

Chapter 1 : Indian Education Curriculum - Learn Math & English in India E Learning Online

While quantitatively India is inching closer to universal education, the quality of its education has been questioned particularly in its government run school racedaydvl.com more than 95 percent of children attend primary school, just 40 percent of Indian adolescents attend secondary school (Grades).

There has been a rise in International schools, especially in the bigger cities like Delhi, Mumbai, Bangalore and Pune. What makes a school International? There is really no standard definition of what constitutes an international school. The International Association of School Librarianship laid out some criteria to define an international school. However, in India the spectrum is wide and you have a range of international schools. These schools may offer a local curriculum such as ICSE for all the earlier grades. At the other end of the spectrum you have schools that only cater to an international or expatriate population and have a diverse global teacher base. Why Choose International Schools: International schools have the highest fees that can run into lakhs hundred thousands per year. However, they usually offer a wider range of extracurricular activities that are not usually available in local schools. Parents may choose to send their kids to International schools if: They plan to live in India for a short period of time and expect to relocate to a different country soon. They see an International school as a transition school between the school system that the child was previously attending and a local school, where greater adjustments would be required by the child. See our note on Transitions below. Parents may want their child to continue their education in a query based, flexible approach to learning as opposed to the more exam-oriented approach that the local schools may follow. They plan for kids to go to college in a country outside of India. Attending International schools may help with college admissions in the US and other countries. If parents plan for kids to attend Indian colleges, an International school may not be the best choice that helps them prepare, especially for rigorous entrance exams for Indian medical and engineering colleges. Transition from International to Local curriculum: This can be a challenge depending on the grades that a child is going into. The key adjustment factors will be: Language requirements – local schools may not offer foreign languages and it is usually mandatory to study Hindi or at least one local language starting from 2nd grade. For grades , a second local language may also be required. Homework – international schools will generally give far less to no homework compared to the local ones, especially in the early grades Focus on writing also starts much later than the domestic schools The approach to learning in an International school is one which is focused on query and questioning as opposed to memory and speed. Independent research and learning is also emphasized strongly. This may not always be the approach followed in a local school where exam results are usually given primary importance. Cambridge International Education CIE provides education programs for year olds in countries. It is affiliated to the University of Cambridge. Teachers typically need to be trained in the CIE methodology. Schools are given a lot of flexibility in how they implement the curriculum and subjects offered so there might be differences in the way different schools have adapted the curriculum. The Primary program generally offers training in core subjects such as Math, Science and Language adding languages in the latter years. Homework is not very heavy and there are generally no formal exams till 6th grade. Schools in India generally offer Hindi, a local language e. Marathi in Mumbai and a foreign language which are all assessed in a similar manner. The Cambridge Secondary program introduces more subjects like history, geography and also offers a checkpoint or tests for regular evaluation. The approach is more geared towards problem solving and application of concepts and the range of subjects offered is wide, covering areas like Economics, Accounting etc. Since the IGCSE exam is among the preminent public exams in the globe today, there are a lot of international schools in India which will offer a hybrid curriculum i. So language requirements may exist in the international schools especially if they are offering a hybrid curriculum. International Baccalaureate IB The IB program is known for encouraging enquiry and questions from kids and places high emphasis on all-round development with increased focus on community service as well as international trips to chosen destinations. The IB preschool education focuses on the child as the unit of enquiry and offers a combination of play and teaching based resources to build knowledge in areas of math, science, arts, language and music. A continuum of 3

programs is offered for students aged 3 years to 19 years. While schools may have internal exams, the main public exam is the IB diploma at the end of Grade 12. The IB Diploma culminates in a school leaving diploma and prepares students for college. In addition to traditional subjects, the curriculum includes an Extended Essay, Theory of Knowledge, and Creativity Action Service a program that includes the Arts, Physical education, and Community Service. From the earliest ages, students are discouraged from rote learning of facts. The emphasis is on understanding concepts. Kids have access to information through books and the internet and are taught how to process and best use the information for their purposes. All IB students have the option to learn more than 1 language from age 7 onwards. The second language they choose could be limited by the availability teachers in the school they attend but there is no restriction from the IB itself. Most IB schools will offer a choice of 2 or 3 different languages apart from the primary language of instruction. In some cases one can choose a new language at a basic level as late as in Grade 11 so one is not stuck with a subject choice in the senior years. British, American, Canadian, Singapore, Australian Other schools affiliated to the national curricula of their respective countries are also quite popular. Some schools may offer IB from the early grades itself "so it really depends on a school by school basis.

