



UGC Approved Journal

IJELLH

**International Journal of English Language,
Literature in Humanities**

Indexed, Peer Reviewed (Refereed) Journal

ISSN-2321-7065

Impact Factor : 5.7



Editor-in-Chief

**Volume V, Issue XI
November 2017
www.ijellh.com**

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CURRICULUM AND PEDAGOGY OF TEACHING ENGLISH IN SCHOOLS OF MANIPUR.

Abstract: North- East India consists of seven states and a brother. This part of India is famous for its unique tradition and diverse culture. It is connected to the rest of India through the chicken's neck. Unlike the mainland India, the people of these states are closely related to each other in terms of unity and geographical condition. Further, in these states most of the educated people prefer teaching as one of the reliable profession. Teaching English either in the form of writing or reading is a great task of a teacher who is going to teach to students. A teacher should have the wide and various kinds of knowledge and information of where they are going to deliver their lecture and should also remember to which kind of students they are going to deal with. In this paper, the presenter will be showing the relation, difference and interdependence of pedagogy and curriculum of teaching English in schools with special reference to the state of Manipur. Further, the problems and difficulties faced by the teachers in both the government and private schools will be discussed. Lastly, few remedial measures to curve the problems of the teachers will be displayed.

Keywords: Vocabulary, teacher, intonation, teaching method.

Main Paper: Manipur is one of the smaller states of North-East India. It has a beautiful landscape –a valley surrounded by hillocks on all sides. It is one of the forested regions of whole India. In the state, one could find the famous “Loktak Lake” (The largest fresh water lake in the north-east India), “Keibul Lamjao National Park” (The world's only floating national park) and Sangai (The brow antlered deer). Manipur is also known as the power house of Sports of India. Lord Irwin, the then viceroy of India once called Manipur as “Switzerland of India”.

Definition: Curriculum is one of the important resources of the teaching-learning process. It is derived from “currere”, a Latin word which means race-course. To be precise, it

is the composite courses of study or a particular course of study given in a school, college, university or any other organization. It also includes the totality of experiences that a student receives through the activities in a classroom, school and libraries. Further, curriculum includes not only the subject matter that is to be taught but also covers methods of teaching, teaching aids, evaluation and vice-versa.

On the other hand Pedagogy means the practice and method of teaching in an academic subject or a theoretical concept. It makes the teacher realise about the teaching actions, strategies, interactions of individual students and environment the *teacher* seeks to establish.

In Manipur, private schools outclass the government schools. However the problem of teaching in the subject of English is quite large. Most of the teachers in private schools have to teach the subject without proper teaching aids and that of the government school teachers are not up to the mark. Not only this, the students who are coming to both these institutions are also different. The private school students are quite adaptive to the English language rather than those who are studying in the government schools.

The main objectives of English language are as follows:

1. To enable the students in improving their communicative and linguistic competence,
2. To improve the receptive skills (reading and listening),
3. To enhance the productive skills (speaking and writing) and
4. To enhance *vocabulary* and *intonation* (high and fall of words).

To fulfil the above objectives, teachers play an important role. Their role will enhance the ability of the students and determine their capability of understanding. Further, the teacher should keep in mind the following points while delivering their lecture:

- i) A teacher should have a high power of creativity and imagination so that the classroom environment is interesting and to attract the attention of the students,
- ii) Interaction with the students is one of the important skills the English teacher has to possess because it is through interaction that the students are going to develop their communication skills. Teachers should motivate and encourage

the students to communicate between themselves with the special activities like role-plays, dramas and group discussion and

- iii) Lastly, the teacher should teach the subject with passion and not for the sake of teaching.

Relation, difference and interdependence of Curriculum and Pedagogy:

There is close relation between curriculum and pedagogy. Curriculum is the process on how a teacher should teach a lesson to the students and pedagogy is the method a teacher utilise while delivering a lecture so that the students will be able to understand properly.

Though the words which describe the two might seem easy but the real problem lies while executing the plan and its formation. The problem of constructing a curriculum for a subject of a state or a union territory is quite a huge task. Here, we will be taking a special reference to English subject of the state of Manipur. Since, Manipur consists of nearly 33 recognised tribes and various other communities. It is difficult to frame a curriculum. The curriculum framers should keep the following in mind while constructing a curriculum:

- a) Selection of Aims, Goals and objectives of the particular subject.
- b) Selection of learning experience which will not only facilitate the teacher but also the students as well.
- c) Selection of content, which signifies the most important component of developing a curriculum.
- d) Organising and combination of learning experiences and content.
- e) Lastly, evaluation which will determine the failure or success of the developed curriculum.

Not only this, curriculum process is very important for a teacher because it helps in understanding the underlying concept, to achieve the intended objectives of the curriculum, to plan the teaching activities in more effective ways so as to enable the students the lesson and to make the teaching more relevant and authentic.

The difference between the two is simply that curriculum is about what a teacher teaches and pedagogy means how a teacher delivers the lesson.

The basic relationship curriculum forms the base and outlines of teaching while pedagogy forms the adaptability, compatibility and knowledge of a teacher to deliver a lesson.

