

# Secondary School Curriculum in India: A Study on opinions

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## **Abstract:**

The study is based on the opinion of secondary school teachers and students regarding curriculum in different subjects. Respondents were from CBSE, ICSE, ISC, U.P Board and Madrasa Board of Uttar Pradesh. The opinionnaire contained items related to different aspects of curriculum in all the subjects taught at secondary school level. Based on the findings of the study suggestions are given for improvement of the curriculum.

*Index terms:* Secondary School, Curriculum, Boards of Education, Text Books

## **Introduction:**

The empirical data has its own importance. It becomes more important to collect empirical data about a phenomenon if it belongs to the mass level or public domain. So, data was collected from students and teachers regarding curriculum in secondary schools.

## **Rationale of the Study:**

It is said that Secondary Schools are the backbone of education system of any country. Teachers of Secondary Schools play a significant role in imparting Secondary School curriculum to students. Opinion of both students and teachers is necessary to know the secondary school curriculum in depth. Hence the current research studies '*Secondary School Curriculum in India: A Study on opinions*' came up as the need of the hour.

## **Methodology:**

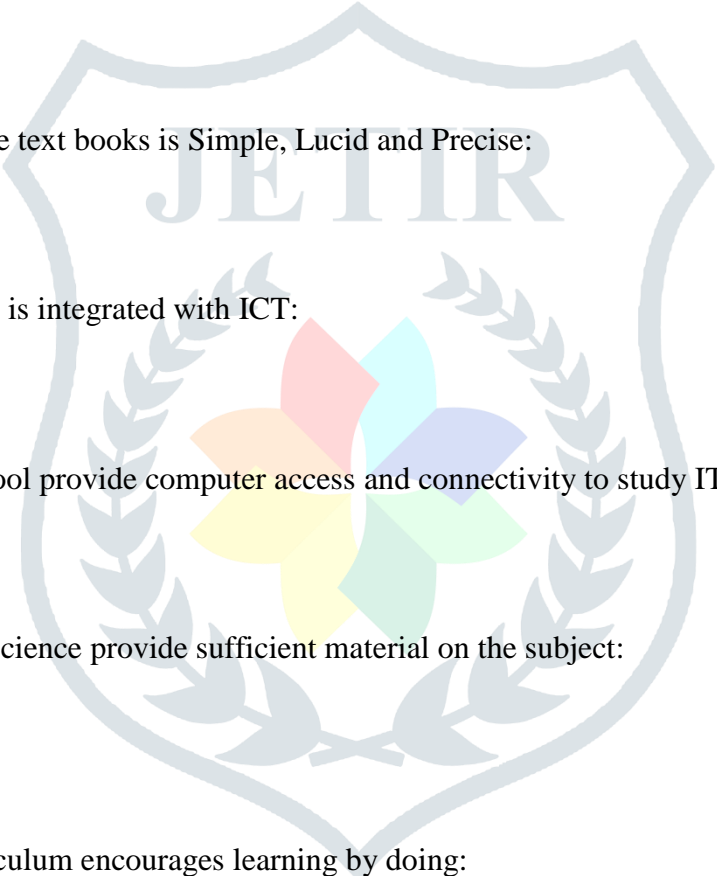
1. Teachers and Students from all boards in Lucknow like CBSE, ICSE, ISC, UP Board, Madrasa Board were selected.
2. Field visits were made for exploration and collecting relevant information.
3. Discussions were made with the teachers and students of Secondary Schools. Data was collected from 50 teachers and 200 students in Lucknow and analysed. Total time taken for the study was about five months. Tool for the study was an opinionnaire.

The following opinionnaire was given to 50 teachers and 200 students in Lucknow.

### **An opinionnaire on Secondary School Curriculum**

Kindly put tick mark on the options given in each item.

1. The content of text books is:
  - a) Easy
  - b) Difficult

- c) Understandable. (Apt)
  2. Subject matter in text books is:
    - a) Interesting
    - b) Not very interesting
    - c) Boring
  3. Text books are:
    - a) Lengthy
    - b) Short
    - c) Appropriate
  4. Curriculum is:
    - a) Wide and Comprehensive
    - b) Narrow and Limited
    - c) Heavy and Burdensome
  5. Curriculum is:
    - a) Flexible
    - b) Rigid
    - c) Dynamic
  6. Language of the text books is Simple, Lucid and Precise:
    - a) Yes
    - b) No
    - c) Can't Say
  7. Science Course is integrated with ICT:
    - a) Yes
    - b) No
    - c) Can't Say
  8. Does your School provide computer access and connectivity to study IT and CS in your school?
    - a) Yes
    - b) No
    - c) Can't Say
  9. Text books of science provide sufficient material on the subject:
    - a) Yes
    - b) No
    - c) Can't Say
  10. Science Curriculum encourages learning by doing:
    - a) Yes
    - b) No
    - c) Can't Say
  11. Science Curriculum increases curiosity and power of reasoning and observation among students:
    - a) Yes
    - b) No
    - c) Can't Say
  12. Social Studies Curriculum develops sense of appreciation:
    - a) Yes
    - b) No
    - c) Can't Say
  13. Social Studies Curriculum develops National awareness and International Understanding:
    - a) Yes
    - b) No
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- c) Can't Say
14. Is the Social Studies Curriculum biased?
- a) Yes
  - b) No
  - c) Can't Say
15. Mathematics Curriculum is:
- a) Easy
  - b) Difficult
  - c) Understandable
16. Students should have the option to choose either Mathematics (Core) or Mathematics (Elective) at Secondary School level:
- a) Yes
  - b) No
  - c) Can't Say
17. The Hindi Curriculum according to students is:
- a) Interesting
  - b) Boring
  - c) Difficult
18. The time period allocated for games and sports in the school time table is:
- a) Sufficient
  - b) Less than what it should be
  - c) More than what it has to be.
19. The Secondary School Curriculum is complete in itself:
- a) Yes
  - b) No
  - c) Can't Say.
20. Secondary School Curriculum develops in Students economic efficiency and capacity to earn livelihood:
- a) Yes
  - b) No
  - c) Can't Say.
21. Does Secondary School Curriculum provide opportunity for creativity and personality development?
- a) Yes
  - b) No
  - c) Can't Say.

### Results of the Study

The following symbol for the legend will be used in the result of item numbers.6,7,8,9,10,11,12,13,14,16,19 and 20.

