# GAPS PROFESSED IN THE CURRICULUM DESIGN OF ENGLISH LANGUAGE TEACHING IN ENGINEERING COLLEGES: AN OVERVIEW WITH THE INTRIGUING REFERENCES TO TELANGANA, INDIA

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## ABSTRACT

*Numerous colleges have brought Humanities subjects into the Engineering streams tuned in to patterns honed comprehensively. Engineers need to teach the soul of humanities to procure camaraderie, basic reasoning and furthermore critical thinking capacities for professional success. Language aptitudes engage Engineers to face future difficulties all inclusive. In India likewise, Communicative English and Business English/Professional English have been coordinated into the Humanities stream of under grade projects in all Engineering colleges. Under this foundation, this exact review, analyses the issues identified with syllabus composed in the current educational program of English language through Survey overview which was managed to 770 students from 20 colleges. Ten things Survey dispassionately intended to examine three distinct parts of the course intended for specialists. Firstly, to discover how the execution of the syllabus coordinates the language, adapting needs of the students of the computerized age. Besides, to analyse the educating philosophies of four language aptitudes of Listening, speaking, reading and writing lastly to research how far the students favoured lab classes to hypothesis classes. On the premise of the reactions evoked, the viewpoints identified with their quick need of a learner focused educational modules are spoken to through graphical information for better elucidation. The examination, hence, went for tossing light on the qualities and shortcomings of the current framework and the need to conceive an outlook change for planning worldwide engineers with regard to quick developing circumstances around the globe.*

*Keywords: Syllabus scheme; English for engineering purposes; need analysis; learner focused educational modules; technical writing; language lab activities*

## 1. INTRODUCTION

### 1.1. Necessity and Importance of the Study

The review covers the instructing, learning procedure of English language instructing in Considered Colleges/Govt. run foundations of engineering in Telangana and in addition, Colleges partnered with Jawaharlal Nehru Technological University, Telangana, the main University controls the working of the state-keep running and in addition self-financing specialized and proficient establishments in the state. At the point of the course, the learners of English are normal to accomplish legitimate relational abilities to apply it in worldwide settings. While examining the ramifications of the worldwide market on English and relational ability for engineering graduates, Riemer (2002) states that globalization straightforwardly impacts industry's needs; a worldwide engineer must be ready to effectively cross national and social limits. Bright and Marc Gregor (1978) have commented that there is no language learning without presentation. In such a situation, insignificant information in English, based after listening, speaking, reading and writing  (LSRW) coordinated to obtaining of relational abilities in engineering colleges, is of little utilizing. The All India Council of Technical Education (AICTE), the office built up by the Administration of India to screen the benchmarks and working of specialized education, including engineering, has recommended certain rules identified with educational programs to coordinate worldwide guidelines. It is on the premise of these rules that Colleges endorse its syllabus for distinctive orders. Hence, this review includes an investigation into the teaching, learning results of the Business English Courses endorsed for the engineering colleges of Telangana.

### 1.2 Base of Technical Education in Telangana

Telangana is one of the 29 states in India, situated in southern India. Telangana has a range of 112,077 square kilometers (43,273 sq. meters) and a populace of 35,193,978 (2011 enumeration). Making it the twelfth biggest state in India, and the twelfth most populated state in India. Telangana is circumscribed by the conditions of Maharashtra to the north and North West, Chhattisgarh to the north, Karnataka to the west and Andhra Pradesh to the east and south. Telangana gained its way of life as the Telugu-talking area of the regal condition of Hyderabad, administered by the Nizam of Hyderabad, joining the Union of India in 1948. In 1956, the Hyderabad state was broken down as a component of the phonetic redesign of states and Telangana was converged with the previous Andhra State to shape Andhra Pradesh. Taking after a development for partition, it was granted separate statehood on 2 June 2014. Hyderabad will keep on serving as the joint capital city of Andhra Pradesh and Telangana for a time of not over ten years. The literacy rate is 66.46 percent in 2011 as against 58 percent in 2001.

