acute pollution in the environment causes global warming. You know that non-renewable resources get exhausted as they are consumed. Even the renewable resources, when consumed, take some time to get replaced. Crops are replaced quickly; soil nutrients and water may take several years to get restored. Many a times, resources also get unfit for use because of human activities. If we do not preserve the quantity and quality of our resources and protect our resources from depletion, a time may come when usable resources will be exhausted. In the name of development, the resource requirements of future generations cannot be limited or destroyed.

For continuous economic development, we must ensure the future availability of resources. For this, we must conserve our resources. It means protecting them from getting polluted or depleted, so that they can be used in future. Proper strategic use of natural resources can be done so that present needs can be met without destroying the ability of future generations to meet their needs. Sustainable development also involves:

- Preventing wastage and excess conservation of resources.
- Protecting and controlling the kinds of pollution.
- Maintaining biological diversity on earth.
- Recycling reusable resources.
- Using alternative resources for developmental work.

Realizing the gravity of the matter, environmental conservation and sustainable development now become an important academic area of study in the university education system across the world. For better implementation of the policies of environmental construction and sustainable development, there is a need to include it in the curriculum of School education at all levels. Positive attitude may be developed among students to conserve environment and righteous use of resources. In a variety of ways, this can be addressed in the school curriculum, like:

- By including it in the main course of school curriculum.
- By organizing various activities in the schools such as: environmental debate and discussion, workshops, exhibitions, and field study.

- By organizing community awareness programmes, road shows etc.
- By awarding prizes to the individual, groups, and community for success stories in environmental conservation. This may be done at School, local, national, and international level.

Activity 2

How does your school manage to address the specific curricular issues like, peace, work, values, art, and health education in the curriculum at the Secondary level? Are you satisfy with it? Justify your opinion.

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Check Your Progress 2

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

3. How the specific curricular areas are different from core curricular areas in School curriculum?

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4. What suggestions do you want to put forth for providing equal treatment to the specific curricular areas of study?

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15.7 QUALITY ASSURANCE IN SECONDARY EDUCATION

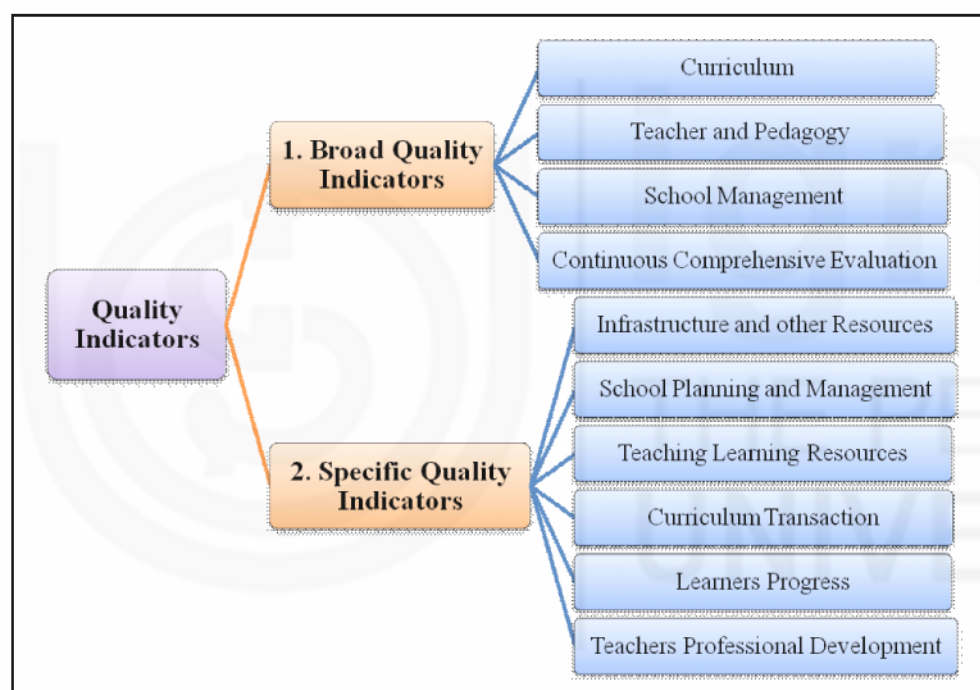
As you know, secondary education is a very crucial stage in every student’s life. At this stage, they get a base for detailed studies in any particular discipline of their interest in future and go for higher education. It is, therefore, required to get substantial knowledge at this stage. Currently, you might have observed that a lot of changes have taken place in the curriculum and pedagogy for transacting curriculum in the School education including

Secondary education. Curriculum reform is the most important aspect for assuring quality in secondary education. The curricular environment and teaching-learning process of the school is the heart of the system. It is, therefore, that the curriculum needs to be revised and quality secondary education should be retained. Assuring quality is not an independent and isolated matter. It depends upon many criteria such as practicing quality indicators and strategies adopted for quality improvement in secondary education. Let us discuss the quality indicators and the strategies for improving quality in secondary education.

15.7.1 Quality Indicators for Secondary Education

The most important areas of concerns for assuring quality in secondary education are curriculum, teaching-learning resources, pedagogy etc. The indicators for assuring quality may further be divided into two major sections such as: broad quality indicators and specific quality indicators. Let us discuss the necessary indicators that need to be taken care of into two major sections.

