

# CURRICULUM OF THE SECONDARY SCHOOL DRAWBACKS: AN ANALYSIS

**Dr. Rachna Trivedi**

*Associate Professor, Head, Department of Education  
Headquarters Officer, National Service Scheme  
DSN College, Unnao*

---

## ABSTRACT

*Analyzing the drawbacks of the curriculum in secondary schools requires a comprehensive assessment of various aspects of the educational framework. While curricula vary from one country to another, several common drawbacks can be identified. Here's an analysis of some potential drawbacks in the curriculum of secondary schools:*

- 1. Lack of Relevance: One significant drawback is the perceived lack of relevance of the curriculum to real-life situations and future career paths. Students may find it difficult to connect what they are learning in school to practical applications.*
- 2. Overemphasis on Rote Learning: Many secondary school curricula still place a strong emphasis on rote memorization and regurgitation of facts. This approach does not encourage critical thinking, problem-solving, or a deeper understanding of the subject matter.*
- 3. Limited Focus on Skills Development: The curriculum may prioritize content knowledge over the development of essential skills such as communication, collaboration, creativity, and digital literacy, which are crucial for success in the modern world.*
- 4. Standardization of Learning: A one-size-fits-all curriculum can hinder students' individual strengths and interests. It might not cater to diverse learning styles and needs, leading to disengagement and lack of motivation.*
- 5. Outdated Content: Some curricula may contain outdated or irrelevant content, which fails to reflect the current advancements and changes in various fields.*
- 6. Heavy Workload: A curriculum with an overwhelming amount of content can lead to high levels of stress among students. A focus on covering extensive material may compromise the depth of learning.*
- 7. Assessment-Centric Approach: Curricula that prioritize standardized testing and high-stakes exams might encourage "teaching to the test" rather than fostering a genuine love for learning and understanding.*
- 8. Insufficient Teacher Training: Teachers may not receive adequate training to effectively implement innovative teaching methods or adapt the curriculum to suit diverse student needs.*

9. *Neglect of Soft Skills: While technical subjects are often prioritized, the curriculum might neglect the development of important life skills, such as emotional intelligence, empathy, and resilience.*

10. *Lack of Interdisciplinary Learning:- The curriculum may not encourage interdisciplinary learning, which can hinder students from making connections between different subjects and understanding their interrelatedness.*

11. *Limited Practical Application:- Students may feel disconnected from theoretical knowledge when they lack opportunities for hands-on learning, real-world projects, and practical application.*

12. *Inadequate Technology Integration: - The curriculum might not effectively incorporate technology as a tool for learning and skill development, which is essential for preparing students for the digital age.*

13. *Cultural and Social Bias: - Curricula that do not consider the diversity of cultures, histories, and perspectives can perpetuate biases and create an incomplete understanding of the world.*

14. *Lack of Personalization:- The curriculum may not offer opportunities for students to pursue their interests or tailor their learning paths based on their strengths and goals.*

## INTRODUCTION

Indian education system consists of government schools, private schools and international schools. There are different school boards naming- State board, CBSE board, ICSE board, Cambridge board, IB board and IGCSE board. In a civilized society, each generation expects the next one to be better in all aspects. The role of schools, especially primary schools in India, is of great importance. The Indian school education system can be divided into either of the following ways, by means of :

- Levels of education
- Ownership of educational institutions
- Educational board affiliations

The education system is divided into different levels:

- Preprimary schools
- Primary schools
- Elementary education
- Secondary schools
- Undergraduate level
- Post-graduation

## **ABOUT THE STRUCTURES OF EDUCATION SYSTEM**

Pre-School means ‘previous to primary school’, ‘initial education’ or ‘early year education’. In India, preschool is currently known by many other names and has fused identity with Playschool, Daycare and kindergarten. Preschool Education typically covers children aged 1.5 to 4 years. As per ‘Preschool For Child Rights’, Preschool, Kindergarten, Daycare shall be considered together as one conceptual entity and should be known as ‘Child Care’.

Primary school is first to fifth grade (for 6- to 10-year-olds). Middle school/upper primary school is sixth to eighth grade (for 11 to 14 year-olds). Secondary school is ninth and tenth grade (for 14- to 16-year-olds). Finally, higher secondary or pre-university is 11th and 12th grade (for 16- to 18-year-olds).

