



Research paper on

## Innovations and challenges in framing pedagogy for literature

Author's Name: Mr Ameya Sunildatta Bal,  
Assistant Professor  
Department of Mass Media  
K. J. Somaiya College of Arts & Commerce, Vidyavihar, Mumbai  
[ameya.bal@somaiya.edu](mailto:ameya.bal@somaiya.edu)

### **1. Abstract:**

Teaching and learning process plays an important role in moulding students. Especially in academic teaching we have a particular format of teaching methods and methodologies. This format is known as Pedagogy. Pedagogy is defined as method or practice of teaching for an academic subject. In today's era new techniques in pedagogy is always considered as a key element in teaching – learning process.

In India, where; there is diversity, pedagogy plays vital role in understanding concepts or subject matter. Diversity not only amongst the learners but amongst the Subjects signifies the importance of pedagogy. Subjects like History, Culture, performing or fine arts, Language and Literature which has different dimensions in different regions, always seek help of pedagogy. Specifically while studying Literature we face lot of problems from admitted students to the professional outcome of the Literature degree holder. The students who wish to pursue literature are largely found clueless towards their career goal and are just doing this to get a stamp of Graduation on their curriculum vitae. But Literature is a form of Fine Art; wherein the current pedagogy fails to accomplish its essence and it merely remains an academic oriented course. So the current pedagogy for literature is not sufficient for understanding the subject. If pedagogy for literature is designed as a Fine art form then it will be more effective for today's era.

To analyse the necessity of new pedagogy in literature, researcher has taken the topic on "*Innovations and Challenges in framing Literature Pedagogy*". The method for research is a Survey Method where teachers and students of M.A. and B.A. Literature is target group. The Sample size is 100 and Sampling Method is Stratified Sampling as it is literature specific.

**2. Key words: Literature, Pedagogy, framing, innovation, challenges.**

### **3. Objectives of Research:**

- To understand the various patterns of pedagogy by which Literature can be enriched and revisited by the metropolitan generation
- To analyse the applicability of new techniques in literature study
- To address the limitations of course

## 4. Introduction

Over the last few years technology became one of pillar of teaching and learning method. It played important role in moulding students as well as made them understand the subject matter effectively. Each and every field of Education is using modern techniques of teaching innovatively. Not only Science and Commerce but Art field is also using these modern techniques to some extent. But subjects like Literature, Language are still rely on the traditional pedagogy which leads to decline in the quality and understanding of the subject. In addition meeting the needs of industry or making subject industry oriented. Literature as a form of Art has potential to become industry oriented course but it needs to modify with innovation and new pedagogical techniques. Considering above mentioned facts are true it can't be neglected that Literature has its own limitation. So not only curriculum but structural changes are required in Literature. This is the point where innovations and challenges becomes the study area in framing pedagogy for literature.

**4.1 Pedagogy:** Pedagogy is defined as many different types and variations of teaching. There are many instructional design models but many are based on the ADDIE model with the five phases: analysis, design, development, implementation, and evaluation. Gagné developed some of the earliest instructional design models and ideas and continues to influence pedagogy and instructional design today. Universal design for learning (UDL) ensures that learners with different learning styles can be taught and can learn similarly within the same lesson or activity. In addition to this different pedagogical approaches like, *Interdisciplinary Learning, Peer teaching, case studies* leads to make subject understanding easy.

**4.2 Literature:** Literature is defined as written works, especially those considered of superior or lasting artistic merit. In other words any written work which has artistic essence can be considered as literature. Furthermore, such artistic work shall be uniformly accepted as communicative tool.

**4.3 Understanding Pedagogy in Literature:** Dr. Andrew Weeks said in one of his research paper that, "Literature Pedagogy and indeed literature itself are neglected at the university level. More significantly, the academic approach to literature is undermined by scholarly specialization, declining the culture of reading and little attention given to the methods of teaching literature in general."

In India, literature teaching becomes more complex because it depends hugely on the perception of the learner and the academician. Currently the pattern which university is following, it is lacking in innovation and creativity. For an example; Novel or poetry book

review or multidimensional understanding of that book is there in syllabus; but story writing, column writing has not got much importance. Most important fact is that Research is not included up to graduation level and post-graduation level Research is optional subject. Dependency on old classic books is more and contemporary forms of literature have been neglected. So the industry orientation of output is not possible. India is known for its diversity in language, hence uniformity in pedagogy is not possible. Yet this limitation can become one of the strongest point for literature students if they command over more than one language.

## **5. Methodology**

The methodology for the present research work is sampling, questionnaire and selective interview method. A sample of 100 respondents on the basis of stratified random sampling. In depth interviews are carried out with five academicians to determine the structure and nature of current pedagogy they use.

## **6. Results and Analysis**

The table indicates the Mean value for old syllabus pattern, applicability in industry, lack of advanced techniques, low creativity weightage, selection of course only for degree, and subject's limitations based on 92 respondents.

