

A Critical Analysis on Viruthunagar Hindu Nadar Senthikumara Nadar College's Part- II English, First Year First Semester Syllabus.

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Abstract

Most of the colleges have main objectives to develop the communication skills along with their language skills. So in college level the major aim or set of aims have the relationship with the teaching of specific language skills and the elements which are followed to provide efficient learning strategies to the learners; to identify the learners' own preferred ways of learning; to develop the negotiate skills of the curriculum; and to develop the self-evaluation skill of the learners. The purpose of different observation or analytical systems will help the designer develop the syllabus carefully. In the planning the duration of language study, the learners' proficiency level and what level of proficiency they have to reach; and their quickness in learning. These elements access to increase the level and the rate of learning. It takes the designer to make a chart which provides information on the future learning content. The plan of Virudhunagar Hindu Nadar Senthikumara Nadar (VHNSN) College Part II English for I year, I semester is to develop the LSRW skills of the students; to learn the basic grammar of English language; and to make the students aware of the different genre in English. So the research work is to evaluate the content and the purpose of this syllabus.

Introduction

While preparing syllabus for a particular peer group the teacher does focus on the planning implementation and evaluation of language courses. In decision making, planning is informal which takes place during the course of programme delivery. Thus Shavelon and Stern convey most teachers are trained to plan instruction by specifying some main objectives; have a concentration on specifying the students' entry behavior; the third important point is selecting and sequencing learning activities which help to move learners from entry behavior objectives; and the outcomes of instruction will be done by evaluation. Subject curriculum emphasizes the teaching of specific units of study in the particular subject. Teaching a unit of study to students is emphasizing a particular definite advantage. To emphasize depth instruction requires time for these teaching-learning situations. A variety of learning activities are needed to guide learners to acquire each facet of worthwhile subject matter. While preparing a syllabus/ curriculum the subject experts will have to dominate some of the special qualities. They are,

- Problem- solving skills.

- Enriching Innovative and creative abilities
- Technical background in a language usage and understanding.
- Communication skills.
- Capacity to learn and keep learning.
- Capacity to work in interdisciplinary areas.

Syllabus/Curriculum in College Level

In college level the distinction between traditional and learner-centered curriculum development is no decision of binding these both. “These will be needed to be modified during the course of programme delivery as the learners’ skills develop their self awareness as learners grow and their perceived needs change.” (LCC 5) The content selection and its objectives are shaped during the initial stage of a learning process arrangement and these are completely pre determined. These data collections are used principally for grouping learners. Relating to subjective learner’s needs, learners will obtain at the course time because at that time only the teacher-learner relationship is established. So the teaching methodologies will be very useful to deliver the content to the students.

Methodologies and materials are generally the areas where there is great potential to make a conflict between a teacher and a learner. In traditional curriculum these types of conflicts can be ignored because here the teacher knows the best. But in cognitive methods the conflicts will be resolved by some of the evidences from recent studies. In the evaluation of the methodological mistakes can be found in techniques and procedure for proper argument and getting its results. Brindley defines this as

“... if programmes are to be learner-centered then learners ‘ wishes should be canvassed and taken into account, even if they conflict with the wishes of the teacher.”(Brindley 1984:111)

Most of the learners find it difficult to define their needs and preferences. In this situation the initial stages of a course can be sent in providing an order of learning experiences. To develop this process in India, some of the Arts and Science Colleges of Tamil Nadu (TN) have bridge courses. For this bridge course they frame a temporary syllabus through which, they give a short recall on their early gained knowledge and on language skills. At the end of the course they evaluate the students’ idea in the fore coming curriculum. According to this course the methods and techniques are designed to handle the particular set of students. In Tamil Nadu (TN) some Arts and Science Colleges divide the students according to the students’ level and learning ability. In regular course time the evaluation generally takes the form of an informal monitoring. The self-evaluation has been done in teaching and learning system. It will promote the teacher and learner to a good leading process in learning. By providing activities on skills and elements,

the teacher can evaluate the materials, learning activities and their own achievement on objectives. Any element within the curriculum can be evaluated by making an analysis on techniques and procedures. This can be done during implementation. So TN colleges have internal exams to evaluate the teachers' own way of using techniques, methods, and learners performances. These elements will be included as materials, teacher performance and learner achievement. For a semester the first year students have two internal exams. At the end of the semester one external exam is conducted. Most of the Arts and Science colleges in TN have both open exam and close exam. There are three types of syllabus for part II English. They are university syllabus, autonomous Syllabus and Streaming syllabus. The colleges in TN select the syllabi according to their convenient and students' ability. So the research work is to evaluate the approaches and techniques and the purpose of a particular syllabus. To evaluate a syllabus a tool has been formed by the name **Tool for Evaluating Syllabus of Part II English**. With the help of this tool each college's and university's syllabus has been evaluated.