### **Schools in India and Economic Status**

Poverty is an undeniable reality in India. Education is interlinked with the economic status of the country either directly or indirectly. Over the past few years, this gap is comparatively less but has not yet become nil. It is important to fill the gap; without education, a country cannot progress. Often people from financially weak backgrounds tend to avoid sending their children to school. Firstly, they cannot afford the expenses and secondly, sending their children off to work would bring them an extra income. So, a lot of children drop out at an early age. They work as laborers and never have the opportunity to earn and live better due to lack of education.

### **The major challenges faced by the education system in India**

- Expenditure on education
- Gross enrolment pattern
- Capacity utilization
- Infrastructure facilities
- Student-teacher ratio
- Accreditation and branding – quality standards
- Students studying abroad

## **SECONDARY EDUCATION: AN INTRODUCTION**

Secondary Education is the second stage in the system of public education usually beginning with Class V or VI and ending in Class X of a high school or XI or XII of a higher secondary school during which education is differentiated in varying degrees according to the needs, interests and aptitudes of the pupils. Secondary Education stage is important because for about half of those entering it, it represents the terminal point of formal schooling. For this substantial group, the learning experiences of this stage of education becomes important for their future living in society.

A second facet for the importance of this stage is that it is the bridge between the general formation of the mind and personality which school education is and the higher learning specialisations which the college and university represent. This stage is both a criterion of the school system and the forecaster of the learning futures of the university. A child's future can depend a lot on the type of education she/he receives at the secondary level. Apart from grounding the roots of education of a child, secondary education can be instrumental in shaping and directing the child to a bright future. This stage of education serves to move on higher secondary stage as well as to provide generic competencies that cut across various domains of knowledge as well as skills.

### **Developmental Characteristics of secondary stage learner**

Early adolescence is a distinct period of human growth and development situated between childhood and adolescence. During this remarkable stage of the life cycle, young adolescents, 10- to 15-year-olds, experience rapid and significant developmental change. Understanding and responding to the unique developmental characteristics of young adolescents is central among the tenets of middle level education.

#### **Physical development in adolescence**

The period between childhood and young adulthood is a period of rapid change – physical, emotional, cognitive and social. During this time, children's bodies change in different ways at different times. No two teenage bodies are the same.

#### **Secondary School Drawbacks in adolescent students**

##### **1. Moral Development**

Morality refers to the way people choose to live their lives according to a set of guidelines or principles that govern their decisions about right versus wrong, and good versus evil. As youths' cognitive, emotional, social development continue to mature, their understanding of morality expands and their behavior becomes more closely aligned with their values and beliefs.

When children are younger, their family, culture, and religion greatly influence their moral decision-making. However, during the early adolescent period, peers have a much greater influence. Peer pressure can exert a powerful influence because friends play a more significant role in teens' lives. Furthermore, the new ability to think abstractly enables youth to recognize that rules are simply created by other people. As a result, teens begin to question the absolute authority of parents, schools, government, and other traditional institutions. By late adolescence most teens are less rebellious as they have begun to establish their own identity, their own belief system, and their own place in the world. Some youth who have reached the highest levels of moral development may feel passionate about their moral code; as such, they may choose to participate in activities that demonstrate their moral convictions

Unfortunately some youth have life experiences that may interfere with their moral development. Perhaps they survived some traumatic experience such as physical, emotional, or sexual abuse; the death of a family member or close friend; or were witness to senseless violence.

These types of experiences can cause them to view the world as unjust and unfair. Or perhaps they observed the adults in their life making immoral decisions that disregarded the rights and welfare of others, leading these youth to develop beliefs and values that are contrary to the rest of society. Lacking a moral compass, these youth may never reach their full potential and may find it difficult to form meaningful and rewarding relationships with others. It is important to remember that this developmental step is essential to their children's well-being and ultimate success in life.

## 2. Educational implications of moral development

Teachers need to be aware of the relationship between young adolescents' intellectual development and their moral reasoning. They can organize instructional experiences that foster critical thinking skills and higher levels of moral reasoning. For example, teachers plan assignments that help students to incorporate their thoughts and feelings in writing. Teachers can engage young adolescents with activities that require consensus building and application of democratic principles; teacher advisory programs and service learning can foster teamwork and build community.

In addition, teachers can design experiences for students to examine moral dilemmas and contemplate responses. Such experiences can help young adolescents to develop values, resolve problems, and set their own behavior standards. Young adolescents can also be afforded opportunities to examine their own choices and the consequences of these choices. Further, teachers can develop scenarios that prompt young adolescents to examine concepts of fairness, justice, and equity. School programs or curricula can include a focus on societal issues such as the environment, poverty, or racial discrimination.

