Secondary Education
Learning Objectives

The students will be able to:
- Describe Secondary Education and Universalization of Secondary Education
- Discuss the challenges posed in Universalization of Secondary Education
- Evaluate the status of Secondary Education in India and the World
- Infer the need of implementing RMSA
- Define Distance Education
- Discover the need of Distance Education in today's scenario
- Differentiate between various modes of Distance Education
- Explain the concept of MOOC
What is Secondary Education?

• Can be termed as the second base of acquiring education that stands in between primary and higher education.
• Plays an instrumental role in shaping and building the future of the child.
• Main aim behind providing secondary education to girls and boys is to prepare them for the future upcoming challenges so that they are equipped enough to deal with them.
• Aims to provide ‘Quality Education’ to the children in between the age group of 14-18 years.
• It is a stage where the children get opportunities to prove their competencies that cut across various domains of knowledge as well as skills.
Prepare for Higher Education

Bridge b/w Primary & Higher Education

Meet job demands due to Skill Education

Prepare for a Profession

Need of Secondary Education

Experience makes the child mature enough

Talents and capacities of person can be honed

It caters to varied needs of the students

Understand complexities of concepts

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# Secondary Education (IX-X): Some facts

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No. of Secondary schools</td>
<td>1.02 lakh</td>
</tr>
<tr>
<td>2</td>
<td>No. of Higher Secondary schools</td>
<td>0.50 lakh</td>
</tr>
<tr>
<td>3</td>
<td>No. of students (Classes IX-X)</td>
<td>2.43 crore</td>
</tr>
<tr>
<td>4</td>
<td>Estimated No. of students in classes IX-X in 2007-08</td>
<td>2.89 crore</td>
</tr>
<tr>
<td>5</td>
<td>Population of 14-16 age group</td>
<td>4.71 crore</td>
</tr>
<tr>
<td>6</td>
<td>No. of Teachers</td>
<td>10.82 lakh</td>
</tr>
<tr>
<td>S. No.</td>
<td>Indicators</td>
<td>Boys</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>1</td>
<td>Enrolment (IX-X)</td>
<td>1.46 crore</td>
</tr>
<tr>
<td>2</td>
<td>Gross Enrolment Ratio (IX-X)</td>
<td>57.39</td>
</tr>
</tbody>
</table>
Universalization of Secondary Education

Aims at creating universal access and opportunity to all the students that fall in between 14-18 years age group so that they can get educated.

It is the only way with which the gap between the flourishing and neglected classes of the society could be abridged.

Vision is to provide ‘Quality Secondary Education’ to all Indian adolescent girls and boys up to the age of 16 years by 2015 and up to the age 18 years by 2020 respectively.
The main areas of focus are:

- Economically weaker sections of the society
- Educationally backward
- Disabled children residing in the rural areas
- SC, ST, OBC and Educationally Backward Minority
- Girls
Nature:

- Secondary education spreads over the ages of 15 and 16 and then to 17 and 18 in the senior secondary grades.
- These are adolescence and late adolescence years.
- They are years of transition.
- Apart from bodily changes, it is also a stage of emotional transformation.
- It is also stage of transition to work.
- Though both boys and girls experience transition, girls need special attention.
It deals with the holistic development of adolescents.

The curriculum of secondary education is made to nurture multiple abilities.

In other words, a child with musical ability can emerge as a musician, whereas child with linguistic ability can become a writer.

Due to diversified curriculum it offers adequate opportunity for unfolding the full potential in each student.
Need for Universalization of Secondary Education:

- Elementary education is for 8 yrs and it doesn’t equip the child with necessary knowledge and skills to face the world.

- Constitution aims for equality and social justice. SC’s, ST’s and OBC’s children and youth will be benefitted as they are the one who fall in the category of not getting education.

- ‘Education for All’ is the motto.
Vision:

Points out towards 3 A’s:

- Availability
- Accessibility
- Affordability

of Secondary Education to the target group.
Challenges in Secondary Education

- Access
- Equity
  - Gender
  - Socio-economic
  - Geographical
  - Disability
- Quality
1. Universal Access

- It has to be envisaged in physical, social, cultural and economic terms.
- However, it calls for redefinition.
- Different children come across different problems in the above said spheres.
- For eg. It is not sufficient to provide physical access to an orthopedically disabled child. To overcome it there has to be a change in the mindsets of teachers, children and society.
Apart from this there are poignant accounts of alienating and humiliating school experiences.