Chart 1: Quality indicators for quality assurance in Secondary Education



1. Broad Quality Indicators for Secondary Education:

Let us discuss the indicators under the broad quality indicators for assuring quality in Secondary education.

Curriculum:

- Ensuring Learner friendly inclusive curriculum at the Secondary stage, adequately equipped with subject knowledge; knowledge on art and aesthetics, work, physical, peace education, science, practical skills, etc.
- Emphasizing the social context of education in secondary curriculum.
- Engaging learners in the process of acquiring and constructing knowledge through varieties of teaching-learning activities.

Issues and Concerns in Secondary Education

- Requiring learner's reflection on texts, contents, and activities in curriculum.
- Including the components of curriculum like art, craft, health and peace education in the subjects of Science, Mathematics, Social Sciences and Languages.
- Providing opportunity to the learners to discuss with teachers, about social and national concerns such as social discrimination with regard to gender and marginalized groups, unemployment, poverty, etc.
- Providing scope to the learners for developing vocational skills in the areas of their interest in the curriculum.

Teacher and Pedagogy:

- Well qualified and eligible teachers for teaching in secondary classes.
- Properly coped with Pedagogical Content Knowledge (PCK).
- Awareness about the current development of pedagogical practices as well as current trends in specific subject areas.
- Linking curriculum, syllabus, and text books with the learner's experiences.
- Maintaining regularity, punctuality and cooperation with school management.
- Practising research findings in the classroom in the field of school education and also able enough to conduct research at the school level.
- Utilising the experiences of the learners and to use various innovative ways of teaching.
- Understanding the contextual use of generic, course, and content specific pedagogy in teaching.
- Understanding the students, their ability, aptitude, interest, attitude, and personality patterns.

School Management:

- Essentiality of academic leadership quality of the head teachers and the principles for effective management of schools.
- Well oriented about the emerging curricular vision of flexibility, contextually, perspectives, and plurality.
- Informed about the goals of Universalisation of Secondary Education and various schemes subsumed under RMSA related to equity and other concerns.
- Motivates teachers to create an inclusive environment in the schools, ensure participation of the students in classroom interaction, and provide opportunities for the teachers for their professional development.

Continuous Comprehensive Evaluation:

- Integrating assessment as one of the components in teaching learning process.

- Ensuring assessment strategies which enhance learning of students and assess behaviour of students.
- Creating an environment for practicing formal as well as informal strategies of assessment both in and outside the classroom situations.
- Practicing constructive assessment techniques such as observation, peer and self- assessment, group participation, etc.

2. Specific Qualitative Indicators for Secondary Education:

Infrastructure and other Resources:

School infrastructure and other resources are also necessary indicators for achieving quality in Secondary education. Effective transaction of the curriculum depends highly upon the material and other resources available in schools. Conducive environment at the school, well equipped laboratories, libraries, ICT rooms, adequate number of classrooms, place for art and craft, games and sports, recreation, etc. needs to be maintained in the schools. Maintaining proper ratio of teachers to students is also another criterion for achieving quality in instruction.

School Planning and Management:

Ensuring proper planning and management in schools is necessary for assuring quality in schools. Starting from the beginning of the session till the end, there is a need for planning the school activities. Broadly the activities may be:

- Preparing school calendar depicting school times, hours of study at schools, time table for each class including space to adjust art & craft, health and physical education, library and reading work, practical activities, and recreations.
- Providing resource and other ICT based technical support to teachers for better academic interaction in the classroom teaching.
- Establishing an environment of weekly, monthly, and terminal meeting of the principal with the teachers, PTMs, and SMCs for better functioning of the Schools.
- Conducting remedial classes apart from the regular classes for accommodating the learners with certain learning difficulties in particular subjects and content.
- Creating inclusive classroom situations in the school.

Teaching Learning Resources:

- Timely availability of syllabi, textbooks, workbooks, supplementary reading materials, etc. to the students.
- A set of syllabi, textbooks with teacher manuals, resource books, references, assessment manuals, teaching aids, etc. need to be timely available to the teachers.
- Practical kits for the practical oriented subjects should be available for both the teachers and the students as well.

Curriculum Transaction:

All the pedagogical strategies need effective curriculum transaction to be practiced. Adequate space for teaching art and craft, health and physical education, exhibitions, workshops, practical, skill development, enquiry and problem solving approaches of teaching needs to be practiced. There is also the need for associating formal and informal assessment strategies in the process of teaching and learning. Care should be given to effective use of formative and summative assessment in the Schools.

Learners Progress:

Getting idea about the progress of learners, their areas of difficulties, mastery in subjects, achieving practical and skill based orientation in vocational subjects, engaged in field based activities, etc., are also important aspects for assuring quality in secondary education. Diagnosing learning difficulties of the students in particular content and subjects and providing remedial instruction is also needed for achieving quality in instruction.

