

Curriculum at secondary schools in relation to National Curriculum Framework (2005) – Teachers Perspective

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ABSTRACT

The study was conducted to analyze the secondary school teachers' perspective regarding curriculum in government and private schools of district Srinagar and Budgam of Jammu and Kashmir with respect to curriculum content, curriculum transaction and curriculum evaluation. It was limited to IX and X classes of 50 private and government schools selected from two districts viz rural and urban of Jammu and Kashmir. On an average two teachers were selected randomly from each Secondary school who were teaching to IX and X classes. So total of 100 teachers were selected from all the selected sample schools. The data were collected through a self constructed questionnaire and was statistically analyzed by using percentages. Findings revealed that majority of secondary school teachers on average and private and government secondary school teachers separately were average satisfied with the content of curriculum. Majority of secondary school teachers on average and private and government secondary school teachers separately were average satisfied with the transaction of curriculum. Majority of secondary school teachers on average were highly dissatisfied with the curriculum evaluation in terms of learners assessment & majority of private secondary school teachers were highly dissatisfied with the learners assessment & majority of government secondary school teachers were average satisfied with the assessment of learners.

Keywords: Curriculum, Secondary school, National Curriculum Framework (2005), Teachers Perspective

Introduction

Our entire education system revolves around the school, which is thought to be a platform where students grow, learn and evolve. The school education system in India today can be divided into many stages such as pre- primary (kinder garden stage), elementary stages (classes I-VIII) i.e primary stage- classes I to V and upper primary stage classes VI-VIII followed by secondary education (classes IX and XII). The secondary stage includes classes IX to X and senior secondary stage includes classes XI to XII. Ever since the constitution was adopted in 1950, the focus of educational programmes has been concentrated on elementary education. As per constitutional commitment all efforts were focused on achieving the goal of universal elementary education for children up to the age of fourteen. Secondary education has never been the focus so far. It has recently started receiving attention of the planners and policy makers. The government has constituted a task force on secondary education to Universalize Secondary education. The focus is on strengthening the facilities in secondary schools and creating a conducive environment for quality education in these schools.

Secondary education assumes importance as it serves as a bridge between elementary and higher secondary education. It is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. Besides, a period of mere eight years of elementary education is grossly inadequate to develop necessary skills and compete in the job market. There have always been debates that the process of education is more important than the educational inputs. The effectiveness of a school depends upon numerous factors. It is not the teaching-learning process or the physical infrastructure of the school that makes it effective. But the school environment, school ethos, the quality of students, parents, community, local resources available etc are all equally important factors responsible for quality of a school. The access to education has been expanding at a bottle neck pace but quality of education has been a major cause of concern for some years now. According to OECD- PISA international survey India ranked 72 among 73 countries as far as quality of education is concerned. (Annual status of education report, by Pratham 2012) shows that the situation continues to further deteriorate in both government and Private schools. The inability of the schooling system to improve despite the massive increase in enrollment rates has become a major issue, which government has been unable to tackle.

NCF-2005 recommended, Curriculum, Syllabi and Textbooks at secondary level need to focus on understanding and avoiding information load, provide space to subject specific pedagogy in-built in the content, integrate assessment within the content and learning , provide space for learning beyond the

textbook and soften the boundaries between different subject areas and to provide adequate space for hands-on experience, arts and crafts, incorporates social concern related to gender, marginalized groups, health and work.

Review of the Related Literature

Aijaz, A. N., (2017) did a study on teachers attitude towards environmental education and sustainable development. The findings revealed that majority of teachers (64.23%) have positive attitude towards environmental education and sustainable development, out of which 72% are male teachers and 28% are female teachers.

Anna, N., (2017) have done a study on teachers' perspectives on quality in secondary education in Tanzania with reference to policy and reality. The main conclusions revealed that more difference was found in perceptions based on teachers' age rather than between private and government schools, implications of putting the objectives of education policies into practice considering the under-resourced school environment and poor working conditions for teachers especially in government school. When it came to teaching methods, nearly all teachers expressed that they preferred to use participatory methods, where students are active in the learning process, which they also referred to as learner-centered methods.