This kind of alienation is equally visible in gender discrimination.

In these circumstances, children don’t just ‘drop out’ voluntarily, but they are either ‘pushed out’ or even ‘walk out’ in protest.

Only when school is able to create a new cultural ambience and a child friendly curriculum that universal access would mean much more concrete.
However, the Issue is:

- There are 44.8 million students who are currently enrolled in Secondary Schools.
- These students roughly make up 45.81% of Gross Enrollment Ratio.
### % of Secondary Education Enrollment in various States of India

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>State</th>
<th>% of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bihar</td>
<td>22%</td>
</tr>
<tr>
<td>2.</td>
<td>Kerala</td>
<td>92%</td>
</tr>
<tr>
<td>3.</td>
<td>Jharkhand</td>
<td>4%</td>
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<tr>
<td>4.</td>
<td>Tamil Nadu</td>
<td>44%</td>
</tr>
</tbody>
</table>
Challenge of Access-I: No. of Secondary Schools (Classes IX-X) per 100 Sq. Km.

- States having schools less than all India average

<table>
<thead>
<tr>
<th>States</th>
<th>All India</th>
<th>Gujarat</th>
<th>H.P.</th>
<th>Rajasthan</th>
<th>U.P.</th>
<th>M.P.</th>
<th>J &amp; K</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Gujarat</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
<td>1</td>
<td></td>
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<tr>
<td>H.P.</td>
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<tr>
<td>Rajasthan</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
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<tr>
<td>U.P.</td>
<td></td>
<td></td>
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<td>1</td>
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<tr>
<td>M.P.</td>
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<td></td>
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<td>0.5</td>
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<tr>
<td>J &amp; K</td>
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</tr>
</tbody>
</table>
Challenge of Access-2:
No. of Secondary Schools (Classes IX-X) per 100 Sq. Km.

States having schools more than all India average
2. Equity

The sphere of Equity in Universalization of Secondary Education is hammered from 4 distinct areas. These areas are:

- **Gender**
- **Socio-economic**
- **Geographical**
- **Disability**

With such diversified economic status among the people all across the Nation it is not surprising that there are gaps in between the enrollments of girls and boys.
The students belonging to the upper class strata and those belonging to the urban sectors are the one that are benefitted the most.

Moreover, children belonging to the minority and backward sections of the society are the ones who are facing lots of challenges in order to get educated which is now a fundamental right.

The GER of SC’s and ST’s is also lower than those of the students belonging to the general category. The GER of the students belonging to SC is 34.55% and ST is 27.68%.
Challenge Of Participation-1:
Gross Enrollment Ratio (Cross Country Comparison)

SOURCE: UNESCO Institute for Statistics, October, 2005
States having GER less than all India average
**Challenge Of Participation-3:**

*Disparity in Gross Enrolment Ratio (Classes IX-X)*

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<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>52</td>
<td>57</td>
<td>45</td>
</tr>
<tr>
<td>SC</td>
<td>45</td>
<td>52</td>
<td>43</td>
</tr>
<tr>
<td>ST</td>
<td>37</td>
<td>43</td>
<td>38</td>
</tr>
</tbody>
</table>

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3. Quality

- Schools in developing countries fail to meet the minimum quality standards.

- Providing qualitative education is one of the biggest challenges that the country is facing today.

- As far as the Pupil-Teacher Ratio is concerned, it was reported to be 1:30 in 2010 according to a report published by World Bank.
## Ranking of 12 countries according to Equity

<table>
<thead>
<tr>
<th>Horizontal Equity Ranking</th>
<th>Secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Top</strong></td>
<td><strong>China</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Indonesia</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mexico</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Peru</strong></td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Brazil</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Nigeria</strong></td>
</tr>
<tr>
<td><strong>Bottom</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Argentina</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Egypt</strong></td>
</tr>
<tr>
<td></td>
<td><strong>India</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Pakistan</strong></td>
</tr>
<tr>
<td></td>
<td><strong>United States</strong></td>
</tr>
</tbody>
</table>
In the beginning the Education sector was managed by the State Governments.

