

**GENERAL ENGLISH SYLLABI PRESCRIBED FOR THE  
UNDERGRADUATE LEVEL IN SATAVAHANA UNIVERSITY,  
TELANGANA STATE: A CENSORIOUS ASSESSMENT**

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**Abstract**

The purpose of this study is to determine whether the present syllabi of General English for undergraduate level students of Satavahana University have a positive impact on the English lecturers. It critically brings out that there are not standardized syllabi. English lecturers of the university argue that the syllabi are taken from newspaper columns for ‘time pass reading’ and it doesn’t improve students’ communication skills. The students of undergraduate level courses felt that the lessons of the textbooks give boredom. This research tries to drag the ideas of the faculty on the present prescribed textbooks and there is no co-relation between syllabi and examination pattern.

**Keywords:** English language, textbooks, undergraduate level students

**Introduction:**

Effective teaching needs standard textbooks which are most extensively used source of instruction on which teachers and lecturers basically depend on and so Generally English textbooks have flavor of Britain and America as English was born in these countries. The books replicate the culture of the target language but Indian students like their culture so the prescribed syllabi must be combined two cultures. Textbook must be aimed at focusing on language skills. The content of instructional material is a very important thing in language teaching. The textbooks should provide for a convenient teaching approach and they should guide the English lecturers. The present study is to decide whether the prescribed syllabi of General English for undergraduate level students of Satavahana University have a constructive impact on the English lecturers of the colleges or not. It comes to know that there are different arguments regarding the syllabi. The prescribed textbooks of the undergraduate level for the first year and second year are *English for Fluency* and *English for Employability* in which we have not seen even the objective

of the teaching English. Generally the objectives and aims must be incorporated and should allot the destination for the lecturers and students.

### **Objectives of the Course:**

1. To provide language skills to the students.
2. To equip the learners with the skills essential for their academic subjects;
3. To encourage the students to gain the literary knowledge.
4. To provide communicative activities.
5. To help the learners and the facilitator visualize the theoretical and practical components of the course as a complement to each other;
6. To encourage the facilitator to make creative use of various pedagogical tools and the new educational technology;
7. To make the students ready to face national and international competitive examinations in English language.
8. To empower the learners with skills necessary for global placements;

### **Expected Outcome:**

The expected outcome of the course is that the learners will be able:

1. To be motivated and inspired to set a goal.
2. To aware of cultural diversity and values of life
3. To communicate effectively with coherence and relevance in speech and writing
4. To gain personal development to be ready to update their knowledge to run with corporate world.
5. To participate in brainstorming sessions for cooperative learning

The paper tries to keep whether the course fulfill the mentioned objectives or not. It has been taken from the point of view of English lecturers. The course forces the English faculty to be as facilitators but the syllabus wants the lecturers as teachers. It provides different topics including grammar and phonetics and it has sixteen chapters in the first year book *English for Fluency* and fourteen chapters in the second year book *English for Employability*.

The questionnaire to English lecturers sought to find out:

1. What are the reactions of the English lecturers about the syllabi of General English subject of UG level in Satavahana University?
2. Their answers about the language skills of the syllabi.
3. Which component of syllabi is satisfactory as per English lecturers?

### **Data Collection:**

A sample of 60 questionnaires was printed out and handed over to English lecturers of selected colleges of Satavahana University. They were requested not to write their names on the questionnaires to provide sincerity. Except one or two lecturers, more than 97 % of the English

lecturers have attempted honestly. Since there is not more number of questions, all the lecturers filled them up. After they have suggested that they are happy if the present syllabi will be changed again. For this most of the English lecturers have given answers. The following table presents questionnaire and the answers given by lecturers of Satavahana University.

Sl No		Details	Yes	Percentage	No	Percentage
1		How much time is allotted to deal an English class at your college?	Theory			
	a.	45 minutes				
	b.	50 minutes	60	100		
	c.	55 minutes				
	d.	60 minutes				
2		Is the time span for an English class sufficient for you?	14	0.23	46	0.76
3		How much time do you think sufficient to teach English class?				
	a.	50 minutes				
	b.	55 minutes				
	c.	60 minutes	24	0.40		
	d.	90 minutes	36	0.60		
4		Do you think the syllabus designed for undergraduate level is satisfactory?				
	A.	If the answer 'Yes,' please specify the reason/s:	21	0.35	39	0.65
	a.	It helps the students to improve English	6	0.28		
	b.	They are relevant (in case of grammar/prose/ poetry)	4	0.19		
	c.	They are interesting	8	0.38		
	d.	Any other reasons	3	0.14		
	B.	If the answer is 'No,' please indicate the reason/s: (Put the right Mark/s)				
	a.	They are very difficult to understand			7	17.95
	b.	They are irrelevant (in case of grammar/prose/ poetry)			11	28.21
	c.	They are disinteresting			16	41.03
	d.	Any other reasons			5	12.82
5		Do you feel that syllabus prescribed is heavy?	17	0.28	43	0.72

