Chapter 1
Introduction

Language is the most essential and basic tool of communication, uniquely

belonging to humankind. It is an inseparable part of their personality, for without

language it would be impossible even to think. Nature has gifted

humankind with the ability to use language to communicate, express their

emotions etc. They acquire their mother tongue in the family without,

even realizing the complex process. One’s mother tongue is a symbol of

one’s identity and cultural traditions. The mother tongue is the medium in

which one expresses oneself in literature, folk songs, dances, theatre and

festivals. Since they derive their identity from the culture and traditions

that are a part of it, one’s identity is irretrievably tied to the society of

which one forms an important part.

A society like India is singular in many ways, especially with a rich

history, a multiplicity of cultures, languages and traditions dating back

thousands of years, though it is like many other nations. It also has a

history of several foreign invasions, and of the invaders staying back to

rule. Since most of them mingled into our culture, there was a lot of

cultural borrowing and assimilation from their languages.
In such a multicultural country such as ours, most people have been acquiring/learning language(s) which may not be their mother tongue(s). In such a context, English is a relative newcomer, though its use in India began from the time the British first stepped on its shores in the early 17th century. Official teaching of the language began much later in the decade of the 30s in the 19th century. Today, the British or the Americans cannot lay claim to English as their own language because it is spoken throughout the world and has become the international language of communication, trade and politics across the world, breaking down all geographical and linguistic barriers. Whether we like it or not, it is the most sought-after language in India because people see it as a language of opportunity.

English has played a crucial role in India's struggle for independence. It must be remembered that the British alone are not responsible for the spread of English in India. Some visionary Indians also felt the need for English to serve a variety of purposes. It was Raja Ram Mohan Roy in the main who could persuade the British to introduce English education in India. It was expected that the demand for English would decrease (maybe, owing to - nationalistic sentiments/fervour) after independence. Many leaders did try hard to do away with the language of our rulers, but
the demand for English kept growing as more and more people started aspiring to learn this language.

Debates have always raged about English and the importance being given to the language of our foreign rulers. So there were calls to discontinue its use in a set time frame immediately after independence, at a meeting of the Central Advisory Board for Education in 1947 and 1948. However wise counsel prevailed especially so in the 1960s and it came to be recognized as a national link language, as an international link language and as a library language.

The Constitution of India, adopted in 1950, envisaged Hindi as the only official language for the Union of India. English was to continue for 15 more years from the date of adoption of the Constitution. This was strongly opposed by the southern states. Subsequently, there were linguistic riots in the late 1950s and the early 1960s which is why the Parliament enacted the Official Languages Act in 1963. This provided for the use of English for an indefinite period as the Associate Official Language of this country. Our then Prime Minister, Jawaharlal Nehru, assured the southern states that English would continue to be the Associate Official Language until such time as the non-Hindi states agree.
to accept Hindi as the only official language. It is in this context that Jawaharlal Nehru asked the nation,

“......if you push out English, does Hindi fully take its place? I hope it will. I am sure it will. But I wish to avoid the dangers of one unifying factor being pushed out without one unifying factor fully taking its place. In that the event, there will be a gap, a hiatus. The creation of any such gap must be avoided at all of costs. It is very vital to do so in the interest of the unity of the country. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future” (Cited in Barvah 1988)

The situation has not changed. English is still the only link language used for official, business and private communication between different states of India.

The Indian Education Commission (1964-1966) had also recommended the continuance of English in the interests of national integration and for higher education (Biswas and Agarwal 1986). Subsequently, our first National Policy of Education (1968) after independence underlined the need for special emphasis to be laid out on the study of English and other international languages. World knowledge, it argued was growing at a tremendous pace, especially in science and technology. It went on to
argue that India should not only keep pace with this growth but also make her own significant contribution to it. Summing up the argument, it concluded that for this purpose study of English deserves to be specially strengthened. (Purkait 1992, p 249)

Towards the end of the 1970s, the first non-Congress Government that came to power tried to make changes in the policy. The Draft National Policy on Education (1979) held that obligatory passing in English should not be required at the undergraduate level. Even so, it noted that arrangements must be made for specialized courses in English in every college on optional basis. It also felt that at the postgraduate level, every student be enabled to have ‘a good working knowledge’ of an international language so that he/she may have a direct access to the specialized and growing knowledge in the world in his/her field. The phrase a good working knowledge is very subjective in understanding. In general terms it can be taken to mean the ability to comprehend and communicate in the target language in most situations except highly specialized ones.

