

Revisiting Syllabus of BBS First Year Compulsory English

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Abstract

This article attempts to take up again the four-year compulsory English syllabus of Bachelor of Business Studies (BBS) introduced to the first phase in 2013 AD. It also aims at looking into the basic differences between the English syllabus of 2013 AD and the present syllabus which was launched by Tribhuvan University in 2019 AD. In the course of dealing with the issue, the article intended to avail the descriptive design in which the two periods' syllabuses were set one against another and explained in terms of English Language Teaching (ELT) pedagogy, utility, and appropriateness to the context of learners' lives. The comparative study of these courses revealed that the earlier course was more appropriate than the latter one. More specifically, the earlier course was designed to teach language through literature, and the topics were selected with the clear aims of facilitating the learners for the best socialization, friendship, and conjugal life. This article could be helpful for students, teachers, course book compilers, and course designers.

Keywords: Compulsory english, course of study, ELT, language learning, literature, syllabus

Background

"Tears, idle tears, I know not what they mean, /Tears from the depth of some divine despair"(1-2). These verse lines have been extracted from the poem entitled "Tears, Idle Tears" composed by the famous British Romanticist poet Alfred Tennyson (1809-1892). In these two initial verse lines, the persona simply speaks out that 'tears' are idle (worthless) because they are not capable of restoring what is past now. He further states that he is unable to understand the importance of these tears and then he is expressing a deep sorrow associated with the memory of some past i.e. a yearning for nostalgia. As has been expressed in the verse lines, I also clearly understand that my yearnings of the 'Past BBS Compulsory English Syllabus' are pointless because they cannot bring bygones back. However, my conscience's faint voices time and again urge me to announce the past syllabus of compulsory English was more useful for students' life, insightful to the age, and highly inspiring for language learning than the present syllabus. The main problem with the present BBS English syllabus is that it is not as suitable for acquiring contextual linguistic insights and practical knowledge as of the previous syllabus.

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Thus, this article attempts to explore and appraise the reasons why the present/current BBS English syllabus is not efficient, effective, student-friendly, or student-centered syllabus?

It is a very general notion that courses get changed after a certain time interval. The obvious reason to alter the syllabus is that it can incorporate newer ideas, concepts, and horizons of expectations, or trends that are developed over a period of time. But it is equally true that all subjects do not have similar features regarding the changes. Let us take an example of the subject of 'mathematics'. What fundamental changes may be required while changing the syllabus? Can we alter the mathematics' formulae, i.e. geometric theorems, algebraic equations, or arithmetic unitary methods? On the contrary, there are some subjects related to the study of statistics such as economics, population, or finance, for these subjects change is inevitable because the newer updated figures and data keep changing.

The researcher's opinion and empirical knowledge of three decades long teaching have been resulted in realization that the subject of English does not require constant and drastic changes. If the change involves the replacing of one writer's literary text with another writer's text, it cannot be called change. Suppose that Shakespeare's 130th sonnet "My Mistress' Eyes are Nothing Like the Sun" is replaced by his other 154th sonnet "The Little Love-God Lying Once Asleep." What basic changes might the course designer expect from this change? Has the former sonnet become outdated? In what sense has the latter been the newer one? Therefore, there are such questions that have not been properly addressed in the course of syllabus change.

While considering the related articles such as "The purposes of a syllabus" by Parkes and Harris (2002), "Start with the syllabus: Universal design from the top" by Passman and Green (2009), "Levels of instructional strategy" by Merrill (2006), "Designing a great syllabus" by Matejka and Kurke (1994), "Your syllabus should set the stage for assessment for learning" by Ludwig, Bentz and Fyneweyer (2011), "Human Centered Syllabus Design: Positioning Our Students As Expert End-Users" by Jones (2018), "The 21st -century syllabus: From pedagogy to andragogy" by Fornaciari and Dean (2013), "Assessing learner-centredness through course syllabi" by Cullen and Harris (2009), "Preparing an effective syllabus: Current best practices" by Slattery and Carlson (2005) and books such as *The modern practice of adult education: Andragogy vs. pedagogy* by Knowles (1977), *The course syllabus: A learning-centered approach* by O'Brain, Millis and Cohen (2008), *First principles of instruction: Identifying and designing effective, efficient and engaging instruction* by Merrill (2013), the researcher has drawn the idea that the syllabus designing is a very complicated task that must address the learners' required knowledge, attitude and skill properly.