For Old syllabus pattern mean value 92 respondents is 4.73 which is close to 5. It means the average response was "Strongly Agree" regarding old syllabus pattern. In case of applicability in industry mean of responses of 92 respondents was 1.32 which is close to 1, indicating average response was "Strongly Disagree". For lack of advanced technique and low creativity weightage mean value of 92 respondents is 4.24 which is close to 4. It clearly says that the average response was "Agree" on lack of advanced technique and low creativity weightage. The mean value for selection of course only for degree; of 92 respondents was 1.89 which is close to 2. So here average response was "Disagree" regarding selection of course only for degree. For subject's limitations mean value of 92 respondents was 3.88 which is close to 4. It means the average response was "Agree" regarding subject's limitations.

**Table: Mean**

Basis	Mean
Old Syllabus Pattern	4.73
Applicability In Industry	1.32
Lack Of Advanced Techniques	4.24
Low Creativity Weightage	4.24
Selection Of Course Only For Degree	1.92
Subject's Limitations	3.88

## 7. Analysis

The Research work thus elaborates on the need of syllabus change through the first mean derived. It indicates Literature needs constant up gradation of syllabus as old syllabus often presents mundane issues that might have turned obsolete in the current era. The next mean is 1.32 that is very low indicating its lower applicability to industry. This is quite obvious as the reason lies in its syllabus structure which is not changed since many years. It gives a very low morale for the academicians as well as the learners to further add value to the course execution. The lack of advanced technologies is on a very notifiable figure that highlights strong urge of students to use advanced technologies. Literature is the art to explore language and as said by notable persons, language is like a free flowing water. Sadly, these days we are creating blocks in the flow by not allowing learners to explore the essence of literature. It is evident from the next point where creativity is given least weightage in the structure. Learners when asked about their choice about the degree, very few responded towards actually doing the degree only for certificate sake. It indicates, learners have the knowledge about the field and are also aware about the limitation of the course, which has denoted approximately 4 highlighting the awareness of subject's limitation amongst learners.

## 8. Conclusion

The present research work throws light upon various aspects of pedagogies of a course. Innovations is need of the hour wherein the academicians must not only work upon the technical up gradation but also upon the creative impetus of the course. Execution of the course should be widened. There has always been a demand for literature scholars in the industry like copywriters, concept department, journalist, critics and reviewers. This demand is often not met properly or accurately by the industry and thus result is the deformation of the standard of the output. While

implementing these new ideas, one must not forget the challenges withheld in the course. Here, stress is placed on the old learnings which should be taken to the minimum and experimentation should be given high weightage.

During the in-depth interview with few academicians, they pointed out the scope for literature as a performing art and its implementation in syllabus.

Thus on the present research work, SWOC can be listed as follows:

<p><b><u>Strength</u></b></p> <ol style="list-style-type: none"> <li>1. Depth of Subject</li> <li>2. Scope for Creativity</li> </ol>	<p><b><u>Weakness</u></b></p> <ol style="list-style-type: none"> <li>1. Stringent Pattern</li> <li>2. Structure</li> </ol>
<p><b><u>Opportunities</u></b></p> <ol style="list-style-type: none"> <li>1. Industry Orientation</li> <li>2. Subject to be given status of Performing Art</li> </ol>	<p><b><u>Challenges</u></b></p> <ol style="list-style-type: none"> <li>1. Limitation of the Subject</li> </ol>

## 9. References.

- <http://www.oxforddictionaries.com/definition/english/pedagogy>
- <http://www.oxforddictionaries.com/definition/english/literature>
- [https://books.google.co.in/books?id=0NjjCgAAQBAJ&pg=PA123&lpg=PA123&dq=innovation+and+challenges+in+framing+pedagogy+for+literature&source=bl&ots=CSUI1O1lo&sig=z76ZOdnt9qC4kop\\_BbCMVNWK6jw&hl=en&sa=X&ved=0ahUKEwixoy2slvLAhVN1I4KHUQEbn8Q6AEIKDAC#v=onepage&q=innovation%20and%20challenges%20in%20framing%20pedagogy%20for%20literature&f=false](https://books.google.co.in/books?id=0NjjCgAAQBAJ&pg=PA123&lpg=PA123&dq=innovation+and+challenges+in+framing+pedagogy+for+literature&source=bl&ots=CSUI1O1lo&sig=z76ZOdnt9qC4kop_BbCMVNWK6jw&hl=en&sa=X&ved=0ahUKEwixoy2slvLAhVN1I4KHUQEbn8Q6AEIKDAC#v=onepage&q=innovation%20and%20challenges%20in%20framing%20pedagogy%20for%20literature&f=false)
- [https://www.heacademy.ac.uk › npi\\_report](https://www.heacademy.ac.uk › npi_report)
- <http://resources4rethinking.ca/en/resource-review-tool/pedapp>
- <https://www.boundless.com/education/textbooks/boundless-education-textbook/curriculum-and-instructional-design-3/instructional-design-14/what-is-pedagogy-48-12978/>
- <http://jtbarbarese.camden.rutgers.edu/files/2013/09/Venuti-Translation-and-Pedagogy-CE-1996.pdf>
- <https://faculty.sharepoint.illinoisstate.edu/caweeks/literaturepedagogy/Pages/default.aspx>