The 1980s witnessed the retention of NEP-1968, and thus the National Education Policy 1986 (NPE-1986) – retaining the old language policy as recommended by the Education Commission 1964-66 was adopted in
1968. It did say that the teaching of English as a subject of study should be continued in higher education institutions for its importance as a library language and international medium of communication in trade, industry and politics (Purkait 1992).

Today English continues to enjoy importance in all spheres of life. More and more sections of the population aspire to have knowledge of English. It is the medium of instruction for higher education in both the academic and technological fields, although there is this belief that only 3 percent of our population uses English (Kachru 1984). The proliferation of schools and colleges with the English as the medium of instruction that began in the mid 1980s continued throughout the 1990s to the close of the last millennium continues to gather momentum in the new millennium. It is now believed that close to 15 per cent of our educational institutions today (though there is no official authentification available) offer English as the medium of instruction, and the difference has begun to show.

Private companies expect job seekers to be proficient in English. English continues to be and is the official language for the purposes of administration at the national level and, at a time when more and more American, British and other European countries are outsourcing their businesses to India due to easy availability of skilled and trained
manpower proficient in English, the need for competence in English is gaining more currency. Therefore, the teaching of English at the tertiary level has acquired more importance in recent times.

**ELT in India**

Various Education Commissions have recognized this and thus reiterated the need for English to be a part of higher education. Moreover, all of the policies of education (NPE-1968, Draft NEP-1979, NEP-1986, Acharya Ramamurthy Committee 1990, Revised NEP-1986) have stressed upon this need, especially in view of our focus on science and technology. Ironically, it is in science and technology, with the sole exception of graduates from IITs and IIS, that English has been a casualty!

The Universities in India did follow these recommendations and today English is a compulsory subject in almost all faculties of undergraduate studies. The Model Curriculum (2001) that was sought to be implemented throughout the University System by the then UGC Chairman Dr Hari Gautam on the pain of having UGC grants cut after 2002, was used as an excuse in some universities to remove English or reduce its importance in the curricula in various faculties. ICAR followed it up by reducing English to one semester or two in most of their postgraduate courses in Agricultural Universities across the country. Moreover, English has never
been given its due importance at the +2 stage, which has added to the problems at the tertiary level. Therefore, the standard of English has been deteriorating steadily in almost all centers. Communicative competence and other important skills still elude most learners.

Several studies (Kachru 1984 and Barua 1982 for example) have shown that many factors contribute to the learning of English in India. Chief among these are motivation, and the extent of availability of language in and out of classroom which appear to be very important. In the first year of their degree course, students come from a varied economic, cultural, linguistic and educational background. The amount of English they have studied and their respective language ability is also very heterogeneous. This does create a strange mixture of Student population in the ELT classroom. This also happens in the classrooms in Gujarat.

Students with the poor language ability in English are always in a dilemma as to what kind of language to learn, to what extent it is to be learnt, which elements should be given more importance, and which ones they could afford not to learn. However, this is difficult to decide because all the elements of language are interconnected and so not knowing one is bound to affect the levels in the others.
The teachers too seem to have their task cut out for them. If they try to focus on the slow learner, the bright ones get bored, and if they focus on the bright students, the slower ones cannot keep pace. Such a situation poses problems and the teachers have to do a fine balancing act of trying to raise the level of their students, while at the same time trying to keep the bright ones motivated. To add to this grim situation, as it were, the classes are very large and the syllabus is completely out of sync with the felt needs of the learners and their prospective employers so much so that they find it difficult to accept it.

Be that as it may! During the last few decades, the ELT scenario has been undergoing a change especially with the emergence of communicative approach to English language teaching. There is also a genuine concern on the part of the teachers on the need to modify syllabi and methods to suit the needs of learners. A beginning was made when the NCERT organized national workshops to review and design the English curriculum of classes IX and X in CBSE schools. This was a step in the right direction if only because this was perhaps the first such exercise undertaken at such a massive scale throughout the country. Later on, the Maharashtra Textbook Board also undertook a similar exercise and changed the traditional English syllabus to a communicative one for its schools from class VII onwards. The Gujarat School Textbook Board
made an attempt to make the syllabi at the +2 stage communicative, and this is the second year of its implementation.

