"The findings of arguments for a conclusion given in advance is philosophy and a special pleading"

- Bertrand Russell
CHAPTER V

SUMMARY AND CONCLUSION
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5.1 INTRODUCTION

Man is a rational, innovative animal with an unquenching thirst for new knowledge. It has become inevitable to prepare the young minds for the exploration of new horizons of wisdom. It is with this view, various research works have been developed in recent years. English is an international language connecting each and everyone of this world. The standard of English is growing and developing. These growth and development in the language field of English should reach the school students. The effective diffusion of the developments depends largely on the nature of the curriculum. The present study is devoted to find out the appropriateness of the position of English in the secondary curriculum of all the four boards State board, Matriculation board, Central board of secondary education and Anglo-Indian board which handles English as their second language. In India English is taught as a link language which occupies a very important position in the curriculum.
The investigator feels that there is rapid advancement of knowledge in different branches of English. To make the curriculum updated and useful at the secondary level, details of the advancement have to be incorporated in the syllabi of all the four boards. There is an inherent necessity for the content of every board to confirm with the aims and objectives of teaching English. It is inevitable that the curriculum has to help the students to meet their needs and requirements of communication.

The present study is attempted to find out whether the curriculum has accommodated all the requirements. There are mainly four boards in the secondary education in India meeting the needs of the secondary students and a comparison of all these four boards has become essential.

Researchers conducted so far reveal the effectiveness of the individual boards’ curriculum and systems approach of the programme of students. The present study aims in finding out the appropriateness, suitability and effectiveness of the English language of all the four boards at the secondary level.
5.2 STATEMENT OF THE PROBLEM

The present study is titled "ANALYSIS OF ENGLISH CURRICULUM OF THE DIFFERENT STREAMS OF SECONDARY EDUCATION".

5.3 OBJECTIVES OF THE PROBLEM

To compare the syllabus of all the four boards i.e. State board, Matriculation board, Central board of secondary education and the Anglo-Indian Board and also to compare the opinion of teachers regarding English curriculum.

Procedure

The investigator started with the problem for which the objectives, sample studied and data required govern the selection of the tools. In the present study two tools were employed to gather data which are (a) content analysis and (b) the opinionnaire.

In the present study the English books published by the text book societies and by the concerned boards constitute the source of data for the content analysis. At the secondary level the language English is offered as a
second language subject by all the four boards which have been chosen for comparative analysis.

5.4 SAMPLE

Opinionnaire was used as the major tool for data gathering. Structured opinionnaire was prepared for the teachers of English at secondary level of all the four boards. Interviews were conducted with all the four board teachers of English and students to obtain their views on the syllabus, text books, examination pattern and usefulness and effectiveness of the course.

The sample consists of 500 teachers teaching English in all the four boards. The variables taken for analysis in this study are grouped under five categories.

1. The teachers of the four boards.

2. Different areas of the curriculum
   i. Area related to the syllabus
   ii. Area related to the dimension of the books
   iii. Area related to the contact of the books
   iv. Area related to the conformity of text books to the skills
   v. Area related to the examination pattern
   vi. Area about students’ performance.

4. Teachers with more than 10 years of experience and teachers with less than 10 years of experience.

5. English teachers and the other subject teachers teaching English.

Comparative analysis of the English education of all the four boards at secondary level under these categories were analysed with respect to syllabus, textbooks, examination pattern, learning outcomes and effectiveness of the course on the basis of the data collected by means of the opinionnaire.

5.5 HYPOTHESES

The following hypotheses are framed to analyse the opinion of teachers on English Curriculum.

1. Teachers teaching English in all the four boards differ in their opinion about English Curriculum.

2. Teachers teaching in all the four boards differ in their opinion about different areas of English Curriculum.
3. Male and Female teachers differ in their opinion about English curriculum.

4. There is difference in the opinion of teachers having more than ten years of experience and teachers having less than ten years of experience.

5. English teachers and other subject teachers differ in their opinion about English Curriculum.

5.6 ANALYSIS AND FINDINGS

Content analysis provides a quantitative description of communications. It enables the researcher to get the detailed frequency of certain items and themes appear in a written document. Therefore this method has been adopted in analyzing the English curriculum. The analysis is made on the English curriculum of secondary education on two major aspects. The first part focuses on the English text books of all the four boards. The second major aspect focuses on the opinion of English teachers of all the four boards regarding the English curriculum and a comparative analysis is made on this aspect.

226
5.6.1 CONTENT ANALYSIS OF ENGLISH TEXT BOOKS OF FOUR BOARDS

Anglo-Indian board has the highest percentage of prose content and State board has the lowest percentage of prose content in its text book. Anglo-Indian board has the highest percentage distribution of poetry content, and Central board of secondary education has the lowest percentage of poetry.

As far as the grammatical categories are concerned Central board of secondary education has the highest percentage of grammar content. Matriculation board has the least percentage of grammar content.

Anglo-Indian board has the highest percentage of supplementary portion, and State board has the lowest percentage content of it.

Central board of secondary education has the highest percentage share of composition and Anglo-Indian board occupies the least percentage. Reading and writing skills are given more importance in all the four boards, and listening and speaking skills are given secondary importance.