## 3. Social development

- **Searching for identity:** young people are busy working out who they are and where they fit in the world. This search can be influenced by gender, peer group, cultural background and family expectations
- **Seeking more independence:** this is likely to influence the decisions your child makes and the relationships your child has with family and friends also Seeking more responsibility, both at home and at school
- **Looking for new experiences:** the nature of teenage brain development means that teenagers are likely to seek out new experiences and engage in more risk-taking behaviour. But they're still developing control over their impulses
- **Thinking more about 'right' and 'wrong':** your child will start developing a stronger individual set of values and morals. Teenagers also learn that they're responsible for their own

actions, decisions and consequences. They question more things. Others words and actions shape your child's sense of 'right' and 'wrong' also they were Influenced more by friends, especially when it comes to behaviour, sense of self and self-esteem

- **Starting to develop and explore a sexual identity:** your child might start to have romantic relationships or go on 'dates'. These are not necessarily intimate relationships, though. For some young people, intimate or sexual relationships don't occur until later on in life
- **Communicating in different ways:** the internet, mobile phones and social media can significantly influence how your child communicates with friends and learns about the world.
- **Loyalty becomes very much pronounced:** Like childhood, it doesn't confine itself to the gang only but extends to the school, the community and the province and to the nation. Martyrs are the product of this age. Cooperation reaches its peak and the individuals are in a mood to sacrifice their own interests for the greater cause of the group, society and nation. Up to the end of this stage the social behaviour of the child becomes almost matured. The solutions for the teenager to get through the stage is to make them aware of these changes.

#### 4. Physical change

- Explain that it is normal for the body to change as every teenager goes through it!
- Help them adapt to these changes – acknowledge the change and help them accept it.
- Enable them to stay healthy and fit through a nutritious diet and exercise.

#### 5. Emotional changes

- Assist them to take care of themselves. Tell the teenagers that it is okay to feel the way they are feeling.
- Encourage them to exercise as physical activity helps keep the serotonin (creates good feelings and happiness) levels up.
- Let them talk. Listen to them without judging and avoid giving them advice when they are not ready for it.
- Share the experiences of puberty or let them talk to an older sibling who has gone through the same. It will emphasize that it is okay to feel the way they do.
- Indulging in a creative activity can help them channelize their emotions.

#### 6. Behavioral changes

Behavioral problems in adolescence can make life difficult for parents. But remember that it is a passing phase, and is entirely normal. Gaining child's trust is important if you want to help him with behavioral issues. Talk to them and listen to what they have to say. Do not judge or criticize them, as it could worsen their behavior. Let them know that you love them just as they are. Encourage them to be true to themselves and not take on a personality just to please others. Parents

will have to intervene if you see them falling into bad company. Remember that adolescents are sensitive and may not take criticism well.

### **7. Substance Use and Abuse**

- Keep an eye on the child's behavior. Look for erratic behavior and change in his or her appetite, sleep patterns, and moods.
- Do not spy on them or accuse them of any wrongdoing. Encourage them to talk and be honest. Tell them what your concerns are and discuss the problem with them.
- If the child is not willing to talk to you, the doctors can ask confidential questions to know if they are abusing any substances. Avoid going as far as a drug test, as that may come across as confrontational and threaten the kid.
- If necessary, get the adolescent the appropriate treatment.

### **8. Aggression and violence**

- Teach your children to be kind and considerate. Nurturing relationships at home can help them become less aggressive.
- Prevent access to firearms and alcohol early to prevent violence.
- Teach them life skills and the importance of compassion. Lead them by being their model.
- Avoid exposing them to violent stories, games or movies at an age when they cannot differentiate between what is right and wrong.

### **9. Addiction to cyberspace**

- Do not assume that your child is addicted to the internet just because he or she spends a lot of time in front of the computer. They could be doing more productive things on the system other than surfing the net.
- Do not say 'no' to the Internet. That will only make them adamant. Instead, talk about your concerns and help them work on other things that do not require a computer.
- You could use parental controls, but that may not be taken well by your teen – remember that they are not kids anymore. At the same time, they may also not have the judgment to make the right choices. So guide them as a parent, but never decide for them.
- Enroll them in activities that encourage them to interact with others. Have family activities that will make them want to spend less time at the computer.