About the Tool

Tool for Evaluating Syllabus of Part II English tool has two main divisions, I. 'Planning Syllabus'; II. 'Division of Units'. 'Division of Units' contains six sub-divisions. Each division & sub-division has a title with some questions. The titles of the sub-divisions are i. General Questions Based on the Units of the Prose/ Short Stories/ Selected Scenes, Skits And One Act Plays; ii. Prose/ Short Stories/ Chapter of a Novel; iii. Poetry; iv. Skit/ Scene from a Play/ One Act Play; v. Grammar; vi. Composition ; and vii. Communicative English. The tool contains 81 questions. Each division and subdivision has the question numbers continuously. I. Planning of syllabus has 12 questions (1-12); II. Division of Units 69 questions (13- 81); in the Division Of Units 10 questions in general (13-23); in sub-divisions, i. General Questions Based on the Units of the Prose/ Short Stories/ Selected Scenes, Skits And One Act Plays has 16 questions (24-40); ii. Prose/ Short Stories/ Chapter of a Novel has 7 questions (41-48); iii. Poetry has 4 questions (49- 53); iv. Skit/ Scene from a Play/ One Act Play has 10 questions (54-64); v. Grammar has 5 questions (65-70); vi. Composition has 5 questions (71-75); vii. Communicative English has 5 questions (76-81). Table I explains it briefly.

Testing VHNSN College's Part II English I Year I Semester Syllabus through the Tool, *Tool for Evaluating Syllabus of Part II English*

The new knowledge systems are being created at a rapid pace. On the way the most real life problems are to be considered as interdisciplinary in nature. Here in VHNSN College the first semester Part II English syllabus has been made by an assistant professor of English department, Dr. R. Meena.

The development of linguistic and communicative competence in English at the undergraduate level is an urgent need since English has gained international status as an official language. (3 Beacon I)

The department of English of VHNSN College has prepared a text book for the Part II English, I semester students. The syllabus has been divided into five units. They are Unit I- Prose, Unit II- Short Story; Unit III – Grammar, Unit IV- Composition; Unit V- Communicative English. All the units have been designed to fulfill the plan of curriculum. The prose and short stories are to develop the LSRW skills and to differentiate a work as prose or short story. These units help the learners know the different genres in English. The first unit deals with prose – essays. It has four lessons, named *The First Case* by M.K. Gandhi; *The Population Bomb* by Paul Ralph Ehrlich; *Indian women* by Dr. S. Radhakrishnan; and *Science and Sensibility* by Bronowski. Unit II contains four short stories as *The Land Where There was No Old Men* by Jean Ure; *The Conjurer's Revenge* by Stephen Leacock; *The Brothers* by Bjornson; and *Repuazel* from Grimm's Fairy Tales. These are meant for learning language through literature. In their words the readers will be enhanced by 'teach and delight' simultaneously. The third unit consists of grammar part and it is divided into four. They are Parts of Speech; Present Tense; Past Tense; Future Tense. The unit IV consists of Letter Writing (Personal); Precise Writing; Expansion of Proverbs; and Comprehension. Unit V – Communicative English has four lessons as Greeting; Introducing; Inviting; Making Request; Showing Directions; Asking for Information; and Describing Something.