Anglo-Indian board has the highest percentage of glossary or new words in its prose content, and State board has the least percentage.
Central board of secondary education has the highest percentage share of word building exercises in its prose content. Matriculation board has the least percentage.

5.6.2 ANALYSIS OF THE OPINION OF TEACHERS OF ENGLISH CURRICULUM

The analysis is concerned with the opinion gathered from the English Teachers teaching English for tenth standard students in the four boards. The opinion of teachers gathered is about the contents in the English text books of all the four boards and the number of books prescribed as prose, poetry, grammar and non-detailed reader.

Opinionnaire were administrated to five hundred teachers belonging to these four boards and the responses were collected and the scores were taken for analysis. The data collected were subjected to descriptive and differential analysis.

The significance of mean differences between groups was computed using critical ratios for the mean scores of different variables. Hypotheses framed were tested by applying appropriate statistical technique. The findings of the analysis were as follows.
It is analyzed whether teachers teaching English in all the four boards differ in their opinion about English curriculum. It is found that there exists difference in opinion of teachers belonging to state board and other boards regarding English curriculum.

There is difference in the opinion of teachers towards English curriculum among Matriculation teachers and the teachers of Central board and Anglo-Indian board.

There is difference of opinion about English curriculum among teachers of Central board and Anglo-Indian Board.

It is intended to analyze whether teachers teaching in all the four boards differ in their opinion about different areas of English curriculum.

i) In the area related to syllabus, it is found that there is difference in opinion between State board teachers and the other boards' teachers.

Matriculation teachers also differ in their opinion with the Central board and Anglo-Indian board teachers regarding syllabus.

Teachers of Central board also differ in their opinion with the Anglo-Indian teachers regarding the syllabus.
ii) In the area related to dimension of books, it is observed that there exists significant difference in the opinion of teachers belonging to State Board and other boards except Matriculation, Anglo-Indian and Central board of secondary education.

iii) In the area related to content of books it is focused out that the State board teachers differ in their opinion with Central board teachers, but there is no significant difference in the opinion of State board teachers with the Matriculation and Anglo-Indian boards’ teachers about content of books.

Matriculation teachers have difference of opinion with Central board and Anglo-Indian board teachers and the Central board teachers also differ in their opinion with Anglo-Indian teachers.

iv) In the area related to the conformity of text books to the skills it is analysed that the State board teachers have opinion difference with Matriculation and Anglo-Indian board teachers and they do not differ in their opinion with Central board teachers.

v) In the area related to examination pattern, State board teachers and Central board teachers have same opinion, but the other boards’
teachers differ in their opinion. Matriculation board teachers have similar opinion with Anglo-Indian board teachers in this aspect.

vi) In the area related to students' performance it is analysed that all the board teachers have difference of opinion about their students.

It is analyzed whether male and female teachers of the same board differ in their opinion about English curriculum. It is found that except State board teachers, the other board teachers differ in their opinion.

The opinion scores of male teachers of State board are compared with the male teachers of the other boards and it is analyzed that the male teachers of the State board have same opinion with that of the Anglo-Indian male teachers and differ in opinion with the other boards’ male teachers.

Again the opinion scores of female teachers of the State board are compared with the female teachers of other boards and it is analysed that all the boards’ female teachers differ in their opinion.

The male teachers of the Matriculation board have same opinion with the male teachers of Central board and they have the same opinion with the male teachers of Anglo-Indian board also. At the same time the female
teachers of the Matriculation board differ in their opinion with the female teachers of other boards regarding English curriculum.

It is analysed whether teachers having more than ten years of experience differ in their opinion with the teachers having less than ten years of experience in the same boards regarding English curriculum. It is analysed that except Matriculation board all the board teachers differ in their opinion.

The opinion scores of the State board teachers having more than ten years of experience is compared with the other board teachers having more than ten years of experience and it is analysed that the State board teachers differ in their opinion with the other board teachers. But Matriculation board teachers do not differ in their opinion with the Central board and Anglo-Indian board teachers who have more than ten years experience.

The opinion scores of State board teachers having less than ten years of experience are compared with the other board teachers having less than ten years of experience. It is analysed that the State board teachers differ in their opinion with that of the other board teachers. Likewise Matriculation board and Central board teachers also differ in their opinion with that of the other board teachers having less than ten years of experience.
It is analysed whether English teachers and other subject teachers handling English in the same board differ in their opinion about their English curriculum. It is observed that except Central board teachers the other boards' teachers do not differ in their opinion about English curriculum.

The English teachers of State board are compared with the English teachers of the other boards and it is found that they differ in their opinion except the English teachers of Central board of secondary education. The teachers of Matriculation board and Central board are compared and found that they differ in their opinion with the teachers of the other boards.

It is analysed whether other subject handling teachers of State board differ in their opinion with those of other boards. It is observed that State board teachers differ in their opinion with other boards’ teachers.

