CHAPTER - III
PROBLEMS OF SENIOR SECONDARY EDUCATION

Education is the birth right of every child in India. Although India has made significant progress in various fields, we have been facing various problems of children viz., child labour, malnutrition, child abuse etc. which can be solved with the light of knowledge. The Central Government and State Governments have formulated various schemes to ensure that no child remain uneducated. However, there are various problems faced in our education system.

Although there has been a significant increase in the number of school going children, they face a number of problems. The problems of Senior Secondary school education are dealt with in this chapter. We must make consistent and concerted efforts to remove the obstacles and find solution to the problems.

Secondary education spreads over the age 15-18 years. These years of transition and adolescence are the most crucial years of the student life. Students’ physical structure undergoes a fast change during this period and there are various sort of emotional transformation and mood swings. This is the stage where students have to shift from education to the world of work; secondary education must equip the students by sharpening their skills and talents to make this transition quite smooth. The girls have to experience more difficulties in this transition because of age-old beliefs, social bias, prejudice and taboos prescribed for females in the society. As there has been a sharp decline in female sex-ratio in most of the states of India in the recent decades, efforts should be made to develop a gender friendly curriculum. The curriculum must be designed to nurture natural talents and capabilities of the students, viz. language, logical and analytical ability, physical fitness, sports,
general awareness, nature and environment etc. These crucial years in student life must offer suitable opportunity for nurturing and honing their inherent skills.

Various commissions pointed out the defects in secondary education from time to time. It has been generally felt that secondary education in India gives more emphasis on academics and fails to enable students to handle the problems of day-to-day life efficiently; it does not prepare them for pursuing higher education adequately. Many of the students tend to fail in the first year of their degree course, in the examination conducted by the university. The students don’t find themselves confident and suitable to enter life confidently. The training and education available there don’t equip the students well so as to get a good and respectable job helpful in leading a good life. Some problems of secondary education are discussed here.

**Undue Importance on Examination:**

Most of the schools nowadays are concerned about giving good results. Instead of stressing on an all round development of the students, the schools emphasize on the results of the students. Students are forced into cut-throat competition with the aim of scoring very high marks. Values seem to have been relegated to the background in most of the schools. There is an atmosphere of fear, tension and pressure--by the teachers, parents and well wishers—to obtain very high marks. Unable to bear this much burden, many teenagers get depressed; some even resort to extreme steps like committing suicide.

**Teachers’ Status in Society**

The teaching profession is not getting due respect and recognition in society because of which many brilliant and intelligent youth prefer to pursue other professions which give them high status and hefty salary. In fact teachers shape the future of students as a potter shapes his pots. Teachers play
an important role in providing education. Like a gardener, they instill inspiration and zeal in students’ lives. In fact their progress and development depend upon how they are taught by the teachers. Indian culture has held the teachers on a very high and exalted place—‘Guru' which is considered equal to God. As Children are the hope of tomorrow, it can be said with certainty that the quality and effectiveness of any educational system ultimately depends upon the dedication, effectiveness and competency of the teachers.

The status of teachers has also been highlighted by the Secondary Education Commission in its report, as under:--

_We have already referred to the importance of the teachers' social status. There is a growing feeling that the lead in this matter should be taken by persons in high public positions who should show special recognition of the status and dignity of teachers and treat them not on the basis of their salary and economic status but on the importance of the nation-building work that is entrusted to them. If they do so, society would follow their example in due course. At important public and ceremonial functions, the head of the State or the Ministers or the District Officer concerned should invite representatives of the teaching profession and give them a position of honour. Many in the profession have shown outstanding merit in their work and are entitled to receive due recognition of it from the State as well as from the society. They must also be consulted in all important matters pertaining to education so as to strengthen their sense of professional responsibility._

The quality of good teachers in India has been eulogized by even foreigners.

Years ago, Sir Alexander Johnston wrote a letter to Mr. Charles Grant (1746-1823), President of the Board of Control, on education system of India, in the following words:

_“Education has always, from the earliest of their history, been an_
object of public care and of public interest to the Hindu Governments on the peninsula of India. Every well regulated village under the government has a public school and a public school master. The system of instruction in them was that, which, in consequence of its efficiency simplicity and cheapness, was a few years ago introduced from Madras into England and from England into the rest of Europe. Every Hindu parent looked upon the education of his child as a solemn duty which he owed to his God and to his country and placed him under the school master of his village as soon as he attained his fifth year. The ceremony of introducing him for the first time to the school master and his scholars was publicly recorded and was attended with all the solemnity of a religious observance; a prayer being publicly offered upon the occasion to the figure of Ganesha, the Hindu god of wisdom, which was at the head of every Hindu school imploring him to and the children in their endeavours to learn and become wise”.2

Lack of trained and dedicated teachers:

Earlier there used to be shortage of teachers recruited in the state. With the passage of time now there is adequate number of teachers. Nevertheless, the quality of teaching has gone down considerably. There are various reasons for this downfall; some attribute it to corruption due to which deserving candidates are not recruited. There is lack of proper training on methodologies of teaching. Many teachers lack dedication and consider this profession only as a source of income. For building a better society, teachers must be embodiments of values and there life should be a living example for the students.