Chapter 2 : India Education System

According to the latest All India School Education Survey by NCERT, Hindi is the medium of instruction at 51 percent of schools in India at the elementary and upper-secondary stages, whereas English is the language of instruction at about 15 percent and 33 percent of schools at the elementary and upper-secondary stages, respectively.

This not only created a strong tie between the teacher and the student, but also taught the student everything about running a house. The guru taught everything the child wanted to learn, from Sanskrit to the holy scriptures and from Mathematics to Metaphysics. The student stayed as long as she wished or until the guru felt that he had taught everything he could teach. All learning was closely linked to nature and to life, and not confined to memorizing some information. The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the s. Teaching was confined to classrooms and the link with nature was broken, as also the close relationship between the teacher and the student. Later, boards were established in some of the states. All schools in Delhi and some other regions came under the Board. It was the function of the Board to decide on things like curriculum, textbooks and examination system for all schools affiliated to it. Today there are thousands of schools affiliated to the Board, both within India and in many other countries from Afghanistan to Zimbabwe. Universal and compulsory education for all children in the age group of was a cherished dream of the new government of the Republic of India. This is evident from the fact that it is incorporated as a directive policy in article 45 of the constitution. But this objective remains far away even more than half a century later. However, in the recent past, the government appears to have taken a serious note of this lapse and has made primary education a Fundamental Right of every Indian citizen. The pressures of economic growth and the acute scarcity of skilled and trained manpower must certainly have played a role to make the government take such a step. The announcements are; a To progressively increase expenditure on education to around 6 percent of GDP. The states have their own elected governments while the Union Territories are ruled directly by the Government of India, with the President of India appointing an administrator for each Union Territory. As per the constitution of India, school education was originally a state subject "that is, the states had complete authority on deciding policies and implementing them. The role of the Government of India GoI was limited to coordination and deciding on the standards of higher education. This was changed with a constitutional amendment in so that education now comes in the so-called concurrent list. That is, school education policies and programmes are suggested at the national level by the GoI though the state governments have a lot of freedom in implementing programmes. Policies are announced at the national level periodically. The Central Advisory Board of Education CABE , set up in , continues to play a lead role in the evolution and monitoring of educational policies and programmes. But the states have considerable freedom in implementing the education system. The National Policy on Education, and the Programme of Action POA envisaged free and compulsory education of satisfactory quality for all children below 14 years before the 21st Century. The expenditure on Education as a percentage of GDP also rose from 0. The school system in India has four levels: Students have to learn a common curriculum largely except for regional changes in mother tongue till the end of high school. There is some amount of specialization possible at the higher secondary level. Students throughout the country have to learn three languages namely, English, Hindi and their mother tongue except in regions where Hindi is the mother tongue and in some streams as discussed below. There are mainly three streams in school education in India. Two of these are coordinated at the national level, of which one is under the Central Board of Secondary Education CBSE and was originally meant for children of central government employees who are periodically transferred and may have to move to any place in the country. One subject Social Studies, consisting of History, Geography and Civics is always taught in Hindi, and other subjects in English, in these schools. Kendriya Vidyalayas admit other children also if seats are available. In addition to these government-run schools, a number of private schools in the country follow the CBSE syllabus though they may use different text books and follow different teaching schedules. They have a certain amount of freedom in what they teach in lower classes. The CBSE also has affiliated schools in 21 other countries mainly catering

to the needs of the Indian population there. It seems that this was started as a replacement for the Cambridge School Certificate. The main purpose of the conference was to consider the replacement of the overseas Cambridge School Certificate Examination by an All India Examination. The inaugural meeting of the Council was held on 3rd November, The Council was listed in the Delhi School Education Act , as a body conducting public examinations. Now a large number of schools across the country are affiliated to this Council. All these are private schools and generally cater to children from wealthy families. Both the CBSE and the ICSE council conduct their own examinations in schools across the country that are affiliated to them at the end of 10 years of schooling after high school and again at the end of 12 years after higher secondary. Admission to the 11th class is normally based on the performance in this all-India examination. Since this puts a lot of pressure on the child to perform well, there have been suggestions to remove the examination at the end of 10 years.

