

# English Curriculum in Engineering colleges in Andhra Prasad: It's Impact on Teaching and Learning of English.

Papinaidu Mavidi & Narsimhamurty Kasina

<sup>1</sup>Asst.Prof.of.English, Adity Institute of Technology and Management, Tekkali, Srikakulam, Andhra Pradesh, 532201,

<sup>2</sup>Asst.Prof.of.English, Adity Institute of Technology and Management, Tekkali, Srikakulam, Andhra Pradesh, 532201,

E-Mail: [mpapinaidu@gmail.com](mailto:mpapinaidu@gmail.com), E-Mail: [knmurtyenglish@gmail.com](mailto:knmurtyenglish@gmail.com),

## Abstract

*This paper depicts the importance of English in autonomous Engineering colleges in Andhra Pradesh. It has been identified that there are different syllabuses designed and prescribed for studying English by different technical institutions in Andhra Pradesh. It is also explained in this paper that there is some dissimilarity in the English syllabus prescribed by the institutions and how Rural Engineering students struggle a lot with the syllabus which is not suitable for them. It is also identified that sometimes, dissimilarities and deficiencies in the syllabus do not meet the requirements of the students and the expectations of the industries which leads to the ineffective learning of the language and students unsuccessful in the campus recruitment drives in the colleges. Here in this paper, some model English syllabus is also presented which is suitable for the Rural Engineering students.*

**Key words:** engineering curriculum-syllabus-dissimilarity-expectations-model syllabus.

## Introduction

Engineering is a buzz word in the present era of technical education system in India. By the changing of the time, due to technological advancement in the field of science and technology and the constant increase in the needs of human beings to lead the comfortable life, education system in India is also drastically getting changed. Some decades ago, science, arts and humanities were the courses for study, later slowly the mind set of people has been changed, accordingly, universities and governments insist on changing the courses for the new generations, moreover, countries like in India, there has been unimaginable development in the information technology, its enabled services, all the above said leads to the rapid changes in the engineering

education in India. There are approximately 3,500 engineering colleges in India as of now, some six lakhs of students are pursuing technical courses like B.Tech, B.E. Due to wide opportunities in the software and hardware industry, this number is increasing year by year. Now India is becoming technical hub for not only Indian students but also for the neighboring countries like Srilanka, Nepal, Bangladesh, Middle East countries. Technical education is also getting strengthened by providing quality education with strong academic research in the technical education. It is really good sign that our country is slowly shifting from developing nation to developed because the progress of any nation purely depends on its education system and the technical institutions. But the misery is technical education in rural India is not up to the mark due to multiple problems such as lack of infrastructure, qualified teachers, out of all English is night mare for the students of rural engineering students. The condition of rural engineering students in Andhra Pradesh is really pathetic which is highlighted in this paper particularly in view of English curriculum designed and prescribed for the students.

### **Status of English in Engineering colleges**

English is one course is to be studied in B.Tech curriculum as per the guidelines given by

AICTE (All India Council of Technical Education).there are different syllabuses prepared and suggested by the different universities in India for the students study. As my paper focuses on the English curriculum of rural engineering colleges, certain nuances are identified to discuss in detail. There are 350 engineering colleges are established in Andhra Pradesh. Most of them are affiliated to JNTUK and JNTUA, and some other colleges are affiliated to state universities. Out of these, there are many colleges are located in rural Andhra Pradesh in which lakhs of students are pursuing engineering education from rural background.Usally, as all these colleges affiliated to universities, they have to follow whatever the curriculum prescribed for the B.Tech course. This is also applicable for English course in engineering which is really an issue to be discussed. First of all, the status of English in engineering curriculum has to be understood. English in engineering colleges has step motherly treatment because university has designed the syllabus for English without understanding the actual requirements of the students of rural engineering colleges. There are many reasons behind it; one is AICTE credits allocation, universities over expectations on the students English language skills forces

universities to give no importance for English sometimes less importance.

