



**THE TEACHING OF ENGLISH AT THE SELECT
ENGINEERING COLLEGES OF NORTHERN
INDIA: A CRITICAL ANALYSIS AND THE
MODEL SYLLABUS**

THESIS

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ENGLISH

BY

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UNDER THE SUPERVISION OF:

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2017

Dedicated

To

My Family

DECLARATION

I, Mohammad Jalaluddin, Enrolment No. GD-3191, Faculty Roll No. PhD-365-ELT, hereby declare that the thesis entitled **“THE TEACHING OF ENGLISH AT THE SELECT ENGINEERING COLLEGES OF NORTHERN INDIA: A CRITICAL ANALYSIS AND THE MODEL SYLLABUS”**, is the original research work carried out by me and submitted for the award of the degree of Doctor of Philosophy in English to Aligarh Muslim University, Aligarh. No part of this thesis was published, or submitted to any other University/Institution for the award of any Degree/Diploma.

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Certificate

This is to certify that the thesis entitled “**THE TEACHING OF ENGLISH AT THE SELECT ENGINEERING COLLEGES OF NORTHERN INDIA: A CRITICAL ANALYSIS AND THE MODEL SYLLABUS**”, submitted for the award of the degree of Doctor of Philosophy in English, Department of English, Aligarh Muslim University, Aligarh, is the result of the original research work carried out by **Mr. Mohammad Jalaluddin** under my supervision. To the best of my knowledge and belief, the work embodied in this thesis does not form part of any thesis / dissertation already submitted to any University / Institution for the award of any Degree / Diploma.

Professor Abdur Raheem Kidwai
(Supervisor)

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Mohammad Jalaluddin

List of Abbreviations

AMU	Aligarh Muslim University
ACET	Aligarh College of Engineering and Technology
BBC	British Broad-Casting Corporation
B.E.	Bachelor of Engineering
B.Tech	Bachelor of Technology
CLT	Communicative Language Teaching
CBSE	Central Board of Secondary Education
CALL	Computer Assisted Language Learning
CALD	Cambridge Advanced Learner Dictionary
CNN	Cable News Network
ELCS	English Language Communication Skills
ELT	English Language Teaching
ESP	English for Specific Purposes
EST	English for Science and Technology
ESL	English as a Second Language
EGP	English for General Purposes
EFL	English as a Foreign Language
GLA	GL Agrawal
GITAM	Gandhi Institute of Technology and Management
GD	Group Discussion
HRD	Human Resource Development
HR	Human Resource
ICSE	Indian Certificate of Secondary Education
IELTS	International English Language Testing system
ICT	Information and Communication Technology
IIT	Indian Institute of Technology
ITM	Institute of Technology and Management
ISM	Indian School of Mines
IPA	International Phonetic Alphabet
JNTU	Jawaharlal Nehru Technological University
JMI	Jamia Millia Islamia

JAM	Just A Minute
LSRW	Listening, Speaking, Reading, Writing
LIP	Language Improvement Program
MNC	Multi National Company
NASSCOM	National Association of Software and Service Company
MU	Mangalayatan University
PGCTE	Post-Graduate Certificate in Teaching of English
PPT	Power Point Presentation
SITM	Shivdan Singh Institute of Technology and Management
TV	Television
TOEFL	Test of English as a Foreign Language
TPO	Training and Placement Officers
TED	Technology, Entertainment, Design
UPTU	Uttar Pradesh Technical University
ZHCET	Zakir Hussain College of Engineering and Technology

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CHAPTER - 1

Introduction

CHAPTER - 1

INTRODUCTION

1.1 OBJECTIVES OF TEACHING ENGLISH TO ENGINEERING STUDENTS

In the wake of globalisation, English occupies the central position in the world and necessity of effective communication skills has increased. English is the language of business communication and of international affairs. In today's scenario, having good command over English language is necessary for everybody, especially for professionals working in the field of science and technology. Our engineers know how the world has acknowledged the importance and necessity of English language but still our young engineers stayed unemployed despite having fair knowledge of their subjects. The main reason for unemployability among young engineering graduates is the lack of communication skills in English which are considered "survival skills" in the competitive world of the twenty-first century.