Exclusive Schools In addition to the above, there are a relatively small number of schools that follow foreign curricula such as the so-called Senior Cambridge, though this was largely superseded by the ICSE stream elsewhere. Some of these schools also offer the students the opportunity to sit for the ICSE examinations. These are usually very expensive residential schools where some of the Indians working abroad send their children. They normally have fabulous infrastructure, low student-teacher ratio and very few students. Many of them have teachers from abroad. There are also other exclusive schools such as the Doon School in Dehradun that take in a small number of students and charge exorbitant fees. Apart from all of these, there are a handful of schools around the country, such as the Rishi Valley school in Andhra Pradesh, that try to break away from the normal education system that promotes rote learning and implement innovative systems such as the Montessori method. It would be interesting and instructive to do a study on what impact the kind of school has had on the life of their alumni.

State Schools Each state in the country has its own Department of Education that runs its own school system with its own textbooks and evaluation system. Each state has three kinds of schools that follow the state curriculum. The government runs its own schools in land and buildings owned by the government and paying the staff from its own resources. These are generally known as government schools. The fees are quite low in such schools. Then there are privately owned schools with their own land and buildings. Here the fees are high and the teachers are paid by the management. Such schools mostly cater to the urban middle class families. The third kind consists of schools that are provided grant-in-aid by the government, though the school was started by a private agency in their own land and buildings. The grant-in-aid is meant to help reduce the fees and make it possible for poor families to send their children. In some states like Kerala, these schools are very similar to government schools since the teachers are paid by the government and the fees are the same as in government schools.

The Case of Kerala The state of Kerala, a small state in the South Western coast of India, has been different from the rest of the country in many ways for the last few decades. It has, for instance, the highest literacy rate among all states, and was declared the first fully literate state about a decade back. Life expectancy, both male and female, is very high, close to that of the developed world. Other parameters such as fertility rate, infant and child mortality are among the best in the country, if not the best. The total fertility rate has been below the replacement rate of 2. Probably as a side-effect of economic and social development, suicide rates and alcoholism are also very high. Kerala has also always shown interest in trying out ways of improving its school education system. The state experimented with the District Primary Education Programme DPEP with gusto, though there was opposition to it from various quarters, and even took it beyond primary classes. The state was the first in the country to move from the traditional behaviorist way of teaching to a social constructivist paradigm. The transaction in the classroom and the evaluation methodology were changed. Instead of direct questions that could be answered only through memorizing the lessons, indirect questions and open ended questions were included so that the student needed to think before answering, and the answers could be subjective to some extent. This meant that the students had to digest what they studied and had to be able to use their knowledge in a specific situation to answer the questions. At the same time, the new method took away a lot of pressure and the children began to find examinations interesting and enjoyable instead of being stressful. A Comprehensive and Continuous Evaluation CCE system was introduced along with this, which took into consideration the overall personality of the student and reduced the dependence on a single final examination for deciding promotion to

the next class. Kerala was also the first state in the country to introduce Information Technology as a subject of study at the High School level. It was started in class 8 with the textbook introducing Microsoft Windows and Microsoft Office. But within one year the government was forced to include Free Software also in the curriculum by protests from Free Software enthusiasts and a favorable stance taken by a school teachers association that had the majority of government teachers as its members. The state is now moving towards IT Enabled Education. Eventually, IT will not be taught as a separate subject. Instead, all subjects will be taught with the help of IT so that the children will, on the one hand, learn IT skills and, on the other, make use of educational applications such as those mentioned below and resources in the Internet such as textual material from sites like Wikipedia, images, animations and videos to study their subjects and to do exercises. Teachers and students have already started using applications such as Dr. Geo , GeoGebra , and KtechLab for studying geometry and electronics. Applications like Suncllock , Kalzium and Ghemical are also popular among teachers and students. The initiative taken by Kerala is now influencing other states and even the policies of the Government of India. States like Karnataka and Gujarat are now planning to introduce Free Software in their schools, and some other states like Maharashtra are examining the option. The new education policy of the Government of India speaks about constructivism, IT enabled education, Free Software and sharing educational resources. Once a few of the larger states successfully migrate to Free Software, it is hoped that the entire country would follow suit in a relatively short time. He advocates for Free Software and freedom of knowledge.