- a- Yes
- b- No
- c- Can't Say

1. The content of text books is:

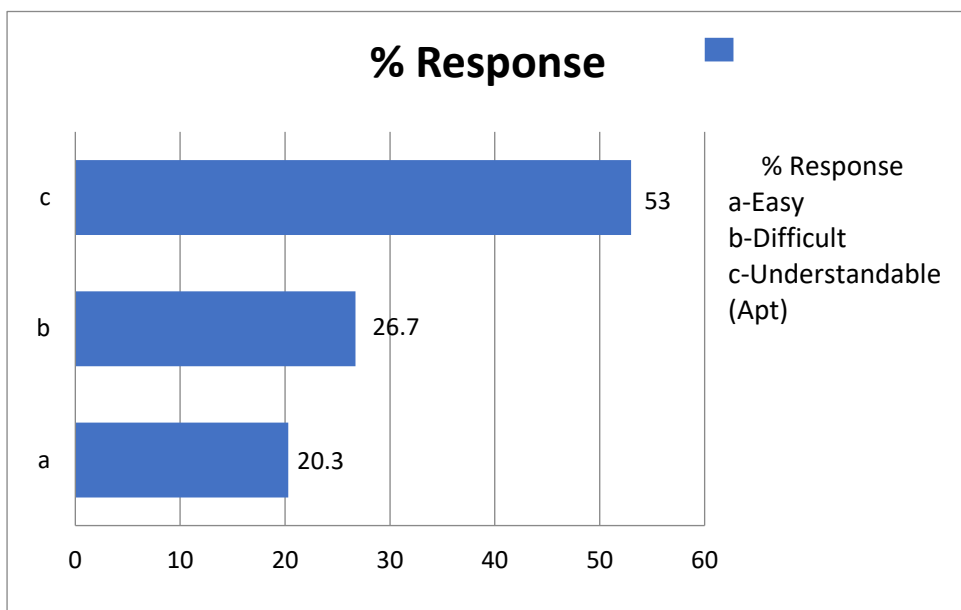


Fig.1

2. Subject matter in the text books is:

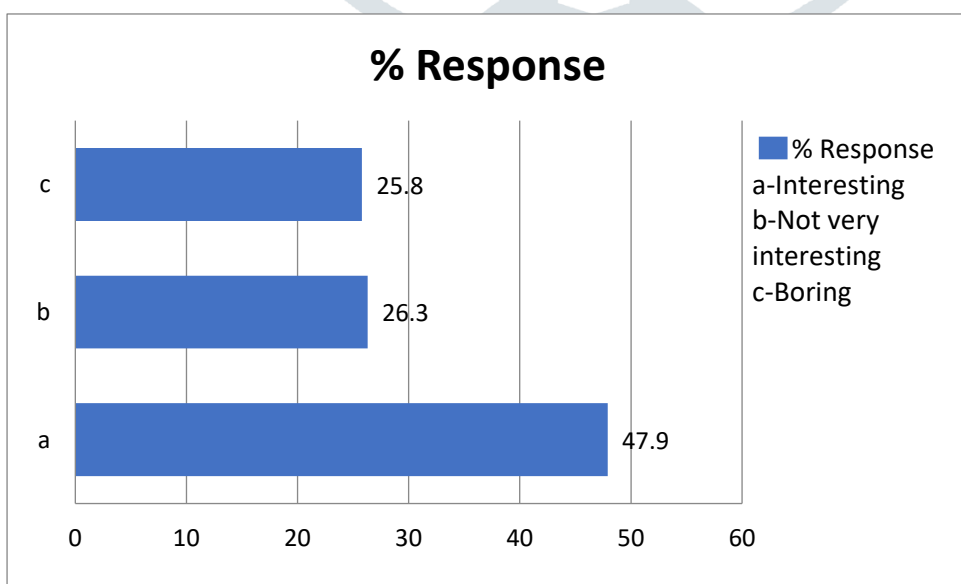


Fig 2

3. Text book are:

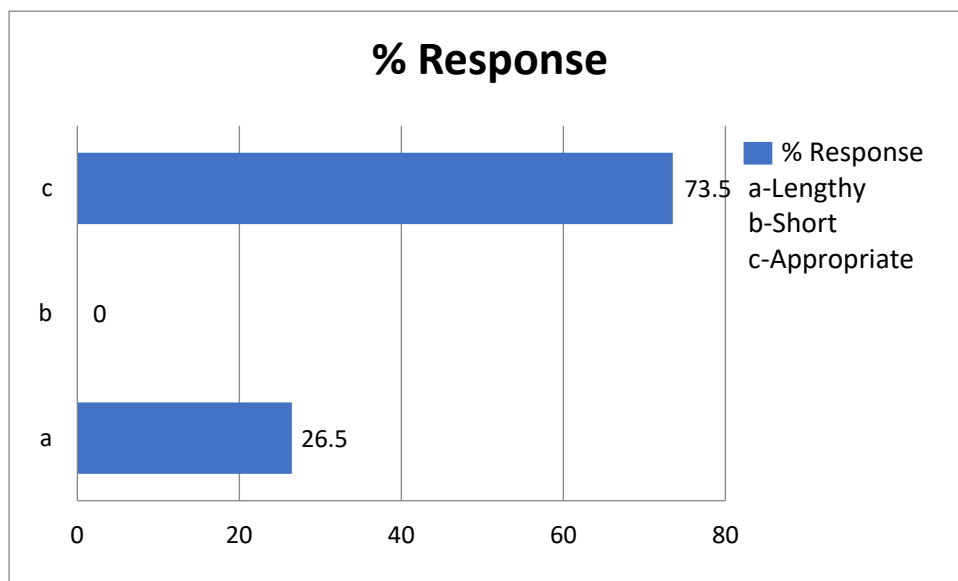


Fig.3

4. Curriculum is:

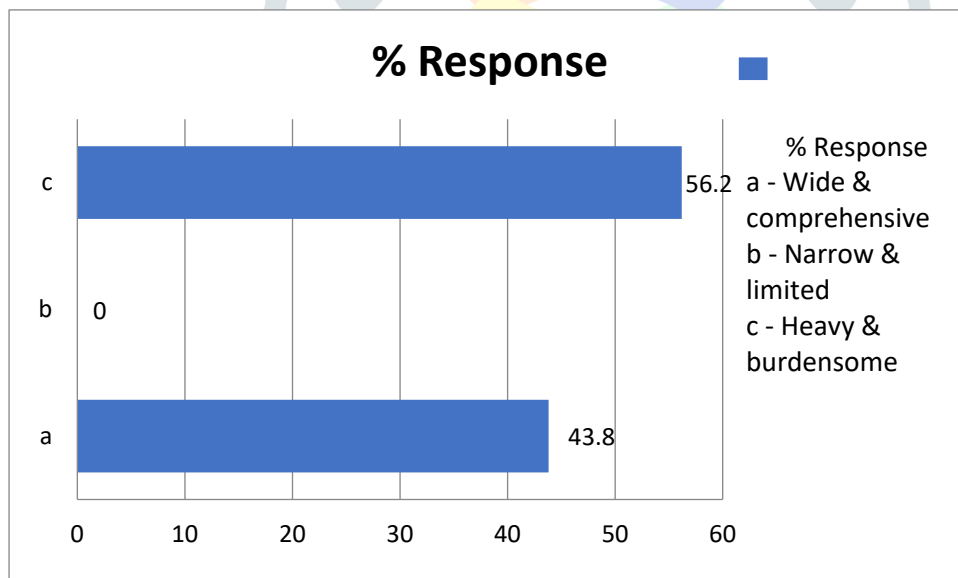
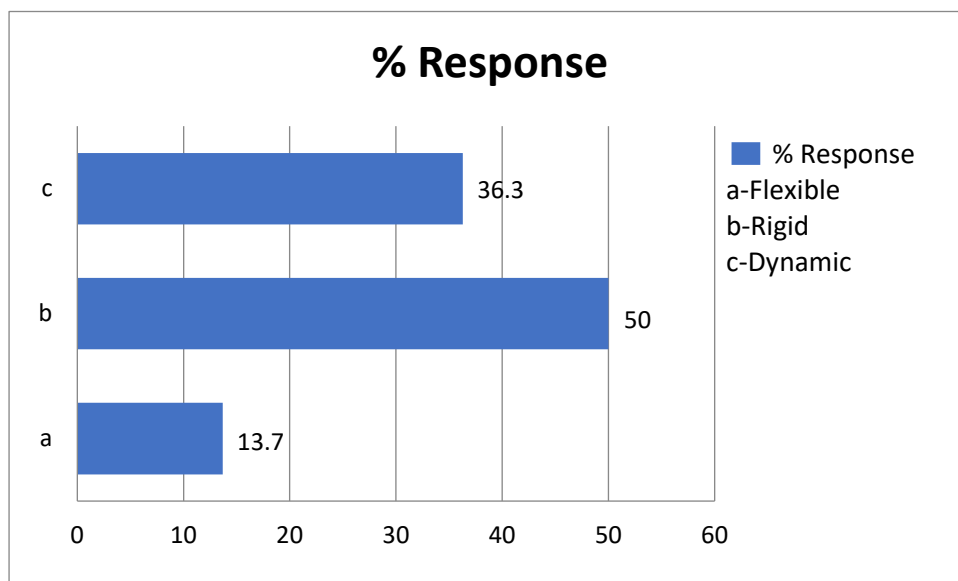