Tran, G. N., (2015) did study on investigating teachers' implementation of the task-based curriculum from a Teacher cognition perspective. The findings revealed that teachers conceived the curricular content in terms of discrete linguistic items, paying minimal attention to a topic-based content that the curriculum was modeled on. For those teachers, learning English means rote memorization of linguistic items which should be prioritized over students' communicative skills. In teaching, the majority of the teachers selected vocabulary-based, closed ended and form-focused activities.

Iftikhaar, A. W., (2014) studied perception of secondary school teachers towards total quality management in education. The results reveal that the majority of school teachers are aware about the concept of TQM, however, there was no difference of perception between male and female secondary school teachers and arts and science secondary school teachers with regard to total management quality in education.

Champak, D., (2012) did an evaluative study of textbook in English at higher secondary level. It was found that the textbooks were large and inconvenient in size and bindings of the textbooks were weak. Regarding content organization and presentation, less explanation, less clarification, unsystematic explanations and unsystematic paragraphs, were present, there were no proper illustrations and pictures and exercises were up to the mark with some defects such as unsuitability of questions.

Meryem, G.B., & Kocakulah, S., (2009) have done a study to know the teachers views about the new grade 9 physics curriculum, which was put in the academic term of 2007-2008, who were using the curriculum in their classes.. The results of the study revealed that teachers thought that activities were not adapted to the environmental conditions, environmental facilities did not support activities and time required to teach a unit was not sufficient or it was not equally balanced in terms of teachers' views.

Prabha, J., (2003) did an evaluative study on curriculum transaction procedures at high school stage in Himachal Pradesh with special reference to Social Studies. The results revealed that majority of teachers use lecture/textbook method followed by discussion and there is less use of demonstration and play/dramatic method by teachers while imparting instructions. Majority of teachers don't prepare lesson plans for teaching civics. The results of the observation data analysis indicate that teachers talk in civics teaching was high as compared to pupil talk and silence was very less.

Objectives

1. To study opinion of teachers as stakeholders on curriculum prescribed by BOSE in relation to NCF-2005.

Methodology

The study was undertaken in two districts, Srinagar and Budgam of Jammu and Kashmir, state i.e., one from urban districts and another from rural districts. There are 104 secondary schools in Srinagar and 139 secondary schools in district Budgam. Out of which 25 secondary schools were selected from Srinagar and 25 secondary schools were selected from Budgam district on random basis. So total 50 schools were selected from which 2 teachers teaching 9th and 10th were selected from each sample school on the basis of systematic random sampling technique. In general the sample for the present study comprised of 100 teachers working in 50 secondary schools teaching at 9th and 10th level at an average of 2 teachers from each school.

Tools used

On the basis of research objective formulated for the present study the investigator used self constructed questionnaire with different dimensions of curriculum viz curriculum content, curriculum transaction and curriculum evaluation. There were total 43 statements in the final format of the questionnaire. Out of 43 items, 29 were positive polarity items and 14 were negative polarity items.

Statistical treatment

In order to accomplish the objective of the present study the data was analyzed with the help of percentages.

Analysis and interpretation

Table 1.1: Showing opinion of secondary school teachers as stakeholders on content of curriculum prescribed by BOSE in relation to NCF-2005(N=100)

Curriculum Content	Range	No. of respondents	%age
Highly Satisfactory	50 & above	13	13.0
Average	35-49	58	58.0
Highly dissatisfactory	19-34	29	29.0

The above table shows opinion of secondary school teachers as stakeholders on content of curriculum prescribed by BOSE in relation to NCF-2005. The perusal of the table depicts that out of 100 secondary school teachers, 13(13.0%) secondary school teachers were highly satisfied with the content of curriculum, 58(58.0%) secondary school teachers were average satisfied with the content of curriculum and 29(29.0%)secondary school teachers were highly dissatisfied with the content of curriculum.

Therefore, the quick look of the table reveals that majority of the secondary school teachers were average satisfied with the content of curriculum.