Other subject handling teachers of Matriculation board also differ in their opinion with Central board and Anglo-Indian board teachers. Other subject handling teachers of Central board also differ in their opinion with Anglo-Indian board teachers regarding English curriculum.
5.7 ENGLISH TEACHERS VIEWS

Syllabus

The syllabus of Tamil Nadu is better designed and better suited for Tamil medium students also. This board is the only board which has students who have Tamil as the medium of instruction. So the syllabus is very simple when compared to other boards. Provisions have to be made in this state board syllabus, to prepare the students for competitive examinations with the inclusion of specific objectives laid down for acquisition of listening skills and oral skills which are sufficiently present in the other three boards. Language activities recommended for acquisition of reference skills and interpretation skills are the same in all the four boards. The syllabus of Anglo-Indian and Central board of secondary education recommend greater number of pages of prose and more lines of poetry than the other two boards.

On the content of the non-detailed syllabus, in terms of number of pages, Matriculation board and Anglo-Indian boards have greater percentage than the other two boards. There is a separate work book for State board and Central board of secondary education. In the other two boards, grammar syllabus is included along with the prose, but the distribution of grammar
syllabus is higher in all the three boards except the State board. In all the four boards, the syllabus helps the student to a satisfactory extent in the remediation and consolidation of language elements learnt. The State board syllabus is so simple for the students who had studied through the medium of English. It was felt that there ought to be a separate and more advanced course for such students.

Text books

In all the four boards text books were found satisfactory with respect to physical characteristics. Text books in all the boards are conformed to the syllabus and achieved the objectives laid down in the respective syllabi of the boards. Only one book is present in the State board which covers the entire content of the syllabus where as in the other three boards separate books are present for prose, poetry, grammar and supplementary.

Examination

The pattern of examination paper in State board and Matriculation board sought to test the comprehension and reading skills of the students. In Central board of secondary education and Anglo-Indian boards’ pattern, the students were not required to commit anything to memory and there were no questions to test the students’ power of recall. The personal ability and
knowledge of the language are tested in many areas of these two boards. The questions tested the students’ personal opinion, global understanding and inference abilities and not mere remediation. The writing abilities of all the four boards were tested by means of composition exercises.

The question papers of all the four boards sought to test the students through short answer questions and essay questions based on the text. This led the students to memorize the text or the notes that were provided by obliging teachers. In all the four boards there were no questions to test the students with regard to global understanding and inference. Some State board English teachers were of the opinion that the question pattern was too subjective, because many teachers in Tamil Nadu themselves lack the competence to teach or test aural and oral skills required for national and international level competitive examinations. The error spotting method of testing grammar in Central board of secondary education was considered as a very effective way of teaching the structure and the language. Comparatively Central board of secondary education and Anglo-Indian boards’ patterns were better than the other two boards.
5.8 IMPLICATIONS OF THE STUDY

At the secondary stage, the major objective of English teaching should be remediation and consolidation of language element already learnt. In addition the syllabus should aim at preparing the student to deal with daily life and real life situations and to tackle the various tests of English necessary for entry into various professional courses in India and abroad.

English education at secondary level in the Central Board of Secondary Education aims at achieving these objectives to a very large extent. The communicative approach to language teaching is a very effective and efficient method to familiarize students with various communication skills that they will encounter in daily life and real life, no matter what field of study they pursue after the higher secondary course.

In general the examination pattern of all the four boards with their emphasis on comprehension and reading for understanding is a desirable one which tests the student's memory and recall. The disadvantage especially in the State Board is that students who have come from Tamil medium background tend to become indifferent to the English course. It is upto the skill and talent of an English teacher in all the boards to make the students
realize the value of the system and to help the students enjoy the curriculum and make learning effective.

The text books in State Board and Matriculation board need to include more exercises in grammar and vocabulary. Though the syllabi in both the boards recommend identical grammar topics, the treatment, explanation, exercises and testing are different when compared to the other two boards.

Though the need for the study of English is undisputed, there are many students in State Board who neglect the study of English and even after the completion of education in schools they are unable to speak, comprehend, read or write even simple tests. Teaching, learning and assessing have to be improved if this is to be avoided. The casual attitude of students towards English at secondary level especially by the students with English medium background can be changed if the scores in English are considered for admission into groups in higher secondary level which lead to professional courses.

5.9 SUGGESTIONS FOR FURTHER RESEARCH

A similar study may be undertaken with participants from any two particular states of India.
A comparison of the achievements of students in English at the end of the course in all the four boards may be undertaken. Comparison of secondary education of other subjects may be carried out.

5.10 CONCLUSION

The Secondary English course of all the four boards is decidedly a step in the right direction for preparing the students in the special skills of language necessary for coping with the selection of best courses at the higher secondary level for fulfilling eventual job requirements and academic demands of life. The tenth standard course of all the four boards is no longer a mere academic formality but a means to an advancement in the level of achievement, with a view of enhancing the difference between the students’ entry level and exit level of the course. The syllabus and course materials of each board aims at helping the student in the consolidation of language elements already learnt. The medium of instruction of all the boards except some of the State board schools is English so that designing a separate course for non-English medium students in the State board may not be feasible. English education at the secondary level in all the four boards can be improved by taking into consideration the valid suggestions made by the teachers of English and the major findings of this study.