Fig.4

5. Curriculum is



JETIR

Fig.5

6. Language of the text books is Simple, Lucid and Precise.

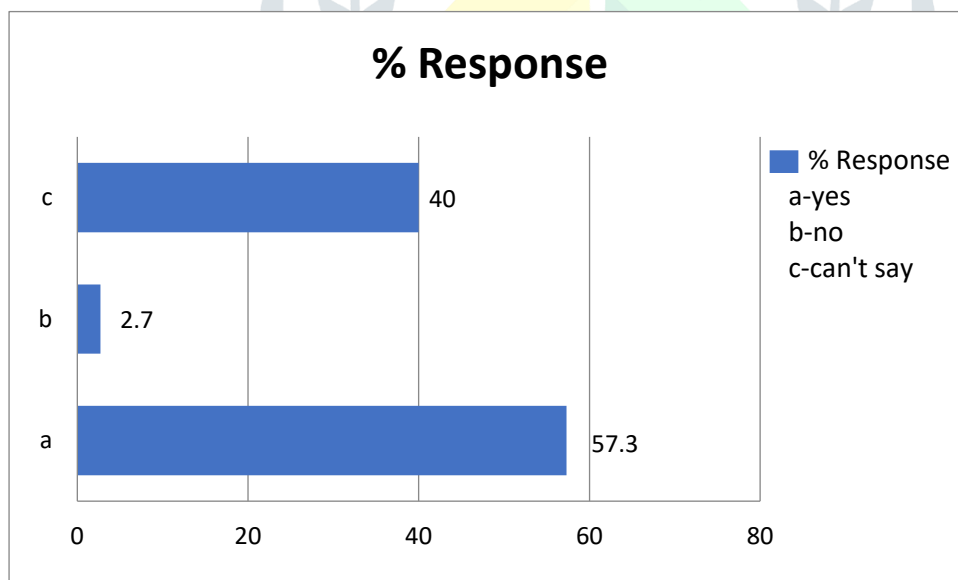


Fig.6

7. Science Course is integrated with ICT

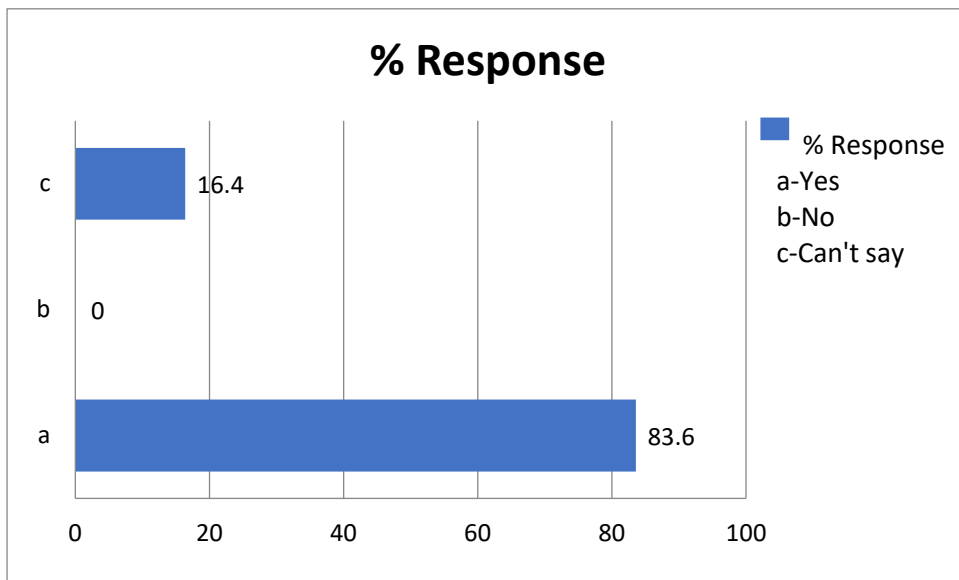


Fig.7

8. Does your School provide computer access and connectivity to study IT and CS in your school?

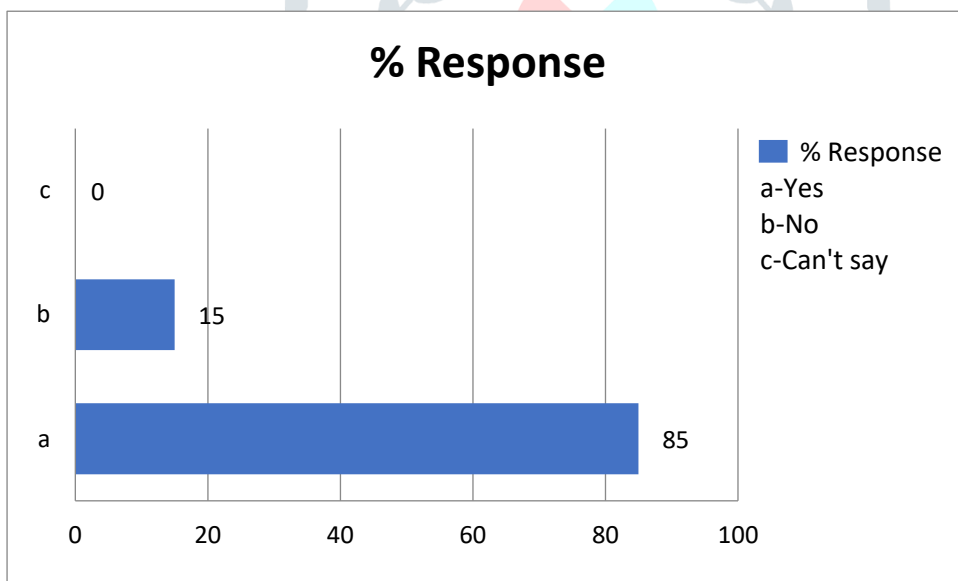


Fig.8

9. Text books of Science provide sufficient material on the subject.

