

# The Implementation of Trimester Syllabi / Pattern in English at High School Level

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Languages are made up of organized sounds. The raw materials of all languages are the sounds that the human voice is capable of producing. From all the possible sounds that the human voice can produce, each language makes a very limited selection. To the native speakers of the language, these are the sounds that are natural and easy to the foreigner, they may be strange, complicated and difficult. The grammar and written form also differ from language to language.

Learning a language means learning a system or code of the type. English being a universal language, is the mostly sought-after one. Even the Chinese and the French, have of late, started learning English. It is the window to the world of knowledge, since all new books and research articles are first published in English for wider consumption.

With the technological advancement, all books, journals and articles are available just at a click of the mouse.

The use of English has been a felt need in all the countries, especially in India. India being a multi-lingual country, English is the declared official language. As the first Prime Minister Jawaharlal Nehru said "English shall continue as link language, as long as people wish". It is the unifying force of the people, speaking various languages with Regional dialects, slang, etc. It is taught as Part-II language in Schools and Colleges in Tamil Nadu and a pass in it is a must for passing to the next higher class or getting a degree.

Trimester pattern is followed in all schools of Tamilnadu. It is of recent origin a

major break, from the traditional annual syllabus followed for centuries and is vogue.

Two sets of books are issued to the students.

1) Tamil and English 2) Mathematics, Science and Social Science. These are issued afresh for all the three terms, which end with terminal examinations.

### **Need for the Study**

There has been a paradigm shift in the teaching and learning of English after the revolution in knowledge and communication technology. Each trimester has 3 or 4 months of teaching and learning. And each subject as two or three units. English too, has so for each trimester. It is a big question whether the students at High school level would be able to learn the units, prose, poem, grammar composition thoroughly within the prescribed time. It is also to be seen whether it helps them to study the text book of the next higher classes. As most of the schools in the State are Tamil medium schools, it will be of interest to know how the students learn and

study English and whether they learn it as a skill subject or a knowledge subject.

### **Objectives of the Study**

- To find out the effectiveness of Trimester syllabus in English at high school level.
- To find out the extent to which the objectives of the syllabi are achieved in trimester pattern.
- To assess the present approaches in implementing English at high school levels.
- To find out the gaps, if any, in implementing the English in Trimester pattern at high school level.
- To list out the problems faced by both the teachers and the students and to suggest remedies.

### **Significance of the Study**

It is expected that the study would analyze the positive as well as other aspects of implementing part II English subject in Trimester pattern at High school level. It will also reveal the extent to which the objectives

stated in the curriculum have been achieved in English in each trimester. It will help the teachers to change the teaching strategy in English to realize the goals.

### Scope of the Study

A content-based analysis of the Trimester pattern of Syllabi in English at high school level will be done. The merits of the Trimester pattern for English will be analyzed. Then a survey of select schools in and around Pudukkottai district will be selected. Schools of Government, Government Aided, Boys, Girls, Co-educational Rural and Urban areas will be selected for the study.

### Statement of the Problem

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### Definition of Key Terms

Trimester : Three terms in an academic year

High school : Standards IX and X

Part-II English : Part-II English taught in High Schools

### Research Questions

- What is part-II syllabus / language?

- Is the Trimester pattern effective for Part-II English?
- Could the syllabi covered in each trimester?
- What are the problems faced by the students?
- Is any special strategy needed to implement the Trimester pattern in English?
- Are changes required in the pattern methodology?
- What items should be added to make the teaching of English at Trimester level interesting?
- How can the gaps, if any be bridged in implementing the part-II English trimester pattern?
- What are the advantages in the Trimester pattern of Part-II English at high school level?

### Methodology

Survey and context analyses will be the research approach to the present study. The

part-II syllabi English in the curriculum will be analyzed with the objective stated therein.

A questionnaire will be provided to the teachers to find out the practical problems in implementing the trimester pattern for English at high school level stratified random sampling technique will be adopted. Stratification will be done on gender, location and type of schools.

The identified problems would be analyzed taking into account, the actual need of the hour and suitable remedial measures would be suggested at the end of the research.

#### **Tools for the Research**

- An observation schedule to assess the advantages of Trimester pattern for English at high school level
- A questionnaire to find out the steps needed for effective teaching of English.

- An open-ended questionnaire to get feedback on trimester pattern English at high school level

#### **Conclusion:**

Indians follow traditional way of learning and the origin of Indian education system was *Gurukula System*. This was much effective way of education in India until the British usurped in to trade and dominated the scenario. In the present pilot study conducted Trimester syllabi a few things, like orientation to Teachers and a bridge course to students to cope up with the heaviness of the syllabi, are needed to make it effective in the School education.

#### **Reference**

- [1] Tickoo M.L. Teaching and Learning English Orient Longman. 2003. Print.
- [2] Sharma Khadambari, Teaching of Foreign Languages, common wealth Publishers. Print.