



THE SCHOOL OF ENGLISH DECADENCE: A STUDY ON PROGRESS OF GENERAL ENGLISH AT UNDERGRADUATE LEVEL IN SATAVAHANA UNIVERSITY, KARIMNAGAR

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ABSTRACT



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A number of students fail in General English subject at the Undergraduate Level in Satavahana University, Karimnagar. To find out the reason for their failures, twenty English lecturers from ten degree colleges in Karimnagar were randomly selected to conduct the study. A questionnaire for Undergraduate level lecturers was developed to collect data. Simple percentage was used to analyze and interpret data. Numerous problems were found out through the study. This paper attempts to find out the reasons for the failure of the students in General English and recommends appropriate solution.

Keywords: English, Failures, UG Level, Degree Colleges, Problems, Solution.

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INTRODUCTION

University Undergraduate level courses are very important for students to get jobs. They are meant to change the students' attitude and develop their ideas up to present needs. The courses are offered to enable students learn important languages, especially English. Unfortunately, more number of students fail in English in spite of the fact that question papers in the examinations are so simple and easy. To find out the reasons responsible for students' failure, a study was conducted in ten degree colleges under Satavahana University, Karimnagar, Telangana State. From these colleges

twenty English lecturers were haphazardly selected as a sample of the study. A questionnaire for Undergraduate level lecturers was developed to collect data. Simple percentage was used to analyze and interpret data. Many problems were found out from the present study.

GENERAL PROBLEMS

1. Overcrowded classroom is one of the major reasons for failure of students in General English.
2. Majority of the students told that untrained teachers are responsible for their failure in General English at UG level.



3. Majority of the teachers accepted that old examination pattern trouble all.
4. Students are afraid of English subject.

STATEMENT OF THE PROBLEM

The problem under the study was to look into the reasons of rising failure of the students in the General English subject at Undergraduate level in Satavahana University, Karimnagar.

OBJECTIVE OF THE STUDY

1. To find out reasons of the increasing failure of the students in General English subject at Undergraduate level in Satavahana University, Karimnagar.
2. To suggest solution for the improvement of the situation.

SIGNIFICANCE OF THE STUDY

English language is being taught as a compulsory subject at Satavahana University Colleges. Since it is an international language, teaching and learning English is a huge quandary for the teachers and students. This paper gives suggestions for the students, Lecturers and course writers.

1. The study helps in finding the reasons of rising failure in General English.
2. It surely helps English lecturers to equip themselves with modern methodology and techniques to teach effectively.
3. It helps in preparing appropriate curriculum for English.
4. It exposes the pros and cons of the present education system which gives more importance to communication skills of engineering students while neglecting the importance of General English at UG level.

LIMITATION OF THE STUDY

The study was delimited to twenty English lecturers from the given ten degree colleges at Satavahana University, Karimnagar, Telangana State. Only General English subject is considered, not English Literature. The selected ten colleges are:

1. Government Degree College, Metpally.
2. Government Degree College, Agraharam.
3. Government Degree College, Manthani.
4. Vivekananda Degree College, Jagtial Road, Karimnagar.

5. Trinity College of Education, Peddapally.
6. Rama Krishna Degree College, Vani Nagar, Jagtial.
7. Vivekananda Degree College, Ramavaram Road, Husnabad.
8. Geetha Degree College, Korutla Road, Vemulawada.
9. Vodithala Srinivasa Rao Degree College, Singapur, Huzurabad.
10. Vikas Degree College, Rathnapur (V), Kamanpur (M).

RESEARCH METHODOLOGY

The research was aimed at finding out causes of the rising failure of the students in the General English subject at Undergraduate level in Satavahana University, Karimnagar. The following methodology was used:

1. **POPULATION:** All the Government and Private degree colleges of Satavahana University, Karimnagar district, constituted the population of this study.
2. **SAMPLE:** Twenty English lecturers of Undergraduate level were selected from ten degree colleges as a sample using a simple random sampling technique.
3. **RESEARCH INSTRUMENT:** A questionnaire was developed with the help of research expert. It was administered to 20 students as pilot run in order to remove ambiguity in the statements.
4. **DATA COLLECTION:** The questionnaires were given to twenty English teachers. Each questionnaire had thirteen questions. The researcher personally remained there in order to remove misunderstanding in the questionnaire.
5. **ANALYSIS OF DATA:** The data collected was tabulated, analyzed and interpreted in the light of the objectives of the study. Simple percentage was used for analysis of data.

FINDINGS

1. Question: Are the lecturers of English qualified and well trained?

An English lecturer should have good presentational communication skills. As Barnes rightly proposes, "teachers



consider when and where to employ presentational or exploratory talk and ensure a balance of them." (126), they can motivate and inspire their students to learn English. In the present study, it is found that 69 percent of English lecturers are not good and effective in their teaching. Most of them do not have even fifty percent in their Master Degree in English. The rest of the English lecturers i.e. 31% are found to be good at English.

2. Question: Do English lecturers teach in English or Telugu?

The teachers and students should discuss their opinions and ideas in English in English classroom. Related to this, Breen says: "The classroom is the meeting point of various subjective views of language, diverse learning purposes and different preferences concerning how learning should be done." (1985:144).

According to the study, Eighty four percent of lecturers replied that they teach English with the help of Telugu. They added that one can't think of teaching English for Undergraduate level students without using Telugu. 16 % of lecturers told that they teach English in English so that it makes students use English.

