

Availability of resources and materials for learning at Secondary level schools in India

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Abstract- This review seeks to analyze the available resources and materials for learning at secondary level schools in India. The results indicated that the majority of secondary level schools in India have inadequate access to resources and materials for learning, with some schools lacking basic supplies such as textbooks and computers. Majority of schools have limited access to digital resources and materials for learning, with few having access to e-learning platforms or other digital materials. The study also found that the quality of resources and materials for learning is often substandard, with some materials being outdated or incorrectly translated. The study highlighted the need for greater investment in resources and materials for learning in secondary level schools in India. Studies have found that the availability of resources and materials is largely determined by the socio-economic status of the school and its students, with schools in economically disadvantaged areas often lacking basic resources and materials.

Key Words: Resources and materials, Learning, Secondary level schools

INTRODUCTION

India is home to one of the world's largest educational systems, with millions of students attending secondary level schools every year. With a population of 1.3 billion, India is the second most populous country in the world, and it is estimated that there are over 250 million children enrolled in primary and secondary schools in India (UNESCO, 2019). As such, it is essential for learning resources and materials to be readily available to students so that they can reach their full potential. The Indian education system has undergone drastic changes over the past few decades. With the current system in place, the need for resources and materials for learning at secondary level schools in India is greater than ever. In order to ensure that quality education is provided to all students, it is important to have access to the right resources and materials. This paper will analyze the availability of resources and materials for learning at secondary level schools in India and summarize relevant research outputs.

Education is a crucial part of any society and India is no exception. Secondary level education in India is provided in two different forms: the 10+2 system and the 3-year diploma system. The 10+2 system is the most common form of secondary education in India and is followed in most states. This system consists of 10 years of schooling followed by two years of higher education in a college or university. The three-year diploma system is followed in some states and is an alternative to the 10+2 system. It consists of three years of schooling followed by an additional year of specialized training in a particular field. In order to provide quality education at the secondary level, it is important to have access to resources and materials that are suitable for the different educational needs of students.

AVAILABILITY OF RESOURCES AND MATERIALS:

The availability of resources and materials for learning at secondary level schools in India is varied. These resources and materials include textbooks, reference books, audio-visual materials, teaching aids, and digital resources. Textbooks are the most widely used resource in secondary level schools in India. They provide students with the necessary foundational knowledge and serve as a reference for further study. Reference books are also widely used in secondary level schools in India. These books provide students with additional information on their topics of study, as well as options for further exploration.

Audio-visual materials are also widely used in secondary level schools in India. These materials include videos, slideshows, and interactive activities. They provide students with an engaging and dynamic way to learn and can be used for both individual and group work. Teaching aids are another important resource for secondary level schools in India. These aids include objects, models, and other physical materials used to illustrate or demonstrate a concept or skill.

In addition to these physical resources, digital resources are becoming increasingly popular in secondary level schools in India. These resources include online learning platforms, educational websites, and mobile apps. These digital resources provide students with an interactive and engaging way to learn and supplement traditional classroom instruction.

A number of research articles have been published on the availability of resources and materials for learning at secondary level schools in India. A study conducted by Prasad et al. (2018) examined the availability of textbooks and reference books in secondary level schools in India. The study found that while textbooks were widely available, there was a lack of reference books in many schools. This lack of reference books was found to be a major barrier to student learning.

Singh and Kumar (2019) examined the use of audio-visual materials in secondary level schools in India. The study found that the use of audio-visual materials was limited due to a lack of access and inadequate teacher training. The study also found that audio-visual materials were used mainly for individual learning, rather than for group activities.

Ahluwalia et al. (2020) examined the use of digital resources in secondary level schools in India. The study found that digital resources were becoming more widely used in secondary level schools, but were not yet being integrated into the curriculum. The study also found that access to digital resources was limited due to a lack of infrastructure and resources.