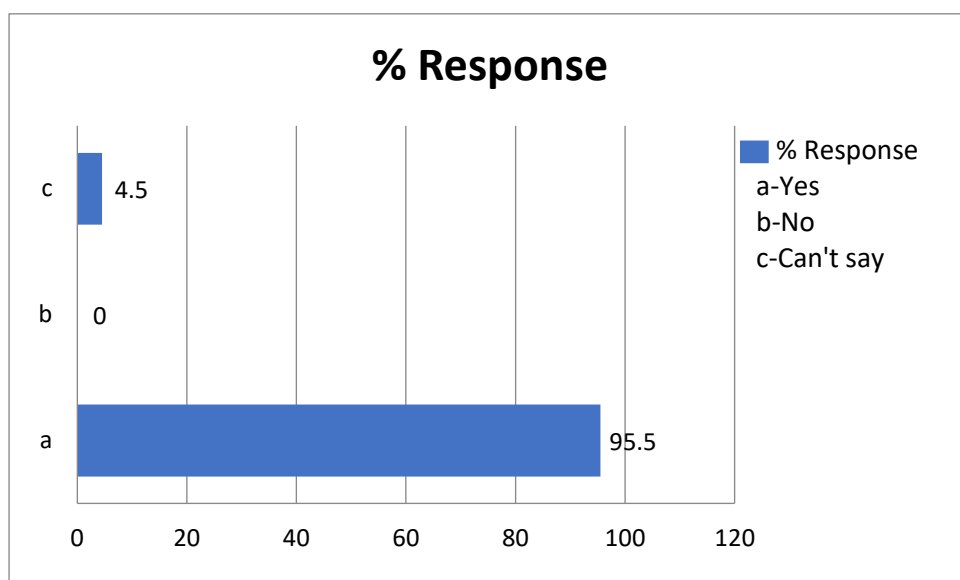


Fig.9

10. Science Curriculum encourages learning by doing

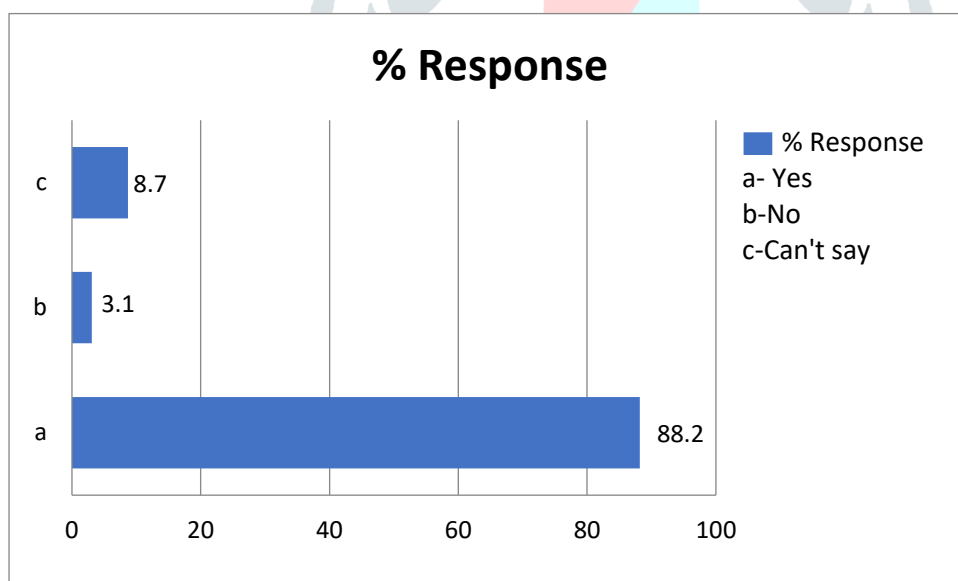


Fig.10



11. Science Curriculum increases curiosity and power of reasoning and observation among students.

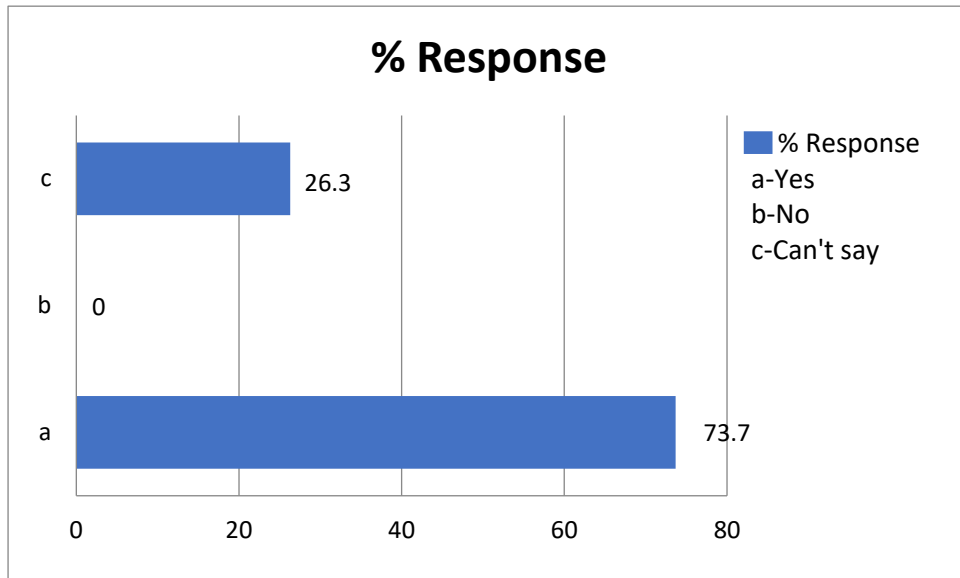


Fig.11

12. Social Studies Curriculum develops sense of appreciation.

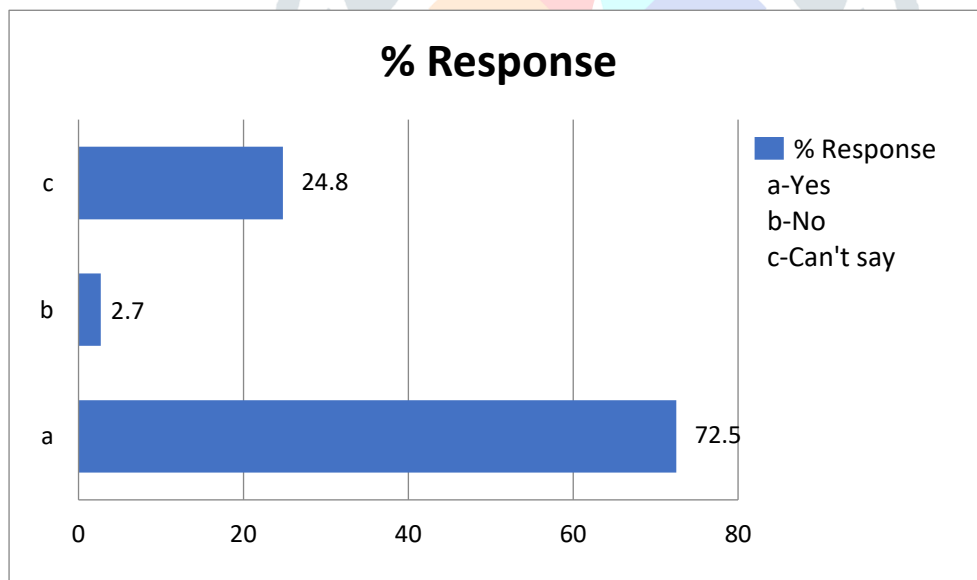


Fig.12