A close reading of the above articles and books reveals that this present study is essentially different from them. Most of the above writings deal with the issue of how to make or design a better syllabus. Unlike these, this writing is comparing between two different time-

framed syllabi of the same academic level course. In this the research gap is to compare and contrast two different syllabi that have not been done in earlier research.

Regarding the English course changes, sometimes, it becomes compulsory to embrace the alteration when the textbooks have included the passages and grammar exercises predicting some events, and situations with the then future dates and they happen to be past at present time. We have experienced that kind of absurd condition with the class 10 English textbook's topic "2001 AD". For that topic, the future perfect tense was given for exercise but that date 2001 AD was not the future actually. The teachers and students were destined to deal with that past date as a future date. It was really horrible experience to teach and learn the science fiction like passage. When the English course was designed around 1980 AD, the date mentioned as "2001 AD" was indeed appropriate for practicing the future perfect (Sub. + will/shall have + verb past participle +Obj.) verb pattern, but even after 2001 AD, the course was continuing to be taught in the schools. This kind of absurdity was not faced only in class 10, the students and teachers felt it in class 11 (Plus-Two level). The course (*Meaning into Words Intermediate Student Book*) of class 11 was first introduced in Nepal in 1997 AD (South Asian Edition) but the textbooks must have been prepared quite earlier because one of the topics "Prediction" (p. 136), the years 1991, 1995, or 1997 have been used in the simple future and future perfect tense, e.g. "In 1991, he will be living on Venus."; "By 1997, he will have married a Venusian." The cruel irony was that this course continued up to 2020 AD. From such a stern reality, we can just imagine the psychic condition of both the students and the teachers. Those all follies arose solely from the lack of course change in time or applying the foreign writers' books in our educational curriculum without realizing the appropriateness of date-related exercises or the reading passages.

It cannot be a matter of exaggeration that the syllabus design and change have been heavily commercialized. From some few years back, the school and college courses are necessarily or unnecessarily being changed. When the changes occur as necessary, they are accepted and welcomed by heart, but when changes take place for the sake of change only, they not only spoil but also destroy the image, hope, and aspiration of the stakeholders i.e. students, guardians and teachers. Occasional changes are desirable as well as reasonable. The changes should address the needs, expectations, and context of the time. Of course, the changes must embody the requirements and challenges of the target group or population. In a real sense, better changes are those which are more practical, useful, and relevant than the earlier ones.

Regarding the present changed course of BBS first year compulsory English (Engl. 201), it has raised some questions in the instructor's mind about its excellence in comparison with the previous course. How does this course intend to teach (English) language? Is only the heavily research-based essay enough for the learners? Does the course attempt to raise awareness towards burning issues like friendship, family, marriage, high technology, and

deteriorating environment? These are some relevant questions that should be analyzed to appraise the excellence of this present course of the BBS First Year English.

To assess the quality and standard of the present course can be possible only through the comparative study between the recent and the previous course. The compare-and-contrast writing specifically follows the descript design of the study. The descriptive design includes the list of items and their characteristic features. This study is a relatively longer and complicated one and for this reason, it intends to avails not the 'point by point' comparison but 'the subject by subject' comparison technique.

Research Question

It is customary that the syllabus designed at one time cannot be appropriate for all the time. It means that the course is changed according to the changes in the situation, context, outlook, and horizon of expectation. Tribhuvan University implemented the four-year BBS course from 2013 AD and after six years, it amended its syllabus from the academic year 2019 AD. Regarding the BBS compulsory English course, it is better to consider as what kinds of differences are between these two courses i.e. the former and the latter in terms of pedagogical technique for ELT, and appropriateness for the learners' life situation.