English plays vital role in engineering education which is known fact. The successful completion of the four year B.Tech study depends on the students' preexisting knowledge of English. Unless students have command over English, they cannot cope up with the difficulties that they come across. Generally, academic background of students of rural engineering is vernacular. All of a sudden, they have to understand the engineering concepts in English which makes them afraid of continuing their studies further. This is also reason for the continuous detentions of the students. It happens only because of students' lack of knowledge in English. So universities has to prepare curriculum for B.Tech course, they have to give due importance for English because if students is cope up with English, his/her educations will continue smoothly. Universities should concentrate on prescribing more number of courses as well as English language curriculums to be prepared on taking the suggestions from students and managements of rural engineering colleges. Then this problem may be resolved which makes the rural students will be hurdle free as well as employable. Universities would see that there must be minimum four courses, of

which two theory courses and two laboratories in the B.Tech curriculum. Generally, in some university students have to study all the prescribed courses in the first year itself which is really great hurdle for the rural engineering students. Instead of that there would be four courses one in each year with all necessary contents. Then students will not feel burden, it makes them to learn the language in a comfortable and flexible environment. Despite of many efforts done by the teachers of English, there is less success in the student community. If university takes some measures which have been suggested above, it is anticipated that half of the problems of rural engineering students will be resolved. At the same time there should be same kind of support is expected from the AICTE to allocate more credits for English, managements should come forward to take the burden of appointing more number of competent English teachers.

### **Rural engineering students' woes with English**

With a great expectation, students get admission into engineering freshly after their intermediate course. Since there is availability of innumerable colleges in every nook and corner of Andhra Pradesh, all most of all appeared candidates of EMCET get admission into engineering course.



In case of the rural engineering colleges, more than 80 percent students are from rural background with regional medium studies up to intermediate. With an intention to get settlement very soon after their B.TECH, they have selected this professional course despite of many other non professional courses. Once they took admission, their real struggles started, it begins with English. They managed to get through English both in school and college. English generally is not taught and learnt in schools and colleges not for the sake of skill acquisitions, it is purely for the sake of marks attainment so that students from rural back ground neither knows how to speak English nor writing in English at the time of taking admissions into B.TECH course. Speaking and writing in English fluently and accurately any way may not be possible but the most pathetic situation is they are not even able to understand subjects taught by their lectures.

Students continue their studies in confusion due to lack of minimum required skills which a professional student should possess to understand the concepts of engineering and prepare for the exams by the students will be possible only by improving their English language knowledge. This is possible by the introduction of suitable English language

curriculum for the students of rural engineering colleges. Generally English is taught as one subject only in the first year b.teh course, no other courses in the rest of the years. Students started learning the language, yet they are not even confident users of this language, their first year course is completed, when they go for second year they neglect language learning because of their B.Tech study. Such a way their learning is in completed which causes utter failure of the students in their campus recruitment drives when they come for final year. Here in this analysis there are certain problems are identified with regard to rural engineering students' language learning. Basically university prescribed and designed syllabus is not completely suitable for the students of rural engineering colleges because learning everything in the first year courses is highly impossible task for the students. In the university prescribed syllabus, every necessary concepts is dumped to study only in the first year. It is known fact that language learning requires continuity. Overnight learning is a herculean task for the students of rural engineering colleges. It may not be found fault with only syllabus designing and the prescribed courses but also there are some other reasons, lack of competent teachers of English and lack

of training and updating of their knowledge, infrastructure, and unsuitable teaching methodologies. Moreover lack of interest in the student community in the acquisitions of language. Though there are many identified deficiencies, here in this paper it is focused on the suitable English curriculum design for the comfortable learning of the language.

### **Status of English in autonomous engineering colleges**

When any affiliated college of the university is not autonomous, there is no flexibility and academic freedom right from preparing syllabus to prescribed courses and evaluation of the students' skills. It is not even possible to suggest the suitable course and contents of the courses according to the standards and need of their students. They may give some inputs sometimes may not be considered because of no direct involvement of affiliated engineering college in the syllabus preparation. University has complete autonomy for the preparation of the syllabus. But in autonomous engineering colleges there is some sort of flexibility to suggest any number of courses, designing syllabus despite restrictions by the university to change only twenty percent of the syllabus. Considering the pre existing knowledge of the students in English, assessing their strengths and

weaknesses in the different areas of learning, syllabus can be modified and designed. They may keep any and many courses in any semester or all the semesters of their four years of B.TECH course. It is suggestible to prescribe minimum one course per one year which should continue up to final year.

