

By;

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M.Ed. III Semester

***PaperOC12A: Issues and Concerns in
Secondary and Higher Secondary Education***

Unit III

M.Ed (III-sem)
UNIT-III ISSUES RELATED TO SCHOOL EDUCATION AT SECONDARY:

Lack of infrastructure approximately 95.2% of school are not yet compliant with the complete set of RTE. The education is the backbone of each nation. A nation won't almost certainly survive in the aggressive world, if its education framework is not capable of contributing for its advancement.

Secondary education fills in as a connection between the elementary and advanced education and plays a significant role in this regard. Secondary education is an urgent stage in the educational progressive system as it readies the youngsters for advanced education and furthermore for the universe of work. The Government of India's intercession in secondary education is at two levels-

- (1) through apex national level bodies like NCERT, CBSE, National Institute of open schooling (NIOS), NVS KVs and Central Tibetan School Administration.
- (2) through centrally sponsored plans for example, (a) Scheme of Boarding and Hostel offices for girl understudies of secondary and higher secondary schools. (b) Quality Improvement in schools.

⇒ HIGHER EDUCATION:- India has around 152 local colleges, 316 state colleges and 191 private colleges. Different foundations incorporate 33,623 universities, including 1,600 selective ladies schools and 12,740 establishments offering Diploma Courses.

The University Grants Commission organizes, decides and keeps up the norms of advanced education at different levels. The bodies in charge of the diverse expert projects are-

- All India Council for Technical Education, Indian Council for Agriculture Research, Distance Education Council for teacher Education, Bar Council of India,

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Medical Council of India, Indian Nursing Council, Central Council of Homeopathy, etc.

OPEN AND DISTANCE LEARNING:- At the school level, National Institute of Open Schooling gives opportunities to proceeding with education to the individuals who missed completing school education. 14 lakh under studies are enlisted at the secondary and higher secondary level through open and separation learning. In 2012, different state government additionally introduced state open school to give separate education. At advanced education level, Indira Gandhi National Open University (IGNOU) co-ordinates separate learning. It has a cumulative enrolment of 15 lakh, serviced through 53 territorial focuses.

FIVE ISSUES FACING HIGHER EDUCATION IN 2018

Universities and colleges have always deal with challenges and issues particular to a time and place. The now-familiar student unrest movements of the 1960s were largely played out on university campuses. As we head into 2018, higher education will face a particular set of challenges and issues.

- (1) The rising cost
- (2) Declining completion rates
- (3) Growing privatization of public colleges and Universities
- (4) New Methods and curricula
- (5) The role of the University, free speech and campus civility.

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(3) सकारिक मुद्रा का प्रचलन - सोने

सादर अवगत करना है कि "डा० रमेश चन्द्र पाठक" मुख्य पशु चिकित्साधिकारी जनपद अमेठी की मुख्य अतिथि की अध्यक्षता में दिनांक 31 जनवरी 2020 दिन शुक्रवार को के०वी० शुक्ल अपने वरिष्ठ(वी०पी०एच०) के पद से सेवा निवृत्त हो रहे हैं,
अतः

अयोजक:
दुर्गेश कुमार
(पैरावेट पशु चिकित्सा)
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UNIT-III M.Ed - (II Sem)
ISSUES OF QUALITY IN SECONDARY & SENIOR SECONDARY EDU.

⇒ Origin of Quality Concept In Education - The available literature asserts that quality

debate evaled with the advent of industrialization as the need to ensure that products conformed to specifications escalated and customers began to demand value for money (Sallis 1996). Wadsworth et al. (2002) argued that at this stage the focus was more on products rather than on quality. Slowly industrialization led to mass production and division of work into small repetitive tasks, thus shifting the quality checking responsibility from workers to processes and systems in organizations.

The concept of quality control, which was under inspection till 1940, soon started dominating production lines to detect defective products and stop them from reaching customers.

⇒ Refining Quality of Education - In 1990, the world conference on Education for All

held at Jomtien, Thailand, identified that to achieve the fundamental goal of equity, quality of education was instrumental in assuring children's cognitive development. UNESCO's education quality definition emphasized more on 'lifelong learning' and 'relevance' as most important factors (Ovelors et al 1996). Accordingly, education is based upon four pillars - learning to know, learning to focus on the practical application of what is learned, learning to live together where all have an equal opportunity to develop, and learning to emphasize the skill needed for individuals to develop their full potential.

Approaches to Quality of Education

to distinguish between educational outcomes and the processes leading to them. Several educational approaches have tried to analyse the concept of quality through they differ from each other in ideology, epistemology and disciplinary composition (EFA Global Monitoring Report 2005).

(i) Quality in Humanist Approach

According to this approach, learning is emphasized as a process of social practice rather than the result of individual intervention. Standardized and controlled curricula are rejected. Educational programmes remain responsive to individual learners circumstances and needs. Self assessment and peer assessment are welcomed as ways of developing deeper awareness of learning. The teacher's role is more that of a facilitator than an instructor.

(ii) Quality in Behaviourist Approach

According to this approach, standardized and controlled curricula, based on prescribed objectives are endorsed. Assessment is seen as an objective measurement of learned behaviour against preset assessment criteria. Tests and examinations are regarded as the central features of learning. The teacher directs learning and is considered as the expert who control stimuli and responses.

(iii) Quality in Critical Approach

Sociologists and critical pedagogues tend to equate good quality education as one that prompts social change, includes a curriculum and teaching methods which encourage critical analysis of social power relations and ways in which formal knowledge is produced and transmitted, and involves the active participation by learners in the design of their own learning experiences.

(iv) Quality in Indigenous Approach - Indigenous approaches reassess the importance of education's relevance to the socio-cultural circumstances of the nation and learner. They believe that all learners have rich sources of prior knowledge, accumulated through a variety of experiences, which educators should draw out and nourish. Learners should play a role in defining their own curriculum. Learning should move beyond the boundaries of the classroom through non-formal and lifelong learning activities.

(v) Quality in Adult Education Approach - In the adult education tradition, experience and critical reflection on learning is an important aspect of quality. Radical theorists see learners as socially situated with the potential to use their experience and learning as a basis for social action and social change.

Though multiple meanings have been ascribed to the term education quality, as it has been viewed in myriad ways by educators, the most practical definition of educational quality would include a combination of inputs, processes and outcomes and their inter-relationships. Therefore, despite viewing quality of education mostly in terms of learning outcomes of students, the quality of inputs and processes to achieve better outcomes are equally important.