Though the private schools charge high fees, they are in no way better. The teachers in private schools are generally not as qualified as those in government schools. Most of the private schools have the sole aim of making money. They pay very meager salary to the teachers, who tend to encourage the students to have private tuitions with them at their homes.
More Emphasis on English Language

English is nowadays considered to be a passport for success in life. Official language, i.e., Hindi and other vernacular languages are neglected to a great extent, particularly in urban areas. Most of the books are available in English language only. The medium of instruction in Science, Engineering and Technology subjects is invariably English, and there are very few books in Hindi or other vernacular languages on these subjects as a result of which these languages are relegated to the background. So, the knowledge of English has become a pre-requisite for obtaining high status and suitable and lucrative jobs. However, it must be noted that English had been introduced in the middle of the nineteenth century, by the British rulers for some specific reasons, as is evident from Macaulay’s Minute on Education, 1835:

“We have to educate people who cannot at present be educated by means of their mother tongue. We must teach them some foreign language. The claim of our own language it is hardly necessary to recapitulate. It stands pre eminent even among the languages of the West. It abounds with works of imagination....with models of every species of eloquence with historical compositions....with just and lively representations of human life, and human nature, with the most profound speculations on metaphysics, morals, government, jurisprudence and trade, with full and correct information respecting every experimental science which tends to preserve the health, to increase the impact,, or to expand the intellect of man.”

Macaulay’s Minute on Education, 1835:

We must at present do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons Indians in blood and colour, but English in taste, in opinion, in morals and intellect.

Mahatma Gandhi clarified his position on use of language, in his reply to Tagore, as under:--
English is today studied because of its commercial and so-called political value. Our boys think, and rightly in the present circumstances that without English they cannot get Government service. Girls are taught English as a passport to marriage. I know several instances of women wanting to learn English so that they may be able to talk to Englishmen in English. I know husbands who are sorry that their wives cannot talk to them and their friends in English. I know families in which English is being made the mother tongue. Hundreds of youth believe that without knowledge of English, freedom for India is practically impossible. The cancer has so eaten into that in many cases, the only meaning of Education is a knowledge of English. All these are for me signs of our slavery and degradation. It is unbearable to me that the vernaculars should be crushed and starved as they have been. I cannot tolerate the idea of parents writing to their children, or husbands writhing to their wives, not in their vernacular but in great Poet. I do not want my house to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any. I refuse to live in other people’s houses as an interloper, a beggar or a slave. I refuse to put the necessary strain of learning English upon my sisters for the sake of false pride or questionable social advantage. I would have our young men and young women world languages as they like, and they expect them to give the benefits of their learning to India and to the world, like a Bose, a Roy or the Poet himself. But I would not have a single Indian to forget, neglect or be ashamed of his mother tongue, or to feel that he or she cannot think or express the best thoughts in his or her own vernacular. Mine is not a religion of the prison-house. It has room for the least among God’s creation. But it is against insolence, pride of race, religion or colour.4.

Mrs. Indira Gandhi, Prime Minister of India, also expressed her views on the Teaching of Language in India, as under:--

Let me ask a question: In what country has a language developed as a
result of politics? Why does English today occupy the position of a principal language? Why has it spread to so many countries of the world and has such a high status? Has English developed because it was the language of official work at the Whitehall? Or did the English poets, writers, novelists and traders, who travelled to the far corners of the earth, develop this language? Let us not think that a language is built and developed by official work only, and in the absence of such work, it will die out. Indian languages were suppressed under foreign rule. It was, therefore, natural that during the freedom struggle and after we became independent, our people should have a special sentiment for their languages and should be keen to promote them. It is not a question of sentiment only. It is important for the country that our languages should develop.

5. No emphasis on practical training:

Practical training is considered a waste of time in many schools. Students are not provided the right environment to develop their practical knowledge and skills. There is lack of proper laboratories, instruments or staff. Students get only theoretical knowledge which results in the students coming out of school without the knowledge of technology and its practical use. As a result they are not able to get suitable employment.

Lack of facilities to improve personality:

The students who go for higher studies out of the state face many problems and suffer from inferiority complex. Most of them lack good communication skills. Though they are good in their subjects, they do not have all around personality development. Communication skills take a back seat in most schools where the emphasis is only on rote learning. If opportunities are not provided to students for development of all their skills, their overall personality doesn’t develop.
Lack of Provision of a Proper Environment

Schools these days don’t have proper and suitable, rich and motivating environment, which may inspire and stimulate the learning experience, as also mentioned in the Report of the Secondary Education Commission:--

The first concern of the schools should be to provide for its pupils a rich, pleasant and stimulating environment which will evoke their manifold interests and make life a matter of joyful experiences. This is not an easy thing to achieve; it demands a many-sided approach. To begin with, the physical environment of our schools with the exception of a few well-endowed schools is generally so drab and depressing that it is not conducive to the building up of an esprit-de-crops or a sense of pride in the school. We realise that many schools work under considerable financial difficulties and it is idle to expect that they will be able to put up suitable buildings or provide proper furniture and equipment. But, we are not prepared to concede the point that it is impossible for such schools to do anything to improve their present material conditions. In fact, our observations have convinced us that where the staff and the management have shown some vision and have been able to win the active cooperation of the students and the local community, financial difficulties have not stood in the way of the schools becoming reasonably "streamlined". Educational authorities and teachers often fail to realize what tremendous resources they have at their disposal in the hundreds of eager, lively, constructively disposed youngsters in their school. If their enthusiasm and practical aptitudes are properly and tactfully mobilized, they can themselves change the general appearance of the school-plant almost beyond recognition and, in this effort, the parents and the local community can be of immense help. We have no doubt that, under proper encouragement, students all over India can, if necessary, carry out minor repairs, white-wash school rooms, keep the school garden and compound in good shape, paint and polish the furniture, decorate the bare walls of their rooms with charts, pictures and
illustrations and enliven them with flowers, wherever this loveliest of Nature's gifts is available. And, if the schools do become, as we have envisaged, an integral part of the life of the community and they begin to realize that their welfare is their own concern, the problem of resources will become much easier, for there is no community of persons that is too poor to make some contribution for the improvement of its own school. We have stressed this question of the decoration of schools at the outset not only because it can give the students a new feeling towards their school but also because it cultivates a love of neatness and beauty and artistic taste which are at present lacking in some of our youth. 