Chapter 3 : Education in India

The School is affiliated to the Central Board of Secondary Education. The medium of instruction is English and the second language for all classes up to VIII is Hindi. Sanskrit/ French are a third choice from classes VI to VIII.

Schooling is offered at state-run and private schools, however, private schools often have poorer facilities and infrastructure than government schools. The regional language is the medium of instruction for most primary schools and English as a second language generally begins by grade 3. Secondary Education Secondary education begins in grade 9 and lasts until grade 12. Education continues to be free at government schools, although private education is more common at the secondary level. Public examinations are held at the end of both cycles and grant access to grade 11 and university level study respectively. Secondary schools are affiliated with Central or State boards which administer the Secondary School Certificate at the end of grade 10. Education is administered both in schools or two-year junior colleges which are often affiliated with degree granting universities or colleges. Curriculum for the Higher Secondary Certificate Examination is determined by the boards of secondary education of which there are Vocational Education Young people who do not wish to go on to tertiary education, or who fail to complete secondary school often enroll at privately-owned vocational schools that specialize in just one or only a few courses. Unlike in the United States, vocational and technical education is not highly specialized and is rather a broad overview of knowledge applicable to employment. The curriculum offered is composed up of a language course, foundation courses, and electives, of which half of electives are practical in nature. Examinations at the end of vocational education are conducted by the All India and State Boards of Vocational Education. Largely based upon the British system of education, educational policy is ever-developing. University education is overseen by the University Grants Commission UGC , which is responsible for the development of higher education, allocating funds, and recognition of institutions in India. The assessment and Accreditation is broadly used for understanding the Quality Status of an institution and indicates that the particular institution meets the standards of quality as set by the NAAC. Participation in the accreditation process of NAAC is voluntary. The All-India Council of Technical Education AICTE was also established to oversee quality control of technical education and regulate establishment of new private professional colleges. All recognized universities are members of the Association of Indian Universities AIU , which is integral to the dissemination of information and serves as an advisor to the government, UGC, and the institutions themselves. Constituent and Autonomous colleges also exist; though less common although they do enjoy greater autonomy in regards to curriculum development and assessment. Admission to undergraduate courses generally requires completion of the Standard XII years of schooling and admittance to university depends almost exclusively upon performance on the examination. Diploma programs exist and range from 2 to 3 years in length and are provided at polytechnics, usually in a specialized engineering or technological field, and culminating in an Advanced or Post Diploma. Non-university education in Management is popular in India, with many institutions offering Post Graduate Diplomas in Management, lasting 2 years and generally equivalent to an MBA. Doctoral level degrees require a minimum of two or three years and consist of research and a thesis or dissertation. Beginning in 1985, the Choice Based Credit System CBCS was introduced by the UGC in attempts to encourage a more interdisciplinary approach to education and offer more flexibility and choice to students. The reform also introduced a standardized assessment and grading plan based upon a 10 point scale. Since its inception, the system has faced scrutiny by students and administrators, noting that although the system promises choice and flexibility, the infrastructure of the educational system now may be too weak yet to support the overhaul.

Chapter 4 : Best Indian Schools in Dubai | GEMS Education

General curriculum for lower secondary school in India consists of three languages (including the regional language, an elective, and English language), Mathematics, Science and Technology, Social Sciences, Work/Pre-Vocational Education, Art, and Physical Education.