The literacy rate of the Telangana State according to 2011 census is 66.54%. Male literacy and female education are 75.04% and 57.99%, separately. Hyderabad locale is most elevated with 83.25% and the Mahabubnagar area at least with 55.04%.The populace of Telangana State comprises prevalently Backward Classes (BC'S), Schedule Caste (SC) and Schedule Tribes (ST). Out of the aggregate populace of Telangana State, Schedule Caste (SC) constitutes 15.45% and the Schedule Tribes 9.08%.

Roads for higher specialized education remained very lacking till the end of the twentieth Century. Countless relied on different states for education in Engineering, Medicine and Management and so on. Open doors for advanced education in specialized and proficient regions, in order with the requests of evolving times, kept on residual horrifyingly low till the end of a century ago.

### 1.3 Development of Engineering Education

Andhra Pradesh comprises of 3 Regions to be specific 1.Coastal Andhra, 2.Telangana, 3.Rayalaseema. In the pre-Independence days of India there were just 3 engineering colleges in Andhra Pradesh, Osmania University College of Engineering was set up in the year 1929 in Hyderabad. It is first Engineering College in Andhra Pradesh. College of Engineering and Architecture was begun in Hyderabad in the year 1940. Later in 1946 two Engineering colleges were begun to be specific Government Engineering College, Kakinada and Government Engineering College, Anantapur. Andhra University College of Engineering was begun in Visakhapatnam in the year 1959. Osmania college of Technology was begun in Hyderabad in 1969. The Regional Engineering College (by and by known as National Institute of Technology) was set up at Warangal in the year 1959.

So as to direct engineering teaching, a different innovative University was set up in the year 1972 in particular Jawaharlal Nehru Technological University. Its headquarter in Hyderabad. In 1976 Kakatiya Engineering College was set up in Kothagudem. The quantity of engineering colleges in Andhra Pradesh at the end of year 1976 is just 10. At the end of the year 1985 the quantity of engineering colleges accessible in Andhra Pradesh is 25. Later the Government of Andhra Pradesh agreed consent to begin engineering colleges under private administrations on self-back bases. To the end of the year 1995, the quantity of engineering colleges came to 35 in Andhra Pradesh. In the most recent 16 years, there has been a veritable blast in the quantity of engineering colleges in the condition of Andhra Pradesh. There were 35 Engineering colleges in the year 1995 in Andhra Pradesh. Between 1995 to 2011 the quantity of engineering colleges ascended from 35 to 726. While the quantity of specialized organizations detonated the nation over, it has happened in geological pockets. The four

southern states and Maharashtra consolidated are home to very nearly 60 percent of the nation's engineering organizations.

A major circumstance has emerged as of late in view of the mushrooming of a substantial number of private Engineering colleges. Notwithstanding a few special cases, there is fragrance respect for support of norms. Admission to the colleges associated with Jawaharlal Nehru Technological University, Hyderabad is made through a typical passage test-EMCET (till 2016) directed each year. The individuals who show up in the All India Engineering Entrance Examination (AIEEE) are likewise qualified to be conceded in these Colleges. The base instructive capability is a go with Physics, Chemistry and Mathematics in the Higher Secondary Examination (10+2) led by any perceived Board/Council. Students from Telangana as well as from other neighbouring states like Andhra Pradesh, Jharkhand, Bihar, West Bengal and the North-East are conceded in these Colleges for the graduate projects. Subsequently the multi-lingual foundation of the students adds to the issues of instructing, particularly in English language educating.

### 1.4 Communicative English/Business English Course

The engineering colleges of Telangana take after the Communicative English course and Business English or Professional English for upgrading the language abilities of engineering students at the undergrad level. It is presented in the first and third or fourth year of the engineering course. As a rule it is a two/three semester course. The course involves hypothesis and pragmatic classes. It takes different measurements as English for Academic Purposes (EAP), English for Specific Purposes (ESP) or English for Occupational Purposes (EOP) however the objectives don't contrast much.