Engineering students must develop good command over the English language in order to keep themselves updated about the latest developments in the field of information and technology. English course designers should take into account the skills required for Engineering students and should design their Engineering English course accordingly. English course should fulfil the requirements of the global market. The objective of teaching English to Engineering students is to enable them to operate in an international context. The skills and techniques that an Engineering student acquires remain with him for the rest of his/her working life and it is felt that the prescribed English course should provide the grounding in all aspects of communication skills that are needed at workplace such as industry-specific knowledge and skills, soft skills, management skills and employability skills. Engineers may have excellent ideas, but if he/she is not able to express them in a proper way, those ideas are of no use to anybody. They must acquire tools and develop some mechanism to convey their thoughts to others effectively.

Most of the scientific papers, scholarly articles, reputed journals and good Engineering books in the world are written and published in English. Clearly then, if scientists and engineers are in India and want to keep abreast of development efforts

of others and to avoid re-inventing the wheel, a good command over the English language is essential. When Engineering students finish their studies and enter the corporate world and start their professional lives, then they realise the importance of English language. For they being engineers need to cooperate and communicate with various people from different parts of the world. The demand for talented engineers is high in domestic as well as in foreign companies, including multinational companies but there is great shortage of communication skills. Companies and employers often complain that the fresh Engineering graduates in India are not industry ready. They lack communication skills. It is also a fact that in Indian Engineering colleges, an Engineering students' success in on campus recruitment is mainly based on their performance in communication skills. One of the main factors of this problem might be that English as a subject holds a secondary position in Engineering colleges in comparison to other Engineering subjects. Lee mentions the importance of communication for engineers in his Keynote speech in regional seminar, RELC, Singapore:

In modern business and industry, the better the job pays and the more responsible and prestigious it is, the higher the level of communication skills are required. The engineers of today are no longer confined to a laboratory or workshop. He/she can be found as an administrator in the public service, as a manager in industry, as a technical consultant in both the public and private sectors, as a politician, as an educator, as a research officer in technological institutions and in almost every facet of professional employment. An Engineer must devote much of his working time to communicating with others- writing letters, technical reports, essays, feasibility studies, industrial surveys, management reports and as well as speeches and keynote addresses too. The most brilliant engineering analysis and the coldest logic are liable to be wasted unless they are expressed in clear, forceful prose. The scientists or engineers must be persuasive enough to convince management or their readers or whoever makes the decision or controls the budget and purse strings. Very often, engineers have to present proposals to non-technical

people, and not only to justify their case but also to write in such a way that the non-technical man can understand.¹

1.2 STATEMENT OF PROBLEMS

There are many bits of evidence that show that Indian Engineering graduates lack the required standard of communication skills in English when compared to the needs of industry internationally. Following are a few survey reports which show that engineering students lack communication skills.

The study '*Employability Skills Index*' was done by Purple Leap, a talent management institute, among 9000 students across 95 colleges in the country, including 600 students from 15 engineering colleges in Andhra Pradesh. It tested three key employability skills- communication, problem solving and technical skills.

When it comes to communication skills of engineering students, 80% of them did not meet the qualifying criteria. Only 20% of them were satisfactory communication skills. Proficiency in communication skills is considered more of a 'qualifying criteria' than selection criteria for technical roles in the industry.²

There is another report published in *The Times of India* regarding English teaching in Indian engineering colleges.

Murugaved conducted a survey among 1500 non-English medium students who entered engineering course, found that more than 50% did not read English material other than their textbook nor have watched English T.V. channels.³

¹ Kum Tatt. Lee, "The Teaching and Learning of English for Scientific and Technological Purposes in Southeast Asia" (Keynote speech in regional seminar, RELC, Singapore, April 21, 1975).

² "Many engineering students lack employability skills" *The Hindu*, February 11, 2009, www.thehindu.com/todays-paper/tp-national/tp-national/tp-andhrapradesh/many-engineering-student-lack-employable-skills/article352375.ece (accessed December 21, 2015)

³ "Engineering Colleges to teach students' better English" *The Times of India*, August 20, 2015, www.timesofindia.indiatimes.com/home/education/news/Engineering-colleges-to-teach-students-better-English/articleshow/48548932.cms (accessed December 22, 2015)

A survey, conducted by *Aspiring Minds*, on employability evaluation and certification company across 500 engineering colleges and 30,000 students. The finding of the survey reveals that-

- 97% of engineering graduates in the country cannot speak English required for jobs in corporate sales or business consulting.
- 6.8% of engineers show the ability to speak or respond spontaneously in English.
- More than 51% engineering graduates are not employable on the basis of their spoken English.
- Around 61% engineers possess grammar skills no better than a class 7 student.
- 7.1% engineers can speak English fluently.

