NEED BASED CURRICULUM DESIGN

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ABSTRACT

The paper presents and attempts to evaluate the effectiveness of need based curriculum of the students. Here, researcher wants to explore curriculum as per competency based needs of the students, rigorously pre-existed curriculum evaluated and found lack of outcome based learning. For improving the relevancy, practicality of the curriculum, experimental research design was employed. After pre and post campus placement of the students, impact of the developed curriculum, and revealed intervention of the study were significantly indicating the differences in statistical form. Thus the result, provide support for the efficacy of adopted need based curriculum design.

KEY WORDS- Effectiveness of course design, performance measures, ESP need based syllabus.

INTRODUCTION

According to one critic, curriculum planning and course designing are an essential prerequisite for language teaching. Curriculum is core influencing factors to inculcate the different competencies to the learner, while developing curriculum, teachers or curriculum developer should prioritize the need of the learner. Where the curriculum outlines along with guiding principles are essential factors to impart knowledge, disciplines, and overall development of the students. It is a well known proverb "Teaching and learning are at the core of human civilization". Now days, the world of education is in the perpetual state of evolution, and it is caused by transformation of learning process.

One of the major reasons is technological reforms, which transforms the pedagogy of knowledge, for the better development of students in the twenty first century. At current scenario, outcome based teaching-learning strategies are following worldwide. With the concerning of outcome based study, researcher evaluate pre-existed curriculum, and compare with suggested curriculum. Now days, Especially in India, every institution or university is focused on outcome based teaching-learning programmes. Syllabus is a backbone of the learning process in all courses. The curriculum is the considerable factor for the dynamic development of students. Basically there are four major stages in the process of curriculum planning. These are: selection of objectives, selection and organisation of content, selection and organisation of methods, and selection of the mode evaluation. These stages are diagnosed into different smaller steps like attainment, strengths and weakness; however it is considerable point for developing curriculum.

LITERATURE REVIEW

The curriculum in action is a controlled interaction between pupils, teachers, time, space,

facilities, materials and equipments, content and activities. The centrality of needs analysis in the process of designing and structuring a language course has been acknowledged by various scholars and researchers (Munby, 1978; Hutchinson and Waters, 1987; Robinson, 1991; Johns, 1990; Dudley-Evans and St. John, 1998). Therefore, needs analysis is prerequisite in any course design. "It is also considered as one off the key stages in ESP (English for Specific Purposes), the other being the syllabus design, selection and production of material, teaching and learning, and evaluation" (Dudley-Evans and St. John, 1998, 125). "Need analysis is a set of procedures for specifying the parameters of a course of study. Such parameters include the criteria and rationale for grouping learners, the selection and sequencing of course content, methodology, course length, and intensity and duration".

Another critic says that "in general, need analysis forms a key part of the design of any ESP course that operates with the learner-centred approach". It is important to know that the basic requirement of learners while learning English communicative course is necessary rather than imposing prescribed outdated courses, applying whether it is first language or as a second language. Richard comments "Need analysis identifying is also fundamental to the planning of general English courses" (2009, 2). According to T. Dudley Evans, the key stages in ESP are need analysis, course design, material selection, teaching and learning, and evaluation. These are not separate, linearly related activities, rather they represent phase which represent phases which overlap and are interdependent. Hence, conducting needs analysis becomes of utmost importance as any ESP course like Professional Communication should be designed only after a close analysis of learners' needs (Dudley-Evans & St. John, 1998; Hutchinson & Waters, 1987).

Therefore, needs analysis may be useful for gathering useful information related to the learner's attitude, rural background, and other demographical information in order to determine comprehensive evaluation of all the contextual factors for a more comprehensive need analysis of the learners.

SYLLABI AND ITS IMPLICATION

Before designing a curriculum it is necessary to know that how syllabus is shaped and the implication where to use. Course or syllabus may be described as "an attempt to communicate the essential properties and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice". Structuring of syllabus or course, therefore, may require careful consideration of the entire processes of teaching/learning, material selection, equipment, examination, and the training of teachers. Nunan thinks that the syllabus should include methodology and evaluation.

Another writer explains syllabus as an "Organized syllabus inventory" where "syllabus inventory" refers to the items to be taught. Crombie also defines "syllabus" as a list or inventory of items or units with which learners are to be taught. But Corder points out that it is more than just an inventory of items. Candlin takes a different stand when he says that syllabuses are "social constructions, produced interdependently in classrooms by teachers and learners... They are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners." Basically, a syllabus can be

seen as "a plan of what is to be achieved through our teaching and our students' learning" while its function is "to specify what is to be taught and in what order".

