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**Sciences, Social Sciences, Commerce,
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Implementation of New Syllabus of Compulsory English for B. A. III in Gondwana University, Gadchiroli

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Abstract:

In the age of innovation in academic sector it is the necessity to bring the contents of demand into the curriculum. University Grant Commission (UGC) has recommended the implementation of Choice Based Credit System (CBCS) with minimum change in the design of the syllabus of the subjects in the different universities. Therefore, Gondwana University, Gadchiroli (MS) has framed its curriculum as per the directives given by UGC. Accordingly, in this academic year (2019-2020) the syllabus of Bachelor of Arts is revised. The guidelines and the demands of the learners were considered while framing the syllabus of third year of B. A. English (Compulsory). Therefore, by considering the need of the time the present research paper investigates the facts and figures concerning the revised syllabus of English.

Key-words: syllabus, communication skills, practical language, communication situations

Introduction:

The Board of Studies (BoS) of English in Gondwana University, Gadchiroli has unanimously decided to implement a book on communication skills already published by Orient Blackswan Private Limited, Mumbai. It is *Synergy: Communication in English and Study Skills* (2011). The book contains topics like types of communication, notice, agenda, minutes, business correspondence, interview, speech, presentation, meeting, editing skills, reference skills, information transfer etc. It is drastically different from the traditional old and new syllabi of B. A. First year and Second year, and the old syllabus of Third year. The typical traditional old syllabi consist of prose, poetry, play, grammar and some topics on communication.

Research Review:

“Communicative Competence in English: A Study Based on the Under-Graduate Students in Kerala” (2010) is the thesis by Reeta Vijayakumar submitted to University of Kerala, Thiruvananthapuram. She concentrated only on communicative competence and not on the syllabus prescribed by the university.

“Teaching Oral Fluency in Academic Settings at Amu: An Activity Based Approach” (2014) by Darakhshan Zafar is the thesis submitted to Aligarh University. He focused on the face to face communication. Less focus is on the techniques used in the interview, presentation or speech.

“Communicative Competence in Teaching English at Secondary Schools: A Critical Investigation in Yaff’ae District of Yemen” (2016) by Wagdi Rashad Ali Bin-Hadystudied communicative competency of the secondary school only in Yemen.

“Enhancing Employability Design of a Needs Based Syllabus for Third Year Engineering Students in Affiliated Colleges of Anna University” (2015) by Al Muzzamil Faren J. He found

that the students of engineering in Anna University are lagging behind in the opportunity of getting employment. He found that the lack of good communication skills is the most important reason. So he concluded that the students of third year be taught communication skills.

Objectives:

Following are the objectives of the present study:

- i) To know whether the students consider the change in new syllabus.
- ii) To find out whether the new syllabus is better than the old one, and its reasons.
- iii) To know whether the students are interested in learning the communicative skills.
- iv) To know whether the new syllabus help them improve their communicative ability.
- v) To know whether the new syllabus is more helpful in their career (to get a job).
- vi) To know whether the topics and activities included in the new syllabus are interesting, and their reasons.

Methodology:

For the present research the descriptive survey method is employed. Therefore, a survey of students of third year of Bachelor of Arts is undertaken. For this survey a questionnaire was prepared and given to the selected students to solve it. Later on the responses of the students were analyzed and described. The questions employed were multiple choice and answer in one / two sentences. They were ten in number.

Sample and Population:

The sample of the students is 'randomly' selected from LokmanyaMahavidyalaya, Warora, Dist. Chandrapur (MS), India. Twenty students were selected for the experiment. All of them were the students of B. A. third year. The college is affiliated to Gondwana University, Gadchiroli (MS), India. The university prescribed the new syllabus for English(Compulsory) with effect from the year from the academic session 2019-2020.

All the students admitted for third year in the faculty of Arts in Gondwana University, Gadchiroli were the population of the study. Out of these students, twenty students (out of onehundredstudents of B. A. Third year of LokmanyaMahavidyalaya, Warora) were selected as the sample for the study.

