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Indian Institute of Education

J.P. Naik Path, 128/2, Kothrud, Pune 411038.

Contact No. 8805159904

Web-site: www.iiepune.org

E-Mail: shikshananisamaj1977@gmail.com

E-Mail: iiepune1948@gmail.com

Distributor

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E-Mail: info@writerscommunity.in

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The Loopholes in Syllabus Design and Textbook Production

Dr. Satish Govind Saykar

Associate Professor, Department of English, Radhabai Kale
Mahila Mahavidyalaya, Ahmednagar. E-mail:
satishgsaykar@gmail.com

Abstract:

Syllabus design is one of the major aspects of curriculum that is designed by the policy makers that consists of academicians, politicians, administrative officers, philosophers, psychologists, sportsperson and many others. The syllabus is designed by the respective Board of Studies taking into account the things those are stated in the curricula designed for the concerned stage. Curriculum is rather a broader term as syllabus is merely a part of it. The syllabus states the learning objectives, learning experiences and evaluation method that is to be adopted to check whether the learning objectives have been fulfilled or not. Here formative assessment serves the purpose and if it is found that the objectives are not fulfilled, the teacher has to devise new ways or methods to provide the proper learning experiences in such a way through which the learning objectives can be achieved. As we know that the success of teaching, learning and evaluation is totally dependent on the achievement of the objectives; they need to be clearly stated in the syllabus along with the list of contents to be taught to a particular class. Unfortunately, now a day we find many loopholes in syllabus design and textbook production. The unavoidable politics in academia is also one of the reasons of failure of teaching and learning process. The present paper attempts to point out the loopholes in syllabus design and textbook production. The classes for which the textbook is not prescribed and only the list of contents is provided are facing many problems. Not only students but the teachers also are unable to decide the scope and limitation of any content as a result of which it leads to confusion which is dangerous for the teaching-learning process.

Keywords: *Syllabus, textbook, loopholes*

Introduction:

The syllabus framing process starts with the things that are stated in Curriculum. Generally, any syllabus framing committee sets the objectives for the particular class or subject as the case may be. The objectives must be stated in a very simple and clear language. The clarity while stating the objectives decides the success or failure of the course. Moreover, the objectives must be flawless as it becomes the public document. Let us have a look at the revised syllabus of *Structure of English T. Y. B. A. Special Paper III (S-3)* of Savitribai Phule Pune University, Pune.

The objectives are stated clearly but; there are some mistakes. Each objective starts with 'To.....' which is a good thing; but when the sentence ends nowhere is there a full stop. It is not expected and accepted from the Syllabus Framing Committee. As the purpose is not only to find out the faults, it can be said that the objectives are clearly stated.

After setting the objectives, the syllabus framing committee has to meditate as to how and what should be taught in the class. One may call it the selection of the contents to be taught throughout the year, because there is a close

<p>Revised Course Structure of English T.Y.B.A. Special Paper III (S-3) (w. e. f. 2015-16) Title of the Paper: Appreciating Novel</p> <p>1) Objectives:</p> <p>a) To introduce students to the basics of novel as a literary form</p> <p>b) To expose students to the historical development and nature of novel</p> <p>c) To make students aware of different types and aspects of novel</p> <p>d) To develop literary sensibility and sense of cultural diversity in students</p> <p>e) To expose students to some of the best examples of novel</p>

Fig 1 Objectives

relationship among the objectives, experiences and the evaluation pattern as is shown in

Fig 2. So it is clear that the committee may select the novels and some topics from the background such as ‘the elements of novel.’

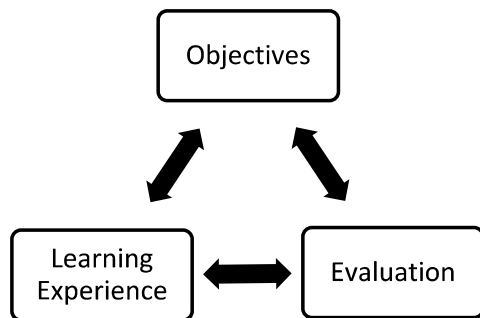


Fig-2: Furst's (1958) Paradigm-Interrelationship between Objectives, Learning Experience and Evaluation

Finally, the committee sets the evaluation pattern for the course which may assess the knowledge of a student and his or her ability to apply his knowledge. If all the three things are apt and flawless, the teaching and learning process will be successful and the objectives will be achieved.