However, very little has changed at the collegiate level in English (compulsory) classes. Most universities still have a conventional textbook based on essays, one act plays, stories, or a novel. What happens is that the 'literature' teacher often explains its contexts in the mother tongue, explores the difficult words with them, and summarizes the ideas for the learners. The result is that the students hardly feel any necessity to have a direct encounter with the language or get an opportunity to use the language. (Krishnaswamy and Sriraman, 1990)

Close examination of the existing curriculum in English at the undergraduate level reveals that it does not, for the most part, take into account the linguistic competencies with which the learners join the college or the social linguistic demands of the job(s) they might be training for. Talking about standards, it is a cliché to say that they have fallen considerably at all levels of education. It is much easier to put the blame for this on poor teaching at the school level. There are other factors generally held responsible, and these are large classes, indifferent students and teachers, inappropriate teaching materials, inefficient methods, testing techniques that fail to test the proficiency of the students
in the language, and so on. An important factor that is often overlooked is that the official policy on the teaching of English has not remained stable in some states. It is difficult to think of a single factor that can affect the status of English in the curriculum more seriously than such a situation.

No teacher or student will pay more attention to the learning of a subject than is demanded by the official status accorded to it. Many states had done away with English after independence (only to bring it back later). In most universities though, it is taught as a compulsory subject (generally only for one or two years), and does not carry any credit. In other words, it is not taken into account in decisions about students' success in an examination or their overall grade, or class. Many universities allot it only two or three lecture slots a week (thus treating it as a half subject), without realizing that learning of language involves the development of certain skills (adapted from the Report of Curriculum Development Centre for English 1989). Much of what has been said about undergraduate courses in India is applicable to Gujarat too. Here the medium of instruction is generally the regional language (ie Gujarati).

Suitable books and reference materials are not available in Gujarati for higher education except in subjects under Arts and Business Studies. Translations of standard books are not available because equivalence of
terminology in the regional language poses a problem. This compels the students to refer to books in English. Unfortunately they do not have the requisite skills to make use of the material. It is in this context that we observe how people at large have realized the importance of English today and no longer protest emotionally on the issue any longer. Whether they like it or not, it is very much up part of their lives. They cannot afford not to learn it. Rather, it would be better to use it to their own advantage. The 21st century is also called information and knowledge era and the rapid pace of information has not only expanded our horizons in terms of knowledge but also bestowed English with a special status, that of a truly global language.

Times are changing. So, teachers of English have begun to realize that the functions and goals of teaching and learning languages are also changing. A large majority of Indians wish to improve their proficiency in English for practical reasons because their respective vocations demand it and they have begun to understand that their career advancement would depend on their ability to communicate effectively with others, especially in English. In fact there are many opportunities for someone who has communicative competence in English even if he/she were to have no other extra qualification. This might sound like an exaggeration but is quite a surprising fact.
The current status of the courses being offered is highly unsatisfactory. Although awareness about English and the resources available to learn it have increased, the standard of attainment in real terms has been steadily taking a nosedive. To remedy this situation as it were, a rethinking on the objectives of teaching of English as well as a complete restructuring of the syllabus is clearly required. It is obvious that the present syllabus does not to cater to the needs and aspirations of the students. Students' needs centre around social interactions, group discussions, presentation, seminar, interviews, reports, letters etc, and the courses contribute very little to the development of these language skills.

What this thesis is about?

The area of research concern in this thesis is with English at the sciences in the universities of Gujarat. Almost all universities in Gujarat except the MS University of Baroda, Vadodara, have prescribed a course in English (Compulsory) at the undergraduate level in the sciences with the objective of making students better users of English by sharpening their basic skills. Sardar Patel University, Vallabh Vidyanagar, enjoys a unique position in that it is the only University in Gujarat offering English only at the first year level but with practicals to go with it. Even sc, it is quite clear that the course achieves very little. The students
manage to pass, and fulfill the requirements of a compulsory course using readymade notes and show nothing by way of achievement in language. This poses a huge challenge for curriculum planners and teachers who need to work out ways to teach a heterogeneous group at the first year level.

Why Sciences?

The teaching of English in science and technology at the college level has assumed greater significance in the last two decades. Owing to the great developments in the fields of science and technology, the lexicon is estimated to have grown to 5,00,000 words, and thus efforts are on to make the language curriculum relevant and meaningful. It must be understood that the needs of the science students cannot be limited to their ability to compose and comprehend scientific texts so as to achieve their academic objectives.

