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# TEACHERS OPINION TOWARDS NEW MATHEMATICS SYLLABUS OF VIII STANDARD IN PERSPECTIVE OF NATIONAL CURRICULUM FRAMEWORK 2005

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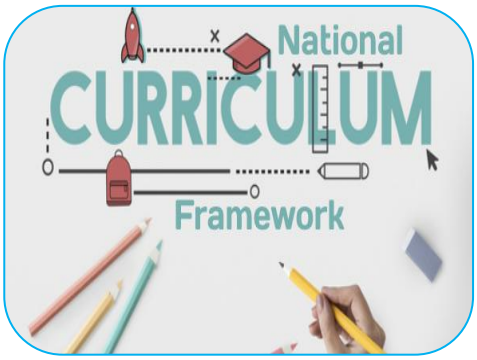
## ABSTRACT

*The main objective of the study was to explore the Teachers Opinion Towards New Mathematics Syllabus of VIII Standard in Perspective of National Curriculum Framework 2005. The study used Analytical and Descriptive approach. A total of 60 secondary school Mathematics teachers took part in the study. The Researcher developed a Likert type five-point Rating Scale for Teachers was used to collect the data. The collected data was analysed using both descriptive and inferential statistical analysis. Under descriptive, mean, SD, and graphical representation of data were used and independent sample t-test and One Way Anova used to test the hypothesis. The study found that; the VIII standard New Mathematics syllabus highly follows the perspectives of National Curriculum Framework 2005 in the opinion of aided school teachers than the government school teachers; The VIII standard New Mathematics syllabus highly follows the perspectives of National Curriculum Framework 2005 in the opinion of unaided school teacher than the government school teachers and Aided and unaided mathematics teachers showed the same opinion in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005.*




**KEYWORDS:** *NCF, Secondary School Teachers and NEP*

## INTRODUCTION

The adoption of the National Curriculum Framework(NCF) was milestone in the history of Indian education. The NCF is a framework for curriculum development and represent as key feature of National Policy on Education. It provides a structure and guidelines for school curriculum design and development. The NCF was first created as part of the 1986 National Educational Policy. Later, in the year 2000, and the most recent NCF occurred in 2005. NCERT created and published all of the NCF. The school curriculum will be designed at the central and state levels based on the NCF. The key aspect of NCF 1986 was the practice of ten core elements and a set of values that students should learn through school curricula. Furthermore, the NCF-2000 emphasised child-cantered education as well as assigning the responsibility of curriculum reconstruction to classroom teachers for effective classroom transactions. In 2005, a new National Curriculum Framework went into effect. The new NCF focused on connecting information to life outside of school; ensuring that pupils do not simply learn mechanically and without thinking; enriching the curriculum to go beyond textbooks, and so on. Thus, the NCF serves

as a guideline and framework for the creation and implementation of school curricula. Currently, NCF-2005 is in adopted in throughout the country in all the subjects of school curriculum. In this background, the study aimed to explore the opinion of teachers related to Analysis of New Mathematics Syllabus of VIII standard in perspective of National Curriculum Framework 2005.

## NEED FOR THE STUDY:

The primary purpose of mathematics instruction in schools is to develop the mathematician in the children's minds. Each child needs to develop clear thinking and assumptions related mathematics and to develop reasoning and self-judgment abilities to deal with abstraction and problem-solving approach.

In the current study, universalisation of schooling has significant implications for mathematics curriculum. mathematical is a required subject of study, and every child has the right to a quality mathematical education. We want mathematics education to be affordable to every child while also being enjoyable. With many children in the system after class VIII, mathematics education at the primary level should assist children prepare for the obstacles they will encounter in the future. In educational perspective, classroom mathematics takes place in an environment in which 1) children learn to enjoy mathematics 2) The importance of mathematics is an aspect of life experience that discusses mathematics. 3) Children pose and solve relevant problems in basic mathematics.

Students, on the other hand, face problems in mathematics education such as a sense of fear and failure in mathematics, a curriculum that disappoints both the talented minority and the non-participating majority at the same time; crude maths of assessment that encourage perception of mathematics as mechanical computation; and a lack of teacher preparation and support in learning mathematics. Many changes were made in the curriculum to address the difficulties listed above. For example, moving the emphasis of mathematics instruction from accomplishing specific goals to reaching higher ones. Engaging every student with a sense of achievement at conceptual challenges to the evolving mathematical life narrative; shifting the model of tests to assess students' mathematical aptitude rather than common knowledge; and enriching teachers with a range of mathematical thinking. In light of this, various revisions were made into the NCF 2005. The current study attempted to investigate teachers' perspectives on the analysis of the new mathematics syllabus for the VIII standard in light of the National Curriculum Framework 2005.