The purposes set in the course are to build up the relational abilities of listening, speaking, reading and writing. The students are likewise educated to develop the propensity with respect to reading the daily papers, magazines and books to combine the aptitudes as of now accomplished. The course endeavors to acquaint the students with the hints of English (Phonetics) basically; give satisfactory tuning in and talking rehearse so that the learner can talk effortlessly, familiarity and clarity in like manner regular circumstances and on formal events. They additionally offered practice to utilize sentence structure in important settings and perform capacities like requesting; asking for, welcoming and so forth. Each college should give an all-around the prepared Language Laboratory. Students are required to work on listening, speaking, and writing. Aptitudes in the useful or research facility classes. Certain errands/assignments are proposed to be taken up in the functional classes. Execution of the students in the lab classes is to be surveyed and attributes recorded and sent to the College. It is a two plus two credit course.

**RANGANATH V. N. CH.**

4P a g e

So also, the Business English course sets its targets to set up the students to deal with different composed correspondences like reports, letters and so on. They are to be prepared to make notes or compress records, sort out gatherings, get ready motivation, draft introductions, and compose book references. They are likewise to be acquainted with the methods of administrative correspondence for data sharing, making introductions, taking part in meetings, interviews, and negotiations. Engineering, being a specific subject to be examined in English, the learners must procure a decent order over that language. They may have set their objectives on professions of their decision which fluctuates on the premise of their family foundation, sociocultural introductions, individual inclinations, states of mind and capacities. Whatever is in their level of vernacular abilities at the purpose of the passage, it is the obligation of the educators and the organization to devise ways and intends to upgrade their competency so they are not disabled, all things considered, circumstances in future. In this regard, Long (2005) concentrates on the significance of English for Specific Course (ESP) as: Instead of a one-approximation fits-for-all approach, it is more solid to see each course as including particular reason, the distinction for every situation being basically the accuracy with which it is conceivable to recognize present or future employments of the L2. It fluctuates from almost no accuracy on account of most youthful kids, to extraordinary exactness in that of most grown-up learners (p.19). With this foundation, the review went for exploring subtle elements identified with the accompanying issues:

☞ Insufficient language competency at passage level
☞ Blended capacity of learners because of multilingual synthesis
☞ Absence of inspiration and carelessness
☞ Essential subject stresses
☞ Uninteresting review materials and uneven address strategies
☞ Absence of introduction of educators.
☞ Expansive classes and absence of individual Attention
☞ Defective assessment framework
☞ Nonattendance of all around prepared language research centers

## 2. Literature Review

### 2.1 English in Engineering Studies

There have been different reviews on English for Engineering. As indicated by Abu-Rizaizah (2005) fulfilling learners' needs and interests have an imperative impact on their inspiration to learn and accomplish. As indicated by Al-Fadly (2004, p. 17), the English language courses in many trains in the Hadhramout Governorate's Local Council University (HUST), Yemen

"are most certainly not created on the premise of an investigation of the English language needs of the students", and therefore, he contends that the students lack the advantages they require from such courses. Al-Tamimi and Shuib (2008a), in their assessment of this Curriculum, found that it is more identified with General English (GE) than to ESP and in this way far expelled from the students' needs. This demonstrates planning a syllabus reasonable for the engineering students is a critical need. In this regard, numerous scientists (Hutchinson and Waters, 1987; Nunan 1988; Robinson, 1991; Dudley-Evans and John, 1998; Chen, 2006; Jiajing, 2007; Al-Tamimi and Shuib, 2008b) contend that distinguishing students' requirements ought to be the initial phase in outlining an ESP syllabus.