13. Social Studies Curriculum develops National awareness and International Understanding.

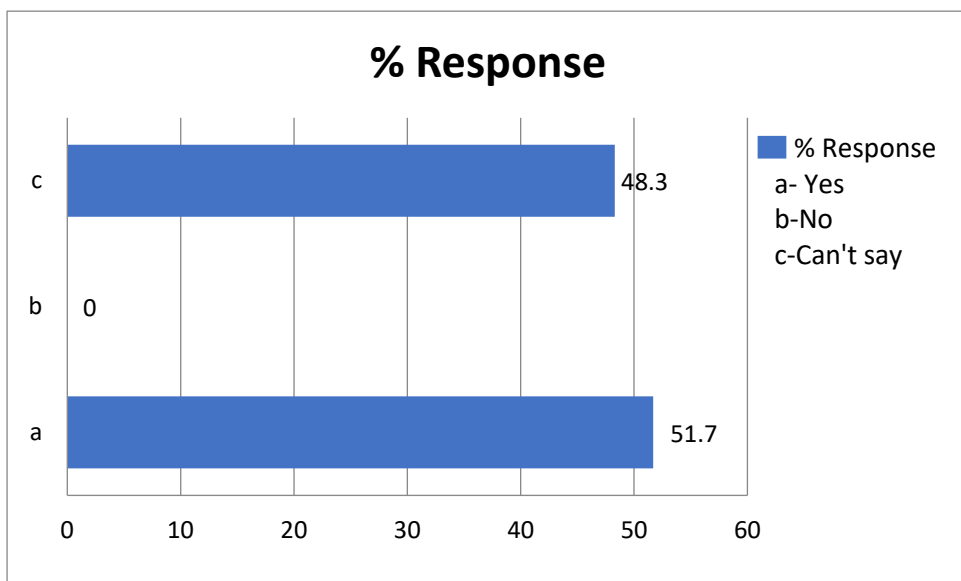


Fig.13

14. Is the Social Studies Curriculum biased?

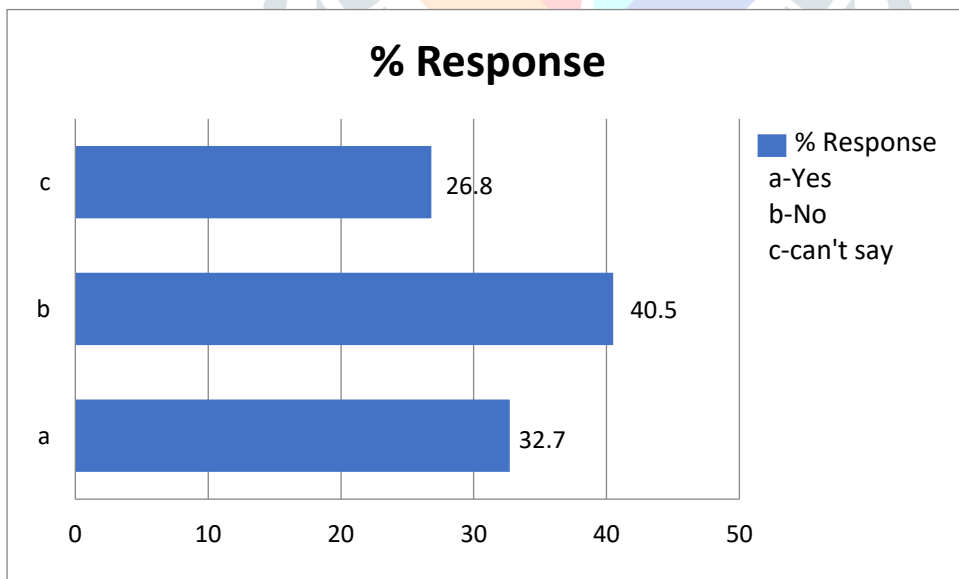


Fig.14

15. Mathematics Curriculum is

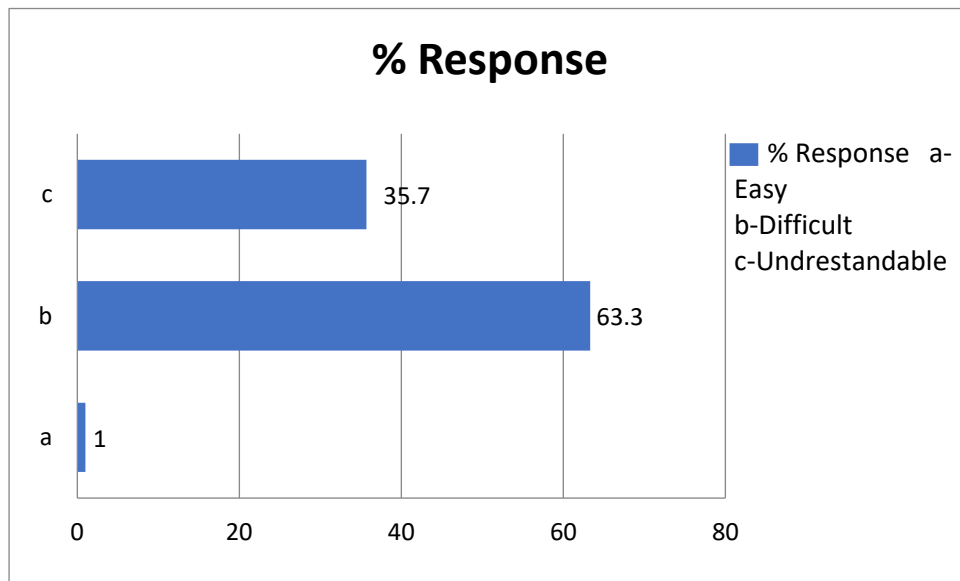


Fig.15

16. Students should have the option to choose either Mathematics (Core) or Mathematics (Elective) at Secondary School level.