Field Work:

The investigator prepared a questionnaire of ten questions with the help of subject experts who have taught this subject in their colleges. The help of students was taken to decide the difficulty level of the questions and their answers. After discussion, sevenmultiple-choice questions and three very-short-answer type questions were finalized to set to find out the objectives of the present study.The four options were provided for each of the multiple choice questions. The very-short-answer questions were provided with the clues to begin the answers. This questionnaire was distributed among the randomly selected twenty students from the Third year of faculty of Arts from LokmanyaMahavidyalaya. Sumptuous time was given to solve the questions. Their responses were collected and further analyzed for the study purpose.



Analysis and Results:

Following tables are the analysis of the questions and their responses.

Question No.	Question	Students' Responses (Number)			
		No Difference	Very little difference	Partially different	Totally different
01.	Is your syllabus of Compulsory English different from the syllabus of First and Second year of Compulsory English?	00	02	03	15

Question No.	Question	Students' Responses (Number)			
		Old Syllabus	New Syllabus	Both the Syllabi	Do not know
03.	Which syllabus is better, the new one or the old one?	15	02	03	00

Question No.	Question	Students' Responses (Number)			
		No	Partially	Do not know	Yes
04.	Are you interested in learning the communicative (skills of) English?	02	04	00	14
05.	Do you think the new syllabus helps you improve your communicative ability in English?	01	01	00	18
06.	Will the new syllabus be more helpful to you in your career (to get a job) than the old one?	01	00	00	19
07.	Are the topics included in your syllabus interesting?	04	00	01	15
08.	Do you enjoy the activities and teaching aids used while teaching the new syllabus more than that used while teaching the old syllabus?	03	01	00	16

Question number 02 is "If you compare the new syllabus with the old syllabus, what changes do you find in the new syllabus?" 03 students noted 'no prose or poems' and short communication passages, and all the other students missed only prose and poems. A short portion of grammar is also prescribed in the new syllabus. The ninth question is "Which topics do you like most from the new syllabus? Why?" 19 students liked the topics: interview skills, presentation skills and information transfer. One student liked the topic 'speech'. They thought it useful in their career. And tenth question is "Which topics do you dislike from the new syllabus? Why?" 16 students disliked the topics: meetings, notice, agenda and minutes. They reasoned out that the



topics had exhausting details to make it less interesting. Three of them found the topic speech difficult, and one found presentation as difficult.

Findings:

After analyzing and drawing results of the responses of the students of English (Compulsory) B. A. third year in Gondwana University, Gadchiroli, following findings came out:

- i) Out of 20 students, 15 considered the total change and 2 students considered partial change (i.e. 85% students taken as sample) in the new syllabus. They felt it very different from the old or traditional syllabus, which explores only literature for its purpose.
- ii) 15 students (75 %) out of 20 find the old syllabus better than the new one. Only 2 students (10%) found new syllabus better.
- iii) 14 students are interested in learning the communicative skills; 4 are partially interested in it. The percentage of interested students is 90%.
- iv) 19 students (95 %) believe the new syllabus helps them improve their communicative ability.
- v) 19 students (95 %) believe the new syllabus is more helpful in their career (to get a job).
- vi) 15 students (75 %) believe the topics and activities included in the new syllabus are interesting, because of the communication activities like interview and presentation.
- vii) 16 students (80%) dislike the topics like 'meeting' for the exhausting details given in them.

Conclusion:

The experiment investigate that the students of B. A. Third year are eager to acquire the communication skills in English. But they are afraid of learning the practical English. The change in the syllabus of Compulsory English as Communicative English is believed by them to be useful to acquire the skills. They also believe that the syllabus will help them earn a job relating communicative skills. They also liked it due to its activity based and student centric topics. However, they miss the taste and routineness of the traditional literature based syllabus.

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