"A shift in emphasis in the role of English as a subject of study and as a medium of instruction has led to diversity of courses offerings and heterogeneity in the levels of competence at the entry-level and terminal stage". (Mohan 1981)

In the 1970s of the last millennium, Allen and Widdowson (1974) state,
“English Teaching has been called upon to provide students with a basic ability to use language to receive (and to a lesser degree convey) information. This is particularly so in a developing country where essential textbook material is not available in the vernacular languages. Thus, whereas one talked in general terms of ELT, we now have acronymic variants as ESP (English for Specific Purposes) and EST (English for Science and Technology).”

Unfortunately, in a state like Gujarat, no consensus has emerged about the function and status of English, about the aims and objectives, and purposes of courses in English (Compulsory), especially in the sciences. It has to be remembered that English is learnt not only in the English classes but in classes in other subjects, and in social interactions outside the class as well. Policy makers forget that competence in English would enhance learning in other subjects and that it cannot be the other way round. Its study includes the need for training in specific skills such as reading, note taking, note making skimming, scanning etc which the students use while studying/learning other subjects.

Moreover, competence in a language is a part of the intellectual development of humankind and is inseparably linked to our total
It would do us good to remember that language activity is a human activity. What it means is any language activity without human interest would make it dull and lifeless. Besides the study of a second/third language gives us the benefit of another medium of expression and broadens our vision by exposing us to another culture besides teaching how a language operates. Finally, to repeat that cliché, how can one survive in this ever shrinking world marked by an explosion of media and massive outsourcing of businesses to India from countries like the USA, the UK etc? (Adapted from Mohan 1981).

So if we plan to give our students a specific programme in a specific area and provide material that deals with facts related narrowly to one subject, it might make the courses uninteresting. It is too narrow an approach. Therefore, attempts have been made to group similar branches of knowledge together. Peter Strevens (1972) pointed out that English used for technical, technological, and scientific purposes employs the same sound system and to some extent the same vocabulary. For teaching, he separates the following three interlocking features that determine the nature of teaching technical and scientific English:
Conceptual elements – for example of those expressed by although, if, unless etc. and terms such as quantification, experiment, respiration, production etc.

Intellectual processes such as discrimination, description, classification, calculation, generalization and interrelation, explanation, theory building etc.

Lexical elements such as those mentioned above, the international scientific vocabulary, of Greek and Roman roots, affixes and other special scientific and technological coining (example countdown, hardware software etc.).

In “A Course for Basic English”, Ewer and Lattore (1971) include Sociology, Economics, and Psychology among broad areas of science and technology. What it means is, if there is more variety in the reading material, and then it becomes more interesting for students. This will also help in developing the right kind of attitudes in language use, vital to meeting the needs of specific situations. A syllabus should reflect the needs of the learners, at least the ones that can be predicted in advance, and flexible enough to allow changes after feedback is available.

This brings us to the topic of current research - Curriculum Renewal and Development in English in the Sciences at the Universities of Gujarat.”
We begin, therefore, by explaining the use of terminology in the title, and examine the contexts in which we have used the various terms.

II Terminology Used

Curriculum

Literature on English Language Teaching, especially Dictionaries of the terms in the discipline, treat terms like Curriculum Design, Syllabus Design, and Course Design as synonymous, and this has created problems for students who have just begun training in English Language Teaching. These problems seem to be the result of the word design that is common to all the three terms for, simply put, a design is but a plan, and plan is a logically organized strategy aimed at achieving a goal or a set of goals.

Richards, Platt and Weber (1985: 70) note that the word curriculum is used in the following two contexts:

(1) An educational programme which states:

(a) The educational purpose of the programme (the ends),
(b) The content, teaching procedures, and learning experiences which will be necessary to achieve the purpose (the means),
(c) Some means for assessing whether or not the educational ends have been achieved.
(2) Another term for syllabus.

The first is the original meaning and the second a modern connotation of the term.

Similarly, Richards, Platt and Weber (1985: 70-71) note that curriculum design is another word for curriculum development and means the study and development of the goals, content, implementation, and evaluation of an educational system. In language teaching, curriculum development (also called syllabus design) includes: (a) the study of the purposes for which a learner needs a language (needs analysis), (b) the setting of objectives, and the development of a syllabus, teaching methods, and materials (Course content), (c) the evaluation of the effects of these procedures on the learner’s language ability (feedback).