Problems and Difficulties of curriculum construction (English):

The main problems while developing a curriculum of English subject are as follows:

- i) *The Society:* The framers of the curriculum should keep mind about the kind about the society which they are going to frame for. Its purpose and aims should be clearly mentioned.
- ii) *The Learner:* This is also another important aspect to be kept in mind while framing a curriculum. There is need for viewing the characteristics of the learners.
- iii) *The Subject Matter:* The roles of various content areas should be kept in mind with the focus realizing the objectives of the subject. The structure of knowledge in various areas should be kept in mind and how it can be acquired should also be focussed.
- iv) *The Learning Theory:* The principles of teaching-learning should always be supported by a learning theory; further accompanying the instructional or teaching aids should also be made so that the learners are able to understand the lecture delivered by the teachers more effectively and to improve the relationship of student-teacher.
- v) *The Criteria of Construction:* There are various criteria and approaches in the construction of a curriculum. Most of them have their own merits and demerits; analysis of each and every method should be applied and then match it to the condition of the environment where the curriculum is to be produced.

However, besides the above problems –the difficulties of a curriculum construction are many. Some of the most important are given below:

- a) One of the difficulties is the inability to inquire the aptitudes of the child which is to be considered at the time of the curriculum construction because child remains the central factor in the curriculum as it is they who are going to be taught.
- b) The principle of flexibility and adjustability in the construction of a curriculum should be made available because the levels of understanding between various child/learners

are different. Further, there should a provision for improvement/revision of the curriculum to meet the need of the teachers, students and to cope up with the change in the society.

- c) Further, the proper implementation of the principle of activity-curriculum is lacked while preparing a curriculum. More emphasis should be developed in the areas of speaking and reading as it forms the basis of a language teaching. And the dynamic participation of both the students and teachers is needed.
- d) Again, the principle of common interest of the society should be reflected in the curriculum and separate topics should be included which will not only help the students get knowledge about their society but also help them in becoming a better member of the society.
- e) The lack of co-relation is a great hindrance while developing a curriculum. The framers should keep in mind that there should be a co-relation between the different chapters in the book so that a particular topic could be taught with the help of other topics.
- f) The lack of proper application of leisure- curriculum becomes a great hindrance in the path of curriculum construction of a language (English). Such curriculum should be organised according to the interest of the pupil and the teachers should be able to guide the students to use leisure in a developmental way and not in a way that could misuse the pupil's mental power.
- g) Lastly, the teachers who are going to deliver the lecture should try to find an innovative way of teaching so that the students will find interesting about the lecture.

Eg: through picture composition, story-telling and drama.

This will make the teaching-learning process easier, interesting and have a long impact in the mind of the students.

Remedial Measures of a curriculum construction (English):

Remedial measures of the curriculum construction of an English language should be taken into account only after the proper implementation of an already developed curriculum. One should not judge about a curriculum in a short time but should wait for at least a year or two. The following are some of the effective remedial measures of a curriculum construction that could be applied to the English Subject:

- 1) While planning a curriculum special attention should be devoted to the psychological factors that influence the learning. Areas, such as learning of different types of content, motivational factors in learning, simplification of teaching with the help of computer and proper evaluation procedures should be the top priority.
- 2) The trend of interdisciplinary content should also be focused while developing a curriculum. Such trend will help the students in understanding the fields of different subjects in a more realistic manner. Further, it also helps in solving various problems of the society efficiently.
- 3) Special attention should be given to the performance of students and should include it as a part of the curriculum evaluation. After all, the curriculum is developed for the welfare and development of the students.
- 4) Further, in the development of a curriculum experts in the subject should be called and improvise their ideas. Not only this, feedback from various sections of the society should also be welcomed. And after analyzing all the facts a good, effective and efficient curriculum could be developed.
- 5) Lastly, the curriculum should be made in such a way that both the teacher and learner are adaptable to it. It should neither be complex nor difficult. Teacher should be given freedom for the *teaching method* they wish to employ.

The problems faced by teachers (both government and private) while delivering lecture are same despite the fact that the private teachers teach the subject in English as most of the Private schools are obliged to speak only in English and nothing else. On the other hand Government schools are given full freedom to teach. Further, the private school teachers have to finish the whole subject in a fixed period of time and do revision of the whole subject again but in case of government schools teachers hardly do revision. Some of the common problems faced by the teachers of both the schools are:

- a) Lack of proper teaching aids,
- b) Lack of proper command over the language,
- c) Inability of the teachers to short out the students who are weak in the subject,
- d) Difference in the planning and execution of a topic,
- e) Lack of proper control of the students inside a class and
- f) Lastly, use of outdated method of teaching.

There are various remedial measures to solve the problem of the teachers teaching English. Some of them are listed below:

- A) Special programme should be implemented by the government to update the idea of teaching English.
- B) Bi-lingual method of teaching should be exercised by the teachers so that the students get the clear understanding of the subject.
- C) Feedback from the teachers should be welcome and take into considerations.
- D) Teachers should be given regular short time training to enhance their vocabulary, use of intonation and increase their power of imagination, so that the environment of teaching is interesting and
- E) Lastly, teachers teaching the subject should be allowed to choose their own method of teaching and not stick strictly to the curriculum prescribed for them. Flexibility should be allowed and freedom should be given to them, so that they can ease the level of teaching and make the student's level of knowledge higher and efficient.

Conclusion:

Development of a curriculum of English subject is quite difficult for the state of Manipur due to factors like –different level of understanding of students between the private and government schools, the way of teaching method in various schools and proper implementation of programmes introduced for the development of the subject. To get a good and effective learning of English –teacher should be given freedom in developing their own teaching method while delivering the lecture and should neither force to focus strictly on the curriculum which is framed for teaching. By doing this the teaching-learning process will be interesting and have a long lasting impact in the minds of the students.

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