## **NEEDS AND PROBLEMS OF ADOLESCENCE**

An individual's needs and problems influence his development to a great extent. Adolescence is a crucial period in the life of an individual with its characteristic needs and problems of adjustment. Every adolescent has certain needs, the satisfaction of which is essential to his continued physical and others aspects of development.

1. **Needs for security** : The adolescent need emotional, social and economic security in addition to physical security. The person who lacks the feeling of security may become maladjusted.
2. **Need for Love** : Affection or love is one of the most basic psychological needs of the adolescents. Adolescents have a strong desire to love and to be loved.
3. **Need for approval** : There is a carving for recognition in adolescents. His ego gets satisfaction when he is recognized and approved. The adolescent desire that he should be a centre of attraction for the opposite sex and his abilities, intelligence and capacities should be recognized by others.
4. **Need for freedom and independence** : Adolescence is a time when the individual is striving to wean himself away from the control of parents and elders. He want the right to give expression to his feelings, emotions and ideas.
5. **Need for self-expression and achievement** : Every adolescent has an inherent desire for the expression of his potentialities. He may have a poet, musician, painter etc. hidden within him and he want to get adequate opportunities for the expression of his potentialities. He experiences satisfaction when he succeeded in them and failure makes him depressed and disappointed.

### Problems of Adolescents

Adolescent problem behavior, including substance use, school misconduct and delinquency, is a national concern. Implicit in the concept of middle school is the recognition that students who develop positive social bonds with their school are more likely to perform well academically, and refrain from misconduct and other antisocial behavior. However, little scientific attention has been given to the complex interactions between middle school students and the school environment.

1. Perplexity with regard to somatic variation: Every adolescent has more or less difficult task of adjusting to somatic variation which may occur in connection with puberty. Since ours is a conservative society, youngsters are less informed about the physical changes that are occurring during puberty. Lack of scientific information about sex hygiene and philosophy make them to satisfied with crude and perverted knowledge about sex related matters. It creates guilt feeling and so many complexes in the minds of the children which makes them introverted and secretive.
2. Problems related with intensification of sex-consciousness: The sudden awakening of sex instinct during adolescence results in intensification of sex consciousness. Adolescents are curious to know about sex related topics and are seeking answers to their innumerable doubts in sexual matters. In our social values are different from that of western countries, and hence parents hesitate to discuss sex problems with their children. So the adolescents resort socially unacceptable ways to quench their curiosity and to satisfy their sexual needs.

There is also the misguiding of print and electronic media that finally results in sexual maladjustment in adolescents.

3. Adjustment difficulties with parents: Adolescents have a strong for freedom and independence. But often it is obstructed by parental oppositions. In Indian context, parental opposition may extend to such areas as choices of friends, choice of education, recreational interests, dress, life-style, our of going from and coming to the home, mode of behaviour etc. The conflict between parental norms of behaviour and peer group relationships often lead to friction in the relationship and adolescents find it difficult to adjust to the needs and demands of parents. Failure to adjust with the parents may result in revolting against parents and authority.
4. Childhood-Adulthood Conflict: In our society, the adolescent is considered as neither as a child nor as an adult. He has to depend his parents and elders for his physical and emotional needs. But at the same time he wants to hold independent views and opinions like an adult. He can very well manage his own affairs and resist any unnecessary interference from the part of elders. He begins to feel ashamed and embarrassed for the protection and care shown by the parents. He is often treated in an ambiguous manner by parents and teachers. Sometimes they expect him to behave as an adult and at other times, they treat him as a child. The poor adolescent is caught between the role of the child and the adult, which push him into confusion and tension.
5. Adjustment difficulties with school discipline : Most of the adolescents face a great problem in adjusting with school discipline. Sometimes schools expects too much from students who must submit to teachers who may be tyrannical sometimes.
6. Adjustment difficulties with community: The adolescent is expected to find his place in a society marked by increasing social isolation and rapid technological changes. This changing world make it difficult to anticipate and plan for adolescent life. They have difficulty in adjusting their capacity to the demands of the community.
7. The Ideal and Reality conflicts: It is during adolescence an adolescent move from being children to adults - perhaps the single most important and grandest set of changes - others may not know how they feel about themselves, but we should. The disparity between ideal and actual can produce confusion and maladaptation, or this disparity can be a source of motivation and aspiration for adolescents who are searching for identity.