A close consideration of this will help us understand how there is a tendency to confuse the original meaning in the light of the modern connotation of the term. It is necessary, therefore, to take a close look at the other terms: syllabus, syllabus design, course, and course design.

Richards, Platt and Weber (1985: 282) explain that the word syllabus, also meaning curriculum, is a description of the contents of a course of instruction and the order in which they are to be taught. Language-teaching syllabuses may be based on (a) grammatical items and
vocabulary (b) The language needed for different types of situation (c) The meanings and communicative functions which the learner needs to express in the Target Language. They have a note for syllabus design, which reads, “see under Course Design, Curriculum Development” (p.284)

The concept of curriculum is very flexible and so it has been defined in many ways as would conceal its application. It is however, generally understood as a comprehensive and all inclusive plan to achieve goals set forth by a University through the learning process, with the participation of students and teachers within a given environment. According to Robertson (1971)

“The curriculum includes the goals, or objectives, content, processes, resources and means of evaluation of all the learning experiences planned for pupils both in and out of school and community through classroom instruction and related programs.”

Very often the terms syllabus and curriculum have been used interchangeably. Richards, Platt and Weber (1985: 70) define ‘curriculum as an educational program of which states:

- The educational purposes of the programme (the ends)
• The content, teaching procedures and learning experiences which will be necessary to achieve this purpose \((\text{the means})\)

• Some means for assessing whether or not the educational ends have been achieved \((\text{evaluation})\)

The syllabus on the other hand is perceived as “a description of the contents of our course of instruction and the order in which (ie the items) are to be taught.” (Ibid. Added parenthesis)

It is very clear that for Richards et al, syllabus is only a small part of the curriculum. According to Allen (1984: 61)

“Curriculum is a very general concept which involves considerations of whole complex of philosophical, social and administrative factors. Syllabus on the other hand refers to that part of the curriculum which is concerned with a specification of what units will be taught”.

What this means is that syllabus is seen to be included in the curriculum.

The curriculum can contain many syllabuses (of different subjects), the goals or an educational enterprise etc, while the concerns of the curriculum are contained within the whole socio-economic and political
milieu in which the syllabus is framed. We can also say that the syllabus is subsumed within the concerns of the curriculum

**Curriculum renewal**

No discussion on curriculum renewal is possible without one on curriculum development, for one can only renew what has already been developed. Our intention was not to start an exercise from scratch. Before we began this research exercise, there were already many courses in use. What we intended to do was to take a re-look at the existing curricula and start a process that was not going to stop after the production of a new package. We take it to be a continuous and on-going process aimed at continuous recreation and refinement.

According to Clark (1987),

"Curriculum renewal can be best likened to the creation of our never ending jig-saw puzzle, in which various pieces are cut and re-cut to fit together into whole that is itself evolving to changing insights and values. A change made to the shape of one part of the jig-saw puzzle will inevitably affect other parts. For example, a change in what is to be assessed will normally lead to changes in classroom practices, just as a change in goals and content of classroom learning implies a change in what is to be assessed."
In using the term *curriculum renewal* in foreign language, Clark refers to attempts made to affect changes in the various inter-related parts that go into making the foreign language curriculum. It also includes:

A review of principles to guide to language teaching/learning process in the light of applied linguistic theory and classroom experience.

- The review of syllabuses embodying aims, objectives, content and a broad methodology.
- The review of classroom learning/teaching strategies.
- The choice, adaptation and creation of resources embodying appropriate learning experiences.
- Review of assessment designed to monitor record, report and provide feedback on learners’ progress.
- Review and creation of strategies designed to assist teachers to evaluate classroom practices and to improve upon them.
- Identification of areas of research.

(Adapted from Clark, 1987)

*Curriculum development*

The rational process by which curriculum is constructed is simply called Curriculum Development (Aydelott, 1990). Curriculum Development is a continuous process put to use to make necessary adjustments of the
content of knowledge of the discipline concerned and to incorporate into it new elements of experiences that are felt necessary to update the curriculum (Biswas 2002).

- Curriculum planning and design do not take place in a vacuum. These take into consideration the philosophy, objectives and structure of knowledge of the discipline concerned (Ibid). Richard et al (1985) refer to Curriculum development or curriculum design as ‘the study and development of goals, content, implementation and valuation of an educational system.