Lack of participation by all stakeholders in Education

When all stakeholders are involved in the schemes and policies meant for their betterment, success is guaranteed. But such participation doesn’t always happen in most of educational processes. Because of lack of mutual cooperation between the students, teachers and the parents, government schools are lagging behind and many students are shifting to privately run schools. It is a dangerous trend which should be checked immediately. It is necessary to impress upon the government school students that they have talent and they can achieve anything with hard work, dedication and sincerity.

In almost all government and many private schools, the interaction between the parents and teachers is not good. One of the main reasons of it may be lack of education and awareness in the parents who are not even aware of their ward’s performance in school. Due to this, the parents’ role in their ward’s education is limited to just paying the school fee. Efforts should, therefore, be made to enhance and strengthen the bond between teachers and parents.

Absence of regular supervision of schools by the higher authorities:

The higher authorities remain busy in their office work and do not supervise schools on a regular basis. This gives freedom to the school
administration to bend the rules with regard to collection of fees, amenities provided, etc. With no proper control they act according to their will, which harms the quality of education and proves detrimental to the welfare of the students. There should be proper guidelines which should be followed strictly, for improving secondary school education.

**Lack of adequate infrastructure:**

Most of the schools, particularly government schools, do not have adequate infrastructure. There are no proper classrooms, furniture, laboratories, libraries, playgrounds, urinals, safe drinking water and other related amenities etc.

There is lack of playgrounds, libraries, which cause them face a lot of inconveniences. Girl students particularly face the problem of safe and hygienic urinals, and it may be one of the causes of low female student enrolment. This deprives the students of the actual benefit of learning. Due to lack of proper facilities, students’ physical and mental growth is hampered.

Government schools can be easily noted for their mess. Students are provided unhealthy food which adversely affects their health. In most of the cases, corrupt practices defeat the basic purpose of the beneficial mid-day meal scheme.

**Less emphasis on extracurricular activities:**

In most schools, students are confined only to knowledge of the subjects. There is no motivating factor to encourage them to take part in extracurricular activities. Some schools consider extracurricular activities as a waste of time and money, and don’t include it in their curriculum. Due to this the students can not reveal their hidden talent and their talents go unutilized and unnoticed.
Lack of career guidance:

Parents of most of the students do not ask them about their own choice of career or interest; instead, they force them to opt for a particular career of their choice. Thus the students remain under constant pressure. Due to lack of career counseling, many students lose better opportunities. This deprivation results into the students taking up a profession in which they are either not interested or for which they do not have flair. This, in turn, causes depression in them and also results into low or decreased productivity.

Lack of Sports Facilities and Motivation:

Most of the schools do not have proper playgrounds. Physical education teachers are also not available. Students are not motivated to take part in physical activities or to take up any sport. Sports play an important role in the overall development of students. Without facilities for and motivation to take up sports, the overall physical and personality aspects of the development of the child suffers.

If we are really concerned about the future generation, steps have to be taken to solve the above issues and ensure a happy, stress free and quality education to the young students. The youngsters if guided properly are capable of achieving great heights and doing India proud.

Parents' indifference and lack of supervision

Mother is said to be the first teacher of the child and home is considered to be the first school where parents' time, attention, supervision and involvement plays a dominant role in a child's all-round development. Parents these days provide a child with all the materialistic needs and even admit him/her in a good school and feel that their duty ends there. Most of the parents do not give children proper time and attention to attend to their emotional, moral and educational needs. As a result of this neglect, the children sometimes get addicted to bad company and are distracted from
study. Some of them fall an easy prey to obscenity and vulgarity and violence being shown on internet and TV, fail to perform well in studies and don’t fulfill the expectations of their parents. Such neglect of children drives them towards unsocial and unethical activities such as terrorism, eve-teasing and various other type of crimes. However, if parents become aware of their responsibility and pay proper attention on their children and their education, it will prove very beneficial for the students.

**Peer-Pressure**

Peers play a pivotal role in student life as their social, emotional and character development takes place during this period. During this special period of transformation, they learn many a lesson of support, reliance and maturity through mutual interactions. However, friends can also have negative influence on their personality. They may learn many bad habits as skipping the classes, stealing and cheating. Some students are influenced to the extent that they imbibe the bad habits of smoking, alcoholic drinks, drugs or other addictions and unhealthy practices. The kids give in to peer-pressure because they want to make a high image in the eyes of their friends. Sometimes they copy and follow their friends lest they might be rejected, neglected or scoffed at, if they don't go along their peers.

However, the kids can be guided to overcome peer-pressure by advising them proper course of action. Teach them not to be unnecessarily influenced by others and beware of friends who pressurize them to do certain unethical, unrighteous and prohibited things. Let them develop their sense of judging and differentiating between right and wrong. Also tell them that the practice of always saying “yes” should be avoided and they should learn and practise to say "no" at times. They must be encouraged to sense when they should take the help and support of the teachers and parents. Tell them to make friends with students having positive attitude towards life. Inspire them to spend their time in worthwhile activities. Then they will have no time for
undesirable habits and activities.

Parents must inspire the children to have open and honest interaction with them. The kids must have faith in the parents so that they may approach them if they're feeling undue peer pressure. Children must be told the advantages of being positive yet assertive, so that they can easily overcome adverse situations and negative influences. Parents must invest some time for children's well-being at this crucial stage of their life. They must know what type of students their children are having friendship with. They must create confidence in their kids. Kids having good self-esteem are hardly likely to be vulnerable to peer-pressure. Parents must discuss the matter with the respective teacher, principal, school counselor or family doctor, if the children are having difficulties with peer pressure, or are found to have mood swings, depression, low self-esteem, or any other behavioural abnormality, and take extra care and precaution.

