

ANNEXURE-VII

Quality of Secondary Education in the Perspective of Rashtriya Madhyamik Shiksha Abhiyaan (RMSA) and Vision of the 12th Five Year Plan

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Introduction

- Secondary education is a bridge between the elementary and higher education;
- Launching paid to move across various domains of knowledge and skills;
- To achieve quality education is the emerging challenges for contemporary socio-economic needs;
- To generate required technical manpower, knowledge, skills and maintain competitive at global level are the essence and main objective of RMSA and 12th Five Year Plan.

Vision of RMSA in the Perspective of Quality Education

- RMSA is committed to universalize access, equity and quality Secondary Education and the focus in quality interventions:
 - a. Quality infrastructure, Science & Mathematics laboratories, computer labs and Management Information System;
 - b. Reviewing curriculum to meet the NCF, 2005 norms
 - c. Qualification, competency, subject specific deployment in schools,
 - d. In service training and academic support
 - e. Residential accommodation in rural and difficult hilly areas, and
 - f. Monitoring, supervision, evaluation and research

Proposed Teachers' Deployment Norms in Schools in the 12th Five Year Plan

- To achieve quality, needs to decide that how many teachers should be in secondary school ?
- Whether it should be based on teacher-pupil ratio, classroom-teacher ratio, subject teachers, etc. ? Or
- Separate teachers need to be provided for Physics, Chemistry, Biology, History, Civics and Geography and Economics.

vision and mission of RMSA: Teachers' Norms in Schools

Proposed Staffing Pattern

No. Unit for VI to XII	Lang uage Grou p	Scienc e Group	Mathem atics	Social Studies Group	Physica l Educat ion Group	Art, Mus ic and danc e	Skill Educat ion Group	Tot al
16	4	6 (Chem istry-2, Physic s-2 and Biolog y-2)	2	4 (Economic s-1; History-1; Geograp hy-1 and Psycholog y-1)	2	2	2	22

Vision of the 12th Five Year Plan: Providing Quality in Secondary Education

- Universal enrolment in the 9th and 10th grades by 2020;
- Universal retention achieving zero dropout rate;
- Universal performance (at least 60% of the students of the 10th grade will achieve 60% learning in subjects) with successful completion by all who are enrolled in the secondary education.

Teacher Education: Issues and Challenges in the 12th Five Year Plan

- 55.56% and 32.38% (7th survey) secondary school teachers are trained graduate and post graduate respectively;
- Discrepancy in the recruitment of teachers; proposed recruitment criteria:
 1. General Knowledge and Current Affairs;
 2. Geographical, Historical & Culture Knowledge of India;
 3. Educational Psychology;
 4. Educational Methodology (Science); and
 5. School Subject (at least two of the respective subject/stream, examples (Physics + Chemistry; Physics +Mathematics, Geography + History, Geography + Economics, English +Regional Language; English + Hindi).

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- 40% secondary education is managed privately (aided and unaided). the percentage of untrained teachers is higher Teachers' of these schools should bring in the ambit of in-service training either at the cost of the government or the respective school management.
- The teachers from the marginalized (SCs, STs and minorities) are either language problem or other unseen factors could not getting effective and meaningful trainings.

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- The quality of in-service teacher's training and its larger impact on learners depends on the trainer (resource persons).
- The trainer should be the best trainer from the specialized institutions (NCERT, Institutes of Advanced Study in Education (IASEs). etc.
- In-service teacher's training is without monitoring, evaluation and appraisal, it has affected quality of education and it is directly associated with dropout;

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- Is the existing institutional set up and training methods cater the need of quality of education? The **cluster** based training institutions within 20 kms radius would be time and cost effective.
- Needs a paradigm shift in designing courses to improve knowledge, skills and competencies towards educational issues. Preparation of teaching modules should not be one time job, it should be regularly re-formulate and up dated with the changes in time and space.

Proposals for New Schemes for Professional Enhancement of Secondary School Teachers

Targets

- In the initial stage, targeted 300 teachers per state annually (estimated total 10,000 teachers). selected criterion:
- Out of 300 teachers, 200 (i.e. two third) will be trained teachers and 100 (i.e. one third) will be untrained teachers.
- These teachers shall be from secondary level (teaching 9th and 10th).
- Upper age should not exceed 45 years.
- Duration for each batch shall be one year.
- The course material will be designed and developed by NCERT and at the state level SCERT

Planning for Quality Secondary Education

- Planning for quality has been attempted at elementary level under SSA but not the same culture at the secondary level.
- RMSA visualize a planning for the same at various levels with the experts in education, administrators, the community representatives and institutions
- The accountability and synergy of the teacher, teacher educators, educational administrators and supervisory staff are needed.

Plan of Action under RMSA

- National and state level institutes viz. NCERT, NUEPA, SCERT, DIET, IASE, College of Teacher Education (CTE), State Boards and University Departments etc., need to be strengthened under RMSA
- **National Level**
- National Resource Group (NRG) will be set up to provide policy guidance, direction and capacity building for quality improvement with regard to Curriculum reforms, ICT enabled secondary education, appropriate pedagogic and evaluation practices, pre-vocational courses for skill development, in-service professional development of secondary school teachers and management of quality issues.
- Members of NRG will be from NCERT, NUEPA, Planning Commission, NCTE, IGNOU, NIOS, TSG (Ed. CIL) etc.

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State/Uts and Districts Level

- States/UTs need to prepare perspective and annual plans for central assistance under RMSA
- The State Governments will take the responsibility for setting up State Resource Group (SRG) on the line of NRG
- The State Governments will take the responsibility for setting up District Resource Group (DRG) for planning and managing all quality components within the time frame and reflecting adequately in the district level plans.

Conclusion

- Quality of teaching depends on learning skills of a teacher through collecting, processing and summarizing data.
- The observation, reading, writing, imitation, memorization, understanding, analysis, synthesis, making assumptions and self evaluation work as a multiplier effect in the quality of education.

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- Reflection and communication systematically and meaningfully inculcate interest for learning skills, self-discipline, motivate and train individual to manage time effectively.
- In-service education support and assist the professional development and provide avenues for teachers to refresh their knowledge, to improve their competencies and to bring about paradigm shift in their outlook towards educational issues.