

A Study of the Utility of the Revised Syllabus and Prescribed Textbooks (English)-2017

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ORIGINAL ARTICLE



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Abstract :-

“Education is the basic foundation of civilization and culture. with reference to this the revision of syllabus and textbook in the subject in English for class 9 and 10 by scert raipur is undoubtedly a step ahead to create a congenial atmosphere for educational development c.g. A questionnaire self made used at hear for collecting deta.releted to utility of the results syllabus and prescribed textbook for class 9and 10 school and the subject is satisfied on the content.

Education is the basic foundation of civilization and culture. History is testimony to this. The state of Chhattisgarh was carved out of erstwhile Madhya Pradesh to provide deference to its distinctive historical, social background and cultural heritage. It is paradoxical that the state with richest natural endowments is amongst poor in the country. Illiteracy and educational backwardness may be the factors responsible for this. Thus the main task ahead is to create a congenial atmosphere for qualitative educational development enabling Chhattisgarh succeed in carving a niche for itself among the states of union.

- It is evident that in proportion to its population fewer students succeed in all India competitive exams. They are not competent enough to compete with students from other states. Whatever reasons we may provide to this sorry state of affair, we can not deny the major role played by English language today. The tragedy lies in the fact that a big percentage of Hindi medium students in our state even lacks the working knowledge of English. Parents out of pressure of the competitive nature of the day, enrol their children in technical institutes pushing them into crossroads! Hence, English is the major stumbling block in the way of success.
- With reference to this, the revision of syllabus and textbooks in the subject of English for class IX and X by SCERT, Raipur is undoubtedly a step ahead to create a congenial atmosphere for qualitative educational development in Chhattisgarh. Today, the commitment to quality is the need of the hour and hence it is a pioneering effort indeed !
- In this context, the textbooks (English) are designed to impart language skills as well as the skill of creative thinking. A conscious effort has been made to introduce some innovative concepts.
- Textbooks are in a way necessary tools in the hands of the teachers with which they are able to carry on their teaching effectively in the classroom situations. They need be excellent through and through. Only then, the teachers entrusted with the job of teaching English will be able to discharge their duty to the expectation and satisfaction of all concerned.
- Hence, the exigency of the occasion is to study the utility of the revised syllabus and the prescribed textbooks (English) for class IX and X through a systematic and scientific approach.

STATEMENT OF THE PROBLEM

“A Study of the Utility of the Revised Syllabus and Prescribed Textbooks (English)-2017.”

OPERATIONAL DEFINITION OF THE TERMS :-

For the better understanding and visibility of the problem, it is justifiable to define the terms of the problem.

Utility : It refers to the quality of the revised syllabus and the prescribed textbooks of class 9th and 10th (Gen. English) being compatible and useful.

Revised Syllabus : The syllabus for class 9th and 10th in the subject of English revised by SCERT, Chhattisgarh, Raipur in the current session.

Prescribed Textbooks (English) : The textbooks of General English for class 9th and 10th prescribed and implemented from the current session by SCERT, Chhattisgarh, Raipur.

OBJECTIVES OF THE STUDY :-

1. To review the revised syllabus keeping in view the principles of curriculum construction.

2. To review the revised syllabus in keeping with the aims and objectives of teaching English as a second language.
3. To study the textbooks in consonance with the criteria of a good textbook
4. To study the compatibility of the textbooks published by SCERT, Chhattisgarh, Raipur.

HYPOTHESIS :-

With the aim of attaining earlier mentioned objectives, the following hypotheses are required to be verified.

1. The syllabus of class 9th and 10th General English would be in accordance with the salient principles of curriculum construction.
2. The syllabus would be helpful in achieving the aims and objectives of second language teaching.
3. The prescribed textbooks would be in tune with the criteria of a good textbook.
4. The students of class 9th and 10th would express satisfaction on the contents of the prescribed textbooks.

LIMITATIONS AND DELIMITATIONS :-

The present study is a survey work with subjection to several constraints as the factor of time, place and the available resources. It has been delimited by the following considerations.

1. The study is delimited to the 05 schools of Raipur city. (affiliated to Chhattisgarh Board of Secondary Education)
2. It is limited to the sample of 20 ESL teachers 10 each of class 9th and 10th.
3. It is also limited to a sample of 50 students 25 each in class 9th and 10th from the same schools mentioned earlier.

01.	Pt.Sundarlal Sharma HSS, Sundar Nagar	02	02	05	05
02	Govt.HSS, Pt.RSU Campus	02	02	05	05
03	Binda Sonkar HSS, Ashwini Nagar	02	02	05	05
04	Govt. HSS, Raipura	02	02	05	05
05	Govt. High School, Dangania	02	02	05	05
	Total	10	10	25	25

RESEARCH TOOLS :-

The Project Team has used the following research tools to collect data in the present study.

1. Self – Prepared Teachers’ Opinionnaire.
2. Interview. (for the students.)

STATISTICAL TECHNIQUES USED

Statistics is an important tool in designing research, analysing its data and drawing inferences there from.

The project team has used the following statistical technique in analysing the opinions of the teachers and students.

$$\text{Percentage Response} = \frac{\text{Obtained Marks}}{\text{Total Marks}} \times 100$$

ANALYSIS AND INTERPRETATION OF DATA

In the present study, the project team has taken a total number of 50 students and 20 ESL teachers. All the students are interviewed and for the teachers, Teachers' Opinionnaire- I,II and III are adopted. Scoring is done accordingly.

