



RESEARCH ARTICLE

**CURRICULUM AND SYLLABUS DESIGN OF ENGLISH LANGUAGE**

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Doi: <https://doi.org/10.54513/JOELL.2023.10314>**ABSTRACT**

Curriculum and Syllabus design is the essential part of the teaching-learning process. Curriculum is the course planning which entails about why to teach, what to teach and how to teach. The curriculum and syllabus shows a strong bond between students and teachers and the goal of teaching and learning can also be communicated. This paper is a humble attempt to describe the present curriculum and syllabus design of secondary (10th standard) students of government schools of Assam particular in the districts Cachar, Karimganj and Hailakandi and how far the existing syllabus suits them.

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1.0. INTRODUCTION

In the informal environment the *curriculum* and *syllabus* are used conversely. In the words of Richard (2001) "curriculum includes the goals, objectives, content, processes, resources and means of evaluation of all the learning experiences planned for pupils both in and out of the school and community through classroom instruction and related programs..." Hutchinson and Waters (1987:80) define syllabus as follows: "At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects language and linguistic performance." Based on the situation, time and position and demand the syllabus and curriculum keeps on changing and this change must acclimatize with the present need. The objective of the secondary syllabus is made to sustain the needs of learners, and learning objectives as well as learning and teaching purposes. The existing syllabus is based on local ambiance and shares knowledge about adjoining areas. Most of the chapters are very informative and it is written by our Indian scholars. The oral speaking skill is advantageous for the students since it enhances communicative skills among students. Course materials are described and presented in a motivating and elaborate manner with required design and after every lesson a variety of exercises to make learning more motivating. The main goal of the present syllabus is to develop language skills i.e., listening, speaking, reading and writing and also to give a melodious growth in communicative skill within the students.

But the existing syllabus has plenty of pitfalls. The syllabus fails to accomplish the requirements that it is made for. All language learning skills are not encouraged in a classroom environment, especially listening and speaking are ignored. The listening skill is applied in a limited period. The speaking skill set in the syllabus is insufficient for the students. The teachers are bewildered, as they fail to choose which part should be taken more seriously whether completion of syllabus within the time frame or whether students should be encouraged for their skills development. Moreover, no guidelines are given in the text book for teachers.

1.1. THE STATUS OF ENGLISH LANGUAGE IN SCHOOL CURRICULUM

The state guidelines on curricular declarations, language education and syllabi and teaching learning material of English as well as teachers' inputs decide the value of education in schools. The main goal for the language curriculum needs to bring in focus culture, society, and aspects of language so that learners can be connected in real life situations of language learning in accordance with local needs and concerns. The importance of English in our life cannot be denied. English helps us connect with the recent advancement around us and has found a place of interest in the school curriculum. Choudhury (2015) stated that "the secondary education commission 1952-53 gives emphasis on the retention of English in school curriculum as it is thought that English language and literature would help in bringing unity in the political and other spheres of activity in India." For higher educational work and concern for National Integration, the Indian Education Commission 1966, recommended continuation of English. In 1962 the National Integration Commission suggested three language formula in schools and later in 1966 it was recommended by Indian Education Commission that English should be taught as a compulsory subject either as a L₂ or L₃ for a duration of six years in Hindi Speaking areas. Of course, in course of time this proposal has undergone different amendments by the new Education Commissions where Hindi and other regional languages are also recommended in school curriculum along with English as a compulsory subject and thus English finds its due place in the school curriculum. Most of the universities of Assam like Dibrugarh and Gauhati University have recommended mother tongue or regional language should be taught upto graduate level as a medium of instruction and English as a compulsory subject upto degree level.

1.3. DESCRIPTION OF ENGLISH COURSE

It is noticed by the researcher that almost all the schools either government or private follow the pattern prepared by ASSA (Axom Sarba Siksha Abhiyan). In both the government/ provincialised and private schools English is considered or treated as a



mandatory subject from class I to X. Different syllabuses are also noticed among the schools of Assam depending on their affiliations. It is to be noted here that all the vernacular schools and English medium schools affiliated to SEBA (Board of Secondary Education, Assam) at the level of IX-X will have to follow the same syllabus and same textbook and both the schools i.e., government or private will have to write the same question paper in HSLC examination. In the year 2010 class X syllabus was introduced and designed by the Board of Secondary Education and the syllabus made for class X is one year course. Besides, a communicative approach is also adopted so that students get well equipped with the knowledge of English language. The Board of Secondary Education Assam, provides study materials for class X. The textbook is designed in such a way so that students get proficiency in language both orally and writing in appropriate situations or context. The course has a variety of reading texts for developing extensive reading skills and reading experience. The following table 1 shows the description of the English syllabus of class X under SEBA.