It meant that they could bring about any change as per their desires in the educational policies.

However, this changed with a constitutional amendment in 1976 when Education came in the Concurrent list.

It means that the educational policies would be suggested by Government of India but States are also given a lot of freedom to bring about changes in the education sphere of their State.
Apart from Pupil-Teacher Ratio, quality also differs across the Nation due to the existence of numerous school boards.

10+2+3 system of school education is recommended.

This system is followed everywhere but different states have different school boards and at times the syllabus differs widely.
## Examination Results of Various Boards (All Students)

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Name of the Board</th>
<th>Pass % of Boys</th>
<th>Pass % of Girls</th>
<th>Pass % Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Board of Secondary Education, Andhra Pradesh</td>
<td>71.3</td>
<td>75.5</td>
<td>73.1</td>
</tr>
<tr>
<td>2.</td>
<td>Board of Secondary Education, Assam</td>
<td>54.4</td>
<td>46.1</td>
<td>50.4</td>
</tr>
<tr>
<td>3.</td>
<td>Bihar School Board of Education</td>
<td>69.6</td>
<td>71.5</td>
<td>70.2</td>
</tr>
<tr>
<td>4.</td>
<td>Chattisgarh Board of Secondary Education</td>
<td>50.4</td>
<td>51.8</td>
<td>50.9</td>
</tr>
<tr>
<td>5.</td>
<td>Central Board of Secondary Education, New Delhi</td>
<td>85.5</td>
<td>87.7</td>
<td>86.4</td>
</tr>
<tr>
<td>6.</td>
<td>Council for Indian School Certificate Examinations, Delhi</td>
<td>93.6</td>
<td>95.1</td>
<td>94.3</td>
</tr>
<tr>
<td>7.</td>
<td>National School of Open Learning, Delhi</td>
<td>26.2</td>
<td>31.9</td>
<td>28.0</td>
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<tr>
<td>8.</td>
<td>Goa Board of Secondary and Higher Secondary Education</td>
<td>59.7</td>
<td>64.6</td>
<td>62.1</td>
</tr>
<tr>
<td></td>
<td>Board Name</td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
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<td>----------------------------------------------------------------------------</td>
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<td>---------</td>
</tr>
<tr>
<td>9.</td>
<td>Gujrat Board of Secondary and Higher Secondary Education</td>
<td>57.7</td>
<td>64.0</td>
<td>60.3</td>
</tr>
<tr>
<td>10.</td>
<td>Board of School Education, Haryana</td>
<td>66.2</td>
<td>64.9</td>
<td>65.7</td>
</tr>
<tr>
<td>11.</td>
<td>H.P School of Board Education</td>
<td>70.0</td>
<td>71.8</td>
<td>70.8</td>
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<tr>
<td>12.</td>
<td>JK School Board of Education</td>
<td>31.5</td>
<td>31.5</td>
<td>31.5</td>
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<tr>
<td>13.</td>
<td>Jharkhand Academic Council Ranchi</td>
<td>78.9</td>
<td>76.5</td>
<td>78.0</td>
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<tr>
<td>14.</td>
<td>Karnataka Secondary Education Examination Board</td>
<td>68.7</td>
<td>73.7</td>
<td>71.0</td>
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<tr>
<td>15.</td>
<td>Kerala Board of Public Examination</td>
<td>70.6</td>
<td>80.1</td>
<td>75.1</td>
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<tr>
<td>16.</td>
<td>Maharashtra State Board of Secondary and Higher Secondary Education</td>
<td>55.3</td>
<td>60.8</td>
<td>57.6</td>
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<tr>
<td></td>
<td>Institution</td>
<td>Score 1</td>
<td>Score 2</td>
<td>Score 3</td>
</tr>
<tr>
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<td>-------------------------------------------------</td>
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</tr>
<tr>
<td>17.</td>
<td>Board of Secondary Education Madhya Pradesh</td>
<td>39.2</td>
<td>45.8</td>
<td>41.5</td>
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<td>18.</td>
<td>MP State Open School Board of Secondary Education</td>
<td>39.9</td>
<td>41.9</td>
<td>40.9</td>
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<td>19.</td>
<td>Board of Secondary Education Manipur</td>
<td>47.5</td>
<td>36.0</td>
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<tr>
<td>20.</td>
<td>Meghalaya Board of School Education</td>
<td>46.4</td>
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<td>45.1</td>
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<td>21.</td>
<td>Mizoram Board of School Education</td>
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<td>50.8</td>
<td>54.3</td>
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<td>22.</td>
<td>Nagaland Board of School Education</td>
<td>68.8</td>
<td>62.7</td>
<td>65.9</td>
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<tr>
<td>23.</td>
<td>Board of Secondary Education Odisha</td>
<td>58.9</td>
<td>56.6</td>
<td>57.9</td>
</tr>
<tr>
<td>24.</td>
<td>Punjab School Education Board</td>
<td>66.2</td>
<td>72.5</td>
<td>69.0</td>
</tr>
<tr>
<td>25.</td>
<td>Board of Secondary Education Rajasthan</td>
<td>49.0</td>
<td>52.1</td>
<td>50.0</td>
</tr>
</tbody>
</table>
Rashtriya Madhyamik Shiksha Abhiyaan (RMSA)
Concept:

