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SEMESTER III

Paper OC12A: Issues and Concerns in Secondary and Higher Secondary Education

Unit I Perspectives and Context of Secondary and Higher Secondary Education in India

- Nature, scope, function and systems of secondary and higher secondary education.
- Status of secondary and higher secondary education in India.
- Process of teaching-learning of adolescent, exposure to integrated and subject specific streams guidelines for secondary and higher secondary education in India.
- Socio-cultural, economic, political and statutory environment of secondary and higher secondary education in India.

**EXPOSURE TO INTEGRATE AND SUBJECT SPECIFIC
STREAMS**

What is integration?

- Problem, concerns real to the student and real in the community.
- Students and teachers work together to select the specific topic of interest to them and together they plan how, when, where, and why they will pursue it.
- Active students participation and decision making.
- Explore issue to understand and to propose a solution, suggestion a new direction and report the result.
- Develop essential skills intrinsic to their learning.

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- ▣ Key skill may be formulating questions, creating hypotheses, working out way to collect data, and report on what has been learned.
- ▣ Subject content and knowledge comes into play after, rather than before, deciding what is to be studied and how.

In general, all of the definitions of integrated curriculum or interdisciplinary curriculum include:

- A combination of subjects
- An emphasis on projects
- Sources that go beyond textbooks
- Relationships among concepts
- Thematic units as organizing principles
- Flexible schedules
- Flexible student groupings.

Program which are genuinely integrative

- ▣ Based on topic of substance and significance.
- ▣ Place on emphasis on seeing connection in and purpose for learning.
- ▣ Develop big ideas that excite the imagination.
- ▣ Develop desire for the learning process.
- ▣ Develop skills and knowledge that are real to student.
- ▣ Build on and extend knowledge and experience.
- ▣ Develop sustained programmes or work.

Components of Integrated Curriculum

- ▣ Focuses on basic skills, content and higher level thinking
- ▣ Encourages lifelong learning
- ▣ Structures learning around themes, big ideas and meaningful concepts
- ▣ Provides connections among various curricular disciplines
- ▣ Provides learners opportunities to apply skills they have learned

cont

- ▣ Encourages active participation in relevant real-life experiences
- ▣ Captivates, motivates, and challenges learners
- ▣ Provides a deeper understanding of content
- ▣ Offers opportunities for more small group and industrialized instruction
- ▣ Accommodates a variety of learning styles/theories (i.e., social learning theory, cooperative learning, intrinsic motivation, and self-efficacy) and multiple intelligences

Levels of integration:

There are varied levels of integration as given below:

- Developing cross-curriculum sub-objectives within a given curriculum guide
- Developing model lessons that include cross-curricular activities and assessments
- Developing enrichment or enhancement activities with a cross-curricular focus including suggestions for cross-curricular "contacts" following each objective
- Developing assessment activities that are cross-curricular in nature
- Including sample planning wheels in all curriculum guides.

Characteristics of an Integrated Curriculum

- ▣ Student directed real-world application.
- ▣ Researched based
- ▣ Usage of multiple resources
- ▣ Social skills improved
- ▣ Collaboration
- ▣ Problem-answer
- ▣ Find a authentic literature on a topic

Few more Characteristics of an Integrated Curriculum:

- Experiences to develop children's attitudes, skills, and knowledge and to help them make connections across the curriculum.
- Activities that provide for a range of abilities.
- Activities that is both teacher-initiated and directed and child-initiated and directed.
- Whole class, small group, and individual experiences.
- Opportunities for critical and creative thinking.
- Teacher, peer, and self-assessment.
- Opportunities to experience learning as a meaningful whole.

References:

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