Reilly in his article "Approaches to Foreign Language Syllabus Design" (1988) says that "to design a syllabus is to decide what gets taught and in what order". He further discusses six kinds of syllabi for various teaching situations.

Grammatical/Structural Syllabus: This kind of syllabus includes the forms and structures, usually that of grammar which is to be taught, for example, nouns, verbs, adjectives, statements, questions et.al. Robinson (1991) argues this syllabus has had the longest history in ELT and has also been very important in ESP. "For many ESP course designers, this syllabus type is still powerful if, to them, unacceptable model" (Koh). The focus of the grammatical syllabus is an aspect of grammar (e.g. Verb, tense, sentence pattern, article nouns, etc.)

Notional of Functional Syllabus: The content of this kind of syllabus comprises of the functions performed through languages, for instance, informing, agreeing, requesting, and so on. According to Jordon, point out, entails conceptual meanings: notions (e.g. times, space and quantity) expressed through language (logical relationship.) and the communicative purpose (i.e. functions) for which we use language (e.g., greetings, requests, apologies, description, comparisons, cause, and effects .etc.)

Situational Syllabus: The content of such a syllabus reflects real or imaginary situations in which language is used. The examples may include, ordering food at the restaurant, buying groceries, and so on. This syllabus, as Jordon argues, entails "the situation or contexts in which the language will be used and analyses the language needed for those situations". According to Robinson, it is a situationally organized syllabus found in some ESP situations.

Skill-based Syllabus: The selection of content in such kind of syllabus is specific skills that may play an important role in using language. The examples may include interview skills, group discussion skills, and oral presentation skills, and so on. This syllabus is based on one or more of the four traditional language skills (e.g. reading, writing, listening, and speaking). In this syllabus, the constituents of the skills are often referred to as the sub-skills or the micro-skills. Robinson says (1991) ESP course might focus on another set of skills entitled professional skills or communicational skills. At the time of oral presentations, macro and micro both the skills are used e.g. control of gesture and body language.

Content-based Syllabus: The content-based syllabus targets to impart certain information based on the contents. An example is an engineering class being taught in the language. This syllabus, as Jordon suggests, influences teaching the students the language skills and academic conventions to a particular subject-matter and its content. For a few years, this syllabus is referred to as the particular requirement of the specific disciplines (e.g. engineering, medical, legal, etc.)

As Hyland (2006) argues, some engagement with the subject disciplines is essential to the development of an effective EAP course concerning this syllabus. According to him, the subject matter is a concern for the development of the particular course and it is also a requirement of student's technical knowledge towards their course. Dudley-Evans and St John (1998) identified three main types of subject-language integration: cooperation, and collaboration, and team

teaching. According to them, these three basic steps are required for the fundamental development of the student's required curriculum. It is also applied on a big scale in the engineering sector in India and others.

COURSE DESIGN

Various ESP scholars have diverse opinions on syllabus design. Breen argues that the syllabus should have six universal requirements that the designer of the syllabus must focus on (1987, 83). They are:

1. An accessible framework of required knowledge and skills

2. Continuity for users

3. Ability to give a retrospective account of what has been achieved

4. Evaluation-provision of accountability to colleagues, learners, and the wider institutions and society

5. The precision of purposes, so that it may be assessed for appropriateness through implementation

6. Sensitivity to the environment for which the plan is intended .

Some scholars focus on context while designing a syllabus. Cummins (1979) discussed a dichotomy between Basic Interpersonal Communication Skills and Cognitive Academic Languages Proficiency. Basic Interpersonal Communication Skills addresses the communication skills used in informal situations like with family, friends, or colleagues while Cognitive Academic Languages Proficiency refers to skills required for formal situations like Academic purposes.

CONCLUSION

It has been concluded that approaches of different courses taught in the Engineering courses, in India. These courses are taught to the students for their Academic, professional as well personality developments. But as per need of Indian curriculum, the courses are being taught in the universities, required special attention, for the growth of students coming across culture, it hesitate to exposes themselves. As per researchers observation the course should be designed as per need of regional, social, and economical status of the students. Then it would be more functional towards career growth.

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