✓ Ministry of Human Resource & Development (MHRD) launched RMSA for Universalization of access and improvement of quality of education at secondary level.

✓ Aims at providing secondary education of good quality available, accessible and affordable to all young persons.

✓ Providing a secondary school within a reasonable distance of every habitation.
Objectives:

✓ Concept of ‘Common School’ be encouraged.

✓ Private schools also ensure contribution towards Universalization of Secondary Education by ensuring adequate enrolments from children of under privileged society and Below Poverty Line.

✓ To ensure no child is deprived of secondary education of satisfactory quality on the basis of gender, socio-economic, disability and other barriers.

✓ To improve quality of education resulting in enhanced intellectual, social and cultural learning.
Distance Education: Concept, Need and Modes (EDUSAT & Tele Conferencing)
Started in Delhi University in July 1962, approved by then Education Minister K.L. Shrimali.

Alternative to Institutional Teaching.

Learning at one’s own pace in own time.

Imparted through Correspondence, Postal courses, PCPs, Electronic media like T.V, radio etc.

Other names are Distance Teaching, Open Education, Open Schools, Open University, Correspondence teaching and Non-formal Education.
**Definitions**

- **Jack Foks**, “Distance Education is a mode of learning with certain characteristics which distinguish it from campus based mode of learning.”

- **Peters**, “Distance Education a method of indirect instructions, imply geographical and emotional separation of teacher and taught.”

- **Keegan**, “Distance Education describes those forms of education in which teacher and learner carry out their essential tasks apart from one another.”
Characteristics

- No face to face contact
- Distance gap and time gap
- Non-formal mode of teaching
- Learner friendly
- Wide coverage of area & courses
- Use of mass-media
- Flexible
- Not costly
- Intrinsic motivation
Explosion of Knowledge: Knowledge has grown at a tremendous rate and the knowledge provided in schools and colleges have become outdated.

Population Explosion: Present schools have failed to catch up with the increasing demand of Education.

Varied Needs of Learners: Learners have varied needs that the schools and colleges can’t meet. So, at that time distance education plays an important role.
Earning while Learning: Due to increase in cost of Living, students are opting for evening courses so that they can earn while studying.

Desire to improve qualification: Modern Life has become complex and needs high and varied qualification. So, to improve one’s qualification distance education is an ideal step.

Easy access: Modern life has become very mobile. So, rather than sticking to an educational institution and being immobile, students opt for distance education courses.
**Geographical Isolation:** Most of the Indian population belong to remote areas where access to educational institutions is not easy. So, Distance Education seem a better option.

**Social Isolation:** Due to difference in socio-economic status, students start feeling inferior in educational institutions.

**For different ages:** People have a choice that they can start studying again at any age which would be difficult in educational institutions.
Universal education: Universal Education has become a goal of every developing Nation. Getting education from Distance Education is more economical.

Desire for independent learning: In Distance Education, a student doesn’t have to depend on the teacher and decides his/her own course of study. It fulfills the desire to be an individual identity.