## STATEMENT OF PROBLEM:

The main objective of the study was to explore the Teachers Opinion Towards New Mathematics Syllabus of VIII Standard in Perspective of National Curriculum Framework 2005.

## OBJECTIVES OF THE STUDY:

To find out the difference in the opinion secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005 when they classified based on 1) gender (male and female) 2) locality (rural and urban) 3) and type of management (government, aided and unaided) background.

## HYPOTHESIS OF THE STUDY:

Based on the objectives following hypothesis were framed in the study.

**Hypothesis-1:** There is no significant difference between the opinion of male and female secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005.

**Hypothesis-2:** There is no significant difference between the opinion of rural and urban secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005.

**Hypothesis-3:** There is no significant difference between the opinion of government, aided and unaided secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005.

## DESIGN OF THE STUDY:

The current study used aAnalytical and Descriptive approach. The researcher collected the opinion from 60 secondary school teachers who taught the VIII class Mathematics syllabus.

## TOOLS USED IN THE STUDY:

Researcher created a Likert type five-pointRating Scale for Teachers for the current study. A scale of 25 questions was used, with expecting the responses from teachers in the form of Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The instrument was validated with the help of experts from teacher education institutes and schools.

## STATISTICAL TECHNIQUE:

In the current study, the researcher used both descriptive and inferential statistical analysis. Under descriptive, mean, SD, and graphical representation of data were used and as independent sample t-test and One Way Anova used to test the hypothesis.

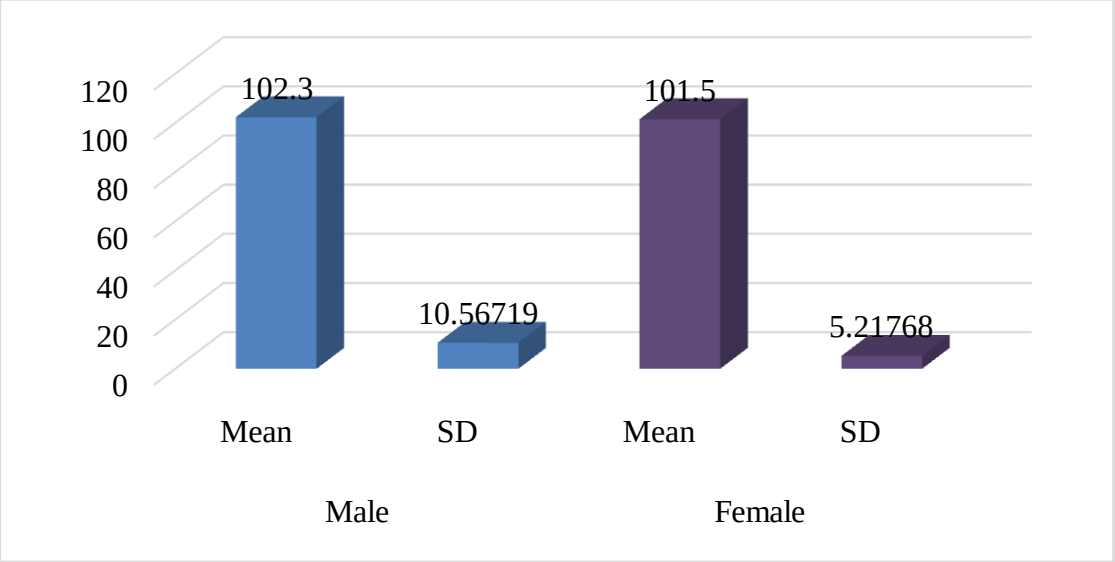
## ANALYSIS AND INTERPRETATION OF DATA:

**Hypothesis-1:** There is no significant difference between the opinion of male and female secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005.

**Table-1:** The t-test results of comparison mean scores of male and female secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005

| Gender | N | Mean | SD | t-value | p-value | S/NS |
|---|---|---|---|---|---|---|
| Male | 30 | 102.3000 | 10.56719 | .372 | .712 | NS ($p$>.05) |
| Female | 30 | 101.5000 | 5.21768 | | | |

From the above table it is evident that, the obtained p-value is .712 and t-value is .372. Here, p-value is higher than .05 level of significance. Hence, Null Hypothesis is accepted and Research Hypothesis is rejected. It indicates that, there is no significant difference between the opinion of male and female secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005 at .05 level of significance, t= .372, p > .05. Thus, it signifies that, male and female mathematics teachers showed the same opinion in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005. The results are also shown in the graph below.