Lack of Balance between Academics and Values of Life

An ideal education system should focus on character building and inculcating good values in students. Rich cultural heritage of India and its diversity in geography, culture, values and beliefs are found nowhere else in such abundance in the world. As human beings learn more effectively by listening and observing than simply cramming, Indian students definitely have an edge over students of other countries. But students of this generation lack practical knowledge. They are trained to memorize the points like a parrot. Student’s talent and interest are not given importance. If a child has the talent of singing or dancing or drawing, he should be encouraged. Instead they are discouraged to leave their favorite hobby and talent. Their interest is nipped in the bud and they are forced to choose a career which their parents insist on. It is like killing their spirit.

However, due to dwindling values in students in recent decades, there are problems like increasing incidents of moral turpitude, indiscipline, wayward behaviour, misuse of electronic gadgets, MMS scandals, and
suicides related to academic performance. Unless we bestow true education to students, we can’t pass on something substantial to the next generations and they cannot learn to live a meaningful life. Education must teach students to adopt a balanced approach between various life-situations so that they can not only shine in their academic career, but also enhance their personal skills and contribute for the betterment of society, country and the world at large.

As education broadens the perspective of the students and widens their horizon, it should be designed to help them deal with their day-to-day problems in life. The view that education should be designed to prepare the students for a specific job is also highly relevant. Education must groom the students for practical life and specific jobs. It has attained greater relevance in these times of rapid change, cut-throat competition, specialization, superior technology and threats caused by globalization. The educational system should therefore guide and train the students to adopt a balanced approach so that they may succeed in their desired careers. If educational system fails to prepare the students to face their practical life, they can’t earn their living respectfully and will not be able to contribute to societal good, in the long run.

Students’ indiscipline and lack of interest

One of the greatest problems haunting our country today is the problem of growing indiscipline among the students. It is mainly because the students feel that the education given to them in the schools or colleges is not very useful. As a result, some students indulge in illegal practices such as copying, cheating and other unethical practices. Students these days get indulged in distracting activities such as internet, chatting with friends for hours etc. These activities divert their attention from studies and they gradually lose all interest in learning. Although internet is very useful for students in studies but it is seldom used for that purpose. As the students don’t concentrate on their studies, they lack confidence and ability to succeed in achieving their aim and object of life. This results into physical, mental and other behavioural
problems that affect motivation. However, parents and teachers can play a
good role in motivating and inspiring the students by proper monitoring,
sympathetic approach and a friendly attitude. Many a time parents ignore the
children because of which the children resort to unhealthy practices and fall a
prey to bad company. If parents and teachers have values in their lives, they
can provide indirect inspiration to the students by their own behaviour. An
exemplary life of the parents has a moral force which can guide the students
in the crucial years of their lives.

**Lack of supervision and control by teachers**

Secondary Education must play an important role in building the future
of students which mainly depends on teachers. The education system should
enhance the quality of education and support the teachers in their efforts to
deliver knowledge. The principals and teachers should supervise the academic
performance as well as behaviour of the students in the school. The parents
should devote some of their time for the events created in the school for the
physical and mental growth of the students. There should also be discipline
among students and teachers. To maintain the discipline in students, teachers
must have a high moral character; they should follow the rules and regulations
of the school and should be the role-models for the students.

Nowadays many teachers lack interest and concentration in their
profession. Teachers’ lack of interest in guidance, supervision and training of
the students naturally lowers the productivity and performance of the
students. Sometimes, the teachers are not aware of the results of their actions
which deteriorate the system of supervision in the school and even lose their
control over students. The importance of factors promoting discipline has also
been highlighted by Secondary Education Commission in their report as under:--
The real purpose of education is to train youth to discharge the duties of citizenship properly. All other objectives are incidental. Discipline therefore should be a responsibility of parents, teachers, the general public and the authorities concerned. There are some positive factors promoting discipline. The Indian students' natural tendency is to be disciplined. It is only when forces act strongly on him that he may sometimes be led astray. He appreciates the rules and is normally inclined to abide by them. Much can be done to encourage this trend in school life. Personal contact between the teacher and the pupil is essential and it is from this point of view that we maintain that there should be some limit in the number of pupil admitted into different sections of a class and to the whole school. Reference has been made to this aspect in another place. Emphasis is also to be laid on the role of the class teacher and the headmaster in promoting general discipline and the welfare of the pupils. In regard to school life itself a greater responsibility should develop upon the students themselves in the maintenance of discipline. Nothing is more calculated to develop a proper sense of self-discipline, and proper behaviour than their enforcement not by any outside authority with any symbol of punishment but by the students themselves. They should choose their own representatives to see to it that proper codes of conduct are observed both for the sake of the individuals and for the good name of the school. It is from this point of view that we commend what is known as the house system in schools, with prefects or monitors or student councils, whose responsibility it will be to draw up a code of conduct and to enforce its observance in the school.7

**Lack of qualified and committed teachers**

Teachers have a pivotal role in education. If the teachers are insufficient in number, the school cannot progress. The teachers are mainly responsible for training and motivating students which goes a long way in enhancing economic growth of a nation and reducing poverty. Teachers, apart
from being knowledgeable, must be able to inspire the students and instill trust and confidence in them. Teachers must teach the students to grasp and recognize individual and cultural diversity and use skills and teaching techniques that enlighten them and hone their hidden talent. They should be men and women of character, reliable, cooperative and creative. They must know and use the art of working with perfect coordination with other teachers, support staff, parents etc. The teachers must develop curriculum and guide the students systematically, so that the students perform better and achieve good results. In present times, we find a total lack of such teachers. Due to caste and group considerations, suitable teachers are rarely appointed. As unsuitable teachers are appointed, the quality of teachers has deteriorated due to undue political influence in recruitment and promotions in teaching profession.

