

A CRITICAL STUDY OF THE COMMON VI STANDARD SYLLABUS IN TAMIL NADU

Research
Paper

ABSTRACT

The present study aims at studying common VI standard syllabus in Tamilnadu. The survey method is used for the present study. The investigator used simple random sampling technique for selecting the sample. The sample consists of 300 VI standard students, 181 teachers and 178 parents of VI standard students in Tenkasi Educational district. The study reveals that VI standard students, parents and teachers score high value in the dimension physical features and score low value in the dimension general impression in terms of background variables.

INTRODUCTION

The introduction of equitable standard of education with effect from the current academic year 2010-2011 is a revolutionary act in the annals of School Education in Tamilnadu. It is an innovative scheme of the Government of Tamilnadu, implemented in the teeth of stiff opposition from several quarters. It is the policy of the Government, at the central and state levels, to adopt a uniform pattern of education, especially in school education. To achieve this objective, the Government of Tamilnadu chose the tool of a common syllabus, for all the schools in Tamilnadu. It aims at 'Equitable Standard School Education'. It has vital socio-economic implications apart from academic reforms. There are divided opinions about its impact on the educational scenario of Tamilnadu.

SIGNIFICANCE OF THE STUDY

Text books occupy a very prominent place in the study of any school subject with regard to its curriculum transaction in an appropriate way. Any reform in the curriculum process gives primary attention to the development of instructional materials with the main focus on text books. Text books are indispensable at all stages of science education. The text book is useful in the development of an open minded critical attitude and overall personality in order to enable the students to discover new knowledge. Child-centered and activity-based learning are the motto of school education in Tamilnadu now.

At this juncture the introduction of a uniform syllabus for every subject in all the schools in Tamilnadu is a historic event. It is but natural for people to be curious about it. Thus it has become a veritable hunting ground for educational researchers. It has opened up new vistas of investigation and exploration. There is ample scope for analyzing the attitude of different sections of society, especially the

teachers, the students and the parents, towards the new stuff. It will be significant and worthwhile to take stock of their perception and assessment of the new common syllabus. It can serve as a feedback to the authorities of school education and the Government of Tamilnadu. These circumstances and considerations have prompted the investigator to venture upon the new common syllabus for her research project. She has taken it up as her duty on behalf of all science teachers and educationists to analyze and evaluate the new syllabus and textbook for VI standard science, and find out how far they can be absorbed into the normal educational stream. With this objective the investigator has selected the topic "A Critical Study of the Common VI Standard Syllabus in Tamilnadu", introduced with effect from the academic year 2010-2011.

OBJECTIVES

1. To find out the level of teachers' perception of the common VI standard syllabus and its dimensions in terms of the total sample.
2. To find out the level of perception of the parents of VI standard students of the common syllabus and its dimensions in terms of the total sample.

HYPOTHESES

1. There is no significant difference between male and female teachers in their perception of the VI standard common syllabus and its dimensions.

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2. There is no significant difference between male and female parents of VI standard students in their perception of the common syllabus and its dimensions.

METHODOLOGY

The investigator adopted the survey method for the present study.

SAMPLE

The present investigation was conducted among 300 VI standard students, 181 teachers and 178 parents of VI standard students. The sample was drawn by using the simple random sampling technique.

DESCRIPTION OF THE TOOL

The investigator constructed and standardized the tool to critically evaluate the VI standard science syllabus.

STATISTICAL TECHNIQUE

Statistical techniques such as mean, standard deviation, t-test, and ANOVA were used.

ANALYSIS OF DATA

The level of teachers' perception of the common VI standard syllabus and its dimensions in terms of total sample.