According to Taylor and Richardson (1979),

“To be concerned with curriculum development is to be concerned with questions relating to planning and creation of an alternate curriculum. At heart, it involves an interest in considering what changes are required, where, and in procedures for determining what changes are required.”

For curriculum planners and developers, the knowledge of the curriculum processes and nature of learners is also an important criterion for curriculum development. This will help us know what objectives are achievable under what conditions, and what variations and flexibilities are needed in the contents to ensure optimum effectiveness of learning.
This also helps us in setting limits on the shape of the curriculum. Meticulous planning goes into curriculum development. Everything has to be in order. The order might be as follows:

- Diagnosis of needs
- Formulation of objectives
- Selection of content
- Organization of content
- Selection of learning experiences
- Organization of learning experiences
- Determination of what to evaluate, and ways and means of doing it.

(Taba, 1962: 12).

We will need to take a close into the points listed above

**Diagnosis of Needs**

We begin with the syllabus design and needs to begin with. These include two things: needs analyses and the choice of methodology. Needs analysis is process that helps determine the needs for which a target group of learners requires a language. It is a part of curriculum development and is normally required before the syllabus can be developed for language teaching. Also called *needs assessment*, needs analysis makes use of both
subjective and objective information (eg, data from questionnaires, tests, interviews, observations etc) and seeks to obtain information on the situation in which a language will be used (including who it will be used with).

- The objectives and purposes for which language is needed.
- The types of communication that will be used (examples of written, spoken, formal, and informal)
- The level of proficiency that will be required.

It is very difficult to define precise needs and aims, and the use of language as a means of communication and of controlling social situations requires a capacity to react appropriately to things which cannot be accurately foreseen or defined. (Richterich 1973b:32)

However, it is not impossible. Khan (1996) used an extensive method for this purpose for determining the needs of students in the Semester VIII of BE programme, who were awaiting their results and placements. He spoke to 197 students in groups over a period of two to three days, and asked them to make a self-assessment of their levels of attainment in English, their institutions etc. He took into account the input from organizations that come for placements in BVM Engineering College, Vallabh Vidyanagar. Input was also sought from their teachers. All this
was used to design and implement a 6-week training course in Communication Skills in English. What is heartening is that it was perceived as a successful training programme at HM Patel Career Development Centre, Vallabh Vidyanagar.

People learn languages for a variety of reasons. So wherever possible, syllabus planners must find out exactly what it is that their students need English for, and use their knowledge to make decisions about course design. What skills should have greater emphasis? Is there need for communicative oral activities or should the emphasis be on writing? Besides the identification of students needs, one more consideration is important, ie methodological principles.

**Formulation of objectives**

Information obtained from needs analysis is used in developing, selecting, revising programme objectives. Objectives detail the goals of a language programme. They identify the kind and level of language proficiency the learner will attain in the programme (if the programme is successful). Sometimes programme objectives may be stated in terms of proficiency level in a particular skill area or in the form of behavioural objectives. The latter refer to descriptions of behaviour or kinds of performances the learners will be able to demonstrate on completion of
the programme, the conditions under which such programme performances will be expected to occur, and the criteria used to assess successful performance.

The American Council on the Teaching of Foreign Language has developed provisional proficiency guidelines for use in planning foreign language programme

"A series of descriptions of proficiency levels for speaking, reading, listening and writing and culture in a foreign language. These guidelines represent a graduated sequence of steps that can be used to structure of foreign language programme" (Liskin-Gasparro 1984, 11)

Decisions about programme goals and objectives, whether expressed in terms of behavioural objectives, proficiency levels or some other forms, are essential in language programme design. Without clear statements of objectives, questions related to content, teaching and learning activities and experiences, materials and evaluation cannot be addressed systematically.
In cases where a specific method is being considered for use in the language programme, it is necessary for the organizers of the programme to know what objectives of the method are, and the kind of language proficiency it seeks to develop. The programme planner can then compare the degree of fit between the method and the programme goals. However, methods typically fail to describe explicitly stated objectives they are designed to attain, leaving teachers and learners to try to infer objectives from the materials and classroom activities themselves (Richards and Rodgers, 1986).

A clear perception of objectives emerges only after the means of evaluating them are formulated. So we can say that the objectives will help in determining the content and its organization.