<u>Unit/ Lesson</u>	Marks
<u>1. Prose</u>	
Father's Help	10
Earthquake in Assam	10
Preparation for England	
A child speaks	05
The ant community	
<u>2. Poetry</u>	
Lucy poems, In the bazaars of Hyderabad	8
The light of other days, The professor	7
<u>3. Extensive Reading</u>	
The Bishop's candlesticks	6
The Kabuliwallah	4
<u>4. Grammar</u>	
Determiners, Tense Forms, Direct and	

Indirect Narration, 20
 Vocabulary, Voice, Sentence Correction,
 Synthesis of Sentences,
 Sentence patterns, Use of Prepositions,
 Verb phrases

5. Composition

a. Translation/ Substance writing of an unseen prose passage or poem 8
 b. Essay writing/Story writing 6
 c. Letter writing- formal or informal/Report writing 6

6. Oral English

A morning walk, Weak forms An excursion: 10
 A dialogue
 Minimum pair drills (1)
 Telephone skills (1)
 Minimum pair drills (2)
 Telephone skills (2)
 Practice sheet: Short responses
 Total 100

1.4. OBJECTIVE OF THE SYLLABUS

The English syllabus was prepared with some good objectives and it was expected by the board that students would learn better after the course completion. The main objectives of class 10th English syllabus are:

- i) The course was set up with an objective to give better reading experience to students of secondary standard.
- ii) By the end of the course it is expected to produce good writing skills among students of class 10th standard.
- iii) The text book of class X has an oral English section; this was prepared to establish good speaking skills among the students.
- iv) The syllabus has section like pair work or group work where students are encouraged to listen audio visual recording of English conversations and students are asked to explain interpret a conveyed message
- v) The syllabus also has other objectives to provide good grammatical knowledge such



as tense, models, use of determiners, articles, noun, noun phrase, verb, verb phrase, preposition, voice change etc.

- vi) A section of literature where prose, poetry etc written by the Indian writers are described. The objective of this section is providing good knowledge of literary text to students.
- vii) Besides, the above objectives, the syllabus also provides examination scheme, assignments, qualifying criteria etc.

1.5. DRAWBACKS

The main purpose of the present syllabus was to provide and fulfill the necessary requirements of the class 10th standard students but the syllabus is also faulty and not free from drawbacks.

- i) The objective and goal of the present syllabus is confined to blueprinted
- ii) The syllabus was made to develop language skills i.e. (i) listening, (ii) speaking, (iii) reading and (iv) writing among the students of class 10th standard but it does not put emphasis on listening and speaking skills. The listening skill is practiced hardly in the class and oral materials are insufficient.
- iii) It seems most of the teachers are not well trained and have less knowledge on ELT. As a result they are confused whether courses or skills should be encouraged more.
- iv) Most of the teachers remain busy on completion of syllabus rather than giving good knowledge on language skills.
- v) Some students are not in a position to cope up with the class X syllabus since there is no provision for extra and special classes in most of the schools.
- vi) The syllabus of class IX and X is completely different from syllabus of I-VIII it is seems that there is no synchronization, no similarity, and there is a vast gape since IX-X syllabuses are prepared by SEBA and I-VIII syllabuses are prepared by NCERT board.
- vii) Materials provided in the course are not sufficient

- viii) No specific guidelines for teachers in the syllabus.

2.0. SUGGESTIONS & CONCLUSIONS

To conclude we can say that the class 10th syllabus was prepared by the Board of Education Assam very innovatively for the upliftment of the students and the syllabus is contemporary with a belief to provide practical knowledge of society and development. However the present syllabus is in need of some suggestions and development for the better growth of students all round knowledge and activities.

- i) Teachers will have to play various roles in the classroom environment to increase the knowledge of students since the syllabus is learning oriented.
- ii) The teachers are role models, the moderators and the practical advisers in teaching-learning processes.
- iii) A teacher needs to be up-to-date and active with the knowledge of all language learning skills and methods.
- iv) They must be given training, orientation classes, and the English teachers must attend ELT workshops, linguistics training classes conducted by the Central Institute of Indian languages on pedagogy.
- v) There must be an extra period for the language learning process so that the teacher should get sufficient time for teaching. It seems that most of the good teachers remain busy on completion of syllabus within the limited period of time and it becomes an examination –oriented process rather than learning oriented.
- vi) It is also noticed that most of the teachers are not equipped in pronunciation so for them I would like to suggest to listen audio-visual aids and if possible they should attend EFLU, Shillong, India, short term phonetic classes to get better access of pronunciation of the language.
- vii) Language acquisition means the ability to use a particular language correctly. The students' confidence may increase if they



get more and enough scopes on learning. Therefore the researcher assumes that if the oral part of the present syllabus of English is introduced from class I onwards then it would be really more helpful in learning.

- viii) It is also noticed that the writing skill is given more importance since the syllabus is exam oriented and students are tested through marks and other skills like listening and speaking are neglected and as a result their language learning process remains incomplete. So I would like to suggest others skills like listening and speaking should be given equal importance for better language learning
- ix) Seeing the importance of English in today's world, the teacher must teach and prepare the students for future races, their professional life with effective speaking and learning so that they can also grow in different fields of study.
- x) In the secondary level spoken English should be made a compulsory subject.

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