Table 1

THE LEVEL OF TEACHERS' PERCEPTION OF THE COMMON VI STANDARD SYLLABUS AND ITS DIMENSIONS IN TERMS OF THE TOTAL SAMPLE

Dimensions	Low		Moderate		High	
	Count	%	Count	%	Count	%
Syllabus	32	17.7	142	78.5	7	3.9
Physical features	17	9.4	164	90.6	0	0.0
Presentation	42	23.2	117	64.6	22	12.2
Use of illustrations	58	32.0	88	48.6	35	19.3
Value of subject matter	25	13.8	136	75.1	20	10.0
Learning process	22	12.2	151	83.4	8	4.4
Evaluation of learners	67	37.0	95	52.5	19	10.5
General impression	83	45.9	59	32.6	39	25.0
Common syllabus in total	29	16.0	134	74.0	18	9.9

It is inferred from the above table that the level of teachers' perception of the common VI standard syllabus and its dimensions is moderate except general impression which is low (45.9%) Among the moderate values, the dimension physical features scores a high value (90.6%) and use of illustrations scores a low value (48.6%).

Objective 2

The level of perception of the parents of VI standard students of the common syllabus and its dimensions in terms of the total sample.

Table 2

THE LEVEL OF PERCEPTION OF PARENTS OF VI STANDARD STUDENTS OF THE COMMON SYLLABUS AND ITS DIMENSIONS IN TERMS OF THE TOTAL SAMPLE

Dimensions	Low		Moderate		High	
	Count	%	Count	%	Count	%
Syllabus	27	14.2	145	85	6	1.4
Physical features	6	3.4	172	96.6	0	0.0
Presentation	57	32	78	43.8	43	24.2
Use of illustrations	19	10.7	150	84.3	9	5.1
Value of subject matter	16	9.0	136	76.4	26	14.6
Learning process	14	7.9	133	74.7	31	17.4
Evaluation of learners	23	12.9	137	77.0	18	10.1
General impression	10	5.6	126	70.8	42	23.6
Common syllabus in toto	31	17.4	116	65.2	31	17.4

It is inferred from the above table that the level of perception of parents of VI standard students of the common syllabus and its dimensions is moderate. Among the moderate values, the dimension physical features scores the highest value (96.6%) and presentation scores the lowest value (43.8%).

Hypothesis 1

There is no significant difference between male and female teachers in their perception of the VI standard common syllabus and its dimensions.

Table 3
SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE TEACHERS IN THEIR PERCEPTION OF THE VI STANDARD COMMON SYLLABUS AND ITS DIMENSIONS

Dimensions	Variable	Count	Mean	SD	t-value	Remark
Syllabus	Male	68	23.16	0.78	3.32	S
	Female	113	22.61	1.45		
Physical features	Male	68	4.88	0.32	0.81	NS
	Female	113	4.92	0.27		
Presentation	Male	68	16.51	1.10	2.27	S
	Female	113	16.14	1.01		
Use of illustrations	Male	68	7.85	0.75	0.42	NS
	Female	113	7.85	0.73		
Value of subject matter	Male	68	36.74	1.4	3.02	S
	Female	113	37.58	2.04		
Learning process	Male	68	12.44	0.72	1.47	NS
	Female	113	12.27	0.78		
Evaluation of learners	Male	68	22.62	1.07	4.37	S
	Female	113	21.87	1.19		
General impression	Male	68	2.66	0.72	1.31	NS
	Female	113	2.81	0.82		
Common syllabus in toto	Male	68	126.91	2.34	2.23	S
	Female	113	125.88	3.86		

(Table t-value at 5% level of significance is 1.96)

It is inferred from the above table that there is significant difference between male and female teachers in their perception of the VI standard common syllabus in toto and its dimensions: syllabus, presentation, value of subject matter, and evaluation of learners whereas there is no significant difference between male and female teachers in their perception of the dimensions: physical features, use of illustrations, learning process and general impression. From the mean value, it is found that female teachers score higher value (125.88) than the male teachers (123.91) in their level of perception of the VI standard common syllabus in total.

Hypothesis 2

There is no significant difference between male and female parents of VI standard students in their perception of the common syllabus and its dimensions.