3. Question: Do English lecturers teach English with wide examples?

Exactly 54 % of lecturers replied that they teach with relevant examples and the rest of them mentioned that they do not teach English with relevant examples as students won't give much importance to English.

4. Question: Do English lecturers use English prescribed text books— *English for Fluency* for the first year and *English for Employability* for the second year of Undergraduate course under Satavahana University?

The answer was surprising and shocking. 96 % of lecturers do not use prescribed English text books but depend on

guides and test paper series. Some of them mentioned that they even do not know the text book and have not seen the books although they teach to the students of first and second years. Only 4 % of lecturers use English text books.

5. Question: Do English lecturers take classes regularly?

All the lecturers who are taking classes in private colleges replied that they take classes regularly whereas the lecturers who work in Government Degree Colleges told that they take the classes occasionally as they are assigned with many administrative works such as NCC, NSS, examination branch in-charge and JKC in-charge etc...

6. Question: Do English lecturers use audio-visuals for teaching General English class?

Private college lecturers sometimes use audio visuals for their students but the lecturers who work in Government Degree Colleges told that they do not have proper facility in their colleges.

7. Question: Is syllabus of General English lengthy?

The whole sample population replied that the syllabus of General English is so easy.

8. Question: Does the prescribed syllabus cover all the language skills?

Most of them replied that the two books covered all the skills but the prose and poetry do not help the students learn the language because all the prose chapters are small newspaper abstracts. There are no fictional items in the syllabus. The two books— *English for Fluency* and *English for Employability* do not encourage students to think regarding the language as they have neither thought-provoking nor interesting lessons.

9. Question: Do English lecturers come to classroom with full preparation?

Sixteen of them mentioned that they do not prepare much because students



do not have curiosity to learn English. They told that students do not give importance as much as they give to other optional subjects. The rest of the four affirmed that they come with good preparation and sound knowledge.

10. Question: Are English lecturers satisfied with their class timetables?

Seventy two percent of the lecturers replied that the timetable and hours given to General English classes are not satisfactory. Learning English is a skill. Therefore, a General English class must be given minimum two hours time whereas it is allotted only one hour per class. 28% of lecturers mentioned that it is enough because it is a General English classroom, not a communicative English classroom.

11. Question: Do English lecturers conduct tests for the students?

Ninety two percent of them said that all the lecturers regularly conduct tests for their students but most of the students do not attend the examinations because English is treated as a curry leaf. It is a nice certificate oriented subject. The remaining 8% added that they do not conduct tests as there is nobody to ask them.

12. Question: Is English being given importance in the annual progress of the students at Undergraduate level in Satavahana University, Karimnagar?

Out of twenty lecturers, twenty lecturers replied that students do not give much importance to English because it is not considered in the annual progress of the students at Undergraduate level in Satavahana University, Karimnagar. All of them exclaimed why board of studies continues the General English subject for UG level students when its marks are not calculated.

13. Question: Is the General English examination pattern satisfactory?

The examination pattern does not encourage students to learn language. It

focuses on writing skills only. The examination branch of the university has decided to give pass marks i.e. twenty eight marks out of eighty marks for main examination, which is called academic year end examination. The pass marks for practical examination is seven marks out of twenty marks.

RECOMMENDATIONS

1. Qualified and well trained teachers should be appointed for General English classroom. English lecturers who have good command on pronunciation, grammar and speaking skills must be taken.
2. Well- trained English teaching faculty should be appointed and promotion of faculty from school education and intermediate education to degree colleges should be stopped.
3. English lecturers should use innovative teaching methods in English classrooms to attract the students.
4. Lessons in English syllabus must be impressive and interesting. The course editors have to include a few news paper columns, abstracts from books and language skills.
5. Audio visual aids must be provided to Government Degree Colleges also. Lab assistants are to be appointed in some of the district nodal colleges. As English labs are not provided with lab assistants, English lecturers are compelled to teach General English along with language skills and computer operating skills. This makes English lecturers stick on to teaching syllabus only.
6. Since English is common core syllabus for all the Undergraduate courses for the first and second year students of Satavahana University, the work load of English lecturers is very heavy. Work burden should be decreased by appointing some more English lecturers.



CONCLUSION

1. Most of the English lecturers who are teaching for UG level are not well trained.
2. Telugu language enters English classrooms.
3. There are no proper examples from the English lecturers in the class rooms while teaching prose and poetry as they have more number of classes per day. They have been completing the syllabus as they are commanded.
4. Students and lecturers do not follow prescribed text books. All of them follow the private material and question banks.
5. In private degree colleges, English lecturers take classes regularly but not in Government sector because of many additional works allotted to English lecturers.
6. Audio-visuals are not available in all the UG colleges.
7. The syllabus of General English is so easy.
8. Prescribed text books do not contain interesting and impressive chapters.
9. Some English lecturers do not prepare as the students won't give much importance to General English subject.
10. Learning a new language is always a skill. So English lecturers claim that they need extra hours to teach for UG level students.
11. There is no worth of conducting tests in English subject.
12. English marks are not considered in the annual progress of the students at Undergraduate level in Satavahana University, Karimnagar.
13. Finally to conclude, Satavahana University General English Examination pattern at UG level is an impressive pseudo drama.

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