## **ADJUSTMENT DIFFICULTIES WITH SCHOOL DISCIPLINE**

Most of the adolescents face a great problem in adjusting with the school discipline . sometimes schools expect too much from students who must submit to teachers who may be tyrannical sometimes. Schools should not implant habits of unquestioning obedience that inhibits the growth of young people towards true independence.

### **Financial problems**

Problems of the Indian adolescents have multiplied with the latest socio – economic development of the country. The problem of money is one among them. There are many activities of adolescents that involved money. He feels ashamed of begging money from parents, and most often parents are stingy in providing money for extra activities of their children. So they resort illegal means to get money and become antisocial.

### **Problem of freedom and liberty**

The adolescent has a strong craving for moving away from parents and making company with members of peer group. He values the ideals of the group and develops a sense of loyalty towards it. He is now directed by the standards and norms of his peer group and pays less attention to the desires and advises of his parents and elders. Because of the over concern about the children , parents are not much flexible in providing freedom and liberty to their children. This results in suppression of desires and emotions and finally leads to emotional instability and hostile attitudes towards the society

### **Conflicts between parental aspirations and aspirations of the children**

Without understanding their interests and abilities of the children parents place high aspirations regarding the achievement of their children and when they do not come up to their expectations there is a constant quarrelling among parents and adolescents. Sometimes it may results in dare consequences and the adolescent runs from home and may commit suicide

### **Classroom conflicts**

They face a great problem in adjusting with teachers. Teachers who are rigid , autocratic and conservative fail to understand the needs of children and adjust with them. So students lack interests in school work and they found the classroom atmosphere threatening and boring. This creates unnecessary anxieties in children and tensions and conflicts in the class room and finally children become maladjusted.

### **Health adjustment**

Physical appearance and health is very important factor for adequate personal and social adjustments. Adolescents with under developed or over developed physique, handicaps, disease etc develop various complexes and they found isolated in a group

### **Heterosexual adjustment problems**

In our culture boys and girls get less chances to mingle with opposite sex and to know each other. Everywhere they find objections and hurdles on their way. Unnecessary restrictions from the part

of parents and teachers lead to the development of fear and guilt feeling about sexual life. The situation is further aggravated by the inflated stories and unscientific information provided by films and magazines. The net result is heterosexual maladjustment in adolescents

### **Occupational problems**

The greatest single problem that bothers the mind of an adolescent is uncertainty for future vocation. When he sees thousands of unemployed youth, his mind agitates against the social order and he becomes rebellious and unrest.

## **SECONDARY SCHOOL DRAWBACKS ANALYSIS**

A careful analytical study of the Secondary School Curriculum existing today reveals a number of defects in its planning, construction and realisation of the purposes. These drawbacks seem to be closely associated with the principles of curriculum construction; broad goals of education as laid in the constitution and the socio-cultural and political environments of the student population in India.

The main defects highlighted in the study are the following:

(i) A philosophy, the classification of beliefs about the purpose and goals of education, is essential to curriculum development. Such belief statements enable the educators to define the goals of education. But the present Secondary School Curriculum does not reveal a single or eclectic philosophical thought that supports the present system.

(ii) Educational goals are the statements of the outcomes of education. The scope of the entire educational programme of a school can be found in the goals of the school. Goals are the basic elements in educational planning. The reflection of societal needs in educational goals usually results in statements describing categories of human behaviour either in generality or specificity.

The New Education Policy of 1986 has redefined and restated the earlier educational goals with its focus on:

(a) emphasis on the socio-economic well-being, competence and creativity of the individual; (b) development of knowledge and skills in various areas; (c) development of knowledge and skills in employment opportunities; (d) integration of individual into the social system; (e) education as a means of equalizing opportunities; (f) development of sense of right and wrong; and (g) development of spirit and adventure and mass participation in various programmes. But the present curriculum is inadequate to meet with the broad goals highlighted in the policy.

(iii) The existing curriculum of the Secondary School level fails to demonstrate the ability to apply what is learned to practical situations in the community for improvement of life. This reason behind

this is that curriculum is not based on the needs and aspirations of the different cultural environments of the students population.

(iv) Students previous experience of the student community of different subcultures play a vital role in meaningful learning. But the present curriculum assumes the response of individuals in various subcultures will be alike. Therefore a uniform curriculum all over the country is sociologically and psychologically unsound.