Many of the teachers in private schools are not adequately qualified; they are paid a meager salary and they tend to force students to take private tuitions with them. The teachers in the government schools do not feel their responsibility and many of them are not punctual and disciplined. Being posted nearby their homes, they take more interest in their household affairs, farming or some other occupation etc. Even if they are present, they do not teach students with sincerity. Since the teachers do not teach the students with sincerity, they forget their basic skills and consequently tend to ignore teaching the students. Strikes and dharnas by the teachers also disturb the educational atmosphere and cause great loss to students. Lack of success in the multipurpose schools and vocationalization of education is due to absence of suitable teachers. We lack vocationally trained teachers for multi-purpose schools which has become a great cause of concern for government and the parents.

Partiality and Indifferent Attitude of Teachers

Many a time teachers are found to be showing partiality, thinking some student to be bright, disciplined and sincere. The teachers may naturally be
partial to that student. On the other hand, the students consider teachers as their guru and have great reverence for them. When the students don’t get justice, they feel disappointed and from then onwards their love, regard and respect for the teacher vanish. The students who are ignored come to a conclusion that the teacher doesn’t like them. They become a victim of depression, disappointment and negativity which ultimately prove detrimental to their wholesome growth. Some students get frustrated and disappointed on account of teachers’ indifference and lack of interest towards them.

Sometimes the teachers are very narrow-minded and arrogant. They don’t encourage the students to write answers on their own. They give more marks for the answers reproduced from the text-book or from the teacher’s notes. Some students are good in memorizing, while others understand the concept and write on their own. Such students who have creativity and originality must be encouraged and given good marks. If one memorizes the text-book and reproduces from it and gets more marks, he can’t necessarily succeed in practical life in the later periods in life. The one who just memorizes without actually understanding can’t shine as there is lack of originality and creativity in him.

Some teachers use harsh words and abuse the children. The teachers have to be role-models for the students but a few of them are found to use un-parliamentary language, as a result of which the students lose all reverence for the teachers. The students feel humiliated and their self-esteem suffers a lot. They also tend to imitate the teachers and learn their bad habits. Moreover, many teachers depend on the notes and guides available in the market. Many teachers make no efforts to improvise; they just read the lessons and give notes. This way, the students can’t understand the concepts. Sometimes teachers keep students extremely busy in preparing assignments and projects. If it is done frequently, it becomes really boring and monotonous which can’t be liked by the students.
Mental Health Problems

The liberalisation and globalisation of Indian economy during the past two decades have brought rapid changes in society. Opportunities that have come with economic boom and open markets have also caused enhanced job anxiety, higher expectations and more pressure to achieve, resulting into mental health problems. Many of these changes have caused social disintegration and conflicts in the families. It has been reported by the WHO that about 1 million people commit suicide every year. Suicide may soon be the leading cause of death in India. For men, about 40% suicides in India were found to have occurred between the age group 15-29 years. For women of the same age-group, this rate was about 60 per cent as they face tough competition and extreme pressure from families to perform better. Students also face several mental and psychological problems which they often can’t share with their teachers and parents. There are many pressures which they cannot face properly, particularly the problems of adolescence which cause great loss of concentration and dignified behaviour. The pressure to perform better keeps the students always under stress. There has to be a proper system of training and guiding the students on psychosomatic problems and mental complexities. Proper system of counseling in schools and at homes can surely bring better results and efforts must be made in this direction.

Lack of education in gender equality

India is a male-dominated country where even in high class families males are responsible for females. For many centuries, women in rural areas were discouraged from study as they were considered fit for doing work at home alone and not worthy of pursuing a job or carrying out a business. With so much dependence on their guardians in almost every decision, girls feel like slaves and getting de-motivated, they drop out from schools.

During the last few years, there has been an unprecedented rise in atrocities and heinous crimes against females in India. Rapes, sexual
harassment and eve-teasing have become the order of the day throughout the country. Also there are no strict laws against the culprits. The mentality of Indians is that they do not accept females who have been victims of such crimes. Due to the fear factor also, parents do not prefer to send their daughters to schools for education.

It is considered that if females would study, they will have their own identity and will not be dependent on males. As girls don’t inherit their father’s property, the girls don’t find enough encouragement to educate themselves. There are impediments in girls’ education from the parents, relatives and society. Girls are expected to provide help in households as well while studying. If they are not able to balance, it is blamed that they are less efficient and it is used as an excuse to discontinue their studies. Although government has initiated many schemes for welfare of female students, but the money is most often captured by the guardians rather than being used for contributing to their education. Even if the girls get admission in schools, teachers discriminate against them and discourage them from further study. Under such circumstances, it is highly imperative that remedial measures are taken to improve girl education.

The Secondary Education Commission also stressed on girl education in its report as under:--

It seems to us, therefore, that there can be no hard and fast policy with regard to co-education and that in this respect the pattern of education in our schools cannot, be very much in advance of the social pattern of the community where the school is located. We are, of, opinion that where it is possible separate schools for girls should be established as they are likely to offer better opportunities than in mixed schools to develop their physical, social and mental aptitudes and all States should open such schools in adequate numbers. But it should be open to girls whose parents have no objection in this matter, to avail themselves of co-educational facilities in boys’ schools.
We have noticed with regret that, because of the larger expenditure which has to be incurred on buildings, equipment and staff in the case of girls' schools, States have generally responded more readily to the demand for boys' education than to the demand for the education of girls. To promote the pattern of society that we envisage for the future the expansion of girls' education must take place pari passu with boys' education. In a democratic society where all citizens, men and women-have to discharge their civic and social obligations, we cannot envisage differences which may lead to variation in the standard of intellectual development achieved by boys and girls.  

