

5th Annual Conference of International Association for Education in Ethics
Conference Theme: Curricular innovations in ethics education
Hosted by Centre for Ethics, Yenepoya University, Mangalore India
15-17 November 2017

Pre-conference Event: Workshop for International/Indian Students on Ethics
(W.I.S.E) – 14 November 2017

Title: Education in India for the 21st Century: The challenge Of quality and equity in the way we think about the formative human capital in education.

Presenter: Ms Kavita Bhupta-Ghosh, Teacher, Author



Currently works as English teacher and German Pasch Project Coordinator with Delhi Public School, Bangalore South
Author of best-selling book 'Wanted Back-bencher and Last-ranker Teacher' written to foster better understanding of both teacher and student requirements in today's new and modern era
Believes that in order to be expert teacher one needs to possess extensive pedagogical content knowledge, better problem-solving strategies, better adaptation for diverse learners, better decision making, better perception of classroom events, greater sensitivity to context, and greater respect for students.

Abstract:

To work at the challenges in the Indian education system, the 21st century skill movement demands intense attention to curriculum, teacher quality, student safety, and assessment.

Effective outcome from education means working towards **Equity in education** so that individual or social circumstances such as gender, ethnic origin or family background, are not hindrances to achieving educational potential and at the same time all individuals reach at least a basic minimum level of skills. Today, anyone who has watched a highly effective teacher lead a class by simultaneously engaging with content, classroom management, and the ongoing monitoring of student progress knows how intense and demanding this profession is. It's a constant juggling act that requires keeping many crystals in the air. We also need to understand that professional development is an enormous undertaking. What teachers need is much more vigorous training and support than they receive today, including specific lesson plans that deal with the high cognitive demands and potential classroom management problems of using student-centered methods. And this begins with better understanding of our young generation – where, what and how.