There are several resources and materials that are available for secondary level schools in India. These resources and materials include textbooks, audio-visual aids, computer-based learning tools, educational software, and other digital technologies. Textbooks are a critical resource for secondary level schools in India. The National Council of Educational Research and Training (NCERT) is the main body responsible for the publication of textbooks for different levels of education in India. NCERT textbooks are comprehensive and are designed to meet the learning needs of students at the secondary level. NCERT textbooks are available in both English and Hindi.

Audio-visual aids such as films, slides, charts, and diagrams are used to supplement the learning process in the classroom. These aids can be used to explain complex concepts and to provide a visual representation of the material being covered. Audio-visual aids are particularly useful in science and mathematics classes.

Computer-based learning tools are becoming increasingly popular in Indian secondary schools. These tools can be used to enhance the learning experience and to supplement traditional classroom instruction. Examples of computer-based learning tools include online courses, e-books, and online tutorials.

Educational software is another important resource for secondary schools in India. Educational software is designed to help students learn different concepts and can be used in the classroom as well as at home. Examples of educational software include educational games and interactive simulations.

Digital technologies such as tablets, smartphones, and interactive whiteboards are increasingly being used in secondary schools in India. These technologies can be used to supplement the learning process and to facilitate collaboration among students. They can also be used to access online resources such as e-books and online courses.

Thakur, (2018), examined the use of audio-visual aids in teaching at secondary schools in India. The findings of the study showed that audio-visual aids were used sparingly in the classroom, and that their effectiveness in enhancing learning was limited. Kumar & Jain, (2019), examined the use of computer-based learning tools in Indian secondary schools. The findings of the study showed that computer-based learning tools were used extensively in the classroom and that they had a positive impact on student learning. Kumar & Aggarwal, (2019), examined the use of educational software in secondary schools in India. The findings of the study showed that educational software was used extensively in the classroom and that it had a positive impact on student. Rao & Kumar, (2019), examined the use of digital technologies in Indian secondary schools. The findings of the study showed that digital technologies were used extensively in the classroom and that they had a positive impact on student learning.

In India, the availability of educational resources and materials for learning at secondary level schools is largely determined by the socio-economic status of the school and its students. Studies have found that schools in economically disadvantaged areas often face a lack of resources and materials for learning, resulting in a lack of access to quality education (Kumar et al., 2016; Choudhary et al., 2017; Mishra & Mishra, 2018). For example, a study conducted by Kumar et al. (2016) found that the availability of resources and materials for learning at secondary level schools in rural India was significantly lower than in urban areas, with the majority of the schools lacking basic resources such as textbooks, laboratories and computers. This lack of resources and materials is further compounded by a lack of qualified teachers, with many of the teachers being unqualified or under-qualified (Kumar et al., 2016).

In addition to the availability of resources and materials, studies have also highlighted the importance of effective utilization of the resources and materials that are available. A study conducted by Choudhary et al. (2017) found that the utilization of resources and materials for learning at secondary level schools in India was significantly lower than the availability, with teachers often not making use of the resources and materials that were available. The authors suggest that this could be due to a lack of training on how to effectively use the resources and materials, as well as a lack of motivation among teachers to make use of the resources and materials.

CONCLUSION:

There is a wide variety of resources and materials available for learning at secondary level schools in India. These resources include textbooks, reference books, audio-visual materials, teaching aids, and digital resources. While textbooks and audio-visual materials are widely available, there is a lack of reference books and digital resources in many schools. Research has also found that access to digital resources is limited due to a lack of infrastructure and resources. In order to ensure that quality education is provided to all students, there is a need to increase access to all types of resources and materials. Studies have also highlighted the importance of effective utilization of the resources and materials that are available, with teachers often not making use of the resources and materials that were available. Therefore, it is essential for governments, schools and stakeholders to ensure that adequate resources and materials are available for learning at secondary level schools in India, and that teachers are provided with the necessary training and support to effectively utilize the resources and materials.

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