Table 1.2: Showing opinion of private and government secondary school teachers as stakeholders on content of curriculum prescribed by BOSE in relation to NCF-2005(N=100)

Curriculum Content	Range	Private Schools		Govt. Schools	
		N	%age	N	%age
Highly Satisfactory	50 & above	7	14.0	6	12.0
Average	35-49	27	54.0	31	62.0
Highly dissatisfactory	19-34	16	32.0	13	26.0

The above table shows opinion of private and government secondary school teachers as stakeholders on content of curriculum prescribed by BOSE in relation to NCF-2005. The perusal of the table reveals that out of 50 private secondary school teachers, only 7(14.0%) private secondary school teachers were highly satisfied with the content of curriculum, 27(54.0%) private secondary school teachers were average satisfied with the content of curriculum and 16(32.0%) private secondary school teachers were highly dissatisfied with the content of curriculum. Out of 50 government secondary school teachers, only 6(12.0%) government secondary school teachers were highly satisfied with the content of curriculum, 31(62.0%) government secondary school teachers were average satisfied with the content of curriculum and 13(26.0%) government secondary school teachers were highly dissatisfied with the content of curriculum.

Therefore the quick look of the table reveals that majority of both private and government secondary school teachers were average satisfied with the content of curriculum.

Table 1.3: Showing opinion of secondary school teachers as stakeholders on transaction of curriculum prescribed by BOSE in relation to NCF-2005(N=100)

Curriculum Transaction	Range	No. of respondents	%age
Highly Satisfactory	52 & above	12	12.0
Average	37-51	50	50.0
Highly dissatisfactory	22-36	38	38.0

The above table shows opinion of secondary school teachers as stakeholders on transaction of curriculum prescribed by BOSE in relation to NCF-2005. The perusal of the table depicts that out of 100 secondary school teachers, 12(12.0%) secondary school teachers were highly satisfied with the transaction of

curriculum, 50(50.0%) secondary school teachers were average satisfied with the transaction of curriculum and 38(38.0%) secondary school teachers were highly dissatisfied with the transaction of curriculum. Therefore, the quick look of the table reveals that majority of the secondary school teachers were average satisfied with the transaction of curriculum.

Table 1.4: Showing opinion of private and government secondary school teachers as stakeholders on transaction of curriculum prescribed by BOSE in relation to NCF-2005(N=100)

Curriculum Transaction	Range	Private Schools		Govt. Schools	
		N	%age	N	%age
Highly Satisfactory	52 & above	6	12.0	6	12.0
Average	37-51	23	46.0	27	54.0
Highly dissatisfactory	22-36	21	42.0	17	34.0

The above table shows opinion of private and government secondary school teachers as stakeholders on transaction of curriculum prescribed by BOSE in relation to NCF-2005. The perusal of the table depicts that out of 50 private secondary school teachers, only 6(12.0%) private secondary school teachers were highly satisfied with the transaction of curriculum, 23(46.0%) private secondary school teachers were average satisfied with the transaction of curriculum and 21(42.0%) private secondary school teachers were highly dissatisfied with the transaction of curriculum. Out of 50 government secondary school teachers, only 6(12.0%) government secondary school teachers were highly satisfied with the transaction of curriculum, 27(54.0%) government secondary school teachers were average satisfied with the transaction of curriculum and 17(34.0%) government secondary school teachers were highly dissatisfied with the transaction of curriculum.

Therefore the quick look of the table reveals that majority of both private and government secondary schools were average satisfied with the transaction of curriculum.

Table 1.5: showing opinion of secondary school teachers as stakeholders on evaluation of curriculum prescribed by BOSE in relation to NCF-2005(N=100)

Curriculum Evaluation (learners Assessment)	Range	No. of respondents	%age
Highly Satisfactory	40 & above	16	16.0
Average	32-39	38	38.0
Highly dissatisfactory	25-31	46	46.0

The above table shows opinion of secondary school teachers as stakeholders on evaluation of curriculum prescribed by BOSE in relation to NCF-2005. The perusal of the table depicts that out of 100 secondary school teachers, 16(16.0%) secondary school teachers were highly satisfied with the evaluation of curriculum, 38(38.0%) secondary school teachers were average satisfied with the evaluation of curriculum and 46(46.0%) secondary school teachers were highly dissatisfied with the evaluation of curriculum.