A review led on the language needs of college students from various disciplines, including regular sciences, engineering , medical sciences, economics, authoritative sciences, and arts and humanities and by Zoghoul and Hussein (1985) in Jordan uncovered the need of broad utilization of English in both scholarly and professional settings. The capacity to impart in different structures incorporates written, verbal, audiovisual and graphic presentations alongside composed business proposition for board room introductions. Another review was directed by Atai (2008) on the scholarly language needs of Computer Science Engineering (CSE) students of Iran in view of English for Specific/Academic Purposes (ESAP) programs. The members concurred that 'Written aptitudes' and 'language segments' are vital for undergrad learners of Computer Science Engineering. The students saw a few challenges with some sub-abilities of reading, writing, speaking, listening, utilizing general bilingual lexicons, and deciphering subject-particular writings from Persian to English. Additionally, the General English Proficiency (GEP) level of most of the engineering students tried turned out to be somewhat low. In such manner, Mohanty (2011) likewise expresses that students today are carefully educated and they live in a world submerged in visual proficiency. TV, PC/computer games, mobile phones, long range interpersonal communication locales, messages, visit rooms and texting are normal types of amusement and correspondence among students of this era. In this way students pick up the introduction to gain from the visual media. Visual proficiency has turned out to be critical today in both training and in the more extensive universe of business and industry; Learning with innovation, encourages inventiveness in the learner as he or she is enabled to outline singular representations of substance utilizing innovation. In this manner, unmistakably English language in the field of engineering studies ought to concentrate on the scholarly and professional existences of engineering students and consequently, there is a need to plan the syllabus in like manner as well as to concentrate on its useful ramifications and learning outcomes.(Basturkman, 1998; Pendergrass et al., 2001;Reimer, 2002; Pritchard and Nasr, 2004; Joesba and Ardeo, 2005; Sidek et al., 2006; Hui, 2007; Venkatraman and Prema, 2007, Rayan, 2009).

## 3. Methodology

With the end goal of gathering the required information, the researcher made utilization of a survey (Appendix I) as an information accumulation instrument. As per Nunan (1995), the initial move towards making language learning learner-centeredness is to make the learners mindful of the objectives, the substance, the learning programs and the educational materials. He expresses that there is proof that importance and inspiration are upgraded when the reason and method of reasoning of the guideline is made unequivocal to both learners and instructors. Survey overview directed to the learners of various semesters, constituted the essential information about the review. The Survey was dissected by utilizing. Measurable apparatuses like SPSS programming. Since the information gathering among 770 learners of 20 diverse engineering colleges was done actually in classroom circumstances, the roads for clarification of the things of the surveys and perception of the respondents have been bounty. In this way, a dependable translation of the information in light of Surveys is normal.

### 3.1 Study samples

Stratified random testing was utilized to choose the example colleges inside the entire populace. Out of the hundred odd colleges, 20 colleges were chosen. The colleges chose were arranged in all the northern, eastern, western and southern parts of the state. There are upwards of 55 engineering colleges amassed in and around the capital city Hyderabad alone. The colleges went to incorporate the most established to the latest building colleges in the state. It included colleges, government organizations and private (self-financing) institutions subsidiary to the innovative college, according to their time of establishment (before 1990, 1990-2000 and 2001-2010), to make it agent and offer believability to the review. The engineering students in colleges' subsidiary to BPUT take after a typical syllabus including the Communicative English course and Business English or Professional English course at the undergrad level. Much of the time, it is either a two or a three-semester course, involving both hypothesis and viable classes. The polls were dispersed in principle classes of very nearly 60 students and lab class of 35 students according to the accessibility of classes. The students who were missing or went without were negligible and contrasted from school to school. Subsequent to giving a short presentation on the goal of directing the overview, the surveys were disseminated where the initial some portion of the poll gathered statistic subtle elements, scholarly points of interest and their past English learning foundations which offered unwavering quality to the review.

### Graphic representation of demographic details

In light of the state and local place most extreme respondents had a place with Odissa which has been deciphered into four districts: the quantities of members from every district are said in sections: Eastern (240), Northern (165), Southern (77) and Western (47).