Objectives

To address the question reasonably, the study has set the objective as to compare and contrast the English courses of 2013 AD and 2019 AD. Likewise, it endeavors to assess the syllabuses on the basis of the pedagogical techniques they have adopted for the ELT, the kinds of content they have prescribed for the learners and positive outcomes they are likely to bring about in students' life.

Materials and Methods

This article is based on the theory of compare-and-contrast pattern which was developed on the line of descriptive design. Non-numerical data were drawn from the related sources and those data were described and analyzed through empirical knowledge.

Results and Discussion

Let us first consider the nature and structure of the previous BBS First Year English syllabus. That syllabus had prescribed four different books viz. *Flax-Golden Tales: An Interdisciplinary Approach to Learning English*; *Write to be Read: Reading, Reflection, and Writing*; *Effective Academic Writing*; and *Style*

The textbook *Flax-Golden Tales: An Interdisciplinary Approach to Learning English* consisted of different literary texts. Those texts were ordered into the thematic pattern as "Invitation", "Ancient Tales", "Education", "Action and Consequences", "Television", "Cross-cultural Bridges", "Cultural Anthropology", "The Human Condition", "Natural Science",

"Humor and Satire", "Critical and Creative Thinking", "Love", and "Life and Death". The main aim of introducing that sort of literature-based textbook was to impart English linguistic knowledge through literature. Literary textbooks provide very motivating kinds of texts such as stories, poems, or essays. The learners are supposed to rush into the text due to their motivation. Thus, the motivating types of texts make the learning process faster and easier. On the contrary, as the language is taught barely without literary texts, learning language proves to be just like chewing a dry bone in the hope of getting juice. The learning theory ensures that the monotonous or demotivating teaching items do not encourage the learners.

Regarding the importance of the literary text, Byram (2012) states, "If emphasis is placed on practical situations such as buying a ticket, ordering a meal or asking for direction, students will not be sufficiently motivated to learn a foreign language. They need interesting topics to read, write, and talk about. Literary texts offer such topic," (p. 376). To relate one of the aforementioned chapters "Ancient Tales", consisted of three different topics from three different religious tales. Each of those tales has two-way objectives i.e. teaching a foreign language as well as inculcating specific useful ideas in the readers' minds for a peaceful and modest life. In the same way, all the chapters given in the then-literary textbook were supposed to discuss essential aspects such as education, culture, environment, or the human condition. In other words, the literary texts were very useful for lives because they contained both the contents and language.

The second textbook prescribed for the BBS 1st Year English was *Write to be Read: Reading, Reflection, and Writing*. As its heading goes, it obviously hints at intensive as well as purposeful reading. The readers are invited for active reading so that they may read the text thoroughly to be able to reflect and respond to the issues they have come across. That textbook had seven chapters "Birth Order and Your Place in Life", "Matters of the Heart", "Friendship", "Live to Work or Work to Live?", "Out of Courtesy", "Question of Right and Wrong", and "Progress and Tradition". Each chapter had two essays that were not only research-based but also they were extremely meaningful for the present chaotic situations of life and the world. Those essays were the models of different patterns of development i.e. narrative, descriptive, compare-and-contrast, cause-and-effect, exemplification, definition, classification-and-division, or process pattern. From those essays, the learners were expected not only to be able to grasp various types of patterns of writing but also to be able to acquire vital tips for a sound and successful life. Those essays, as I have called them vital, provide the learners with knowledge as well as wisdom. A person well equipped with only knowledge is counted to be half, and to make the full person, s/he needs to have wisdom. Knowing about things is not enough and all, but the wisdom or the judging capacity is inevitable.