Objectives are of two types - general and specific. General objectives are long term goals described in very general terms. They answer the question: what? Specific objectives are the underlying reasons or purposes of a course of instruction. These answer the question: how? For example, the aims of the teaching of foreign language in a particular country might be to teach students to read and write a foreign language, to improve students' knowledge of foreign culture, to teach conversation in a foreign language etc.
Specific objectives are descriptions of what is to be achieved in the course. They are more detailed descriptions of what it is exactly that a learner is expected to be able to do at the end of a period of instruction. This might be a single lesson, the chapter of book, a term’s work, etc. For instance, the specific objectives of a classroom lesson might be: use of linking words and, but, too, however, although etc. These specific objectives contribute to the general objective of paragraph writing. The description of specific objectives in terms of which can be observed and measured is known as a behavioural objective (Richards et al 1985). A clear perception of objectives emerges only after the means of evaluating them are formulated. So we can say that the objectives will help in determining the contents and its organization.

**Selection and organization of content**

If the curriculum is to be a plan for learning, its contents, and learning experiences need to be organized so that they serve the educational objectives. Often the curriculum is ineffective, not because content is inadequate, but because it was poorly organized. (Mackay1965).

Sometimes, the term *syllabus* is also used to mean decisions concerning selection of language items that are to be used within a course. The choice of language content relates both to subject matter and linguistic matter. For instance, the ESP courses are necessarily subject related.
Structurally-based methods such as situational language teaching and the audio lingual method are necessarily focused on linguistic items.

Methods typically differ in what they see as the relevant language and subject matter around which language teaching should be organized, and the principles used in sequencing content within a course involves the principles of selection (Mackay 1965). This may ultimately shape the syllabus adopted in a course as well as the instructional materials that are produced together with the principles of gradation that the methods adopt.

In grammar-based courses, matters of sequencing and gradation are generally determined according to the difficulty value of items. In communicative or functionally-oriented courses, sequencing may be according to the learners' communicative needs. In process based methods, considerations of language content are often secondary.

ESP is the result of the focus on the learners needs (Palmer 1964). Morris (1954: 20) also mentions the need for selective concentration on particular language skills.
Selection and organization of the contents of the curriculum in those criteria other than the objectives such as its validity, significance, making of proper distinctions between the various levels of contents, and the decisions about the level of development at which to introduce it. It involves, furthermore, considerations of connectivity and sequences in learning and of variations in the capacity to learn. (Taba, 1965).

Content is important only insofar as it helps to bring about intended outcomes. When the selection of content is approached by way of behavioral objectives and experiences suitable to achieving them, problems of sequence, continuation and integration will be considered in relation to learning experiences as well as to subject matter (Wheeler, 1971).

The problem of choosing the kind of content which will satisfactorily fulfill educational aims, goals or objectives gets acute due to terminology, traditional attitudes about content and confusion about its nature, use and organization. The selection of content, though primarily determined by the aims, goals or objectives, is also intimately concerned with the general decisions about integration and organization of content and learning experiences into educational sequences. If this is not done, then questions might be raised about the validity and relevance of the
content, especially during the evaluation. So it is important that in the selection of content and organization, syllabus planners should keep in mind its validity, significance, utility, learnability. Moreover, as Taba has suggested, content that provides for most useful orientation to the world around us should be chosen.

**Selection of learning experiences**

Learning experiences are learning activities. All objectives, except those of knowledge, need to be implemented using appropriate learning activities designed to help students develop and practice the skills and the behaviour they are expected to internalise. Learning experiences should serve some definite function. Otherwise, it is a waste of time. So it is important to keep in mind the objectives. The following questions might be useful in order to develop desirable learning experiences:

- Is the activity appropriate for learning the main idea?
- Does it serve the objectives of the unit?
- Is it efficient in serving more than one unit?
- Does it promote active learning?

(Taba, 1962)

Classroom activities and materials must be geared towards attaining goals. Objectives are selected according to how well they address the
underlying linguistic skills and processes that the learners will need in order to attain the objectives of the programme, that is, to acquire specified skills and behaviour, or to attain a particular level of language proficiency.