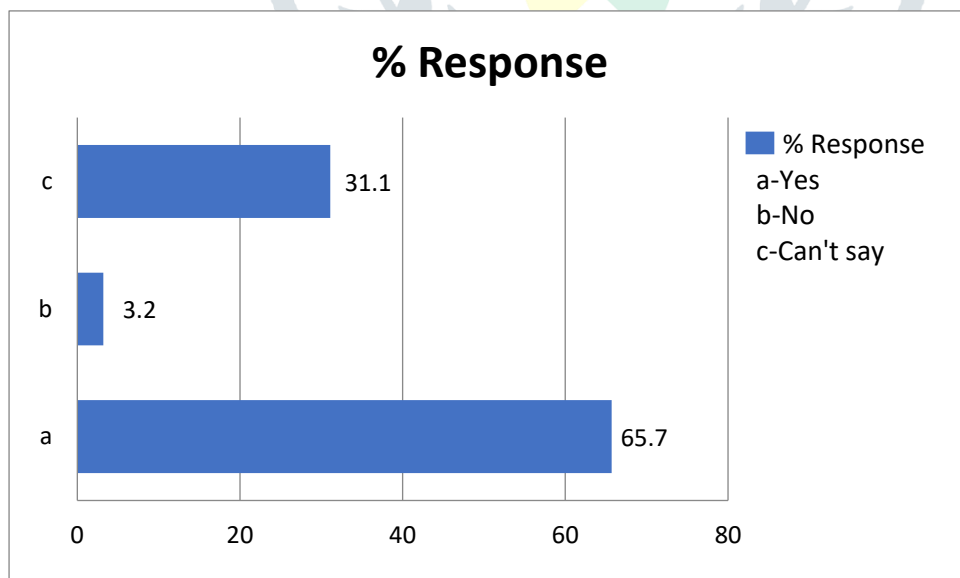


Fig.16

17. The Hindi Curriculum according to students is

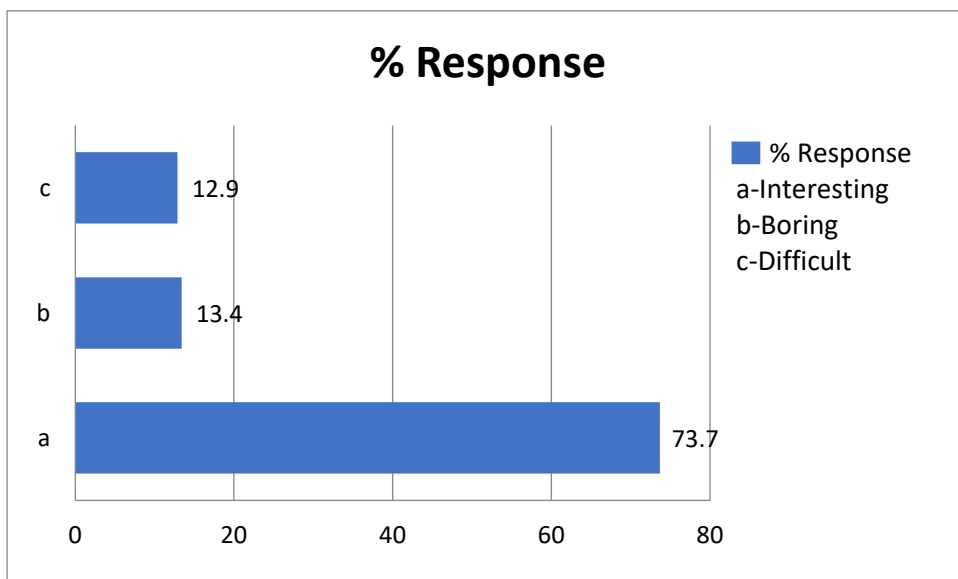


Fig.17

18. The English curriculum according to student is

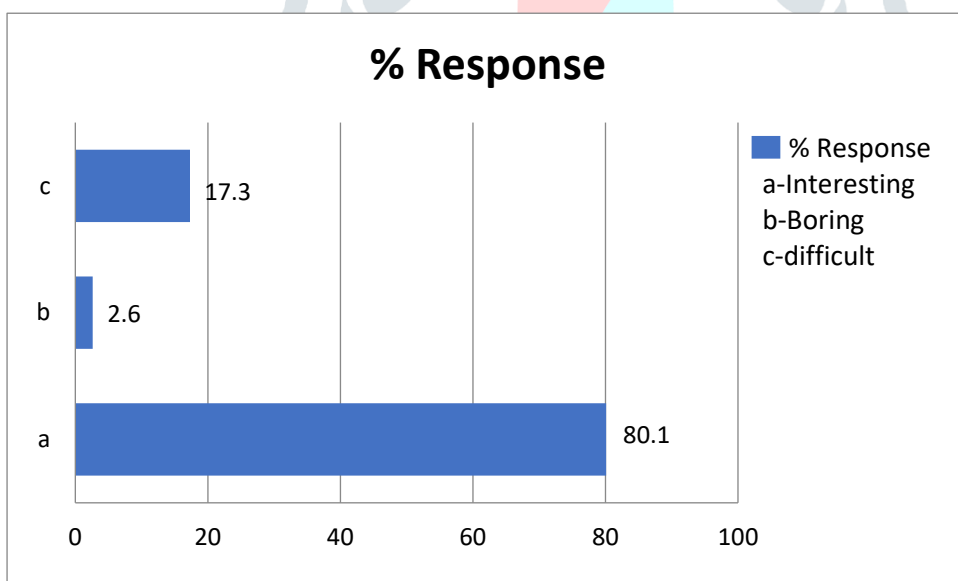


Fig.18

19. The time period allocated for games and sports in the school time table is

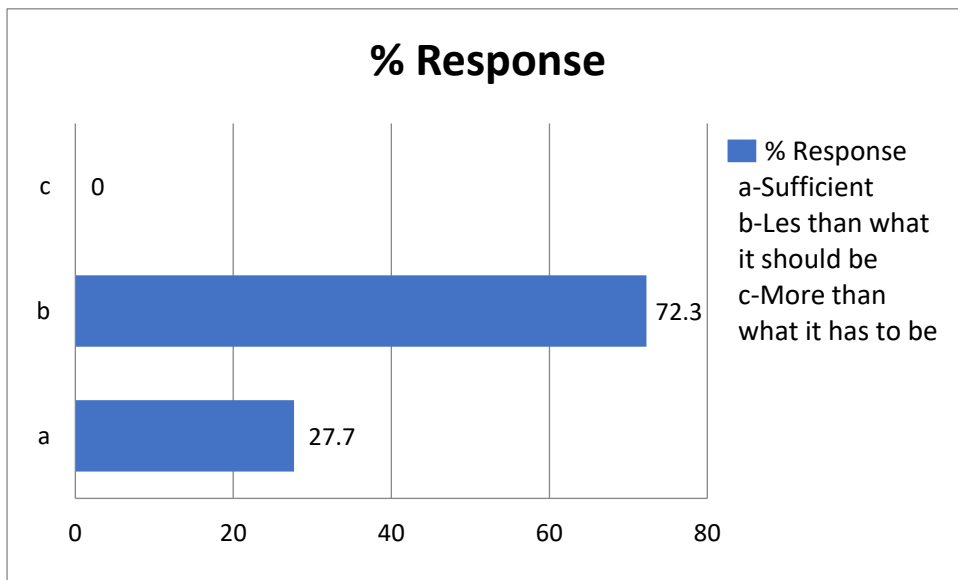


Fig.19

20. The Secondary School Curriculum is complete in itself.

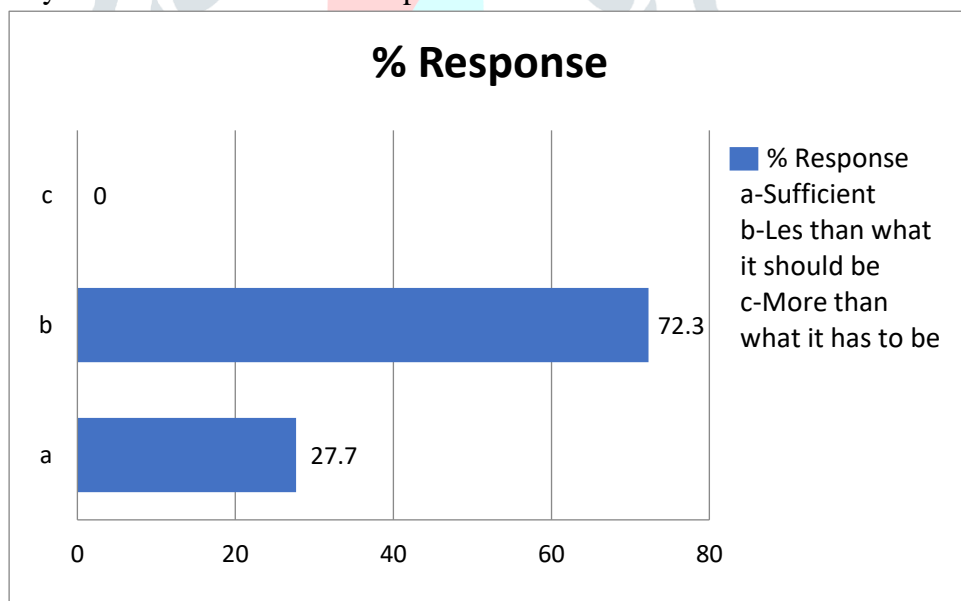


Fig.20

21. Secondary School Curriculum develops in Students economic efficiency and capacity to earn livelihood.

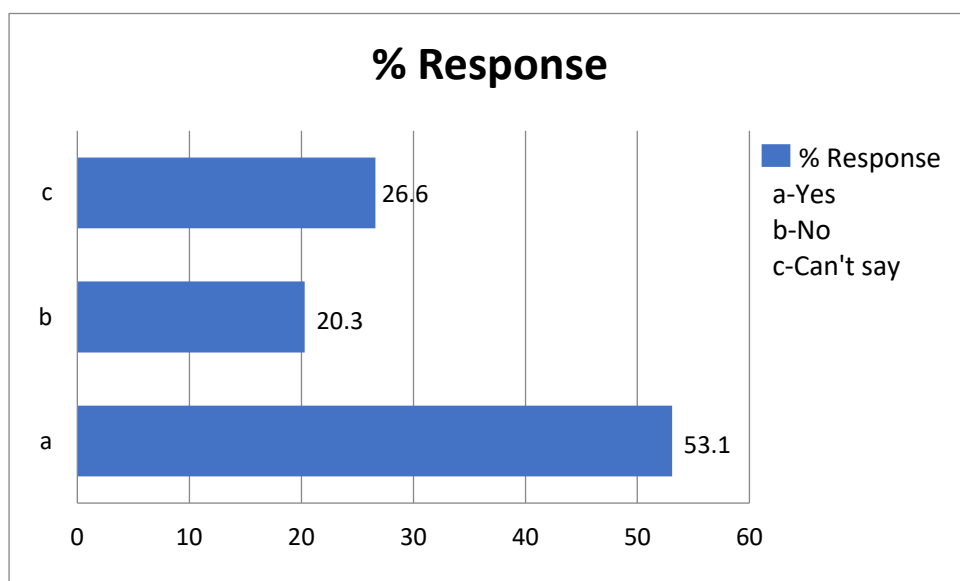


Fig.21

22. Does Secondary School Curriculum provide opportunity for creativity and personality development?

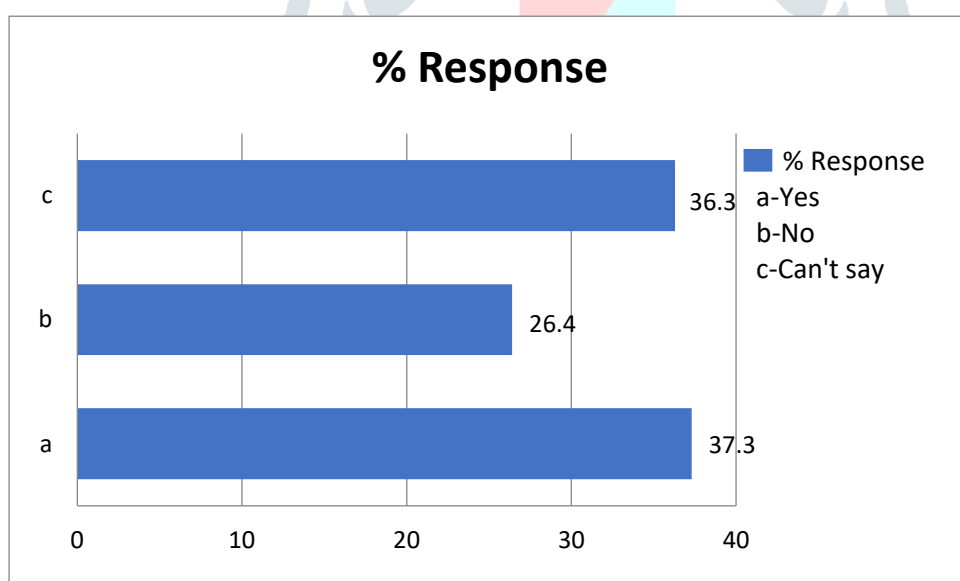


Fig.22

## Analysis and Discussion

The opinionnaire was shared with the students and teachers of Secondary Schools of different boards in Lucknow. The items were related to the text books of English, Hindi Science, Social Studies, Mathematics and other aspects of Secondary School Curriculum including games and sports. Each item was objective, multiple choice type. It was amazing to see a lot of heterogeneity among the responses. The respondents had mixed views regarding the items mentioned in the opinionnaire. The following information presented in the above mentioned figures from Figure 1 to Figure 22 can be explained as follows:

- Nearly half of the respondents that is around fifty per cent said that, the content of the text book is understandable, the subject matter in it is interesting and its language is also simple, lucid and precise.