Therefore, the quick look of the table reveals that majority of the secondary school teachers were highly dissatisfied with the evaluation of curriculum.

Table 1.6: Showing opinion of private and government secondary school teachers as stakeholders on evaluation of curriculum prescribed by BOSE in relation to NCF-2005(N=100)

Curriculum Evaluation (learners Assessment)	Range	Private Schools		Govt. Schools	
		N	%age	N	%age
Highly Satisfactory	40 & above	5	10.0	11	22.0
Average	32-39	18	36.0	20	40.0
Highly dissatisfactory	25-31	27	54.0	19	38.0

The above table shows opinion of private and government secondary school teachers as stakeholders on evaluation of curriculum prescribed by BOSE in relation to NCF-2005. The perusal of the table depicts that out of 50 private secondary school teachers, only 5(10.0%) private secondary school teachers were highly satisfied with the evaluation of curriculum, 18(36.0%) private secondary school teachers were average

satisfied with the evaluation of curriculum and 27(54.0%) private secondary school teachers were highly dissatisfied with the evaluation of curriculum. Out of 50 government secondary school teachers, 11(22.0%) government secondary school teachers were highly satisfied with the evaluation of curriculum, 20(40.0%) government secondary school teachers were average satisfied with the evaluation of curriculum and 19(38.0%) were highly dissatisfied with the evaluation of curriculum.

Therefore the quick look of the table reveals that majority of private secondary school teachers were highly dissatisfied and majority of government secondary school teachers were average satisfied with the evaluation of curriculum.

DISCUSSIONS

The results revealed that majority of the secondary school teachers were average satisfied with the content of curriculum. The results further revealed that majority of both private and government secondary school teachers were average satisfied with the content of curriculum. This may be partly attributed to the reason that curriculum content is not reasonable and inclusive enough to meet various needs of learners and curriculum doesn't maintain balance of knowledge, skills and values to develop desired level of competency in learners. The results are partially in line with study conducted by **Champak Deuri, (2012)** which revealed less explanation, less clarification, unsystematic explanations and unsystematic paragraphs, were in content organization and presentation. The results are also partially in line with study conducted by **Gang Nam Tran, (2015)** which revealed that the teachers conceived the curricular content in terms of discrete linguistic items, paying minimal attention to a topic-based content that the curriculum was modeled on. The results revealed that majority of the secondary school teachers were average satisfied with the transaction of curriculum. The results further revealed that majority of both private and government secondary schools teachers were average satisfied with the transaction of curriculum. The reasons for this is more likely that lack of adequate facilities in the form of infrastructure in the school and shortage of time in completion of unit and pressure from higher authorities to complete the syllabus within stipulated period of time. The results are partially in line with study conducted by **Prabha Jishtu, (2003)** which revealed majority of teachers were of opinion that time allotted for teaching social studies is not sufficient and have expressed lack of infrastructure in the schools. The results are also partially in line with study conducted by **Meryem,G.B and Kocakulah Sabri, (2009)** which revealed that time required to teach a unit was not sufficient. The findings revealed that majority of the secondary school teachers were highly dissatisfied with the evaluation of curriculum. The findings further revealed that majority of private secondary school teachers were highly dissatisfied and majority of government secondary school teachers were average satisfied with the evaluation of curriculum. The reason for this is more likely that continuous and comprehensive evaluation is not implemented in secondary schools and both scholastic and non-scholastic aspects of the learners are not assessed. The results are contradictory with study conducted by **Prabha Jishtu 2003** which revealed majority of teachers were highly satisfied with the tests employed for evaluating students performance in civics.

CONCLUSIONS

On the basis of analysis and interpretation and discussions of the results presented above, one can conclude that majority of the secondary school teachers and majority of both private and government secondary school teachers were average satisfied with the content of curriculum and transaction of curriculum. The findings further revealed that majority of the secondary school teachers & majority of private secondary school teachers were highly dissatisfied with the evaluation of curriculum and majority of government secondary school teachers were average satisfied with the evaluation of curriculum. Therefore a critical review of curriculum by parents, teachers and other stakeholders must be encouraged, and their comments must be made a guideline for improvement of curriculum.

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