Let me refer to the first chapter "Birth Order and Your Place in Life" to show how much it is useful to make married life successful. That chapter contained two topics or essays

"How Your Birth Order Influences Your Life Adjustment", and "Born for Each Other". Those essays discussed that our birth order e.g. eldest, youngest/first child, middle child, or last child, essentially determines the kind of traits we may have because we are brought up in different environments and family situations. For instance, the couple has their first child at a younger age, and enthusiastic situation, and the couple can give much care to the first child. But when the conjugal has the youngest child, the situation may greatly vary in terms of age, family environment, and the situation. That means the two children may grow up with diverse characteristic features and psychology. The birth-order theory refers to the birth order plays a crucial role make a marriage's success or failure. To make the matter clear, it is said that when the married partners belong to the same birth order (i.e. boy-first child of his family and girl-first child of her family), their married life is unlikely to be smooth and successful. The reason as referred to in the essays is that the firstborn child has the dominating character and s/he shows the parental role to others. Now let us consider the situation in which both partners are supposed to be acting that way and what sort of relationship it may create between them. The rest six chapters' essays were no less important to the practical and successful life.

The third textbook was with the title *Style* which was about the knowledge of using proper words or expressions in the proper places or contexts. More specifically, the title *Style* refers to the mode of expression depending on the situation. That textbook contained 12 different topics ranging from word level to discourse level dealing with stylistic variations. One of the suitable examples is related to the private vehicle 'car' which can be replaced by certain equivalent terms suggesting different meanings for different personalities. Let us consider the following table:

Table 1

Terms in Choice to Suit for Audience

Car	
Motorcar	
Automobile	
Family Saloon	For Sale!
Fiesta	
Banger	
Wheels	

Note: Haynes, 2014, p. 4.

In the above table, the terms such as car ', ' motorcar ', ' automobile ', ' family saloon, fiesta, banger and 'wheels' suggest more or less the same kind of vehicle; however, the sense differs from one to another. This is an instance of advertisement and the word 'car' should be replaced by other suitable word/s on the basis of who the intended customer is supposed to be!

In this way, Haynes (2014) opines, "A very common view of style is that it is a matter of the careful choice of exactly the right word or phrase, *le mot juste*" (p. 1). He explicitly suggests that it is very important to have an idea about the style for the accurate expression. For this reason, the introduction of that textbook *Style* was really appropriate in terms of foreign language learning.

In the previous BBS English syllabus, the fourth prescribed textbook was *Effective Academic Writing*. That book was especially for the purpose of the grammar cum composition. The book included six different units i.e. "Paragraph to Short Essay", "Descriptive Essay", "Narrative Essay", "Comparison-Contrast Essay", "Opinion Essay", and "Cause-and-Effect Essay". The grammar involved such items that were supportive of the composition of various types of essays. To be more specific, the grammar portions were tense contrast, relative clauses, prepositions, conjunctions, transitional words or phrases, simple-compound, and run-on sentences. In order to facilitate the learning about composition, the basic points or elements, exercises such as identifying the effective topic sentence and controlling ideas, recognizing the unity in supporting sentences, and understanding the thesis statement were given in the textbook. In this way, the textbook *Effective Academic Writing* was appropriate for learning grammar and composition.

From the year 2013 AD/2070 BS, Tribhuvan University introduced to Management Bachelor Level Four-Year Course. Bachelor of Business Studies (BBS) first-year compulsory English course description was as follows:

Table 2

English Syllabus Prescribed for BBS First Year (2013)

SN	Title of the Text	Full Marks Allocation	Weightage
1.	Flax-Golden Tales: An Interdisciplinary Approach to Learning English	40	60 Periods
2.	Effective Academic Writing (Functional English Language Text)	15	25 Periods
3.	Write to be Read (Reading for Writing)	30	45 Periods
4.	Style	15	20 Periods
Total		100	150

Source: TU Curriculum Development Center 2013 AD.