Analysis of the Syllabus:

The syllabus selected for analysis is of B.A. III English Special Language and Linguistics (CBCS) Discipline Specific Elective Semester V –

Paper XI (DSE - E15) of Shivaji University, Kolhapur. (See Appendix I)

Merits of the Syllabus:

1. The objectives are set in a simple and clear language.
2. Course outcomes are also given clearly.
3. The list of contents to be learnt is given.
4. Enough scope is given for internal assessment.
5. Division of teaching hours is specified aptly.
6. List of reference books is also given to help the teachers and students.
7. Evaluation pattern is also given at the end along with the weightage to be given to different topics.

Demerits of the Syllabus:

1. The objectives and the list of contents do not match perfectly.
2. It seems that the objectives are designed either enthusiastically or are taken from somewhere else.
3. It is possible that the work to set the

objectives and content are given to two different people and it's not a team work.

4. The principle of 'Objectives to Selection of Content' is not followed.
5. There is no topic selected to teach to achieve the objective 'To make the students familiar with varieties of the English language.'
6. Due to demerit no. 5, the course outcome: 'Students are familiar with varieties of the English language' has no value at all because this can never be attained.
7. The list of topics is given; but to know the scope and limitation of the topic one has to ask other teachers or the members of Board of Studies or wait for the Self Instruction Material (SIM) which is published by the University for Distance Education Students. It

should have been self explanatory.

The textbook helps both the students and teachers in such a situation; but the textbook also has some limitations. Even it has to go through many stages such as selection of writing team, editorial board, proof readers and so on. In academics everything has some political implication as a result of which instead of quality other things may be unfair get undue importance.

Analysis of the Textbook:

The textbook selected for analysis is of *Ability Enhancement Compulsory Course (CBCS) For B. A. Part III English for Communication (Compulsory English)*. Shivaji University: Kolhapur. (See Appendix II)

Merits of the Textbook:

1. The book is written strictly adhering to the syllabus.
2. It clears the scope and limitation of each module.
3. Exercises are given wherever possible.

4. It is written in a simple language.
5. It takes into account the needs of even the slow learners.
6. The reading lists are provided for the advanced learners.
7. It is a good mixture of prose, poetry and units from communication skills.

Demerits of the Textbook:

1. More exercises could have been added in it.
2. Some topics can be written more effectively.

Suggestions to overcome the loopholes in syllabus design and textbook creation:

1. The number of members should be increased in the syllabus forming committee.
2. There should be a regional balance to be able to serve the needs of the students.
3. Quality should be the sole criterion for the selection of the members of syllabus forming committee.

4. Instead of separate responsibility, team work should be promoted.
5. Some experienced or superannuated teachers should be appointed if required.
6. Some new and enthusiastic teachers may be appointed on such committees.
7. The right combination of the new and experienced persons can be the best solution.
8. In a textbook, the topics with equal weightage should be given equal space. Sometimes one topic takes fifteen pages and the other takes four to five pages.
9. If there is scarcity of content, more exercises taking into account the evaluation pattern can be set.
10. Maximum academics and minimum politics can be the solution to every problem.

Conclusion:

The future of the students depends on the success or failure of teaching, learning and evaluation process as a result of which the role of the syllabus designing committee is very important. The syllabus committees may be reformed if necessary to pave the way towards the bright future. Minimizing the political interference and groupism among the academicians can result in the development of the students.

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En English for Communication (Compulsory English). Shivaji University: Kolhapur, 2020. Print.

http://cup.edu.in/school_education/data/E-content__module/AFLPDF/AFL020.pdf

<http://www.unishivaji.ac.in/syllabusnew/Off-Campus-humanities>

<http://dhanyanaveen88.blogspot.com/2014/02/objective-based-instruction.html>

http://www.unipune.ac.in/Syllabi_PDF/revised-2015/arts/TYBA_English_22-06-15.pdf

Appendix I

Shivaji University, Kolhapur

B.A. III English Special

Language and Linguistics (CBCS) Discipline Specific Elective

From June 2020 onwards

Language and Linguistics Semester V - Paper XI (DSE - E 15)

Course Objectives:

- To orient students to the concept of communication.
- To make the students familiar with varieties of the English language.
- To acquaint students with different levels of the study of language.
- To study the basic units of grammar.