In this phase in language curriculum development, teachers and programme developers first select different kinds of tasks, activities, and learning experiences, the effectiveness of which they then, test in meeting programme goals. This activity is often referred to as the domain of methodology in language teaching. Whatever we know about second language acquisition is limited and, therefore, curriculum developers proceed with caution insofar as adoption of rigid and proposals are concerned. As it is, there is little justification in adopting a method if there is no close degree of fit between programme goals and objectives of the method. (Richards and Rodgers 1986)

**Evaluation**

Evaluation refers to procedures for gathering data on the dynamics, effectiveness, acceptability and efficiency of the language programme for the purpose of assessing performance. Basically, evaluation seeks to explore whether the goals and objectives of the language programme are attained. Evaluation may also be concerned with how teachers, learners
and materials interact in classrooms, and how teachers and learners perceive the goals of the programme, materials and learning experiences. The relatively short lifespan of most language teaching methods and the absence of a systematic approach to language programme development in many language teaching institutions are largely attributed to inadequate allowance for programme evaluation in the planning process. (Richards and Rogers 1986)

The final stage in the curriculum process is evaluation based on measurement and assessment. Once the objectives have been clarified and operationally stated, the experiences and content selected, integrated, organized and translated into classroom practices. The nature and extent of the behavioural changes must be measured and some evaluation of the change or lack of it must be made. Evaluation enables us to compare the actual outcomes with the expected outcomes (or objectives), and to arrive at conclusions about this comparison with a view to future action. Without some quantitative and qualitative comparisons of actual and expected outcomes, it is impossible to know whether the objectives have been realized, and if they have been, to what extent. It is impossible to say whether behaviors, in the form of attitudes, values, skills, knowledge, and so on have been instilled, imbibed or altered without some system of benchmark (Wheeler 1971).
All learning in the formal education system has to be validated. Testing and evaluation measure the quantum and quality of knowledge gained. The testing of language demands a different yardstick from the one that is used for other subjects. Language learning is more in terms of gaining a skill to be used, rather than a body of knowledge gained per se.

Objectives, materials and evaluation are the three parts in the triangle of any teaching programme. There is a three-way relationship between these, each feeding into the other. Evaluation is the yardstick by which learning, teaching and materials are assessed. Evaluation has a wash back effect on the entire teaching programme (Adapted from S Kudchedkar).

**Evaluation in the Universities of Gujarat**

This thesis uses data collected from some of the science colleges (both in rural and urban areas in Gujarat) which are affiliated to the following universities: Bhavnagar University, Gujarat University, Saurashtra University, Sardar Patel University, North Gujarat University, and South Gujarat University. The idea was to assess this part of the syllabus in curriculum renewal.

**Curriculum Renewal in Gujarat**
Realizing the need to change the English syllabus, the Government of Gujarat has made English compulsory from class V, and it has also ordered a renewal of syllabus from class VIII onwards up to class XII. The new textbooks are now based on communicative approach. Some of this work has already been done at the +2 stage and the courses are into their second year of implementation.

Curriculum Renewal in Sardar Patel University

Sardar Patel University has undertaken periodic review and revision of the syllabi and the textbook/coursebook for English in all Faculties every three years. When this happens, a different collection of stories and articles, or a novel is introduced. However, there has been only one serious effort at reviewing the syllabus. In 1998, the Postgraduate Department of English in Sardar Patel University, along with the British Council Division, Mumbai undertook an ELT project. Nearly thirty teachers of English from various institutions participated in a series of workshops. The project was similar to the one conducted at the University of Pune. This effort was a welcome change, as it was for the first time that classroom practitioners had a say in selecting the content.

The content selected was from a variety of sources including fiction, newspaper articles, magazine articles, letters, advertisements and other
authentic materials. The selection of content was based on the needs assessment given by the teachers as well as on the general level of competence of students in English. One thing that emerged clearly was that efforts were being finally made to ensure that the content is authentic, accessible, relevant and interesting.

A change in goals and objectives brings about a change in the methodology and syllabus. This, in turn, affects a change in the evaluation as well. However, the evaluation system in the science faculty did not see the necessary change entailed by the new materials. The result was that it affected the classroom methodology and the motivation of the teachers and learners. The new course was based on the communicative approach, and, although it had raised expectations, it unfortunately fell short. Besides, the fact that English is prescribed only in the first year in the sciences in Sardar Patel University is rather unfortunate. Ideally, the second and third year students also should have a course in English. Otherwise, whatever they learn in the first year is forgotten by the time they pass out of their degree programme. We will need to find out what literature related to a work of this kind throws up. Therefore, before we move on to discuss the methodological framework used in this research work, we thought it worthwhile to undertake a review of related literature.
Works Cited


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