Gender inequality in India Secondary education covers children aged 12 to 18, a group comprising 8. The two halves of secondary education are each an important stage for which a pass certificate is needed, and thus are affiliated by central boards of education under HRD ministry, before one can pursue higher education, including college or professional courses. Those at least 15 years old by 30 May for a given academic year are eligible to appear for Secondary board exams, and those 17 by the same date are eligible to appear for Higher Secondary certificate board exams. It further states that upon successful completion of Higher Secondary, one can apply to higher education under UGC control such as Engineering, Medical, and Business Administration. Secondary education in India is examination-oriented and not course-based: Senior school or high school is split into 2 parts grades and grades with a standardized nationwide examination at the end of grade 10 and grade 12 usually informally referred to as "board exams". Grade 10 examination results can be used for admission into grades at a secondary school, pre-university program, or a vocational or technical school. Passing a grade 12 board examination leads to the granting of a secondary school completion diploma, which may be used for admission into vocational schools or universities in the country or the world. Most reputable universities in India require students to pass college-administered admissions tests in addition to passing a final secondary school examination for entry into a college or university. School grades are usually not sufficient for college admissions in India. Most schools in India do not offer subject and scheduling flexibility due to budgeting constraints for e. English, Mathematics, Social Studies, Science, one language, and one optional subject depending on the availability of teachers at different schools. Students re-enrolling in most secondary schools after grade 10 have to make the choice of choosing a "core stream" in addition to English or the local language: Students study Mathematics up to single-variable Calculus in grade

Types of schools[edit] Government schools[edit] Majority of the students study in the government schools where poor and vulnerable students study for free until the age of Kendriya Vidyalaya project, was started for the employees of the central government of India, who are deployed throughout the country. Largest system of aided schools is run by D. In , four of the top ten pre-schools in Chennai were Montessori. These are modelled after British public schools , which are a group of older, expensive and exclusive fee-paying private independent schools in England. According to some research, private schools often provide superior results at a multiple of the unit cost of government schools. The reason being high aims and better vision. According to the latest DISE survey, the percentage of untrained teachers para-teachers is The competition in the school market is intense, yet most schools make profit. Even the poorest often go to private schools despite the fact that government schools are free.

Chapter 5 : 25 Best CBSE Schools in Dubai - Top Ratings (Reviews)

There are two key versions of the Indian curriculum: the CBSE (Central Board of Secondary Education) and the CISCE (Council for the Indian School Certificate Examinations). Our international schools offer both of these pathways to our students.

This learner to a Class 10 social science board examination question. This learner wanted to know the details of social essay traces the historical roots of the current situation science syllabus developers and wanted to kill them Ra- to the structural and epistemological foundations of jasthan Patrika In , Indian Parliament was higher education. This led to a year-long debate on the use of cartoons as a materials developed by educational professionals pedagogical tool in school social science textbooks see, for on young learners, and the pressure they exert on instance, Singh ; Wankhede Later, the Central curriculum development agencies aggravate the Board of Secondary Education CBSE , New Delhi intimated schools that no questions be asked in board examinations situation. Learners in schools during the first 10 years study at least five major subjectsâ€”science, mathematics, two or three lan- guages and social scienceâ€”yet it is social science curricular materials alone that receive wide attention and criticism from the public. In this essay, we attempt to analyse some probable reasons for this phenomenon and argue that these factors also obstruct reform measures initiated in school social science curriculum in India. Before moving on to social science curriculum, it is essential to have a brief introduction to the curriculum development process. This is due to the per- ceived impact of school curriculum on learners, the future participants of democratic India Srinivasan Schools are expected to teach as prescribed in the syllabus approved by government agencies, both central and state. Any curricular reform is generally evolved and planned at the national-level agencies, such as the NCERT, and implemented in schools run by central and state governments. The author wishes to thank the anonymous changes in the evaluation of learning. Curricular reforms have reviewer for the comments and suggestions. All social science curriculum development is presented in the first these indicate that while formulating social science curricu- section. Six important challenges in reforming social science lum, specific roles for specific stakeholders are defined. The The school social science curriculum up to the secondary final section summarises the discussion and offers some possi- stage Classes 1 to 10 includes topics from history, economics, ble ways to implement reform initiatives in school social geography and political science. In Classes 1 and 2, social science science curriculum in India. In Classes 3 to 5 they are introduced along with 1 Curriculum Development Background natural science concepts as part of environmental studies. Understanding social science concepts forms This means social science topics are introduced separately as an important part in school curricula all over the world. In part of four subjects, and students are assessed under one India, committees and commissions set up by the governments courseâ€”social science. In Class 12, social sciences are intro- or by national leaders spell out why we should teach social duced as elective subjects. Table 1 shows the changes over the sciences in schools, and the perspective and pedagogical last few decades in the nomenclature used to denote social aspects the school community is to consider while imparting science curriculum for Classes 6 to 10 in schools up to the different subjects, including the social sciences. During the first 20 years of independent India, schools were Table 1: Social science textbooks used in one book schools reflected these concerns. Another important mulation of syllabi, which includes the selection and organisa- source of reforms are curriculum framework documents tion of course topics. While there is no major change in the brought out by the NCERT in , , and NCERT nomenclature used to denote social science courses, there was , , , a, b, c, d and the State a considerable change in the approach used to organise the Councils of Educational Research and Training SCERTs set up course content. It will be shown later that the approach used to by state governments and state education departments. This process is common to Changes in Curriculum all curricular areas, including the social sciences. This tions of reports of committees and commissions, and curricu- variance may be due to many reasons: There has Social science textbooks are published by government and been a substantial change in the nature and structure of social private agencies based on the syllabi decided by government science curriculum. Here follows a brief note on changes in

