

## Scope of Secondary Education:

Secondary School is a gift of modern education. School falls into two categories a) middle school and b) High School. The higher Secondary School is a new type of institutions introduced by nationaries.

After Secondary education we can play any program of education for the community. It provides a platform for both ~~primary~~ elementary and higher education.

### ① Special focus on adolescents:

Secondary education spreads over the ages of 15 and 16 and then to 17 and 18. In the senior secondary stage there are the years of adolescents and late adolescent. These are the years of transition in the most significant / social years of life.

There are steady and fast changes in the body structure, transforming into adult form and image of life. Established theories of intelligence also indicate that growth of intelligence stabilized in the age although new generation brain research indicates that because of continuous recognition of brain new norms.

Intelligence may continue to grow beyond this stage. This stage is also of emotional transformation and maturity that swing between joy and frown.

Since large number of students are likely to transit from education to the world of work, it is also the stage of transition to

work, ~~the~~ Secondary Education must Foster Skills of Transition.

## ② Course Offer:

Examining the situation prevailing in mid 1960s with respect to curricular structure at the secondary level, the education Commission (1964-66), recommended its reorganisation in the following work "the first stage in this direction would be the ~~beginning~~ <sup>abandoning</sup> present higher secondary pattern in which specialization of a new higher secondary course beginning in class 11";

While recommending a nation wide shift to 10+2 pattern, the commission visualized that the first 10 years of schooling will provide a course of general education without any specialization. The Commission further clarified that the system of streaming in school of general education which now begins in class 9 should be given up number of attempt at specialization should be made till after class 10.

The recommendation for a common curriculum until class 10 within the 10+2+3 framework was accepted in National Policy on Education 1986 and a major programme of shift with additional out least was undertaken throughout our country.

## ③ Work and Education:

Based upon the report of the national focus group on work and education constituted by NCERT (April, 2002) as a part of an exercise and revising the ~~scope~~ existing national curriculum framework. The committee express its deep concern with the respect to the

exclusionary character of education in general and secondary education in particular.

The Committee takes note of how the pedagogic role of productive work ~~has~~ was in the school curriculum by equipping it with either work experience and socially useful productive work.

Accordingly the committee recommends the following two strategy for a major curriculum reform

a) Productive work.

b) Vocational education and training.

a) Productive work:

It may be introduced for knowledge acquisition, developing value and multiple skill formation. A set of work relative competencies may be passed and also inform the redesigning of evaluation parameters including the public exam examination.

Generic competency will include critical thinking, transfer of learning, creativity, communication skills, work motivation, work ethics or collaborative functioning and social accountability.

b) Vocational education and training:

It will include —

i) Flexible and modular certificate or diploma courses of vary durations.

ii) Vertical and horizontal linkages with the academic, vocational and doctoral programs.

iii) Scope for engaging local farmers, merron, technicians, musicians, artists, and other service providers as resource person or inviting faculty.

#### 4) Developing multiple intelligence among students:

The primary intention of designing secondary education with a multiple intelligence framework is to ensure that a young person with musical ability can emerge a musician, one with bodily kinesthetic intelligence is able to emerge as a sport person as much as the person with linguistic intelligence can unfold himself/herself as an orator, a writer etc. Equally imparted is nurture the logical mathematical intelligence that can produce scholar in mathematics.

In absence of education design to facilitate multiple intelligent children with intelligence other mathematical to logical intelligence and dubbed as non-intelligent or less intelligent. This not only make the under achiever but also demeritises the self concept and self esteem.

Secondary education must offer adequate opportunity for exercising all varieties of intelligent and unfolding the full potential in each student.

#### 5) Common School System:

This system essentially a national system of education which is based on the values and principles of the Constitution of India and which provides education of a comparable quality to all children irrespective of their class, caste, creed language economic or cultural background, geographic location or gender. This is the perspective articulated by National Policy of Education in 1986 and further elaborated by the National Curriculum framework 2005.

Such a national system of education will be governed by certain minimum infrastructure and financial and curriculum. For instance in the context of

The requirement of working condition of teachers provision for basic resources and structural flexibility necessary for innovation are concerned by the National Policy of Education and the National Curriculum Framework 2005.

### 6) Instructional Education:

Curriculum structure and courses offering are the necessary condition for the quality education. Instructional education provide the sufficient condition for quality secondary education. In the new generation secondary education sets its targets for students to be able to think critically, solve problems individually and collaboratively be ~~exagg~~ exaggerated instructional processes must undergo a paradigm shift. Instructional process must bring students at the center of stage where they primarily learn to learn through peer interaction, problem solving, experiencing learning etc.