Teachers Professional Development:

Quality assurance in secondary education is also equally dependent upon the teachers engaged in transacting curriculum at the classroom level. Teachers need to be empowered, skilled, informative, and accept the timely changes occurred in secondary education in terms of curriculum, pedagogy, evaluation, and management of the schools. For this, regular professional development of the teachers is required. Professional development of teachers may focus on the following aspects:

- Participation of teachers in seminars, workshops, conferences organized in different themes on school education at local, State, and National levels.
- Participation of each secondary stage teacher in regular training programmes organised by Dept. of Education of concerned Governments, SCERTs, NCERT, CTE, and other institutes.
- Induction training programme for newly recruited teachers at the secondary level.
- Training of school principals and educational administrators in the area of school management and leadership.
- To motivate and sponsor teachers for pursuing different certificate and diploma programmes on teaching learning strategies, pedagogy of teaching different subjects, use of innovative techniques for classroom management, action research, students evaluation, educational administration and management, school leadership etc.

15.7.2 Strategies for Quality Improvement in Secondary Schools

On the basis of the quality, indicators for assuring quality in secondary education, suitable strategies need to be adopted for improving quality in the Schools. The following strategies may be adopted for improving quality in the secondary schools:

- There is a need for involvement of all stakeholders in the management of schools. The individuals, and groups like the students, teachers, community members, members of the School Management Committees, local governments like the Panchayats and the Panchayat Samitis, Department of Education, SCERT, NCERT, DIET, Teacher Education institutes, etc. should be involved in the development of the Schools at their capacity.
- The School activities, including classroom teaching, and all other school functioning should be proceed as per the annual plan of the schools prepared before the commencement of the session.
- Changes and new developments in the school including curriculum and other areas should be communicated to all the stakeholders of the school and timely training should be initiated for the concerned individuals, if required.
- Appropriate strategies should be adopted for schools so that the syllabus should be completed in time with practicing all necessary learning experiences for the students, transparency in students evaluation, organizing academic activities including games & sports, cultural activities, visit to the places of importance, involvement in various project based activities in and out of school etc.
- Pedagogic strategies should be adopted which are child friendly, child centered, activity based, emphasizing inquiry and problem based learning, linking children's experiences with the learning strategies in the classroom, practicing assessment strategies which enhance learning of the students, and broadly, to practice the constructive pedagogic approach in the teaching and learning process in Schools.

To clarify this point, we can take an example of the chapter, 'Democracy in the Contemporary World' (NCERT, 2014). In this chapter, two tales of democracy have been described, such as: one is the tale of leader of the Socialist Party of Chile, Salvador Allende, who led the popular unity coalition to victory in the presidential election of 1970, and further he killed shortly after giving his last speech. Another tale was on President Michelle Bachelet addressing her supporters after her victory in the presidential election in January 2006 in Chile. The text depicts two photographs of the events:



The then President of Chile, Salvador Allende, 11th September, 1973.
(Source: NCERT, 2014)



President of Chile, Michelle Bachelet, addressing her supporters after her victory in the parliamentary election in January, 2006.

(Source: NCERT, 2014)

After showing these photos with descriptions, students are asked the following questions which clarify the constructivist, and activity based pedagogy used in the classroom teaching.

Activity	Specific Pedagogy Used
From these photographs, do you notice any difference between the election rally in Chile and India?	Encouraging students' thinking power imagination and expression
Locate the shape of Chile on the map. Which State in our Country has a shape similar to that of Chile?	Inquiry and activity based learning
Does the army have any legal right to arrest the defense minister or any citizen of a democratic Country?	Debate and discussion

- Finally, to provide a definite space to the teachers for ensuring their professional development and also helping them get well equipped with the changing scenario of Secondary education.

Activity 3

1. *As a teacher in a secondary school, what is your experience regarding the method your School adopts for assuring quality in teaching learning process in your School? What necessary changes do you suggest in this regard?*

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2. *How does the leadership qualities of the Principal of the School help assure quality in Secondary Schools? Illustrate with suitable examples.*

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Check Your Progress 3

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

5. Explain the quality indicators required with regard to maintaining suitable pedagogic practices in the classroom teaching?

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6. Describe the quality indicators practices in the Secondary Schools for assuring quality in student's evaluation?

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15.8 LET US SUM UP

In present times, you must have observed that a lot of changes have taken place in the school education in general and secondary education in particular. The National Curriculum Framework, 2005, has been implemented across the country for bringing necessary changes in school and teacher education as well. NCTE has also implemented its Curriculum Framework for Teacher Education, 2009, in connection with NCF, 2005, and has also implemented New Curricular guidelines based on NCTE Regulation, 2014. New developments in school as well as teacher education provide a base to the present Unit for discussing the curricular and quality assurance issues in Secondary Education.

Keeping in view the above, the Unit starts with a discussion on the relevance of present secondary education curriculum and the way it helps the students to construct their learning behavior. The Unit has also discussed the major pedagogies, subject, and other related concerns of the recommendations of NCF, 2005. The wider concern of secondary education curriculum, like how the curriculum helps for developing meta-cognitive skills of the students and creative capital has also been elaborately discussed in the Unit. Apart from this, the issues of addressing specific curricular knowledge in the secondary school curriculum like Peace, Work, Life Skills & Values, Art, Health, and Environmental conservation education have also been discussed with examples. The Unit is concluded with substantial discussion on the indicators and strategies adopted for assuring quality in secondary education.