agencies. Political science texts underwent a considerable ment. Periodisationâ€™an essential methodology to study his- change, both epistemologically and pedagogically. First, certain norms cultural history. Nation building and the idea that we belong were followed to take away the social science curriculum from to one united nation that is India were given prominence in political challenges and to provide non-partisan treatment to the old history textbooks. Learners studying social Second, a thematic approach has been followed to develop sciences are exposed to a variety of visuals and other primary contents. This is a pedagogical device generally followed by sources that were never taken seriously in history learning teachers while teaching different subjects. It also Till the late s, geography was introduced in schools as a helps teachers see the interrelationships across social sciences. Thus, there ject through themes, various aspects of physical and human were review meetings of textbooks in which social scientists, geography. The changes Sunny Geography curriculum in schools today is high- are more visible in schools which follow NCERT syllabi and ly information-oriented, focuses on maps, facts and figures, textbooks and are affiliated to CBSE. Otherwise, there is no and does not reflect contemporary developments in geography major change in the way social sciences are taught in schools education Kapur ; Lahiri-Dutt Also, there is in many states. Learning Economics was introduced as a separate subject during the theories suggest learners can understand abstract ideas only late s in Classes 9 and While formulating social science curri- topics in economics. Post-reform India has witnessed the cula, social scientists give importance to the way their disci- increased role of economic aspects not only in the day-to-day plines evolve and the methods of enquiry suited to their disci- lives of people in India, but also in social science curricula. For example, historians prefer to discuss version of undergraduate level Indian Economy course text- their subjects in schools chronologically. Though historio- level courses Bose and Sardana The textbook contents have been presented in a manner people lived. Yet, the division of For understanding this issue, it is necessary to understand themes is dominated through physical and human geography. Learners are introduced to physical geography in Classes 6 It is also essential to know approaches used to organise the and 7, and to human geographyâ€™topics associated with day- presentation of content and the natureâ€™ of the content. It was to-day livesâ€™in Class 8. This dichotomy continues even in already pointed out as to how a particular view of the disci- Classes 9 and Also, the way geography content is presented pline as an approach to organise social science content hinders in Indian social science textbooks suggests the dominance of reforms in the social science curriculum. Maps and photographs of some important leaders were Economists have introduced their discipline very recently, the only visual material available for learners. In contrast to yet young learners are introduced to conceptsâ€™gross dome- this, the new social science textbooks contain a variety of stic product GDP , national income, structural aspects of the narratives: Political scien- non-fiction materials, diagrams, tables, portraits, paintings, tists have learners know and memorise laws, rules, duties, cartoons, photographs, primary sources, original letters, etc. The organisation of social science textbooks. Teaching of this new content requires more time, syllabi also shows that there is no uniformity in presenting teaching aids, and resource materials. This could be one rea- social science knowledge in consonance with the cognitive son why learners and teachers consider social science curricu- level of learners. Also, both learners and teachers find it diffi- lum as overburdening. The new social science textbooks cult to see the linkages between topics from different subjects, expect that learners be facilitated by the teacher to construct all learnt under the rubric of social science. Teach- Decisions on using a specific approach to select, organise ers could not cope with this change when the school system as and present social science knowledge in schools are not based a whole is interested in examination-centric curricular prac- on empirical research. Such evidence is also hard to find tices. Also, social science teachers are yet to understand why in India. Curriculum Load Still a Major Challenge: This may be of two kinds: On the one topics, whereas the time available to study these topics is hand, a wide gap in the quality of textbooks brought out by the limited; and ii content material textbooks is written in a NCERT and SCERTs reflects the intellectual capacity of the manner non-comprehensible to both learners and teachers. On the other hand, this could also be one of the been reported frequently by teachers rather than by learners. Preparing Social Science Teachers: Who is a social science Social science teachers and learners using curricular mate- teacher? This has been a perennial problem since the s. Suppose that a teacher studied history during her gradu- Economics was