Now, I turn to the present ongoing BBS First Year Business English (201) course which was implemented in the year 2019 AD. There are two textbooks namely *Patterns for College Writing: A Rhetorical Reader and Guide* with a full mark of 55, and *English for Business Studies-I* with marks weightage 45 out of full marks of 100. Let us consider the table as below:

Table 3

English Syllabus Prescribed for BBS First Year (2019)

SN	Title of the Text	Full Marks Allocation	Weightage
1.	Patterns for College Writing	55	85 Periods
2.	English for Business Studies-I	45	65 Periods
Total		100	150

Source: TU Curriculum Development Center 2019 AD.

The textbook *Patterns for College Writing: A Rhetorical Reader and Guide* is a detailed and comprehensive text for academic writing especially the essay on different patterns of development. This book consists of three parts Part One: The Writing Process; Part Two: Readings for Writers; and Part Three: Working with Sources. Under part one, there are five different chapters e.g. 1. Reading to Write: Becoming a Critical Reader, 2. Invention, 3. Arrangement, 4. Drafting and Revising, and 5. Editing and Proofreading.

By looking at the chapter headings, it is generally inferred that this part one aims at giving all the basic and important points to the learners so that they can be able to write the varieties of essays in the intended formats and patterns. Basic knowledge about essay writing is essential for students because essay writing is formal academic writing and it needs a certain structure and pattern for development. Regarding the intricacy of essay writing Dave, Verma, and Aggarwala (1980) opine, "There is nothing more distasteful to a student than the thought of sitting down to write an essay" (p. 423/1). Their statement infers that writing a full and correct essay is a very complicated job. They further state the importance of essays to the students and job hunters that no examination is thought to be complete in which students are not asked to write an essay on a given topic/subject. Hence, to facilitate the learners part one provides the step-by-step process to write an essay. The given chapters involve the steps from generating ideas, arranging them, writing the first draft, and editing and proofreading. Every step is followed by the checklist which may enable the learner to be sure whether s/he has performed the prescribed points, items or activities.

When we come to part two (i.e. Reading for Writers), the model essays for reading have not been given in the beginning rather the model essays are preceded by the detailed

explanation of a particular kind of essay i.e. 'narrative' or 'descriptive'. Suppose that the students are to deal with a 'Narrative Essay' they have to consider at least eight different points related to the 'Narrative Essay'. The points to be considered before the model essay reading, are 'What is narration?', 'Using narration', 'Planning a narrative essay', 'Structuring narrative essay', 'Revising narrative essay', 'Editing narrative essay', 'a student writer: narration', and 'points for special attention'. After dealing with these points, the turn comes for the model essay reading. Each model essay entails three different types of questions such as comprehension questions, purpose questions, and style-related questions.

The model essays have been categorized on the basis of their pattern of development that is, narration, description, cause-and-effect, comparison-and-contrast, definition, and argumentation. Each pattern essay has three model essays but the BBS students have to read two essays from every pattern essay. This means there are 12 essays to be read from the six pattern types. From these 12 essays, altogether 30 marks questions are asked in the examination.

Out of 12 essays, four essays are concerned with the feminist point of view. The rest essays are about the environment, dealing with children by mother, organic foods vs. junk foods, the two kinds of feelings of the American immigrants, managing the crisis of human organs for transplantation, the daughter's admiration for her Pulao specialist father, and racial discrimination.

Considering the given 12 essays, the syllabus seems to fail to address the successful theory that is, teaching foreign language THROUGH literature. There are texts only from non-fictional writing especially essays. The essays are not interesting or motivating for non-native English learners. When students happen to lack the necessary vocabulary, they may not be able to express their ideas properly and adequately. In this context of lacking vocabulary, one popular quip is appropriate to mention here. The quip goes on to say that, without grammar, little can be expressed, but without vocabulary, nothing can be expressed. The present course of BBS 1st English seems to be indifferent towards the enrichment of students' vocabulary. Had it thought of that, it would have provided the texts from different literary genres such as poem, story and drama which could have been quite tempting and motivating as well. The students have been forced to suck the dry bone so as to taste delicious soup (juice). How can we expect that the learners can appease their appetite by sucking such a dried bone?