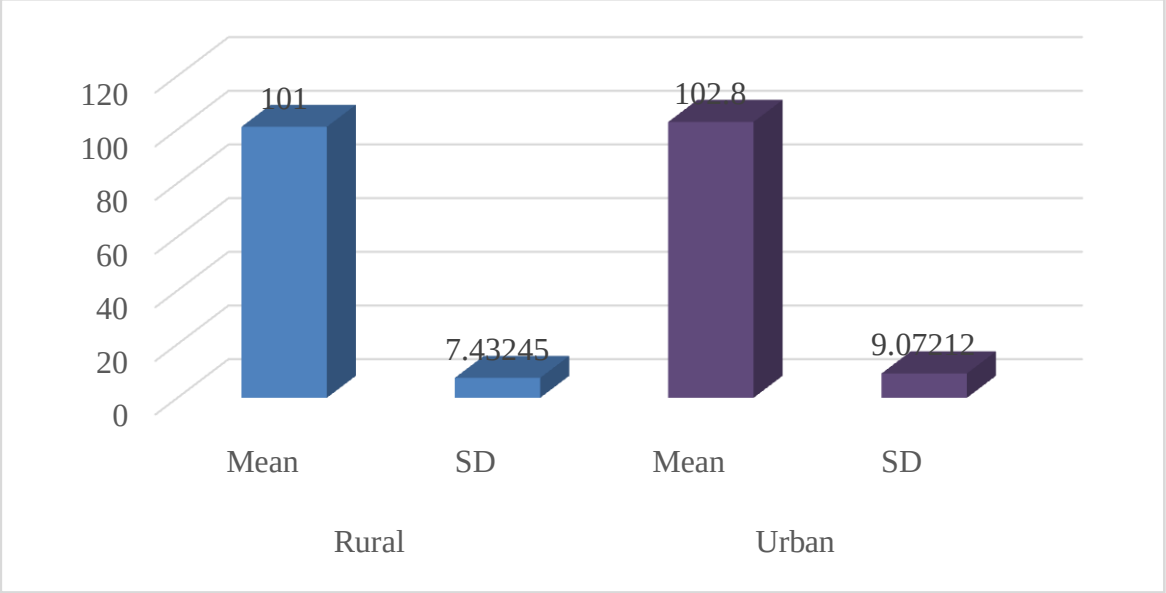

**Graph-1:** Comparison mean scores of male and female secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005

**Hypothesis-2:** There is no significant difference between the opinion of rural and urban secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005.

**Table-2:** The t-test results of comparison mean scores of rural and urban secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005

| Locality | N | Mean | SD | t-value | p-value | S/NS |
|---|---|---|---|---|---|---|
| Rural | 30 | 101.0000 | 7.43245 | .841 | .404 | NS ($p$>.05) |
| Urban | 30 | 102.8000 | 9.07212 | | | |

From the above table it is evident that, the obtained p-value is .841 and t-value is .404. Here, p-value is higher than .05 level of significance. Hence, Null Hypothesis is accepted and Research Hypothesis is rejected. It indicates that, there is no significant difference between the opinion of rural and urban secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005 at .05 level of significance, t= .841, p > .05. Thus, it signifies that, rural and urban mathematics teachers showed the same opinion in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005. The results are also shown in the graph below.




**Graph-2:** Comparison mean scores of male and female secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005

**Hypothesis-3:** There is no significant difference between the opinion of government, aided and unaided secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005.

**Table-3:** The ANOVA Test results of comparison mean scores of opinion of government, aided and unaided secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005

| | Sum of Squares | df | Mean Square | F | Sig. | S/NS |
|---|---|---|---|---|---|---|
| Between Groups | 1255.900 | 2 | 627.950 | 12.868 | .000 | S ($p$<.05) |
| Within Groups | 2781.500 | 57 | 48.798 | | | |
| Total | 4037.400 | 59 | | | | |

From the above table it is evident that, the obtained p-value is .000 and F-value is 12.868 with 2 and 57 degrees of freedom. Here, p-value is higher than .05 level of significance. Hence, Null Hypothesis is accepted and Research Hypothesis is rejected. It indicates that, there is no significant difference between the opinion of government, aided and unaided secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005 at .05 level of significance, F= 12.868, p <.05.Further, multiple comparison performed using Tukey Post-Hoc test procedure and reported in following table.