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15.10 ANSWER TO CHECK YOUR PROGRESS

1. The section 15.4 will help you to answer the question. For more detail, you may refer NCF, 2005.
2. Use of constructivist pedagogical approaches of teaching and assessment of various subjects like Languages, Mathematics, Social Sciences, and Science. It emphasizes inquiry and problem based learning in Mathematics, Science, and Social Sciences; addressing multi lingual and difference in practice of School and Home Languages, etc. are the major concerns.
3. Core curriculum areas like Science, Social Science, Mathematics, and Languages get adequate place in School curriculum for teaching whereas the specific areas of knowledge like, art & craft, peace, health, life skills and value education do not get equal status in School curriculum. They are always neglected in the School time table.
4. Self-exercise.
5. Section 15.7.1 will help you to get the answer.
6. Self-exercise.

UNIT 16 PROFESSIONAL DEVELOPMENT OF SECONDARY TEACHERS

Structure

- 16.1 Introduction
- 16.2 Objectives
- 16.3 Aspirations and Qualities of Teachers
- 16.4 Professional Development of Teachers
- 16.5 Initial Professional Preparation of Teachers
 - 16.5.1 Major Issues related to Initial Professional Preparation of Teachers
- 16.6 In-Service Teacher Education Programmes
 - 16.6.1 Present Scenario of In-Service Teacher Education Programmes
- 16.7 Professional Ethics of the Teachers and Its Importance
 - 16.7.1 Observance of Professional Code of Ethics
- 16.8 The Professional Identity of Teachers
 - 16.8.1 Professional Identity Crisis
- 16.9 Strategies for Addressing the Issues of Professional Development of Teachers
- 16.10 Let Us Sum Up
- 16.11 References and Suggested Readings
- 16.12 Answers to Check Your Progress

16.1 INTRODUCTION

‘Teacher’ is one of the fundamental and national human resource who is essential for development of society and nation. With the increasing complexities of modern times, education faces new demands and mostly teachers have to bear the brunt of these changes. Globalization in 21st century calls upon the teachers to change their roles in order to meet the future demands of the society. Only professionally well prepared and committed teachers can create an environment for joyful, activity-based and participatory learning. The professionally competent and committed teachers are enable to perform their multiple tasks in the classroom, in the school and the community in a genuinely professional manner. In this context, professional development of teachers has a crucial role to play. Professional development of teachers is generally considered at two levels viz. pre-service level and in-service level or continuing professional development of teachers. In this Unit, we will learn about professional development of teachers and different aspects related to it.

16.2 OBJECTIVES

After going through this Unit, you will be able to:

- explain the aspirations and qualities of teachers;
- describe the meaning of professional development of teachers;
- list down the objectives of initial professional preparation of teachers;
- explain major issues related to initial professional preparation of teachers;
- write down the objectives of in-service teacher education programmes;
- critically analyze the current scenario of in-service teacher education programmes;
- explain professional code of ethics and its importance for teachers;
- write down the meaning and causes of professional identity crisis of teachers; and
- suggest strategies for addressing the issues related to professional development of teachers.

16.3 ASPIRATIONS AND QUALITIES OF TEACHERS

Teaching is termed as a noble profession. No other profession is respected so highly in the society than teaching. To be a good as well as an effective teacher, it is of vital importance that the teachers must possess certain socially acceptable qualities, attributes; aspirations for their own betterment and students' prospects as well. A new entrant in the field of teaching must aspire for such values throughout their professional career.

A teacher should aspire that his/her students gain mastery, confidence, and competency in the subject taught and continue to apply it in new and wonderful ways.

A teacher should aspire to continuously improve on his/her own knowledge and skills as an educator. He/she should be free from any sort of academic inertia and should work for continuous betterment.

The process of life-long learning, sharing of knowledge and skills is one of the deepest passions found in the teaching profession. For this, the teacher should aspire to collaborate with his/her students, colleagues and other members in the institution.

A teacher should aspire to be a good human being first and then make efforts to become an effective teacher. Teachers should aspire for possessing three main characteristics viz. communication skills, collaboration and focus on student learning. These skills are important, not only for instruction delivery but also in communicating expectations to the community. Having the ability to collaboratively work within a grade level team, as well as a school team benefits an entire school.

Teachers must embrace the idea that not only the students in their class are valued but the entire school is full of learners and that all stakeholders are responsible for the students. Teachers need to understand their role in the student's learning process. Teachers play many roles in the classroom, but student learning should be the focal point. In nut shell, we can say that the teachers should possess following qualities for being a good human being and an effective teacher:

- A teacher should be honest and responsible towards the profession.
- He/she should be physically and mentally strong.
- Teacher should have mastery over the topic.
- Teacher should have effective communication skills.
- Teacher should not only facilitate learning, but should promote citizenship training and active integration with society, develop curiosity, critical thinking, creativity, initiative and self-determination.
- Teacher should be aware of the latest innovations, researches and experiences in the field of education and subject.
- Teacher should be an active researcher and try to involve in experimentation.
- Teacher should help in coordinating and enriching the efforts of students and other resources engaged in the task of teaching-learning.
- Teacher should have to identify and utilize the appropriate teaching-learning strategies, methods, facilities, teaching aids etc.
- Teacher should appreciate the aspirations and expectations of the community.
- While teaching different subjects like Languages, Social Studies, Science etc., the teacher has to stress on moral qualities also.
- Teacher should also be a promoter of national integration. He/she should develop patriotic spirit and national unity among students.
- Teacher should be well contented higher his/her life on the whole and particularly with his/her job. This is because; only a well-satisfied person can be efficient and effective in performing his/her tasks appropriately.