Instead of keeping overburden on the student, they have to make an appropriate plan of action to prescribe which course in which year. Then students feel convenient so that they can learn language gradually. Syllabus designing should be done by taking the experts in ELT in view of rural engineering students. This must be explained to the syllabus designers first, all the members should seriously involve in understanding the levels of students as well as where to start where to end. In the model syllabus, there are four courses suggested two are theory course to learn fundamentals of language, two other must be laboratory courses to have the exposure to all the four skills listening speaking reading and writing. Successful acquisition of the language begins with the appropriate syllabus. The teachers who are going to handle these courses must be trained in every concept of all the courses. There are around some 30 autonomous engineering colleges in Andhra Pradesh are really preparing



their won syllabus with an intention to justice their students not only providing quality education but also playing an important role in making their students employable by training them in English.

### **Model English curriculum**

Considering the woes of rural engineering students with English language learning, here it is model syllabus has been designed. It is proposed to have minimum of four courses to be studied in four years of B.Tech course, one course in each year from first year to final year. Syllabus has been designed from taking fundamental concepts to more advance. There are two theory courses and the remaining two are laboratory courses, two theory courses to be prescribed for the first and second B.Tech two laboratories to be prescribed to study in third and final year B.Tech. Content for all the four courses follows here.

#### **Course-1 Basic communication skills laboratory**

Listening skills: listen to the audio clips of speeches of eminent personalities

Watch video clips of motivational speakers

Speaking skills: JAM, narrate stories, describe a picture, recite a poem, and describe an event

Reading skills: read short stories published in the newspapers and magazines

Writing skills: write small stories, describe a person and place

Phonetics: vowels, consonants, syllables, stress and intonation

#### **Course-2 English for communication**

- 1) Reading comprehension-antonyms and synonyms-noun and pronoun-sentence formation
- 2) Reading comprehension-phrases-adjective and adverb-types of writing-paragraph writing
- 3) Reading comprehension-idioms-verb-writing letters -positive thinking
- 4) Reading comprehension-one word substitutes-preposition-e-mail writing-team work
- 5) Reading comprehension-prefixes and suffixes-conjunction and interjection-writing essays

#### **Course-3 advanced communications skills laboratory**



- 1) Advanced vocabulary extension: antonyms, synonyms, roots, prefixes, suffixes, analogy, one word substitutes, phrases
- 2) Presentation skills: paper presentations, poster presentations, power point presentations
- 3) Role plays and situational dialogues: face to face conversations, telephone conversations
- 4) Group discussions
- 5) Resume writing and interview preparation

#### **Course-4 English for communication-2**

- 1) Functional grammar: tenses-voices-reported speech-if conditionals-degrees of comparison, simple, compound and complex-correction of sentences
- 2) Reading: read and review a novel of Indian author
- 3) Listening: listen audios to comprehend
- 4) Speaking: situational dialogues-public speaking, skits, one act plays
- 5) Writing: précis writing, translation of short stories, report writing

This is the fourth course to be introduced in the final year of B.Tech because students should get ready with the advanced skills to face campus recruitment drives and competitive exams. This course contains the most important concepts like advanced vocabulary which is very important for competitive exams. Second one is presentation skills, students presentations in these presentation skills activities enhances the presentation skills of the students. Fourth one is group discussions are very much useful for the students but also enhances the students inter and intra personal skills. The last topic is resume preparation, followed by interview preparation; students will be trained in resume writing and interviews.

#### **Conclusion**

It is concluded that if the syllabus design is one aspect to make the students the most successful learners, implementation is absolutely depends on competent teachers. AICTE role is important here, it would allocate more credits to English and more courses in all the four years of B.Tech. Private college managements should also aware of the rural engineering students' woes with English, and then they have to come forward generously to do certain things



for the benefit of their students because the success of the students is the success of the institutions. So managements should provide all the necessary things to deliver the goods by the teachers. Then only the purpose of designing this syllabus would be fruitful.

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