**Figure 1**: **Graph showing the students from various areas in percentages**



Graph showing the students from various areas

- South 15%
- East 45%
- North 31%
- West 9%
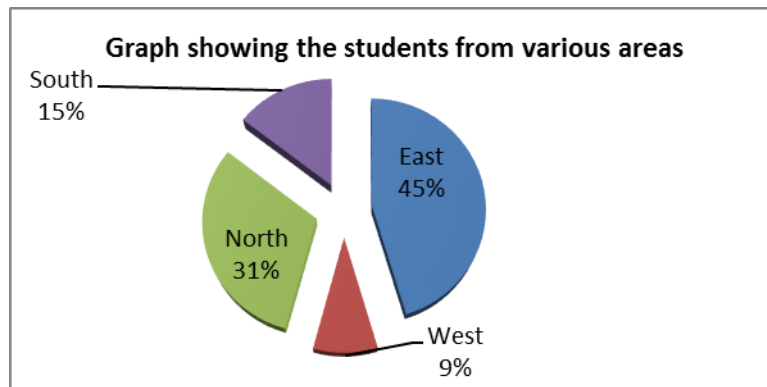
Quite numbers of students also belonged to and had their secondary and higher secondary education from other states like Andhra Pradesh (5), Assam (2), Bihar (49), Gujarat (1), Jharkhand (57), West Bengal (11), Rajasthan (3), Uttar Pradesh (9) and Tamil Nadu (1).

**Figure 2: Chart showing the various topographical locations of the respondents in Percentages**
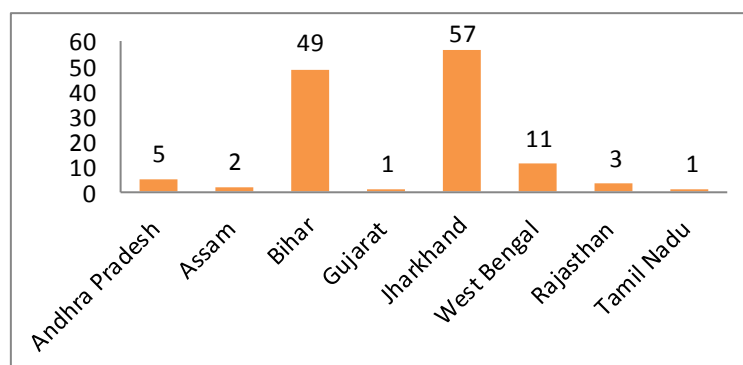


The statistic points of interest additionally considers the region that the students had a place with; regardless of whether urban (421), semi-urban (248) or rural areas (88).and 13 unknown .