Explanation of the Content of the Pie-Chart

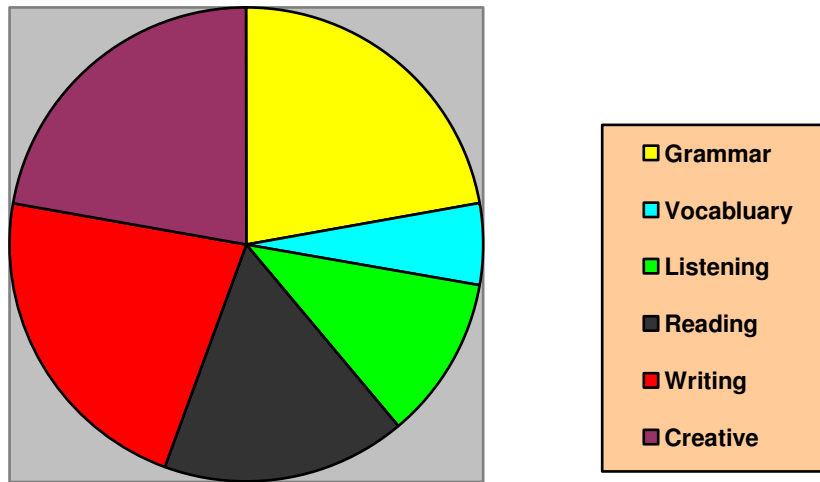
The pie-chart derives the development of English as Communicative language in the I year I semester syllabus. The syllabus is evaluated in three basic ways such as Language Element, Language Skills, and Creative thinking. The Language Element part has two divisions as Grammar and Vocabulary. Language Skills have divided into four as listening, speaking, reading and writing. The third one is Creative Writing. It can be considered as a developed way of communication. In this division Composition and Communicative English flourish its part. As four lessons are in the grammar unit it fulfills its content with simple explanation and activities. So it covers the 20% of the syllabus content. In learning the element 'vocabulary', the content of the syllabus has a lack because there is no direct activity for it. It comes only in glossary part in parts of speech. So it fills 5%. In listening skill it takes part in the part of teaching only. But it fills the content in a successful way. In the first two units the listening directly fulfils by reading the lessons in the classroom. So 10% is allotted for it. There is no possibility for speaking skill in the content of the syllabus. Even though the learners have activities as dialogues, greeting, inviting and so on it is presented in the written form. They do not take place even in the assignment section. In the reading part the learners directly involving in the classroom presentation. The reading skill takes place as loud reading and silent reading. It takes place as intensive reading. It takes 15% of the content because it happens in first two units and in fourth unit as activities. In the fourth unit précis writing and comprehension are the activities for reading skill. In fifth unit also filling dialogue has been done in this method. The writing skill happens in all units. In first two units it happens as answering the questions in paragraphs and essays. In fourth unit as proverb expansion and letter writing and in fifth unit it

happens in dialogue writing so it occupies 20% of the content. In the creative writing part the letter writing, proverb expansion and all activities in communicative English unit have its role. It fills 10% of the content. In the whole, except speaking skill all the other things fulfills the acquisition in all the ways. The content of the first year, first semester syllabus 90% of acquisition has happened.

Table

| Means of Communication | Compounds of English Communication | Measurement in Syllabus content (in percentage) | Measurement in degree |
|------------------------|------------------------------------|---|-----------------------|
| Language Element | Grammar | 20% | 80 |
| | Vocabulary | 5% | 20 |
| Language Skills | Listening | 10% | 40 |
| | Speaking | 0% | 40 |
| | Reading | 15% | 60 |
| | Writing | 20% | 80 |
| Creative Writing | Composition | 10% | 40 |
| | Communicative English | 10% | 40 |
| Total | | 90% | 360 |

Pie chart for the Table



Findings:

- ⇒ Previous year students' performance is considered for the first year first semester syllabus planning.
- ⇒ Planning of the syllabus is to enrich the language skills.
- ⇒ There is no separate activity for vocabulary.
- ⇒ Unit I and unit II needs the answer as one word, paragraph and essay.
- ⇒ One word answers are in "Choose the Correct Answer".
- ⇒ There is no active usage of grammar in Unit I & Unit II.
- ⇒ The first two units have lessons from the given literary genre.
- ⇒ Composition Unit provides a real time usage.
- ⇒ In Communicative English activities are done in written format.
- ⇒ The students have open test and closed test.
- ⇒ In the evaluation session the students have two internals and one external.
- ⇒ It develops only the three skills like reading, writing and listening.

Conclusion

Planning research in education consists essentially of deciding in advance what problems you face in implementing a good and effective educational programming and how you are going to get valid solutions to these problems. (23 Singh Y.K)

In this way the critical analysis on I year, I semester syllabus of VHNSN College, Autonomous, Virudhunagar says the content of the syllabus is effective for the beginners. It recollects the earlier learnt language and enriches the language learning ability. Even though there is great importance for LSRW, no effort has been given to speaking skill. The content of the syllabus promotes the learners to the next level of language learning.

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