It is necessary to have a look at the sex ratio existing in India. The sex ratio at birth (number of female per 1000 male) for the country for the period 2009-11 (3-year average) has been estimated at 906. It varies from 907 in rural area to 900 in urban area. The sex ratio at birth was 880 (rural 882, urban 872) during 2003-05 which increased to 892 (rural 895, urban 881) during 2004-06, and to 901 (rural 904, urban 891) during 2005-07; then to 904 (rural 907, urban 894) during 2006-08, and further 906 (rural 909, urban 897) during 2007-09 and to 905 (rural 907, urban 898) during 2008-10.

Gender Parity Index (GPI) in enrolment at primary and secondary levels is the ratio of the number of female students enrolled at primary and secondary levels in public and private schools to the number of male students. A GPI of 1 indicates parity between the sexes or no gender disparity. A GPI that varies between 0 and 1, hints at disparity in favour of males whereas a GPI greater than 1 indicates a disparity in favour of females. Though the number of girls enrolled in primary and secondary education is less than males at the national level, however, the female-male ratio in education has been steadily improving. In primary education, the GPI has gone up from 0.76 in 1990-91 to 1.01 in 2010-11 and in secondary education the increase is from 0.60 in 1990-91 to 0.87 in 2010-11.
Female Literacy rate in India as per Census 2011:

<table>
<thead>
<tr>
<th>State</th>
<th>Males</th>
<th>Females</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haryana</td>
<td>85.38</td>
<td>66.77</td>
<td>76.64</td>
</tr>
<tr>
<td>Kerala*</td>
<td>96.02</td>
<td>91.98</td>
<td>93.91</td>
</tr>
<tr>
<td>Bihar**</td>
<td>73.39</td>
<td>53.33</td>
<td>63.82</td>
</tr>
<tr>
<td>Rajasthan***</td>
<td>80.51</td>
<td>52.66</td>
<td>67.07</td>
</tr>
<tr>
<td>All India</td>
<td>82.14</td>
<td>65.46</td>
<td>74.04</td>
</tr>
</tbody>
</table>

*Highest Literacy
**Lowest Male literacy
***Lowest Female literacy

Liticacy Rate In Haryana

<table>
<thead>
<tr>
<th>Year</th>
<th>HARYANA</th>
<th>INDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1961</td>
<td>29.20</td>
<td>9.20</td>
</tr>
<tr>
<td>1971</td>
<td>37.29</td>
<td>14.89</td>
</tr>
<tr>
<td>1981</td>
<td>48.20</td>
<td>22.30</td>
</tr>
<tr>
<td>1991</td>
<td>69.10</td>
<td>40.47</td>
</tr>
<tr>
<td>2001</td>
<td>78.49</td>
<td>55.73</td>
</tr>
<tr>
<td>2011</td>
<td>85.38</td>
<td>66.77</td>
</tr>
</tbody>
</table>

(Source: Census Reports, Govt. of India).

To ascertain the rate of literacy in India, persons 7 years or older, who can read or write in any language, are enumerated. The above statistics show
that constant and concerted efforts are being made in India to improve girl education. Discriminations based on caste, religion, region, gender, etc.

For many centuries, people of India have been suffering due to discrimination of various sorts. There is discrimination on the basis of caste, colour, gender, creed and religion. Due to this discrimination, students belonging to lower strata of society are not allowed to sit and mix with high-class students. The high caste people think that their reputation will decline if their children study with lower caste children. So the schools are encouraged to admit only high-class students. The students following a religion different from the one followed by the school authorities are not welcomed and are discouraged from getting admitted to the school. So far as the education in Christian schools is concerned, it is alleged that students following other religions are offered money to change their religion if they wish to get admission in their school. This has caused a lot of discomfort between religions in India.

The students belonging to rural areas are discriminated against by the students having urban background. The rural students find it difficult to compete with the students from the developed regions, as they are not provided with equal opportunities. Although this trend has diminished to a great extent now, still many people from rural areas face such problems which discourage them. In school hostels, the lower caste students at some places are given separate rooms and also not so healthy food. Many students do not share their food with students of a different religion. Males are considered to be the future of the country while females are discouraged and discriminated against in almost all matters.

**Neglect of Nutrition and Health**

The students in adolescence require healthy and nutritious food for the all-round development of their personality. As most of the students these days
prefer junk food and their food intake is not nutritious, they are generally very weak, physically. However, we can’t blame only the students for this; even parents play a role. As many of the parents belong to working class, to make their job easy they prepare easy meals; that is why the students prefer junk food which is tasty. Junk food makes them weak—physically and mentally; as well as imbalanced. But they don’t understand the value of healthy food, and on the other hand many of them prefer to eat chicken. By taking chicken frequently, their hormone secretion is advanced; the girls attain puberty at a very early age. Their physical maturity is quick but their minds are still childish. There is an imbalance in their personality. Girls attract boys and boys rag the girls. Both distract each other's attention which causes diversion in their concentration. Ragging many a time assumes very alarming proportions, due to which many girl students discontinue their studies.

**High Pupil-Teacher Ratio**

In many of the secondary classes, the number of students is found to be quite high, as compared to the availability of teachers. In such a situation, teacher-pupil relationship and personal contact are lacking. As the teacher has to teach a very large class, he can’t bring any improvement in methods of teaching. There are problems of inadequate infrastructure in many schools and buildings are not sufficient; class sizes in such schools grow quite large.

**Lack of Education in Values**

Education aims at complete development of the child, mainly moral development. As our personality is created by the type of thoughts we create, the ideas presented to the students during their formative years, i.e. education-time, act as the building blocks of their personality. Although secular knowledge enables them to make a living, the more important side of their personality, i.e., the spiritual/moral side is mostly neglected. Such one-sided enrichment may cause imbalance in their personality; the students might
develop into uncultured, haughty or undisciplined beings, which might be a threat to the society.