Right to Education: Education is no longer the privilege of chosen few. It has become a democratic right.
Correspondence Course -
- Study material in form of books, pamphlets and manuals.
- Response sheets for home assignments.
- It started in India in 1962 at Delhi University.
- There is no difference between Regular and Correspondence Courses.
- They get same degree.
PCPs (Personal Contact Programme)

- 6-20 days contact programs
- Problems are solved and syllabus is covered.
- Students get a chance to clear their doubts with teachers’ help.

Guided Study Centers/Groups

- For local and neighboring areas students.
- Availability of Library is made for the students.
- They are open during holidays.
T.V

- Educational Instructional media in 1972.

- Education can be provided to lakhs of people at the same point of time.

- Educational programmes by UGC and IGNOU are relayed on TV.

- Saves time and recapitulation can be done at any time.

- Experienced teachers conduct these lessons.
Satellite Instructional Television Experiment (SITE)
- Launched in August 1975
- Range has been extended.
- Education to villages, various states and U.Ts

Indian National Satellite (INSAT-IB)
- Launched in October 1983.
- Direct Telecast
- National Networking.
Open Universities

- Relaxed Entry
- Self Paced
- Vast area covered
- Very flexible
- Use of new age technology in Teaching-Learning Process
EDUSAT

EDUSAT, a high profile first Indian Education Satellite, launched on September 20, 2004 by Indian Space Research Organization (ISRO).

It is a collaborative project of MHRD, IGNOU and ISRO.

Revolutionize the Distance Education Programs in the country.

Live as well as recorded lectures are beamed to the educational institutions.

EDUSAT is specially configured for audio-visual medium, employing digital interactive classroom and multimedia multi-centric system.

Karnataka, Kerala, Madhya Pradesh and Maharastra initiated the program.
Objectives of EDUSAT

- Providing uniform, good quality of curriculum teaching to students of final year colleges, Senior Secondary Schools & primary schools, and also for technical institutions.

- Improving the level of science education among the students, as well as to improve English.

- To ensure that teacher absenteeism does not disturb the study of children.

- Reviving the interest of children in classroom studies.

- Providing quality teacher training, so as to improve the subject knowledge of the teachers, as well as to train them to use ICT in education
To improve the 'soft skills' of the children, so that they are able to obtain employment, particularly in the IT sector.

To train children for appearing for All India Engineering Entrance Exam.

To train/familiarize children about appearing in examinations with 'objective type' questions.

To provide access to quality education, particularly for far remote location schools.
Tele Conferencing

Electronic device which can bring together three or more persons located at two different places to discuss a topic.

It is a two way interaction process that promotes quality of interaction as it enables the students to contact the expert from a distance.

Learners get immediate feedback from the teacher and fellow learners.
Types of Tele Conferencing

- **Audio Teleconferencing**: Audio medium is used for communication.

- **Video Teleconferencing**: Two way video medium is provided.

- **Computer Teleconferencing**: Best for distance education programs. It provides the facility of showing the teaching aids also.
Merits of Teleconferencing

- Immediate feedback
- Qualitative instructional material
- Useful for scattered learners
- Controlled Program
- Flexible approach
- Useful for remote areas
- Economical in nature
https://www.youtube.com/watch?v=eW3gMGqcZQc
What is massive?
+ 100?
+ 1,000?
+ 10,000?
+ 100,000?

Local cohorts?

Self-paced?

Start/end dates?

College credits?

Badges?

Role of the instructor?

Learning community?

Open content?

Free of charge?

Affordable?

Real-time interaction?

Scripted assessments and feedback?

Focus on scalability

Focus on community and connections

MOOC

MASSIVE

OPEN

ONLINE COURSE
A massive open online course is an online course aimed at unlimited participation and open access via the web.

In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums that help build a community for students, professors, and teaching assistants (TAs).

MOOCs are a recent development in distance education which began to emerge in 2012.
References

- https://www.coursera.org/course/teach8
- Rashtriya Madhyamik Shiksha Abhiyan http://mhrd.gov.in/rashtriya_madhyamik_shiksha_abhiyan
- Universalization of secondary Education in India - Vision http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/chapter_1.pdf

Chitkara College of Education www.chitkara.edu.in
Thank You

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Chitkara University