- A vast majority of them found the text books appropriate. But around twenty-five percent of them said that they are lengthy.
- At least fifty six percent of them found the curriculum wide and comprehensive. Regarding the language of the text book there was mixed response that is fifty seven percent of them said that the language of the textbook was simple, lucid and precise.
- It was surprising that fifty percent of the respondents said that the curriculum was rigid. Vast majority of them that is eighty four percent of them agreed that science course was integrated with ICT and their schools provided computer access and connectivity to study Information Technology and Computer Science.
- Ninety six percent of respondents agreed that science textbooks provided sufficient matter on the subject.
- A vast majority that is eighty eight percent of them believed that science curriculum encourages learning by doing.
- Majority of them agreed that Science Curriculum increased curiosity and power of reasoning and observation among students. But there were also few of them who were not sure about this.
- As far as Social Studies Curriculum was concerned again a vast majority of them agreed that it developed sense of appreciation.
- Nearly half of them that is fifty one percent agreed that social studies curriculum develops national awareness and international understanding.
- Some of them that is thirty three percent of the respondents felt that the social studies curriculum was biased.
- Regarding Mathematics Curriculum majority of respondents that is sixty-six percent of them said that there should be two sets of curricula i.e. Mathematics (Core) and Mathematics (Elective) so that students can have the option to choose from them.
- Majority of respondents that is eighty percent of them found the English curriculum to be interesting. And seventy four percent of them found Hindi curriculum interesting. But most of them that is seventy two percent of them desired more time for games and sports than what is allocated in their time table.
- Opinion of seventy two percent of them about secondary school curriculum was that it was complete in itself.
- Nearly half of them said that the curriculum for secondary schools developed in students, economic efficiency and capacity to earn livelihood.
- There was a mixed response about the statement that the curriculum provided opportunity for creativity and personality development. Thirty seven percent of them were affirmative about it, Thirty-six percent of them were not sure about it and twenty seven percent of them negated the statement.

### Conclusion:

Curriculum of schools in every country is reviewed after some intervals of time. Teachers play a very important role in imparting the aims and objectives of curriculum Therefore, the opinion of students and teachers regarding Secondary School Curriculum was studied. Majority of respondents felt that the curriculum was so vast that there was no scope for co-curricular activities, creativity and personality development. Based, on the other important findings given above changes can be made in the curriculum.