

SPECIALISATION : CORE COURSE

SEMESTER – II

SCC1 – STRUCTURE, STATUS AND ISSUES IN SECONDARY EDUCATION

Credits: 4

Internal : 40

Hours/Week: 4 Hrs

External: 60

Objectives

At the end of the course, the prospective teacher educators will be able to:

- understand the concept and history of secondary and higher secondary education in India;
- analyse the psychological bases for secondary and higher secondary education;
- acquire knowledge on the problems and challenges of secondary and higher secondary education;
- comprehend the teaching and learning process in secondary and higher secondary education;
- examine the administration, government schemes and initiatives for secondary and higher secondary education;
- gain knowledge on global perspectives and new trends of secondary and higher secondary education.

Unit I: Secondary and Higher Secondary Education: Concept, History and Stages of Development

Objectives, nature and importance of secondary and higher secondary education in India - Constitutional provisions for secondary and higher secondary education - Stages of Development: Pre and Post -Independence Period - Commissions and Committees on secondary and higher secondary education- Present structure and status of secondary and higher secondary education in different states and union territories.

Unit II: Psychological Bases for Secondary and Higher Secondary Education

Stages of Development with reference to secondary and higher secondary education - Compatibility with secondary and higher secondary education - Problems of adolescents and the challenges of secondary and higher secondary education - Programmers to handle the problems of adolescents at the Secondary and Higher Secondary level - Role of Guidance and Counseling in secondary and higher secondary education.

Unit III: Problems and Challenges of Secondary Education and Higher Secondary Education

Problems and Challenges related to Universalisation of secondary education- Achievement of Equalization of Educational opportunities- Issues of quality in secondary and higher secondary education- Classroom problems, discipline, under achievement, lack of motivation- Intervention in relation to Access, Enrolment, Dropout.

Unit IV: Teaching and Learning Process in Secondary and Higher Secondary Education

Techniques of Teaching at secondary stage and higher secondary stage.-Teaching Models – Group Methods – Team Teaching- Individualized Instruction – Programmed Instruction.- Teaching for creativity-Classroom climate; Teacher – Pupil Interaction.

Unit V: Administration, Government schemes and Initiatives for Secondary and Higher Secondary Education

Administrative functions of secondary and higher secondary education- State Boards, CBSE, ICSE, IGCSE and International Boards- Purpose and Functions- Organization of Curriculum in secondary and higher secondary education-Quality Enhancement: NCERT, SCERT, SAAC, NAB -Different types of Schools: Government / aided / Unaided, Public, Kendra Vidyalaya, Navodaya Vidyalaya, International Schools and schools for weaker sections- Government scheme and initiations: different scholarships at National and State levels, Open schools- objectives and functioning.

Unit VI: Global Perspectives and New Trends of Secondary and Higher Secondary Education

Secondary and Higher Secondary Education in England, Finland,USA, Australia, Japan- Rashtriya Madhamik Shiksha Abhiyan (RMSA)- National Mission of ICT- Objectives and Functioning-Innovations in teaching- learning at the Secondary and Higher Secondary level- Blend of ICT, Competency based teaching, Project based learning, Scenario based learning- New trends of Evaluation at Secondary and Higher Secondary Education-Role of the teacher.

Suggested References:

- ❖ Andrey & Howard Nicholls. (1978). *Developing Curriculum- A Practical Guide*.
- ❖ Gatkal Ranjana (2003). *Madhyamik and Uchhamadhyamik Shikshannacha Vikas*, Prajakt.
- ❖ Husen, Torsten & Postlethwaite, (1994). *The International Encyclopedia of Education*.
- ❖ Kochhar. S.K., (2002). “*Secondary School Administration*”, New Delhi : Sterling Publishers Private Limited.
- ❖ Kumar, S. (2005). *Ancient Educational Philosophy*. New Delhi: Anmol Publications.
- ❖ Nigam, B. K. (1993). *History and Problems of Indian Education*. New Delhi: Kanishka.
- ❖ Rao, V.K., (2005). *Principles of Curriculum*, New Delhi: A.P.H. Publishing Corporation.
- ❖ Sharma, R. S. (2006). *Comprehensive History of Modern Education*, New Delhi: Cybertech.
- ❖ Sharma, R.N., (2002). *Education in Emerging Indian Society*, Surjeet Publications.
- ❖ Singh, V. (2005). *Development of Education in India*, New Delhi: Akansha Publication House.
- ❖ Sivaranjan.K. (2006). *Education in Emerging Indian Society*, Calicut: Calicut University.
- ❖ Ulich, R. (1971). *Three thousand years Educational Wisdom*. United States of America: Harvard University.
- ❖ Vaidya, (2005). *Educational Reforms*. New Delhi: Deep and Deep Publications.