The third part of the book *Patterns for College Writing: A Rhetorical Reader and Guide* is about "Working with Source" which deals with documentation as well as referencing systems. It refers to both MLA (Modern Language Association) and APA (American Psychological Association). However, this part has not been prescribed in the syllabus.

As we consider the previous course, we had 15 beautiful poems from ancient times (e.g. King John and Abbot of Canterbury) to the present ones (e.g. The Clock Tower, or Gaia).

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Likewise, there were nine different stories from ancient tales concerning different religions (Yudhishtira's Wisdom, The Brave Little Parrot, and If Not Higher) and modern science fiction (e.g. A Sound of Thunder). Except the science fiction, the other stories are fairly tempting and appealing kind. The essays given in the syllabus were very much contextual and familiar to Nepali students. Furthermore, most poems and average stories were from the Nepali authors. When we have texts from Nepali authors, the students can take advantage of many aspects such as persons or places' names, cultural terms, the historical references that are familiar to them and thus, it becomes easier to comprehend.

Now, I am to refer to the core textbook of the Management Faculty that is, *English for Business Studies-I*. I prefer to call this text the core textbook for Management Faculty because the former book *Patterns for College Writing: A Rhetorical Reader and Guide* is basically literature oriented textbook and for this reason, it has also been prescribed in the Bachelor Level of the Arts Faculty (Humanities and Social Sciences). This textbook (i.e. *English for Business Studies-I*) includes six chapters such as "Grammar and Writing Mechanics", "Using the Business Language", "Business Vocabulary", "Business Communication Messages", "Brochures, Instructions and Guidelines", and "Media Stories, Releases, and Advertising". Each chapter consists of a certain number of headings and subheadings.

Glancing at the contents' placement, one can notice that the chapters are not arranged properly. For instance, the placement of chapters "Using the Business Language", and "Business Vocabulary" is in the wrong order because one prefers to talk about the 'business vocabulary' first than the 'business language'. Regarding the importance of vocabulary, Wilkins (1972) opines, "While without grammar very little can be conveyed, without vocabulary, nothing can be conveyed" (p. 111). According to him, vocabulary is inevitable to language because, without adequate vocabulary knowledge, foreign language (i.e. English) learners will not be able to express themselves satisfactorily or comprehend incoming information.

As an instructor of the subject (BBS 1st Year) English, I could not feel it as a natural textbook. Let me begin with its cover page and the author of this book. When I was assigned this course in the academic year 2020 - the second batch of this newer curriculum - I borrowed the text from the college library and had a cursory glance at the cover. I could see the author's name as 'I. Hugh Holmes' and the surname 'Holmes' felt like a familiar one, because I have studied a New Zealander writer named Janet Holmes and her authentic book on sociolinguistics entitled *An Introduction to Sociolinguistics* (2008). Having seen the author with such a name, I inferred that the textbook was very authentic in terms of its standard, scope and quality. I had to start the lesson with basic grammar (i.e. Chapter 1 Grammar and Writing Mechanics), and the writings in the text sounded me like shocking. I was not getting the correlations between the foreigner-sounding author's name and the writing standard. The examples illustrated in the text were Nepali people, culture, and lifestyle.

My belief that the writer was the foreigner ('I. Hugh Holmes') gradually began to crumble down. The grammar is taught for language accuracy but certain stated examples are wrongly given as "*To redesigned* her kitchen is Shibani's dream. (noun-subject)", "Badri has *agreed* to replace the defective recorder (adverb)" (see page 12). In order to specify the 'infinitive' the instruction is given as: "The infinitive is in italics and its use is in parenthesis in each of the following sentences." As we consider these two italicized terms, they are not as has been claimed in the text. The first phrase '*To redesigned*' is 'To redesign' and the next '*agreed*' is not 'adverb' but a main verb. In that statement, the given phrase, "to replace" should have been italicized as '*to replace*'. From the erroneous example, I failed to trust that the book was not from any foreign author but was the labor (work) of some Nepali (naive) writers whose vested interest was to be tycoons overnight.