Course Outcomes:

- Students know the concept of communication.
- Students are familiar with varieties of the English language.
- Students know different levels of study of the English language.

- Students know basic units of grammar.

Semester V - Paper XI DSE - E 15

Module I

Language and Communication

- i. Definitions and characteristics of language
- ii. Human and Animal communication systems (Special reference to Hockett's 7 characteristics of language)

Module II Phonology

Module III Morphology

Module IV Words

*Note: Semester V: 10 Marks for Internal Evaluation:
STUDENTS' SEMINAR

Division of Teaching Hours: 4
Modules X 15 Periods = 60
Periods

Reference Books:

Balasubramaniam, T. A Textbook of English Phonetics for Indian Students, Delhi: MacMillan, 1981.
Bansal, R.K. & Harrison, J.B., Spoken English, Hyderabad: Orient Longman, 2000.

Hockett, C.F., A Course in Modern Linguistics, MacMillan, 1963.

Hudson, Richard, Sociolinguistics, Cambridge: Cambridge University Press, 1996.

Jones, Daniel, English Pronouncing Dictionary, ELBS Edition.

Leech et al, English Grammar Today: a New Introduction, Hyderabad: MacMillan, 2010.

Lyons, John, Language and Linguistics: An Introduction, Cambridge: Cambridge University Press, 1981.

Quirk, R., Greenbaum, S., Leech, G. & Svartvik, J., A Comprehensive Grammar of English, New Delhi: Pearson, 2010.

Quirk, Randolph & Greenbaum, Sidney, A University Grammar of English, New Delhi: Pearson, 2015.

Radford, A., Atkinson, M., Britain, D., Clahsen, H. & Spencer, A. Linguistics: An Introduction, Cambridge: Cambridge University Press, 1999.

Trask, R. L, Key Concepts in Language and Linguistics, London: Routledge, 1999.

Verma, S.K. & Krishnaswamy, N., Modern Linguistics, Hyderabad: Oxford University Press, 1989.

Velayudhan, S. & Mohanan, K. P., An Introduction to the Phonetics and Structure of English, New Delhi: Somaiya Pub. Pvt. Ltd., 1977

**QUESTION PAPER
PATTERN From June 2020
onwards**

LANGUAGE AND LINGUISTICS (CBCS) Discipline Specific Elective Semester V –Paper XI (DSE - E15)

Q. 1 Objective type

a) Three term labels

(3)

b) Transcription of words with primary stress

(3)

c) Conversion of the given transcriptions into the conventional spellings

(2)

Q.2 a) Write short notes (2/3) (to be set on **Module I**)

(10)

b) Morphological Analysis giving labels (2/4)

(4)

Q.3 a) Identification of word formation/morphological processes

(4)

d) Identification of word classes

(4)

Q.4. Write short notes (2/4) (2 each to be set on **Module II & IV**)

(10)

Appendix II

Ability Enhancement Compulsory Course (CBCS)

For B. A. Part III

English for Communication (Compulsory English)

CONTENTS

-----SEMESTER V -----

Module I

3

A) Interview Skills

B) The Interview - V. V. John

Module II

27

A) Grammar for Competitive Examinations

B) The Lottery - Shirley Jackson

Module III

67

A) Writing Skills for Competitive Examinations

B) After Twenty Years - O' Henry

Module IV

99

A) I Shall Return to This Bengal - Jibanananda Das

B) Song of Youth - A. P. J. Abdul Kalam

C) The Orphan Girl - Henry Derozio

----- SEMESTER VI -----

Module V

115

- A) Group Discussion
- B) The Lighthouse Keeper of
Aspinwall -Henry Sienkiewicz

Module VI

144

- A) Note Making and Note
Taking
- B) Three Questions - Leo
Tolstoy

Module VII

168

- A) Media Writing
- B) Eight Rupees - Murli Das
Melwani

Module VIII

205

- A) The Mystic Drum - Gabriel
Okara
- B) Two Dead Soldiers - Jean
Arasanayagam
- C) Bora Ring - Judith Wright

• PATTERN OF QUESTION
PAPER 220