not considered as part of the national-level curriculum, she finds herself comfortable teaching history, while it is social science syllabi until the early 1990s owing to easing of natural for her to find it difficult to teach the other three sub- the curricular load. This also shows the expanding nature of subjects. For a prospective history teacher, neither the present the social sciences. Curricular load in social science is seen in a one-year pre-service teacher education course, such as the narrow manner, in terms of the number of books and pages BEd, nor the variety of in-service education programmes GOI Social science teachers to a variety of issues, particularly in social science curriculum. A few states do not even allow economics and largely when they are in power. This means that all social sciences do not gel with other social science contents Bhattacharya hence teachers of those states might find it difficult to teach This also has implications on the quality of teaching these subjects effectively. For example, since studies teachers to teach all four subjects effectively. We are well aware that this is a topic that One major victim of social science education in schools is can be understood better as part of both geography and geography. Geography has a considerable space in the upper science courses. Many state examination boards have also primary and secondary school curriculum. Very few colleges followed the CBSE practice. This means Learners are required to learn to deal with contemporary that most social science teachers in India teach geography challenges they face in their daily lives. If learners are able to without having basic understanding of the subject. In recent understand social science concepts and tools better, are they times, many political science and economics topics are found not able to deal with any social issue better? Why is it necessary in social science curricula, but social science teachers teach sary to include discussion on acts passed in Parliament or state these topics without sufficient knowledge and understanding assemblies in social science curricula? If all steps taken by government of these subjects. Social science textbooks brought sciences. In recent times, many applied and interdisciplinary out by some states already contain such materials. Is it not necessary social science subjects, such as human rights, financial accountability, etc, are being offered at the among young learners and are not necessarily taught in the higher secondary stage. The crucial questions here are: What are their qualifications? Are a topic in the social science course? Neither There is no research evidence available in India to show that their examination boards nor curriculum development agencies including a topic may lead to specific outcomes. For example, road safety is one topic taught as part of the social science out with guidance on teaching these newly emerging areas. Learners studied one chapter in every year from Classes 6 to Carrier of Contemporary and Governmental Issues:

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The schools which impart education up till 10 th class are known as Secondary Schools, High Schools, Senior Schools etc. Some of the states/UTs which follow 8 th th class of secondary stage are Goa, Gujarat, Karnataka, Kerala, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep etc.

Information provided is for general knowledge only and should not be deemed to be professional advice. For professional advice kindly consult a professional accountant, immigration advisor or the Indian consulate. Rules and regulations do change from time to time. Please note that in case of any variation between what has been stated on this website and the relevant Act, Rules, Regulations, Policy Statements etc. Which Syllabus is best! A brief description of each syllabus taught in schools Parents trying to select a school in India may have to decide which school syllabus they want their child to follow. This way they can eliminate schools that do not follow the syllabus they desire. Here is a brief description of each syllabus. SSC is quite popular in the state of Maharashtra. The syllabus would depend on the state where the school is located. Their exams are also conducted at the same time all over India. CBSE has a national curriculum; this helps parents who move to different parts of India due to transfers etc. Their children will follow the same syllabus if they join another CBSE affiliated school, regardless of the city or state they move to within India. Many educational institutes follow their curriculum. International General Certificate Sec. It is recognized by colleges and universities in the commonwealth countries. Students, who have done their early schooling from any other board, can join the IGCSE programme up to the Class 9 level. The International Baccalaureate IB offers high quality programs of international education to a worldwide community of schools. IB Diploma is recognized by schools and colleges at an international level. There are three programs for students aged 3 to The Diploma Program Class 11 to Class Article continues on next page: Selecting a school for your child in India. Selecting a school in India for your child. Continues on the Next Page.