6		Which component of the syllabus do you feel heavy?				
	a.	Prose	10	0.588		
	b.	Poetry	3	0.176		
	c.	Grammar	3	0.176		
	d.	Phonetics	1	0.059		
6		Which component of the prose do you feel heavy?				
	a.	More number of lessons	5	0.5		
	b.	Lengthy lessons	2	0.25		
	c.	Beyond the capacity of the teacher's teaching skills	3	0.25		
	d.	Any other reasons	0	0		
7		Which component of the poetry do you feel heavy?				
	a.	a. More number of poems	0	0		
	b.	b. Lengthy poems	0	0		
	c.	c. Beyond the capacity of the teacher's teaching skills	2	0.66		
	d.	d. Any other reasons	1	0.33		
8		Which component of the grammar do you feel heavy?				
	a.	Comprehensive Grammar	2	0.66		
	b.	Practical Grammar	0	0		
	c.	Non-verbal Part	0	0		
	d.	Any other reasons	1	0.33		
9		Which component of phonetics do you feel difficult?				
	a.	a. Phonemic Symbols	1	100		
	b.	b. Clarification of Sounds	0	0		
	c.	c. Intonation	0	0		
	d.	d. Any other reasons	0	0		
10		Do you suggest any changes in syllabus	51	0.85	09	0.15
	a.	Prose	37	0.72		
	b.	Poetry	8	0.13		
	c.	Grammar/	4	0.07		
	d.	Phonetics	2	0.03		

11	Do you generally use any teaching aids like pictures, maps, cassettes, radio programmes, video programmes etc.	66	34
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An English classroom has generally been allotted for fifty minutes. In the fixed time, English lecturers have to take the classes. 14 of the lecturers answered that the allotted time is sufficient and the rest of the 46 lecturers said that the time is not enough because to teach English theory, it is adjustable but in the case of practical classroom, it is not at all adequate. 40 % of the lecturers want 60 minutes English class and the rest of the 60 % of the lecturers answered that they need 90 minutes to teach English so that they can be as facilitators otherwise they would be teachers and calmly complete the syllabus. They again argue that how is it possible to be as facilitators in 50 minutes class. 65 % of the English lecturers answer that the syllabi does not satisfy them whereas 35 % of them said that it is not bad. They told that the chapters are not interesting and irrelevant. 41 % of the lecturers answer that the syllabus not at all attracts the learners as well as the lecturers. For the question ‘Do you feel that syllabus prescribed is heavy?’ the majority of the lecturers 72 % of the lecturers said that it is not heavy and it is so simple for the rural and regional medium background students also. Only 10 lecturers answered that the prose chapters are heavy, 5 lecturers said there are more number of chapters, poems from the textbooks *English for Fluency* and *English for Employability* such as *The Kitchen*, *Hunger*, *Leave this Chanting*, *If, When I born, I black*, *The Ladder of St Augustine* are so simple and limited and so only there are only two lecturers said that it is tough. 100 % of the lecturers say that they do not know phonetic symbols. Some dispute that they were not taught the phonemic symbols in their post-graduation. 85 % of the lecturers responded that the syllabi especially prose and poetry must be changed with good literary works.