16.4 PROFESSIONAL DEVELOPMENT OF TEACHERS

Professional development is the enrichment training provided to teachers over a period of time to promote their development in all aspects of content and pedagogy. Becoming an effective teacher is a continuous process that stretches from pre-service experiences to the end of the professional career. It is conceptually divided into pre-service and in-service teacher training. It is not simply a time-bound activity or series of events, but a continuous process. From this perspective, the pre-service and in-service activities should be viewed as seamless components of the same process. It is the tool by which policy makers' visions for change are disseminated and conveyed to

teachers. Professional development for teachers is more than training or classes as it functions as an agent for change in their classroom practices. The growth of a teacher's skill and understanding is developed through personal reflections, interaction with colleagues and mentoring which gives confidence by engaging them with their practices and reaffirming their experiences. It could have a positive impact on teachers' pedagogical content knowledge as many teachers feel challenged with teaching of curricular subjects due to lack of previous experience with hands-on activities, lack of content knowledge, lack of confidence and lack of interest to acquire there.

Professional development may be classified as given below:

- Initial teacher training / education (a pre-service course before entering the classroom as a fully responsible teacher);
- Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school);
- Teacher development or continuing professional development (an in-service process for practicing teachers).

Check Your Progress 1

- Notes:**
- a) Write your answers in the space given below.
 - b) Compare your answers with those given at the end of the Unit.

1. What do you mean by professional development of Teachers? Why it is essential for the teachers to grow professionally?

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16.5 INITIAL PROFESSIONAL PREPARATION OF TEACHERS

Before a teacher is inducted into the teaching process, acquisition of necessary understanding of basic foundations of the principles of teaching are the essential pre-requisite. Every teacher must have a thorough understanding of the context, the need of the learners community expectations and the basic objectives of a particular level of teaching. Besides this, various strategies and techniques of curriculum transaction have to be learnt by the teacher. Hence, initial professional preparation of teachers or pre-service teacher education is very essential. Pre-service teacher education is a process of transformation teacher into a competent and committed professional practitioner. A functional programme of pre-service teacher education offers a challenge to the prospective teachers of acquiring and understanding the

fundamentals of teaching-learning process, knowledge of the problems of actual teaching and mastery over the skill of directing the learning of students. Pre-service teacher education is a learning process that provides experiences for development towards good teaching through which a student teacher secures guided experiences as a preparation for all the aspects of his/her professional career.

The main objectives of initial professional preparation of teachers are as follows:

- To acquire knowledge and understanding of the instructional planning, preparation, transaction and evaluation.
- To apply the knowledge and understanding to the new and unfamiliar teaching situations.
- To develop proper interests, attitudes and values relating to teaching profession and procedures.
- To develop the abilities for effective classroom management.
- To acquaint with different approaches of teaching and communication techniques.

Generally, pre-service teacher education curriculum is broken down into three blocks:

- Foundational knowledge and skills — usually this area is about the aspects of foundation of education with Philosophy of Education, History of Education, Educational Psychology, and Sociology of Education.
- Content and knowledge of methodology often includes ways of teaching and assessing a specific subject.
- Practice at classroom teaching or at some other form of educational practice; usually supervised and supported in some way. Practice can take the form of field observations, internship and school based practical activities.

16.5.1 Major Issues Rrelated to Initial Professional Preparation of Teachers

- The curriculum taught at pre-service teacher education level is not appropriate for development of right attitude and skills among student-teachers required for teaching profession. Certain topics in some subjects are obsolete and have no relevance to present educational and social scenario. The curriculum should be activity-centered and integration of ICT should be introduced in it. The pre-service teacher education curriculum does not commensurate with the emerging needs of school curriculum and contemporary educational and social scenario.
- The School based teaching activities are mostly dominated by traditional methods of teaching. The student-teachers mostly employ teacher demoinant method for their classroom teaching during practice teaching

programme. This may be due to the reason that student-teachers are not acquainted with theoretical and practical aspects of such modern teaching-learning methods during their pre-service training period.

- The student-teachers need to be prepared in providing education in inclusive settings development of TLM and tools to assess performance of students.
- Lack of coordination between student-teachers/pre-service teacher training institutions and schools is also a major issue that needs to be addressed. This is mainly on the part of secondary teacher training institutions which do not make any contact with schools and school teachers during whole academic session to infuse the component of reality in teacher education course. It is therefore of much importance that coordination and linkage between schools and teacher training institutions be developed so that a component of reality can be induced into teacher training imparted by secondary teacher education institutions.

Check Your Progress 2

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

2. Discuss the major objectives of initial professional development of teachers.

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16.6 IN-SERVICE TEACHER EDUCATION PROGRAMMES

A single shot training given at pre-service level to the teachers, as has been the common practice so far, will no longer be sufficient for them to survive professionally unless they choose to regularly update and upgrade their skills, competencies and awareness. Teachers learn the professional competencies and performance skills in a particular context which goes on changing. Preparing them to adjust to new social and educational contexts and perspectives of emerging concerns require for the teachers. By and large, pre-service education remains cut off from the realities of schools. Its gaps become obvious when the teachers are inducted in the school to perform their duties. In-service education of teachers therefore, becomes essential for bridging the gap in pre-service and in-service education in order to meet the demands of the changing educational scenario, its context and concerns. Hence, the need for in-service teacher education at regular intervals is being recognized everywhere.

