Secondary Education

MIT India Reading Group

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Secondary Education Report, 10\textsuperscript{th} Five-year plan

India: Education Policies and Curriculum at Upper Primary and Secondary Education Levels, NCERT
Primary Education: Brief Overview

- Basic problem – lack of infrastructure, teacher absenteeism, high drop-out rates

- Absenteeism
  - more frequent inspections seem to help
  - No correlation with salaries
  - More strict firing policy
Primary Education II

- Drop-out rate
  - Infrastructure (toilets, meals)
  - Not enough to build school and hire teachers, but personalized attention needed (*balsakhi*)
  - Additional costs/extra help needed for children from disadvantaged background (lack of pre-primary education, after-school tuitions - Delhi schools issue)
Primary Education III

- Some states have done better than others
  - Kerala, Himachal Pradesh - good
  - Uttar Pradesh, Bihar – bad

- Why?
  - School infrastructure
  - Strict teacher oversight
  - Good teacher/student ratio
  - Economic conditions in state
The bottom line

- Address basic infrastructure issues first
- Hire enough teachers
  - Make sure the teachers are educated
  - Make sure the teachers are actually there
- Give additional help to students from disadvantaged backgrounds, preferably from within their community
- Make education relevant to their future

- Major external factor: “It’s the economy, stupid!”
Secondary Education: Overview

- Age range: 14-18 (grades 7-12)
- 96.6 million children in age range
- 27 million enrolled in school
- 116,820 secondary schools in 1999-2000 (up from 7416 in 1950-51)
- 2603 crore allocated, 2322 crore spent (why the under spending?)
- 51% run by private organizations
National Curriculum Framework

- NCF defined in 1988
- Set core curriculum and minimum learning levels throughout the country
## Curriculum

### Upper primary stage

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<thead>
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<th>Subject</th>
<th>Time weightage (%)</th>
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<tr>
<td>Three languages</td>
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<td>Mathematics</td>
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<tr>
<td>Social science</td>
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<td>Health and physical education</td>
<td>10</td>
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<tr>
<td>Arts</td>
<td>10</td>
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<tr>
<td>Work experience</td>
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### Secondary stage

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<td>30</td>
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</tbody>
</table>
 Goals

- **Language**
  - 3 languages (Hindi, English and “other Indian language”)

- **Mathematics**
  - Assumes knowledge of functional Mathematics, i.e. commercial mathematics
  - Abstract mathematics in secondary school
Goals

□ Science
- Teaching basic principles and how they operate in nature
- Focus on problem-solving and decision-making
- Shift away from learning “daily life science”

□ Social Science
- History, geography, civics and economics used to understand contemporary India and its issues
Goals

☑ Art
- Upper primary level: handling of simple instruments, simple dance forms
- Secondary level: Working in groups, interacting with community artists and exploring community traditional art

☑ Health and Physical Education
- Healthful living, community health problems, yoga
Goals

☐ Moral values
  ■ Somewhat vague

☐ Work Experience
  ■ Results in agricultural or technological products that are useful and facilitate the induction of science into community life

  ■ From personal experience, work experience time was always “free period”