The book's chapter two consists of "Using the Business Language" which first attempts to define 'language' as "Language is an oral, written or nonverbal system of communication used by particular community or group" (p.58). In a language, nonverbal entities are not included which is why there is a difference between language and communication. Only the meaningful sounds produced by the human organs of speech are arranged in the human utterances, and thus that system is called language. On the contrary, using nonverbal items is not language but it is communication. So it is said that bees can communicate by dancing in their hive, and so can the jackdaw (a crow-like blackbird) by producing certain sounds. Precisely, the language is defined as "an arbitrary, voluntary, vocal system of human communication." This means a language excludes not only the nonverbal signs and symbols, but also the sounds of sneezing, coughing, or hiccupping.

The other subheadings such as 'Language and Meaning', 'Fundamentals of language', 'Language society and Culture' and the like have not been explained as accurately as they should have been. The sentences that are supposed to deal with the topic, seem to go astray. One may hardly find the text making sense at the level of an idea or the linguistic clues at the level of grammar. In other words, certain paragraphs lack both coherence and cohesion.

While talking about the other rest chapters, they seem to have been placed through the cut-and-paste method, because it can be inferred from the 'Preface'. In the second last paragraph, the author (compiler?) confesses the fact with his/her statement:

"I am grateful to publications, institutions, and individual writers for their articles, photographs, documents and extracts I have used in some chapters as examples to illuminate some business topics, and issues. Any copyrighted materials will be removed from this book in its subsequent editions upon notification by the rightful copyright owner(s)." (Book Preface, p. viii)

From this confessional remark, it is easily assumed that there are a lot of materials used in the course of writing this text and the foreign author (I. Hugh Holmes?) is committed to

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avoiding the pasted materials only when some authentic copyrighted owners appeal for removal from the text. If the authors are not notified about the materials, they may remain as if they were I. Hugh Holmes' own materials. I now can conjecture that the author I. Hugh Holmes is a very lucky fortunate fellow because s/he could not have done this labor (work) in any country of the world except Nepal.

It is often said that 'hearing' is not the evidence, but I dare to say what I have heard about this book's creation or composition. When this book was written, a so-called writers' group had taken it to the Department Head of English, Central Campus TU, Kirtipur seeking consent from the Department Head (the then HOD Prof. Dr. Anirudra Thapa). When he happened to hear about the group's matter, it caused him to feel completely baffled and he refused outright to put his signature as an approval for the publication of the book. He had denied their proposal because he had not been informed of anything earlier. The group had also not informed or tried to get earlier consent deliberately, for the Department Head had to be excluded from the lucrative plan. In this way, the pseudo-name (pseudonym) of I. Hugh Holmes is perhaps a cruel joke upon the readers, teachers, and syllabus designers as well.

Conclusion

Within a period of one decade, the Bachelor Level of Business Studies (BBS) has undergone two-time syllabus changes. Like other subjects, Compulsory English (MGT. 201) has borne the changes too. When Tribhuvan University introduced the Four-Year BBS Course in 1913 AD, four different textbooks were prescribed for the compulsory English subject (MGT. 201). Much emphasis was laid on literary texts. It meant that the learners would learn the English language through literature for literature could provide them with quite motivating texts. The literary texts were arranged in such a way that they were not only for language learning but also for life-inspiring, insightful and practical knowledge as well. After six years of the introduction of the new course (4-Year BBS), there was a first amendment in the English syllabus. Occasional changes in syllabus are desirable but in the name of alteration, unnecessary and drastic change cannot meet or address the needs of the students. The same undesired and excessive changes have made the new syllabus inappropriate and unusual for the learners. The first book *Patterns for College Writings* is designed for academic writing practice. The given model essays are not suitable for Management students because half of the essays are based on political issues mainly the feminism. The next book *English for Business Studies -I* is targeted for faculty-specific text but it is not well designed in terms of text making sense and at the level of grammar. It leaves the text users with certain mysteries of authorship, copyright consent and more serious aspect is covert and overt errors in the language levels.

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