Chapter 7 : Educating India's Children

Foreword The Indian school education system is one of the largest and most complex in the world. The complexity of the system stems from India's need to maintain standard and.

This system is being followed by all Indian States and Union Territories. But not all of them follow a distinct pattern as per the system. Most of the pre-primary education in India is provided by private schools. The duration of study in this stage is years. Sometimes also termed as Elementary Education, it is free in government schools but it is paid in the private schools. The Government has made elementary education compulsory for children between the age group of years 6 and There is uniformity on this level of education in terms of duration and classes i. At this level of education students have the freedom to choose their preferred stream and subjects. Some universities and colleges also offer the education of these classes. Undergraduate stage of education is also known as higher education in India. Students studying in this level, generally begin their education from 18 onwards. Majority of the undergraduate courses of 3 years duration belong to field of arts, humanities, science etc. However, there are courses belonging to fields of architecture, law and medicine whose duration is 5 years. Postgraduate stages of courses are known as Masters courses or Doctorate courses. Masters course are usually of 2 years duration and doctorate research courses are of 3 years duration. PG education in India is largely provided by universities in India. PG education caters largely to a specific field or sub field of any preferred discipline. Thus, one can specialise in any of preferred subjects at this level. Those who are interested in conducting large amount of research work pursue these courses. National Literacy Mission was set up on 5th May, to impart a new sense of urgency and seriousness to adult education. Distance education is helpful to those who cannot join regular schools or colleges. At the school level, National Institute of Open Schooling offers education through distance learning. While, at the college or university level, Open universities provides distance education. Distance education can also be pursued online via internet. This type of alternative education It is considered for handicapped or those who are unable to attend regular school due to various factors.

Chapter 8 : Secondary & Higher Secondary Education | National Portal of India

Primary, Middle and Secondary School: With more than schools India operates the biggest education system in the world. Literacy rates have increased within the last decades, up to 65 per cent.

There is no educational provision at these institutions. Children learn games and group play activities. As they get older they begin to learn alphabets. Primary schools fall under the control of State Education Departments, having to abide by their standards in order to be recognised. In some states there is a public examination at the end of this stage of schooling and a number of these schools are included with secondary schools. Diplomas are also available at undergraduate year courses and postgraduate level 1 year courses. Vocational diplomas are offered at polytechnics. Colleges These may be run by the government type 1 , religious organisations or private bodies type 2 or be professional colleges types 3. The most recent addition comprises Indian Institutes of Technology IITs These centres offer engineering education degrees and masters as well as research in the field. Adult Education Since independence there has been a massive rise in adult literacy boosted by the National Literacy Mission NLM , which was launched in Though a centralised initiative, authority has been given to states and their non-governmental organisations to run the projects. Children as young as 9 are included in the programme to ensure coverage of areas where there are not any Non-Formal Education NFE programmes. The majority are self-funding, although some receive government grants. Christian and Muslim madrasa schools also make a significant contribution to this sector of education. Most private schools are affiliated to one of the three national examination boards. International Schools These follow a structure that is much more similar to that found in the West. Though the government has passed a bill to make education compulsory from , this is not enforced. Consequently, some parents, dissatisfied with the educational system in India, opt to educate their children at home. Schools influenced by David Horsburgh Emphasis is placed on handcrafts and other artisan skills, self-directed learning and free progress. Bal Bhavans These centres focus on the development of sporting and creative skills of children years. The many centres are guided by the national organisation, which is an autonomous institution under the DoE. This system is based on the ideas of Jiddu Krishnamurti , an Indian philosopher. Sources Department of Education website, [http:](http://) Useful Links British Council: Country Education Profile This website provides an outline of school organisation, calendar and curriculum there is more detail in the download.

Chapter 9 : The Education System in India - GNU Project - Free Software Foundation

High School Curriculum By the time Washington State students leave high school, they will: recognize landmark court decisions and legislation that affected and continue to affect tribal sovereignty;.