Table 4
SIGNIFICANT DIFFERENCE BETWEEN MALE AND FEMALE PARENTS OF VI STANDARD STUDENTS IN THEIR PERCEPTION OF THE COMMON SYLLABUS AND ITS DIMENSIONS

Dimensions	Variable	Count	Mean	SD	t-value	Remark
Syllabus	Male	101	23.35	0.76	2.27	S
	Female	77	23.03	1.04		
Physical features	Male	101	5.00	0.0	2.55	S
	Female	77	4.92	0.27		
Presentation	Male	101	17.92	0.77	0.73	NS
	Female	77	17.82	1.03		
Use of illustrations	Male	101	8.47	0.83	1.39	NS
	Female	77	8.31	0.65		
Value of subject matter	Male	101	38.85	1.62	4.66	S
	Female	77	40.04	1.73		
Learning process	Male	101	13.63	0.95	1.25	NS
	Female	77	13.79	0.74		
Evaluation of learners	Male	101	23.41	0.95	0.63	NS
	Female	77	23.31	1.02		
General impression	Male	101	3.28	0.45	2.91	S
	Female	77	3.05	0.56		
Common syllabus in toto	Male	101	133.8	3.05	1.10	NS
	Female	77	134.27	2.67		

(Table t-value at 5% level of significance is 1.96)

It is inferred from the above table that there is significant difference between male and female parents of VI standard students in their perception of the dimensions: syllabus, physical features, value of subject matter and general impression whereas there is no significant difference between male and female parents of VI standard students in their perception of the common syllabus in toto and its dimensions: presentation, use of illustrations, learning process and evaluation of learners.

FINDINGS AND INTERPRETATIONS

1. The level of teachers' perception of the in common VI standard syllabus and its dimensions is moderate except for general impression which is low. This shows that the teachers would have realized that there are some mistakes in the text book.
2. The level of perception of the parents of VI standard students as regards the common syllabus and its dimensions is moderate. This shows that all the aspects of the common syllabus attract them. But they seem to have some dislike for presentation. May be they are tradition-bound and don't easily accept innovative

and moderate approaches. They belong to the old school of teacher - centered learning and not students-oriented and action-focusing methods of learning and they want their children to acquire knowledge in a matter of fact way.

3. There is significant difference between male and female teachers in their perception of VI standard common syllabus in toto and its dimensions: syllabus, presentation, value of subject matter, and evaluation of learners whereas there is no significant difference between male and female teachers in their perception of the dimensions: physical features, use of illustrations, learning process and general impression. From the mean value, it is found that female teachers score higher value (125.88) in their level of perception than male teachers (123.91) in VI standard common syllabus in toto. The reason may be the female teachers are less inclined towards the indirect way of teaching and they are less satisfied with the presentation. However, in evaluation of learners, the female teachers favour the less way evaluation in the new syllabus than the vast evaluation items in the previous old syllabi. In the ultimate estimate the female teachers score higher value in their perception than the male ones. The reason may be they are fascinated by its innovative orientation.
4. There is significant difference between male and female parents of VI standard students in their perception of the dimensions: syllabus, physical features, value of subject matter and general impression whereas there is no significant difference between male and female parents of VI standard students in their perception of the Common Syllabus in toto and its dimensions presentation, use of illustrations, learning process and evaluation of learners. The reason may be that mothers take greater personal interest than fathers in their children's education, especially in making them study and do the homework daily.

RECOMMENDATIONS

Based on the findings of the present study the investigator suggests the following recommendations to improve the quality of the text book:

1. The volume of content of the VI standard science text book of the common syllabus could be increased.
2. The use of illustrations could be made more appropriate.

3. Since science is learnt by doing, practical's could be introduced at the VI standard level.

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We live in a wonderful world that is full of beauty, charm and adventure. There is no end to the adventures that we can have if only we seek them with our eyes open.
- Jawaharlal Nehru

Time is not measured by the passing of years but by what one does, what one feels, and what one achieves.
- Jawaharlal Nehru

Life is like a game of cards. The hand you are dealt is determinism; the way you play it is free will.
- Jawaharlal Nehru

The person who talks most of his own virtue is often the least virtuous.
- Jawaharlal Nehru

Facts are facts and will not disappear on account of your likes.
- Jawaharlal Nehru

Peace is not a relationship of nations. It is a condition of mind brought about by a serenity of soul. Peace is not merely the absence of war. It is also a state of mind. Lasting peace can come only to peaceful people.
- Jawaharlal Nehru