Education in values and morals is an important aspect of learning process which makes an individual completely human. Value-Education can be imparted not necessarily through lectures and textbooks, but more effectively through living examples that ensure righteous feelings, judicious conduct and development of proper habits of thought, speech and action. In ancient India, students studied under *Gurukul* system wherein they were sent to Guru's ashram to reside till the completion of their education. In the pious environs of the ashram, the children acquired moral education just by following their teacher. This is possible even in our times if teachers put more stress on their own high ideals rather than mere lectures. Hence, Dr. S Radhakrishnan, the Second President of India, Mahatma Gandhi and some other great souls rightly proclaimed that no education can be complete without moral education.

One of the basic and fundamental source of values is Sanskrit literature which has been a source of inspiration for many a soul. Sanskrit literature can surely uplift the readers and motivate them to guide them on the path of righteousness. Swami Vivekanand appreciated the importance of Sanskrit language in the following words:

"My idea is first of all to bring out the gems of spirituality that are stored up in our books and in the possession of a few only, hidden, as it were, in monastries and in forests— to bring them out, to bring the knowledge out of them, not only from the hands where it is hidden, but from the still more inaccessible chest, the language in which it is preserved, the incrustation of centuries of Sanskrit words. In one word, I want to make them popular. I want to bring out these ideas and let them be the common property of all, of every man in India, whether he knows the Sanskrit language or not.....The ideas must be taught in the language of the people, at the same time, Sanskrit
education must go along with it, because the very sound of Sanskrit words gives a prestige and power and a strength to the race. The attempts of the great Ramanuja and of Chaitanya and of Kabir to raise the lower classes of India shows that marvellous results were attained during the lifetime of these great prophets; yet the later failures have to be explained; and cause shown why the effect of their teachings stopped almost within a century of passing away of these great masters. The secret is here. They raised the lower classes; they had all the wish that these should come up, but they didn't apply their energies to the spreading of Sanskrit language among the masses." 9.

Greatly relevant today are the above views. It is true that the modern education system stresses more on scientific discovery and technological advancement, ignoring moral education and character-building. The results are in front of us--disintegration of society, lack of harmony in relations, total absence of righteousness and lack of transparency in human dealings. These trends have to be reverted if we want education to have meaning in our life and humankind to proceed further on the path of peace, harmony and prosperity.

Potential goodness in all

Furthermore, if we wish to have values and virtues in our practical life, doesn't this imply that we have a potential to become good? If there were no dormant goodness within us, our aspirations would be meaningless, fruitless, or groundless. And, if we have that potential which we now intend to develop and manifest through education, then it means that man is potentially divine or good. It would, therefore, be in the fitness of things to make it known to all and to invite all to realize that there is a sleeping beauty within them; they have basic goodness wherefore, they always have some whispers of good conscience whenever they are confronted with a moral choice. So, we must prepare the ground for sowing the seeds of divine qualities by telling the students that man’s intrinsic and original nature is essentially good and that
he has acquired evil traits only from the vitiated interactions and atmosphere. We must also make it clear that it is wrong to believe that we must have some ape-like qualities because we have descended from the ape but the truth is that we are children of God, who is Goodness Personified or Virtue at its Perfection. After all there must be a peak point or a summit of virtue and that is why He is known as the 'Supreme Being'.

**Teachers must have moral orientation**

If teachers lose their strength of character, how can we build character of the succeeding generations? If the salt loses its salty trait, wherewith will the things be salted? If students do not have discipline, how can we have a self-regulated and self-controlled nation or society? So, let our academic institutions rise to the occasion, pick up the gauntlet and accept their benign responsibility with a spirit of enthusiasm and, first, set their own atmosphere in order. Let value-education start with moral orientation of the staff and let this be introduced as a subject in Teachers' Training course and let us give moral touch to such subjects as history, etc., in order that students learn to inculcate values. There are many ways in which this subject can be taught to students of different levels and these can be discussed in detail and various courses can be devised and assessment procedures and methodologies can also be spelt but let us, first, have a collective will that we will introduce this subject and upgrade it without any further delay.

**Relevance of Value-inculcation in contemporary times**

The National Council of Educational Research and Training (NCERT) is an apex resource organization which assists and advises the Central and the State governments on academic matters related to school education. Importance of Value Education has also been stressed in Education for Values in Schools—an NCERT publication:
A most important reason for reorienting education for values is the fact that the current model of education contributes to the lopsided development of students. This model of education puts exclusive focus on cognitive to the total neglect of the affective domain and presents alienation between head and heart. Students are nurtured in a spirit of excessive competition and are trained right from the beginning to relate to aggressive competition and facts detached from contexts. The individualistic idea of excellence is promoted at the cost of emotional and relational skills. Young learners hardly understand why they are in school, why they are studying different subjects and how their schooling will be helpful to them. Their understanding is limited to learning about the subjects. They hardly know how they should live their lives; commit themselves to the welfare of the country, care about the environment and other social and moral issues. They are not clear as to what sort of persons they hope to become when they complete their school education.¹¹

Values and ethics weave the basic fabric of society. These days we find a lot of corruption in people's lives because values have seen an unprecedented fall in all spheres of public life. If we want to see India progress, we have to re-establish values and ethics in all spheres of life--politics, administration, business, education etc. Values and ethics are the basic ingredients that can take India to new heights, despite all sorts of adversities and challenges. If we want to build character of our young generation, we have to inculcate right values in students, from the very beginning. For doing so, the importance of observing good character must be highlighted.