In-service teacher education refers to a recurrent, organized and need-based continuing education of teachers already on the job to update and enrich

their professional competencies, strengthen their commitment and enhance their professional performance in the classroom as well as in the school and community. In-service teacher training programmes can be described as a process of learning whereby teachers who have completed a certain level of teacher training are provided with means of meeting their needs for further personal development in teaching. This implies that in their career, teachers need to go through some periodic study aimed at retaining them and enhancing their pedagogical and academic competencies.

The objectives of in-service teacher education programmes are as follows:

- To make teachers aware of the new developments in the disciplines and the subject they teach.
- To help teachers know their problems and solve them by using the resources and wisdom.
- To enable the teachers meet the requirements of changing educational and social contexts and concerns.
- To increase the level of motivation of teachers, develop self-confidence, promote the spirit of inquiry and help them to be committed and reflective teachers.
- To provide a support system to teachers in the areas of their deficiency.
- To provide a support system to teachers in the development of new skills in the areas of emerging trends.
- To upgrade the qualification of teachers who are either under-qualified or unqualified.
- To foster the desire for life-long learning and to empower teachers 'learning to learn' and 'learning to be'.
- To train teachers for contemporary thematic issues like MLL, joyful learning, meeting educational needs of the deprived, disadvantaged and disabled children, use of mass media in education, community participation in educational etc.
- Eliminating deficiencies in teachers' preparation, fulfill the gaps of pre-service education, remove its inadequacies and make it more realistic.
- To sensitize teachers with the educational problems of the neglected sectors.

For achieving these objectives of professional development in-service teachers as well as teacher educators, various agencies and institutions such as Institutes of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs), District Institutes of Education and Training (DIETs), State Institutes/ Councils of Educational Research and Training (SIERTs/SCERTs), Boards of Secondary Education (BSEs) and national institutions like National Council for Teacher Education (NCTE), National Council of Educational Research and Training (NCERT), Indira Gandhi National Open University (IGNOU) and National University of Educational Planning and Administration (NUEPA) have undertaken the responsibility of the particular sectors of teacher education for the cause of Universal Elementary and Secondary Education. The major

programmes on in-service education of teachers, particularly undertaken after National Policy on Education (1986) are enumerated below:

- Programme of Mass Orientation of School Teachers (PMOST)
- Special Orientation Programme for Primary Teachers (SOPT)
- District Institute of Education and Training (DIET)
- State Council of Educational Research and Training (SCERT):
- Colleges of Teacher Education (CTEs)
- Institute of Advanced Studies in Education (IASE)
- District Primary Education Programme (DPEP)
- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamika Shiksha Abhiyan (RMSA)

DIETs are the main agencies to provide training and academic inputs to the elementary school teachers at district level through Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs). The BRCs and CRCs have to function under the academic and technical guidance of DIETs. CTEs and IASEs are supposed to provide in-service training to secondary school teachers. Secondary school teachers are also provided training under RMSA. Though, the in-service teacher training programmes are being organized at various levels still, much needs to be done to manage a planned, purposive and well-thought out programme for in-service education of teachers.

16.6.1 Present Scenario of In-Service Teacher Education Programmes

- The complete training network envisaged in pursuance of the recommendations of National Policy on Education (1986) and other ambitious programmes has not been in place even after 24 years of its commencement. The District Institutes of Education and Training (DIETs), primarily meant for in-service education of elementary school teachers, have been proven inadequate for the task entrusted to them. A large majority of DIET faculty members are even unaware about the goals and objectives of DIETs. The state governments have no fixed policy for appointing teacher educators in DIETs and SCERT. The teacher educators are appointed in these institutions on deputation basis in most of the States. There is a need to create a separate cadre of teacher educators for DIETs and SCERT and a clear cut policy framework be made for this purpose so that DIETs can play their role effectively with regard to district educational planning and providing academic and technical leadership to different field functionaries. Majority of the CTEs and IASEs are not able to achieve the target of providing in-service training to secondary school teachers due to various reasons.
- The in-service education of teachers in majority of States has remained tied to the availability of central assistance. The States, by and large, make meager provision in their budgets for teachers' in-service education.

Issues and Concerns in Secondary Education

- The National Council for Teacher Education (NCTE), the statutory body set up to regulate the system of teacher education in the country, is mostly pre-occupied with the pre-service teacher education programmes, and so far, it has not initiated concerted efforts to evolve a policy appropriate for the in-service education of teachers.
- There is significant number of teachers who have few or no opportunities for their in-service training. In general, in-service programmes focus on individual teacher development – one teacher at a time – without proper attention to organizational development.
- The monitoring and follow-up work of in-service teacher training programmes was not properly planned and carried out. The identification of training needs of school teachers is an important aspect in order to plan need-based in-service training programmes and put time, money and other resources to best possible use.
- There has been a big gap between pre-service and in-service components of teacher education. These two components of teacher education should supplement and complement each other. So, there is an urgent need of collaboration between functionaries involved in in-service teacher training and colleges of education.