Thereafter, the scores are recorded, tabulated and analysed in the following manner.

Table No - 02

Teachers' Response in relation to the framing of syllabus as per the principles of curriculum construction.

S.N	Scale of Response	Class - 9 th		Class -10 th	
		No of Teachers	Percentage Response	No of Teachers	Percentage Response
01	Most Fav. Response	06	60%	07	70%
02	Average Response	03	30%	02	20%

Table – 03

Teachers' response about the syllabus achieving the aims and objectives of second language teaching.

S.N	Scale of Response	Class - 9 th		Class -10 th	
		No of Teachers	Percentage Response	No of Teachers	Percentage Response
01	Most Fav. Response	08	80%	07	70%
02	Average Response	01	10%	01	10%
03	Least Response	01	10%	02	20%

Table -04

Teachers' response about the prescribed textbooks fulfilling the criteria of a good textbook.

S.N	Scale of Response	Class - 9 th		Class -10 th	
		No of Teachers	Percentage Response	No of Teachers	Percentage Response
01.	Most Fav. Response	03	30%	04	40%
02	Average Response	04	40%	04	40%
03	Least Response	03	30%	02	20%

Table No – 05

Students' response regarding the contents of the textbooks.

S.N	Scale of Response	Class - 9 th		Class -10 th	
		No of Teachers	Percentage Response	No of Teachers	Percentage Response
01	Satisfied	19	76%	22	88%
02	Not Satisfied	06	24%	03	12%

FINDINGS AND DISCUSSION :-

Hypothesis No. - 01

“The syllabus of class 9th and 10th General English would be in accordance with the salient principles of curriculum construction.”

In order to verify the aforesaid hypothesis self-prepared Opinionnaire was adopted and executed. The data collected were tabulated and percentage response was computed. (Table-02)

Interpretation :-

After the analysis of data, it is found that the percentage of most favourable response is 60% while that of average and least response is 30% and 10% respectively in case of class 9th. Since 60% of ESL teachers have provided most favourable response, it is inferred that the text book of class 9th is prepared in accordance with the principles of curriculum construction.

Similarly, in case of class 10th 70% teachers have given most favourable response. Hence this hypothesis is accepted.

Hypothesis No. – 02

“The syllabus would be helpful in achieving the aims and objectives of second language teaching.”

Interpretation :-

For the verification of this hypothesis, the same process as said earlier was adopted. It is evident from the Table No. 03 that 80% of teachers have provided most favourable response in case of class 9th and in case of class 10th the percentage is also 70%. Hence, it is inferred that in both the cases syllabus is prepared keeping in view the aims and objectives of second language teaching. Hence this hypothesis is accepted.

Hypothesis No. – 03

“The prescribed textbooks would be in tune with the criteria of a good textbook.”

Interpretation :-

It is obvious from Table No. 04 that the percentage of teachers giving average and least response is high in both the classes. It is 40% and 30% in class 9th and 40% and 20% in class 10th. Therefore, this hypothesis is not accepted.

Justification :-

The following reasons may be considered for the rejection of this hypothesis.

1. In both the textbooks only few topic of socio-cultural root (Chhattisgarh) are included. In the poetry section, regional composition is altogether ignored.
2. Undoubtedly, the exercises are adequate but there is a need of some reading activities.
3. There is no provision for pronunciation drill.
4. No workbook concept is introduced.
5. The paper used in both the textbooks is not of good quality.
6. The printing is not free from errors. (spelling mistakes)
7. The binding is not so strong.
8. The get up should be made more attractive.

Hypothesis No 04.

“The students of class 9th and 10th would express satisfaction on the contents of the prescribed textbooks”

In order to verify this hypothesis 25 students each in class 9th and 10th were interviewed. The data collected were tabulated and percentage response was computed in Table No -05.

Interpretation :-

The table shows that 76% in class 9th and 88% in class 10th have expressed satisfaction on the contents of the prescribed textbooks. Hence, it is inferred that the students like the contents of both the texts. Therefore, this hypothesis is accepted.

Conclusion :-

The present study has led to the following conclusions based on the verification of the hypothesis of their respective inferences.

1. The syllabus of class 9th as well as that of 10th – General English is framed in consonance with the principles of curriculum construction.
2. The aims and objectives of second language teaching are well kept in view while framing the syllabus for both the classes.
3. Both the textbooks fail in fulfilling the criteria of a good textbook.
4. Students of both the classes are with the contents of the texts.

Suggestions :-

Every research work opens area and situation of concern that needs to be headed for developments in educational and academic implementation.

On the basis of the present study, the Project Group suggests the following for consideration.

1. Review workshops should be held before the implementation of the syllabus and subject teachers from rural, tribal and urban areas should be invited to share their opinion. Of course, the experimental edition of both the texts were implemented in some pilot schools.
2. In the 'Meanings in context' section, more vocab-items should be included.
3. In the 'Grammar' section, the concept of basic grammar should be included.
4. The students should be introduced to the basic concepts of phonology.
5. Pronunciation drill should be introduced at the end of each lesson.

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