**Figure:3 Students' background (Urban, Semi- Urban or Rural) in percentage**

Students' background (Urban, Semi- Urban or Rural) in percentage
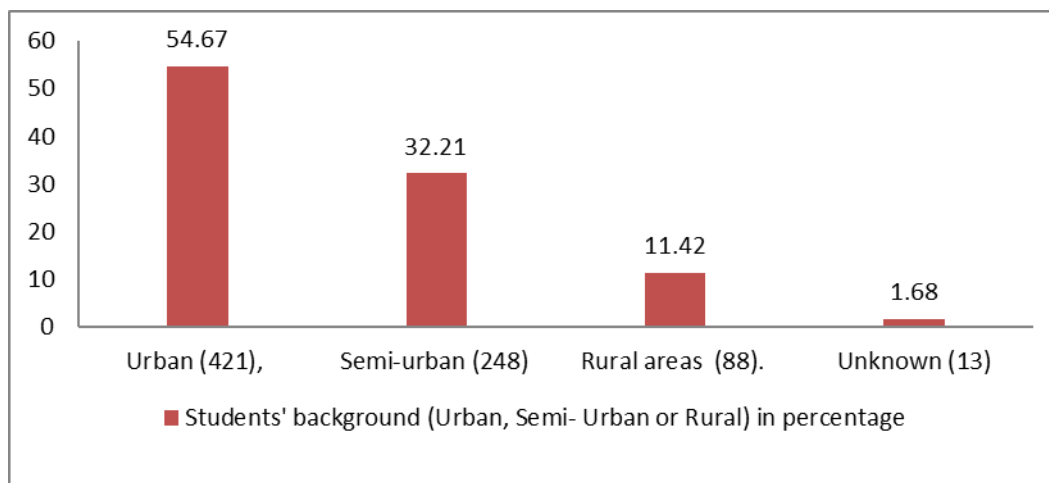
The students had a place with the age gathering of 18-21. The students get conceded into these colleges on the premise of their scores in a regular passageway test either at the state level Engineering and Medical Common Entrance Test (EMCET) or (Joint Entrance Examination (JEE, ), at the national level and along these lines the students have a place with a heterogeneous assemble having a place with various topographical areas inside, and here and there from outside the nation as well. The example included students from second, fourth what's more, sixth semesters from the previously mentioned establishments. Additionally points of interest of the respondents are displayed in realistic portrayals. Out of an aggregate number of 770, the greatest number of respondents were from the first semester (382/ 49.7%) trailed by fourth (296/38.3%) and sixth (92/11.9%) separately.
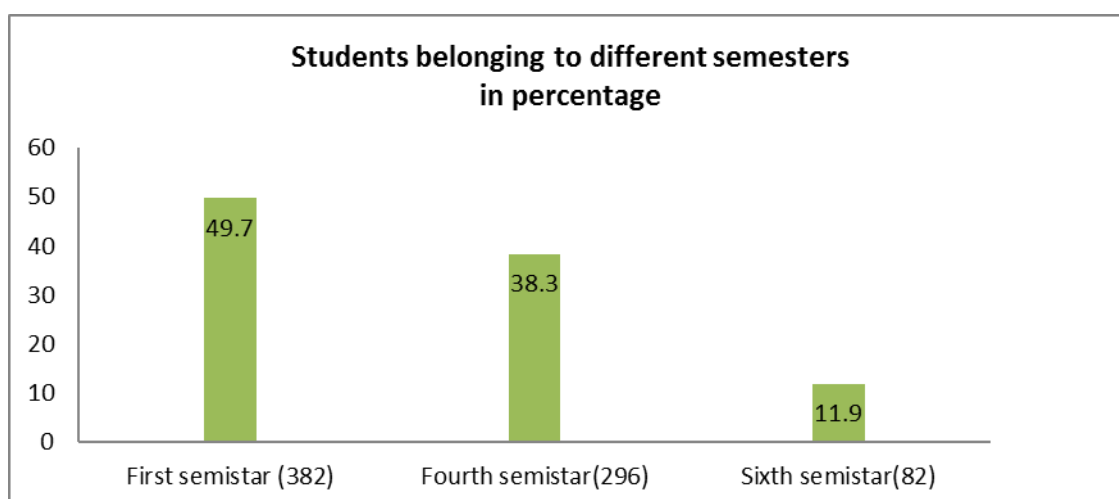


The number of engineering students selected represented 11 branches of engineering as follow: Electrical Engineering (EE, 39students), Civil Engineering (CE, 52students), Mechanical Engineering (ME, 148students), Electronics and Communication Engineering

(ECE, 133 students),Automation and Electrical Engineering(AEI, 43 students), Electronics and Technical Communication (ETC, 68students), Electrical and Electronics Engineering (EEE, 87 students),Instrumentation and Engineering (IE, 24students ), Biotechnology Engineering (BE,26 students), Computer Science Engineering(CSE, 131 students), and Chemical Engineering (CH, 18 students).