The scenario presented above, no doubt, highlights the traditional ways in which professional development of in-service teachers has occurred and is quite inadequate either to address the emerging training and professional needs of individual teachers or to bring about changes in the organizational phenomenon affecting each and every educator as well as the educational institutions.

Activity 1

Critically examine the current scerio of in-service teacher education programmes in India.

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Check Your Progress 3

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

3. Why in-service teacher education is essential for teachers? Explain.

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16.7 PROFESSIONAL ETHICS OF THE TEACHERS AND ITS IMPORTANCE

The code of ethics for teachers is designed to protect the rights of the students. Teachers are expected to be fair to all their students and not take advantage of their position in any way. For example, you can't accept expensive gifts from students because it might appear to bias you. You can't push your personal beliefs on students because they are a "captive audience". You need to have a professional relationship with all students and not let it get too casual and familiar. The main thing is not to abuse the power that your position gives you over your students.

The code of professional ethics for teachers provides a framework of principles to guide them in discharging their duties towards students, parents, colleagues and community. Increased awareness of the ethical principles governing the teaching profession is essential to ensure 'professionalism' among teachers. The present code of professional ethics for school teachers (as developed by NCERT) is an attempt to provide direction and guidance to the teachers in enhancing the dignity of their professional work.

Duties towards Students:

- Treats all students with love and affection.
- The value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth.
- Facilitates students' physical, social, intellectual, emotional, and moral development.
- Respect for basic human dignity of the child in all aspects of school life.
- Makes planned and systematic efforts to facilitate the child to actualize his/her potential and talent.
- Transacts the curriculum in conformity with the values enshrined in the Constitution of India.

- Adapts his/her teaching according to the individual needs of the students.
- Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it.
- Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, mental and emotional harassment.
- Keeps a dignified demeanour commensurate to the expectations from a teacher as a role model.

Duties towards Parents, Community and Society:

- Establishes a relationship of trust with parents/guardians in the interest of all round development of students.
- Desists from doing anything which is derogatory to the respect of the child or his/her parents/guardians.
- Strives to develop respect for the composite culture of India among students.
- Keeps the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups.

Duties towards the Profession and Colleagues

- Strives for his/her continuous professional development.
- Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders.
- Takes pride in the teaching profession and treats other members of the profession with respect and dignity.
- Refrains from engaging himself/herself in private tuition or private teaching activity.
- Refrains from accepting any gift or favour that might impair or appear to influence professional decisions or actions.
- Refrains from making unsubstantiated allegations against colleagues or higher authorities.
- Avoids making derogatory statements about colleagues, especially in the presence of pupils, teachers, parents.
- Maintains confidentiality of information concerning colleagues and dispenses such information only when authorized to do so.

16.7.1 Observance of the Professional Code of Ethics

The difference between the Code of Conduct and the Code of Professional Ethics needs to be appreciated. As far as the provision of the Right of Children to Free and Compulsory Education Act, 2009 is concerned, particularly with reference to Section 24 of the Act pertaining to duties of teachers, enforcement of the Code of Conduct is perhaps the answer. Like all other professions, the teaching profession should also move towards self-regulation, which implies that every teacher should have the inner urge to

adhere to the ethical principles listed in the Code of Professional Ethics for teachers. However, in spite of the expectation of the voluntary observance of the Code, some cases of violation of the Code or of partial adherence to it are likely to occur in the vast system of school education. Therefore, a suitable mechanism needs to be evolved to ensure that all members of the profession follow the ethical principles enshrined in the Code. The violation of the Code of Conduct invites disciplinary action for which detailed rules are prescribed. The magnitude or seriousness of the violation may not be the same in all the cases. The cases of violation or non-observance shall have to be dealt with at different levels and in different ways in accordance with the nature of the violation.

Check Your Progress 4

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

4. Explain teachers' obligations towards community in the present socio-economic scenario in India.

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16.8 THE PROFESSIONAL IDENTITY OF TEACHERS

Teachers' professional identity is an ongoing process of interpretation and re-interpretation of experiences; implying both person and context and consists of sub-identities that more or less harmonize with each other. Identity is dependent upon and formed within multiple contexts; formed in relationship with others and involves emotions. Teacher identity can be best characterized as an ongoing process, a process of interpreting oneself as a certain kind of person and being recognized as such in a given context. Professional identity should not be confused with role. Identity is the way we make sense of ourselves to ourselves and the image of ourselves that we present to others. The individual constructs his/her identity through the eyes of others. It is common, therefore, to distinguish two dimensions of identity: "identity for the self" and "identity for others".

The professional identity of a teacher is the result of a long process to construct one's own way of feeling like a teacher. However, it also includes competences for the daily practice of the profession. In this process, several factors play a key role in configuring the identity one way or the other: their school experience as students, the possible attraction of teaching, their first modeling in the initial teacher training, and the beginning of their professional practice. Teachers' professional identity is explicitly shaped and formed out of professional learning and development experiences that focus not only on

‘what to do’, but also on the kind of teacher it is possible to be. The professional teaching identity is, temporarily, the fruit of a socialization process that culminates in practicing the profession and accepting the professional culture that makes them feel like and be recognized as teachers.