(v) The democratic ideal of true citizenship through education is a major goal of education. But the curricular provisions made in it are inadequate to for the children to realise such a sober ideal.

(vi) Subjects like social studies, English, mathematics and science of the Secondary School Curriculum do not reveal any real concern with the method of presenting those subjects.

(vii) School is a provision of the community to educate its children. There is a two-way relationship; one should benefit from the other. The curriculum is to meet the basic needs of the community members. For this, schools have to function as community centres so that material and human resources are mutually benefited. Such a scope is apparently scanty for the curriculum focused its main attention on the intellectual aspects of the people.

(viii) Self-sufficiency through education is a long-cherished wish of the pupils. For this, education should have a vocational bias. But such an approach has not been considered in the general academic pursuit at the secondary level.

(ix) Utilisation of local resources can enhance the process of education. Curriculum has to incorporate all the available local resources, human and material to enrich it and provide it a fund of knowledge. But our local resources still remain to be unexplored by the educationists of the country.

(x) concept of human resource development has become important as the basic postulate behind and type of education. The bases upon which human resource development rests are knowledge, competencies and skills. These are to be imparted through the curriculum in a scientifically structured procedure.

(xi) Education is now getting globalised. Futurologists of education look at education as what is happening at present. They are concerned with an ideal model of curriculum that should exist after a period of time. There may come a day when people only with real skills will be employed. Only the best people will be selected for the task. Therefore, there is the demand for skilled workers. It implies a technologisation of education and a re-orientation of all our methods of teaching. In this context the present curriculum has to be reconstructed in accordance with the changing technical and scientific innovations.

(xii) We stand at the critical crossroads of disaster. Most important changes expected in human beings composing the society is the imbition of affective objectives. A curriculum with special emphasis on the inculcation of character, attitude and values is of utmost importance at the critical stage.

## **DEFECTS IN TRADITIONAL CURRICULUM AS POINTED OUT BY SECONDARY EDUCATION COMMISSION**

### **1. Narrowly conceived.**

The existing curriculum is narrowly conceived. It only prepares the children for college education and not for life. The subjects included in the curriculum have no relevance to life in society.

### **2. Bookish.** The curriculum is bookish and theoretical.

The students do not learn beyond their prescribed books. The practical application of knowledge is not stressed.

### **3. Single-track.**

It is a single-track system. The curriculum is rigidly uniform, irrespective of individual differences in children. There is no provision for diversification of courses and activities. Activities like games, sports, hobbies, crafts etc. are neglected.

### **4. Over crowded:**

The traditional curriculum is over- crowded with so many subjects. A student in the school has to study a number of subjects.

### **5. Examination-ridden.**

In the curriculum only those items are included which are to be assessed in the examination.

### **6. No provision for technical and vocational education.**

The traditional school curriculum relates to academic work and has no provision for technical and vocational education which is the need of the time. If the pupils are to take part in the industrial and economic development of the country, they should also be imparted technical and vocational education.

### **7. Un psychological.**

The existing curriculum is un psychological as it does not take into account individual differences in children. Moreover, it is not child-centred

**8. Unprogressive.**

The traditional curriculum is unprogressive as it does not keep pace with the developments in the field of science and technology. It is static and does not conform to changing social needs.

**9. Neglects culture.**

The traditional curriculum does not include our long cherished cultural values. It does not reflect Indian traditions, arts, crafts, moral and spiritual values, folk lore etc. Traditional curriculum suffers from a number of defects and needs complete overhauling. It emphasises intellectual development and neglects the development of other aspects of personality of the child.

**HOW TO TACKLE THE PROBLEMS OF ADOLESCENTS**

- Teachers must be patient and tactful in all their dealings with adolescents. They should guard against hurting feelings or unnecessarily challenging these young people. The following points may be helpful to teachers in dealing with the problems of adolescents
- A broad minded approach to the needs and sympathetic listening to the problems of adolescents is required from the part of the teacher. The teacher should avoid being authoritarian in their approach and should not have too much expectations. Different circumstances call for different strengths and abilities and consideration must be given to the adolescents ability to cope with the particular situation.
- Individual differences of the adolescent must be appreciated and opportunities should be provided to them for the growth of their talents in accordance with their capacities
- Provide suitable environment in school for their physical, emotional as well as social development. Their eating habits, cleanliness, personal hygiene, physical ailment etc. should be checked up regularly
- Make provision for physical activities in school curriculum. Organizations of games and sports will enable the adolescent to channelize his excessive energy
- Render proper sex education so that they will develop healthy relationships and positive attitude towards opposite sex. The adolescents should also be helped in the proper sublimation of sex instincts and channelization of sexual energy
- Provide ample opportunities to express their opinions and consider them with due importance. The adolescents may be permitted to take some of their own decisions, and also helped to see the results of lack of judgment or hasty and impetuous conduct
- Their emotions should be properly trained and divert the pent up emotional energy towards constructive ends
- They should be provided with varying learning experiences and co curricular activities considering individual needs and interests
- Their gregarious instincts has to be satisfied by providing ample opportunities and encouragement for making friendship with age mates