## 5. Conclusion

In the Indian setting, a engineering students accomplishment in the on-grounds enlistment is for the most part in light of their showing of relational abilities. As indicated by the National Association of Programming and Services Company (NASSCOM) previous president Kiran Karnik, just 25 percent of specialized graduates are reasonable for work in the outsourcing industry on account of their absence of capacities to talk or compose well in English. (Karnik, 2007 as refered to in P'Rayan 2008:1). In this day and age, where the students would be seeking work positions with a worldwide workforce, it would be their English dialect capability that would be tried to the greatest, as English is the most broadly talked dialect on the planet at present. In this regard, Brookes (1964) comments that "A report or paper must be composed. Anybody occupied with logical work who is unfit of making this sort of report is not a researcher yet an expert, not a specialist, be that as it may, a repairman. Capability in his composed also, talked lingo is an identification which can't be fake" (pp.115-116). Since singular dialect learning premiums vary generally, a uniform showing material and the approach may not accomplish the coveted comes about. This review proposes a suitable, learner-focused approach to coordinate diverse learner bunches for the procurement of appropriate dialect abilities. In spite of the fact that analysts and teachers concur that numerous Indian building graduates are not capable in English (Tickoo, 2004), few ponders have been directed to analyze the techniques, measures, and systems of instructing and figuring out how to make strides engineering  students ' accomplishments in English. To the analyst's best learning all past reviews have concentrated on students ' absence of English abilities and the explanations behind them. Relatively few reviews have been directed intended to investigate the necessities and prerequisites of these students what's more, in this way offer arrangements towards enhancing their capability in English. Some of these issues like English dialect competency of the learners at passage level in engineering  colleges, cumbersome classrooms, deficiency of instructors prepared in ELT, not paying person thoughtfulness regarding learners and so on can't be tended to so soon, as it needs arrangement changes at regulatory levels. A large portion of the self-financing colleges may not will to put colossal aggregates of cash in dialect research centers or name prepared, skilled educators to instruct Communicative/Business English. Non-accessibility of such personnel is likewise a reality. Be that as it may, numerous different issues can in any event be relieved, if not tackled completely, inside the current structure.

**Recommendations**

On the basis of the findings of the research, the following recommendations are made for the future researchers in this area, ESP teachers, curriculum designers, college administrators and policy makers:

1. The English syllabus should include tasks that reinforce the achievement of generic skills/life skills like leadership skills, teamwork, critical thinking and problem-solving abilities along with effective communication skills. To develop professional competence, the awareness of social and cultural aspects related to the engineers' workplace can be exercised in the classroom by selecting authentic materials. The teachers of English can take the lead in the organizing such interactive sessions and work on it successfully in follow-up sessions. Such exercises are useful to strengthen the communicative competence of students. When they face real life situations in future, they would be able to handle it with ease.

2. If the students are provided facilities and guidance in developing technical English skills with proper orientation and practice they can develop a broad perspective to face future workplace needs. Exposure to corporate culture, interaction with experts from business and industry, management experts, academicians specializing in various fields, scientists and technologists can empower engineering students to be better communicators in their workplaces. The teachers of English can take the lead in organizing such interactive sessions and work on it successfully and conduct follow up sessions if necessary.

3. The researcher recommends the ESP teachers to provide ample practice to students in lab classes to give power point presentations, report writing, project report preparation etc. individually and in groups. Software relating to corporate etiquettes, communication, documentation, presentations, interview sessions, or selected movies with related themes etc. should be made available in the language laboratories and students should be able to access it in their own time. Group discussions on different facets of corporate culture, current affairs, technical topics, debates, elocutions, extempore talks relating to corporate/business topics, slogan/poster writing competitions, write ups for commercial advertisements, simulated Board Meetings industry visits etc. can be organized by students so that they will be in touch with the corporate environment. These activities would be of help in promoting oral communication and workplace communication skills.

4. It is recommended that other researchers conduct additional needs analysis studies to find out the English language needs of students so that the teaching learning system gets strengthened in the process.

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