16.8.1 Professional Identity Crisis

Professional identity crisis refers to a situation when the teachers are not able to meet out the emerging needs and demands expected from them as a result of certain educational reforms. This identity crisis is manifested with diverse symptoms. It has created an obvious demoralization and discomfort among the teachers, seriously affecting the objectives of school education. The teachers’ identity crisis is provoked by a set of factors and its evolution is linked to a difficult reconstruction of identity. The professional identity is a socially constructed and personally re-created experience with its own meaning, sense and intentionality. Teachers subjectively experience their work and the conditions of their satisfaction and dissatisfaction, in terms of the diversity of their professional identities. These identities are understood as their space of personal identification, their perceptions of the job, their attitudes toward educational change, their professional trajectory and its projection in the future, their perception of their status and social recognition, and their relationship with the social environment. When such identities are challenges as a consequence of certain reform or systemic change, the phenomenon of identity crisis emerges. In order to overcome this identity crisis, it is imperative that the teachers be professionally upgraded and updated so that they can face the emerging challenges with confidence and meet out the expectations in a better way.

Check Your Progress 5

- Notes:**
- a) Write your answers in the space given below.
 - b) Compare your answers with those given at the end of the Unit.

5. In your opinion, what are the major reasons for identity crisis of teachers in present times?

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16.9 STRATEGIES FOR ADDRESSING THE ISSUES OF PROFESSIONAL DEVELOPMENT OF TEACHERS

Faculty of SCERTs, IASEs, CTEs and University Education Departments should be involved as master trainers and mentors for the following activities:

- Development of a network among institutions and individuals of SCERTs/SIEs, IASEs and CTEs and University Education Departments.

- Organization of workshops for content and pedagogy enrichment.
- Developing training capacity for action research projects and ICT applications.
- Development of a set of indicators and benchmarks to track in-service professional development of teachers and the institutions which organize them.
- Development of short-term courses for continuous professional development and upload them on their websites.
- Devise open and distance learning (ODL) strategies for professional development of the teacher.

The existing pre-service teacher education programmes are not up to the expected quality across the country. They need to be more effective to provide pre-service teachers with sufficient understanding that could lead to reflective practice in the classrooms. Different strategies have to be adopted for different States/UTs regarding recruitment policy of teachers and training strategies e.g., most of the teachers in North Eastern region are untrained.

Professional development can succeed only in settings, or contexts, that support it. Probably the most critical part of that support come from administrators. The outcome of every professional development initiative will depend ultimately on whether its administrators consider it important.

Curriculum is more than a list of topics to be covered by an educational programme. Curriculum is first of all a policy statement about education and secondly, an indication as to the ways in which that policy is to be implemented through a programme of action. In-service programmes have to be linked to pre-service programmes and also to be linked to the changes that are brought out in the school curriculum from time to time. We need to identify and analyze the curriculum of the in-service training programmes in terms of expectations and long-term plans. There should be balance between conceptual and functional capacity building versus sharing of 'limitations', building capacity of teachers to learn and teach rather than directing them what they should or can do. This is needed because RMSA emphasizes the need for providing quality learning environment to children, as mentioned in National Curriculum Framework – 2005. It also emphasizes on the diversity and plurality aspects of the country and emphasizes multilingualism as a learning resource. There is a need to consider possibility of this and share experiences related to such efforts.

Professional development programmes should always address the identified gaps in student achievement. By staying within this frame of reference, teacher professional development can focus on real issues and avoid providing information that may not benefit the participants. Most importantly, professional development should focus on instructional strategies that are proven to impact student performance. In-service teacher professional development programmes follow a wide variety of patterns ranging from programs based on single schools to those that involve the clustering of schools for mutual activities and support.

Check Your Progress 6

- Notes:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

6. How can the status and quality of professional development programmes for teachers be improved? Support your answer with suitable reasons.

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16.10 LET US SUM UP

In this Unit, we studied about the aspirations and qualities of teachers. A teacher should always aspire for betterment of his/her students and make endeavour for improving learning among them. For this, professional development of teachers is of vital significance. Professional development of teachers is essential for keeping them updated about latest knowledge and innovations in the field of education. Professional development of teachers takes place at three levels i.e. pre-service, induction and in-service level. All these three types of teacher training have different objectives about which we studied in detail. We also examined various issues and challenges in the field of initial professional preparation and in-service teacher education programmes. We also came to know and understand professional ethics and its importance for teachers. The code of professional ethics for teachers as given by NCERT was explained in detail and it was made clear that behaviours and values are expected from the teachers by the organization, parents, community and students. We learned about teachers' professional identity and its crisis in the present times. At the end of our discussion, certain strategies were suggested to address the issues related to professional development of teachers.

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16.12 ANSWERS TO CHECK YOUR PROGRESS

1. It is the enrichment training provided to teachers over a period of time to promote their development in all aspects of content and pedagogy. Rest part of the question is for self exercise.
2. Self exercise.
3. In-service teacher education refers to a recurrent, organized and need-based continuing education for the teachers already on the job to update and enrich their professional competencies, strengthen their commitment and enhance their professional performance in the classroom as well as in the school and community.
4. Self exercise.
5. Question No. 5 & 6 are self exercise.