In the new instructional scenario teacher will be facilitators of learning. Research as a tool for learning is quite common all over the world.

Instructional processes must be constructivist in its approach. Through constructivism students will learn to construct their learner according to their own world view.

### 7) Evaluation and Assessment:

Secondary education is the turning point for a large majority of students not only the certificate one source but also the actual learning during schooling is the life long resources.

along with building dynamism in curriculum framework as well as instructional processes evaluation must undergo major changes. It will be necessary to reconstruct and redesign examination systems with attributes like flexibility where a student can achieve mastering in learning in a flexible time frame and accumulated credits eliminating paper test (fixed duration) adopt comprehensive and continuous evaluation.

### 8) School Infrastructure facility:

There is a lot of disparity in schooling facilities in various regions of country. There are disparity among private and government school in the same state etc. between school in central sector like KVS, Sainik School. Also there are unspecific norms for education. India hosts secondary school with magnificent school library, computer lab etc. for providing universal and free access to quality secondary education it is imperative that especially designed norms are developed at the national level also the disparities among various categories of school must be reduced.

### 9) Curricular Structure and Course Offerings:

#### 9) Three - language formula:

The three-language formula evolved out of a major political exercise and negotiations in the critical decade of 1950s and the early years of 1960s in response to the rising tensions with respect to different language regions of the country and the question of related cultural identities.

NCFSE - 2005 also reiterates the position and proposes to make a renewed bid to fulfill the commitment which is part of the formula, a crucial responsibility befalls upon the elementary stage of education to promote the mother tongue as a medium of education, it is the Secondary / Senior Secondary stage of education that becomes the real testing ground of the more challenging aspects of the formula.

The 1986 Policy also acknowledged the uneven implementation of the formula. The Hindi-speaking States, with their substantial demographic spread, have a special responsibility in responding to this challenge, especially with respect to the concept of the third language as a modern ~~and~~ Indian language from a non-Hindi speaking region.

It is here that the political commitment made by the nation's leadership soon after independence to strengthen India's unity and integrity, promote inter-cultural dialogue and build an enlightened and articulate citizenship, will be redeemed.

Again teaching materials are made available in different languages of India. It will help it to go a long way in enriching the quality of education not just at the Secondary / Senior Secondary education level but at the higher education level as well.

### 10) Instructional processes :

Curricular structure and course offerings are the necessary condition for quality secondary education, instructional processes provide the sufficient condition for quality secondary education.

Contemporary instructional processes and practices are characterised largely by lectures where students are passive listeners. Such instructional processes contribute at best to lower order cognition, memorization and fragile learning, large-scale failure in examination, students lack problem-solving ability, higher order thinking and cognition & Creativity.

Instructional processes must bring students at the centre of stage where they primarily learn to learn through peer interaction, problem solving, experiential learning etc. Here teacher will act be facilitators of learning.

By the time students reach in the 9<sup>th</sup> & 10<sup>th</sup> standard they should become researchers to be able to crack problems, contemplate solutions, explore and experiment alternative and creative ways of problem-solving. They should/must be constructivist in its approach. It is this learning to construct learning that will hold them in stead into the adult life at work and later.

## 11. Student Assessment and Evaluation:

Secondary education is the turning point for a large majority of students. Not only the certificate one earns after schooling but also the actual learning during schooling is the life-long resource. Along with building dynamism in curricular framework as well as instructional processes, evaluation must undergo major changes.

The competition, though artificial, for securing percentage marks in the final examination creates suicidal



Change in the structure of curriculum will be complete in relation, according to knowledge requirements, with the demand itself. In order to manage all these factors in curriculum it will be necessary to ensure adequate financing, which is part of educational process.

It will be necessary to restructure and redesign educational system with objectives like flexibility where a student can achieve mastery learning in flexible time frame and assessment. The system of more tests indicating scores in certain subjects must be replaced by a portfolio that would assess a student's performance in a variety of domains like life skills, academic / non-academic / extra-curricular subjects, personal qualities etc. The portfolio should be comprehensive, regarding the total being of the student.

In a society going through a rapid process of institutional changes and modernization, facilities for guidance and counselling in every secondary school are necessary. Even as the secondary education system expands towards universalization, facilities for guidance and counselling will be required to ensure that first generation school goers receive adequate coverage in terms of their psychological and personality related needs.