- Provide them religious and moral education that will help to reduce restlessness, indiscipline, dishonesty, and aimlessness among the youth
- Provide vocational education to those who are worried acquiring self sufficiency in economic aspects . orientation should be given on the basis of personal interests and aptitudes.
- Give them personal educational and vocational guidance that should be a continuous process throughout the educational life.
- Educational planning for adolescence
- Educational programmes for adolescents should take into account all the physical, emotional, social and intellectual needs of the youth. The school programmes can utilize the developing characteristics of adolescents in the following ways
- Physical energy is at its climax during adolescence. To utilize this physical energy, the education prescribed for adolescents should contain provisions for work experience manual work physical training games athletics etc
- The extreme imaginations and sentimentality of adolescents can be used to induce them to learn literature music and art
- Adolescents differ in their needs, interests and abilities . the school library and the work rooms must be adequately equipped in order to cater to the differing tastes and needs of adolescents
- Adolescents is characterized by an increased ability to solve abstract problems. So they should be guided to plan , to hypothesize to experiment , to verify and to generalize in problem situation. Guided discovery should be the basis of teaching and learning
- The tendencies of hero worship and idealization are very strong in adolescents. These tendencies can be used to inculcate proper character desirable habits appreciable values and right attitudes in adolescents by encouraging them to read about great men of history
- Adolescents are imaginative. Their excessive imaginations can be exploited by making them express it through literature, music painting handicrafts etc
- A great variety of co curricular activities must be organized in schools. Organizations of games and sports will enable adolescent to channelize his excessive energy. Provision of self government and other activities will encourage in him leadership behaviour. Participation in creative works will lead to sublimation of his sex urge. Group discussion, literacy activities study circle and club activities etc. will meet his intellectual requirements
- Adolescents demand independence. Hence the teacher must provide possible opportunities for self study and self expressions

Young adolescents warrant educational experiences and schools that are organized to address their physical, intellectual, emotional/psychological, moral/ethical, spiritual, and social developmental characteristics. Practitioners, parents, and others who work with young adolescents need to be aware of both subtle and obvious changes in developmental characteristics. Such changes can give adults insights into the challenges facing young adolescents and illuminate possible reasons for shifts in their abilities and behaviors.

A careful analytical study of the Secondary School Curriculum existing today reveals a number of defects in its planning, construction and realisation of the purposes. These drawbacks seem to be closely associated with the principles of curriculum construction; broad goals of education as laid in the constitution and the socio-cultural and political environments of the student population in India. So, today's educators and policymakers need to continue their support of initiatives that afford young adolescents with developmentally appropriate learning experiences and environments.

## **REFERENCES**

1. Akash Choudhury(2016).Top 25 Problems of Secondary Education with Its Possible Solution. Retrieved from <http://www.yourarticlelibrary.com/education/secondary-education/top-25-problems-of-secondary-education-with-its-possible-solution/64491/>
2. Arjunan. N.K(2013).Psychological bases of education. Yuga publications, Palakkad.pp.41-56, 91-105
3. Gauri Dushi(2012). Defects in Traditional Curriculum as pointed out by Secondary Education Commission. Retrieved from <http://www.preservearticles.com/2012010920283/defects-in-traditional-curriculum-as-pointed-out-by-secondary-education-commission.html>
4. Mangal.S.K(2014).Advanced Educational Psychology. PHI Learning Private Ltd, Delhi. Pp.101,319
5. Renee Miller(2017). The Adolescent Stage of Human Development. Retrieved from <http://www.livestrong.com/article/560195-the-adolescent-stage-of-human-development/>
6. Uniyal Gaurav. K, Sengupta Punit(2014).Secondary Education System. Arpan Publications. Pp.1-7,12-21, 85-89