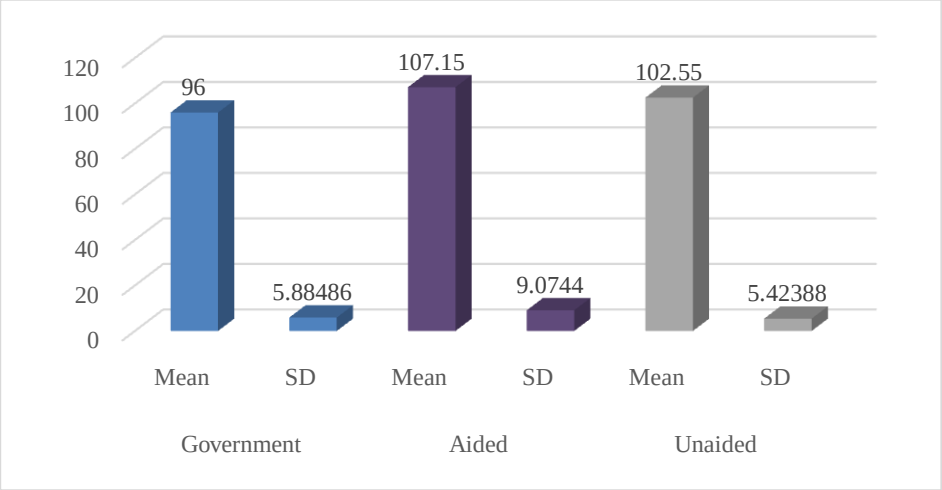
**Table-4:** Post hoc test for difference in mean scores of opinions of government, aided and unaided secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005

| Management | N | Mean | SD | Management Background of Students | |
|---|---|---|---|---|---|
| | | | | Aided | Unaided |
| Government | 20 | 96.0000 | 5.88486 | .000 ($p$<.05) | .012 ($p$<.05) |
| Aided | 20 | 107.1500 | 9.07440 | | .103 ($p$>.05) |
| Unaided | 20 | 102.5500 | 5.42388 | | |

From the above table, it is evident that, the obtained p-value is less for the difference in the mean scores of governments and aided Mathematics teacher [p = .000] and government and unaided Mathematics [p = .012] with respect to opinion in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005. Whereas no difference in the mean scores of aided and Mathematics teachers [p = .103] with respect to opinion in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005. It means,

- The VIII standard New Mathematics syllabus highly reflects/follows the perspectives of National Curriculum Framework 2005 in the opinion of aided school teachers than the government school teachers.
- The VIII standard New Mathematics syllabus highly reflects/follows the perspectives of National Curriculum Framework 2005 in the opinion of unaided school teacher than the than the government school teachers.
- Aided and unaided mathematics teachers showed the same opinion in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005.

Overall, it is observed that the VIII standard New Mathematics syllabus highly reflects/follows the perspectives of National Curriculum Framework 2005 in the opinion of aided school teachers and followed by respectively in the opinion of unaided and government school students. The results are also shown in the graph below.




**Graph-3:** Comparison mean scores of opinions of government, aided and unaided secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005

## MAJOR FINDINGS OF THE STUDY:

The findings of the study are

- Male and female mathematics teachers showed the same opinion in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005
- Rural and urban mathematics teachers showed the same opinion in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005
- The VIII standard New Mathematics syllabus highly reflects/follows the perspectives of National Curriculum Framework 2005 in the opinion of aided school teachers and followed by respectively in the opinion of unaided and government school students.

## DISCUSSION AND CONCLUSION:

The main objective the study was to analysis opinion of Mathematics teachers about New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005. The study found that there is no gender wise and locality wise difference in the opinion about secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005. Whereas difference between the opinion of government, aided and unaided secondary school Mathematics teachers in relation to analysis of New Mathematics Syllabus of VIII standard in the perspective of National Curriculum Frame work 2005. Thus, study indicate that according to male and female teacher and rural and urban background teachers New Mathematics Syllabus of VIII standard equally follows the perspective of National Curriculum Frame work 2005. Whereasdifference in the mean scores of opinions of government, aided and unaided school mathematics teachers. Thus, study obverted that the VIII standard New Mathematics syllabus highly reflects the perspectives of National Curriculum Framework 2005 in the opinion of aided school teachers and followed by respectively in the opinion of unaided and government school students

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