Learning a language is a skill. The board of studies and course editors treated English as a subject. A language is not a subject which can be taught. In other means it is a subject which must be learnt. The English teachers and lecturers should develop interest of their pupils in learning English otherwise there is no use to teach English for the students. That is why, a number of students who have completed their post-graduation are also unable to communicate in English even for two minutes. It is so pathetic condition created by teachers, lecturers, course writers and policy makers. Hence English should be treated as a skill. In relation to this, the syllabi must be framed. Allen and Corder (1973) rightly remark, “If language is knowledge, then learning it will share some of the characteristics of learning, say, Chemistry; if it is skilful behaviour, it will be something acquire through practice; if it is an object, we may get to know it through descriptions or thorough descriptions or thorough use, while if it is a social event, we shall wish to participate in the social interactions in which it is manifest”

Most of the teaching of English language in Satavahana University degree colleges is done with the purpose of making the students pass their written examination and get a certificate in English because examination results are the embodiment of learning. Although it is wrong, students and their parents give importance to this. There is no doubt, teaching of English in most of the colleges, approximately more than 75 % of the colleges, neglects the aspect of oral communication. Of course the English lecturers blame students that they are shy away from using English language even the lecturers provide a lot of opportunities. On the other side of the coin, students argue that their English faculty teaches the subject and grammar excellently and

they have not motivated and influenced them to speak in English. The lecturers comment that students get bored seriously even though the lecturers use many techniques and methods. The English lecturers comment that they excellently teach the textbooks but the students are not learning. They argue that their students feel bore with language lessons and sometime they do not have interest of learning language.

### Questionnaire to the Teachers at Undergraduate Level

#### Section-A

1. Name: Mr/ Mrs/ Miss/ Dr: \_\_\_\_\_
2. Age in years: \_\_\_\_\_
3. Educational Qualifications: \_\_\_\_\_
4. Teaching experience: \_\_\_\_\_
5. Name of the college in which you are presently working: \_\_\_\_\_
6. What is the language you speak at home: \_\_\_\_\_

#### Section-B

1. How much time is allotted to deal an English class at your college? (Put the right Mark)
  - a. 45 minutes
  - b. 50 minutes
  - c. 55 minutes
  - d. 60 minutes
2. Is the time span for an English class sufficient for you? Yes/ No
3. How much time do you think sufficient to teach English class? (Put the right Mark)
  - a. 50 minutes
  - b. 55 minutes
  - c. 60 minutes
  - d. 90 minutes
4. Do you think the syllabus designed for undergraduate level is satisfactory? Yes/ No
  - A. If the answer 'Yes,' please specify the reason/s: (Put the right Mark/s)
    - a. It helps us to improve English
    - b. They are relevant (in case of grammar/prose/ poetry)
    - c. They are interesting
    - d. Any other reasons
  - B. If the answer is 'No,' please indicate the reason/s: (Put the right Mark/s)
    - a. They are very difficult to understand
    - b. They are irrelevant (in case of grammar/prose/ poetry)
    - c. They are disinteresting
    - d. Any other reasons

5. Do you feel that syllabus prescribed is heavy? Yes/ No
6. Which component of the syllabus do you feel heavy? (Put the right Mark/s)
- Prose
  - Poetry
  - Grammar
  - Phonetics
7. Which component of the prose do you feel heavy? (Put the right Mark/s)
- More number of lessons
  - Lengthy lessons
  - Beyond the capacity of the teacher's teaching skills
  - Any other reasons
8. Which component of the poetry do you feel heavy? (Put the right Mark/s)
- More number of poems
  - Lengthy / short poems
  - Beyond the capacity of the teacher's teaching skills
  - Any other reasons
9. Which component of the grammar do you feel heavy? (Put the right Mark/s)
- Comprehensive Grammar
  - Practical Grammar
  - Non-verbal Part
  - Any other reasons
10. Which component of phonetics do you feel difficult? (Put the  $\sqrt{\quad}$  Mark/s)
- Phonemic Symbols
  - Clarification of Sounds
  - Intonation
  - Any other reasons
11. Do you suggest any changes in syllabus (If answer is 'yes', write your suggestions in the space below) Yes/ No  
In case of prose/ poetry/ grammar/ phonetics
12. Do you generally use any teaching aids like pictures, maps, cassettes, radio programmes, video programmes etc. Yes/ No

**Conclusion:**

Translation works are more in number in the first year textbook. A number of the English lecturers replied that their students do not pay attention as they knew all themes in the first five minutes of the class so that they won't get much curiosity to know the story. There are no suspense stories or creative stories in the textbooks. The second year textbook provide all the motivational chapters and the inspirational lessons. When the English lecturers teach all these, the lecturers are treated as buffoons because whole the year he or she has to utter 'read, work

hard and get success.’ He has to repeat it more than hundred times as the textbook provide ten chapters on motivation. Most of the English lecturers disagree with the examination pattern as they won’t test the knowledge of the students. Thus there would be some precautions must be taken to reframe the syllabi of General English for undergraduate level students of Satavahana University.

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