Let the students take inspiration from the high values of our ancestors--adhering to truth, being sympathetic to others, helping and cooperating with them etc. which can be useful in building a better society. Our ancient literature and folklore are full of innumerable examples of good moral
standards. Our epics like Ramayana and Mahabharata do contain important lessons on dedication, upholding truth in life, respect to elders, patriotism, adherence to one’s duty etc. If children are inspired to practise these values since childhood, they shall have good moral character and nobility. By practicing the basic characteristics of our lofty traditions, the students will certainly become civilized and righteous citizens.

The greatness of a nation can be gauged in the light of the character of its citizens. It is the citizens that make a nation. There are some countries like Japan, Taiwan, Singapore etc. that have lesser natural resources as compared to India but they are richer and economically more advanced than India. The quality of the people, their character and skills help the country progress in all fields. Values of citizens like integrity, enterprise, cooperation, patriotism and love for their culture significantly help the nation progress economically, educationally and technologically.

As transparency and values are pre-requisites of success in modern times, their importance has to be highlighted in student life. Jack Welch, who successfully led General Electric for over two decades, is considered as one of the greatest leaders of the 20th century. Jack Welch highlighted the importance of values and honesty and stressed that bright students and all strong winners achieve on account of honesty and integrity.

The Framework for Value Education, prepared by N.C.E.R.T. for the use of educators, school administrators and teachers aims at providing them a practicable framework for carrying out education for values in schools. With its help and practice, the teachers and other school personnel can provide education for holistic development of students. ‘Education for Values in Schools’ further emphasizes the inculcation of values in education:--

Responding to this urgent need, NCERT has brought out framework for schools on Education of Values which articulates a comprehensive and
The pragmatic approach to value education in schools. The framework has been written in response to the need expressed by academics and public alike across the country. It includes vision, expectations, strategies and benchmarks for implementation and assessment of value education in schools. The framework is suggestive and not prescriptive to allow scope to customize the some suited to the varied needs, contexts and resource of the schools. Grounded on a holistic framework, it makes striking attempts to relate to the contemporary issues and realities. It offers precisely the kind of reflection that is required for a subject like value education. The framework therefore requires careful and detailed reading of the text, commitment and persistent efforts, special inputs and concrete actions to build upon or reorienting existing practices.

The participating schools are really taking immense benefit from it. The Central Board of Secondary Education (CBSE) has also launched an innovative Values Education kit on 1st November, 2012 at New Delhi. The Value Education Kit consists of a Values Education teachers Handbook and a CD with 8 songs. The kit also has activity cards for students from nursery to standard 12. The Values Education curriculum can help in providing a number of learning experiences through the Values Education Kit and songs on the themes of solidarity, unity, peace, and conservation of nature. The Values Education Teachers’ Handbook is a valuable resource for teachers to easily draw ideas for conducting lively and interactive sessions in their classes. The activities, designed by experts in the field of education, allow for more critical thinking about economic, social and moral issues as well as about universal human values.

Continuous and Comprehensive Evaluation (CCE)

There is no proper coordination between the theoretical academic work and the C.C.E. Students are kept engaged in C.C.E. projects quite often and
their syllabus of study remains incomplete. As a result of it, they can’t get good marks in the 12th Board examinations.

Evaluation is an integral part of teaching learning process. Comprehensive evaluation covers the whole range of student's experiences concerned with total school activities--physical, intellectual, emotional and social growth comprising of social personal qualities, interest, attitude and values. It requires variety of techniques to carry out the comprehensive evaluation.

Appraisal

Senior secondary education in an important phase in education and this stage is full of many problems which need to be identified and solved for the proper growth of students. The emotional, physical and psychological needs of the students must be taken care of so that they may grasp the studies appropriately and play their role as responsible citizens.

The students in the senior secondary classes are in adolescence age where they require to be handled with great care and love. Their intellects are not mature and generally there is an imbalance in their personality. It is the duty of the teachers to treat them with sympathy and impartiality. Students consider teachers as their guru, and adore and respect them. If the students don’t get justice, they feel disappointed and their love, regards and respect for the teacher vanishes. Hence the teachers have to be broad minded and positive so that the students feel encouraged, learning and grasping the things appropriately and their creativity and originality gets a boost.

The teachers have to be role models for the students as they imitate the teachers. The teachers and the parents should not compare the students with others, as each one is a unique creation of God, with specific instincts and proclivities. The students have also to be kept safe from the ill-effects and misuse of modern gadgets of IT, internet, mobile etc. Girl students have to be
safeguarded from gender discrimination, harassment and sex-abuse by providing right type of environment.

On the academic side, students' basic instincts and interests should be identified and they must be guided to make proper use of their hobbies and talents and not let their originality be hindered by just teaching them to memorize the points like a parrot. Students must also be provided career-counseling. The students must also be taught to learn and imbibe economy in life and make proper and best use of money. The students should be provided opportunity to learn the balance between play and study as both are necessary for them. Students have not to be made just mark securing machine. If they study without understanding the concepts, they might not be successful in practical life. Teachers should not only see the marks but also the understanding ability of the students. The present CCE (Continuous and Comprehensive Evaluation) method may prove very useful but it should be blended suitably so that the students learn the theoretical subjects also properly.

There should be adequate infrastructure for all-round development of the students. Further, the students must be provided proper atmosphere so that they learn to respect life and adopt a positive, creative and vibrant attitude toward life. They must be taught to have sympathy for the poor, the deprived and the backward sections of society. If students adopt a positive attitude and become successful in life, credit goes to the teachers for providing appropriate guidance and support. Such teachers and students bring glory to the nation and help it achieve new heights. If the problems mentioned above are dealt with appropriately and systematically, secondary education can certainly become ideal for making the lives of students.
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