UNIT 13 UNIVERSALIZATION OF SECONDARY EDUCATION

Structure

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 sedondary 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

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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 professionaly 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

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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 undertook 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
Rashtriya Madhyamik Shiksha Abhiyan (RMSA) [Launched in March, 2009] [**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.]	● 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-eco-nomic and disability barriers, etc.	All the students studying at the Secondary Stage (Class IX – X)
Vocationalisation of Secondary and Higher Secondary Education [Approved by the Govt. in 2011, Subsumed in RMSA in 2013, and Revised in 2014.]	● 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;	For Secondary and Higher Secondary Students (Class IX –XII)

	● To reduce the dropout rate at the secondary level and decrease the pressure on academic higher education.	
Setting Model Schools (2008-09)	● 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)	● 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)	● 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]	● 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.

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 KendriyaVidyalayas 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 teachig.

    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.