The findings were based on the results of students who took a test on an automated tool that measures listening and speaking skills.⁴

There is another survey report that reveals the poor teaching of English in engineering colleges of India:

According to the survey by employability measurement company aspiring minds, the English learning level among engineering graduates is very poor in India. The survey which analysed the English skills of over 55,000 aspiring engineers in 250 different engineering colleges, said “around 36% of engineering graduates would be unable to read official reports and transcripts and derive information is explicitly stated.”⁵

Neena Thacker quoted Azim Prem Ji in his unpublished PhD thesis “We are constantly in search of engineering graduates who possess good communication in English but fail to the required number as many get

⁴ “97% engineering graduates cannot speak English fluently: Survey” *Hindustan Times*, August 8, 2015, www.hindustantimes.com/education/97-engineering-graduates-cannot-speak-english-fluently-survey/story-GQEKTYw14AX5zc7oeXkz1M.html (accessed December 22, 2015)

⁵ “Winning with English” *The Hindu*, July 30, 2012, www.thehindu.com/features/education/winning-with-english/article3703173.ece (accessed December 21, 2015)

screened at the HRD level itself. Opportunities are there but there are no employable engineering graduates in India. The number of engineering graduates who pass out every year not even 15 percent of them are good at English due to which they are unable to communicate the intended message.⁶

Rayan mentions that “according to Karnik, former president of NASSCOM (National Association of Software and Services Company), only 25 percent of technical graduates are suitable for employment in the outsourcing industry because of their lack of abilities to speak or write well in English.”⁷

1.3 OBJECTIVES OF THE STUDY

- To find out how far prescribed English courses for engineering students have been helpful to equip them with the knowledge and skills that are considered pre-requisites for employment.
- To identify engineering students’ needs to learn English language in the globalised world.
- To find out whether a cor-relation exists between the learners’ needs and the syllabi used in engineering colleges/institutes to teach English.
- To analyse critically the existing English syllabi used in engineering colleges/institutes.
- To design an English model syllabus for engineering students.
- To identify the attitudes of English teachers at engineering institutes regarding prescribed English syllabus, textbooks, teaching methodology, materials and testing and evaluation.
- To find out solutions to improve engineering students’ communication skills and to make them industry ready.

⁶ Thacker. Neena, “A Psychological Study of English Spoken by Engineering Students” *Unpublished PhD thesis submitted to Devi Ahilya University, Indore (M.P)*, 2015. P. 22

⁷ Albert P’Rayan “Engineering English: A Critical Evaluation Ph.D. Dissertation” *Language in India*, www.languageinindia.com. 2011. p. 20.

1.4 REVIEW OF LITERATURE

Source of Information:

Information about the literature has been collected from journals, theses, books, research abstracts, research papers and websites.

A, Naresh & Devi, Bhattu. “Avid Demand of English Language Skills to Engineering Students in Andhra Pradesh for Enhancing Employability” *www.ijells.com* 2:3, 2013.

This paper aims to study the demand for English language and its role in making engineering graduates employable. Authors carried out an extensive study of the syllabus and curriculum of Osmania University and JNTU Hyderabad. They find much variation in the course syllabus of English language. They also state that most of the colleges do not have well qualified faculty and proper infrastructure to cater to the needs of the engineering graduates.

Babu, Yeddu Vijaya. “Enhancing Communication Skills through ELCS Labs of JNTU-H Engineering Colleges in Nalgonda District of Andhra Pradesh: A Review” *Journal of Education and Practice* 4 : 5, (2013).

This paper presents the status of English Language Communication Skills Labs (ELCS) in JNTU-H Engineering colleges in Nalgonda district of Andhra Pradesh and reveals various facts about the students learning communication skills.

English Language Communication Skills Labs (ELCS) (HS05232) is a mandatory course for all third year B.Tech students in all engineering colleges affiliated to JNTU-H in Andhra Pradesh and was implemented from September 2005. The objective of the course is to develop language skills i.e. listening, speaking, reading and writing. A considerable change is found between the normal classroom and language labs learners such as:

- **Normal Classroom learners**

- learning is methodical and learning opportunities for communication skills are limited
- students’ acquisition of skills based on the environment of classrooms
- time-bound teaching

- testing and evaluation is based on the content
- autonomy of the learner is curbed
- **ELCS Labs learners**
 - communication skills through language labs with ample opportunities
 - learning by doing
 - creating motivation among students
 - testing and evaluation through online learning
 - ELCS Labs elevate the learners' choice of acquiring communication skills
 - PPTs, V-Vs, documentary films are interesting for learners in order to acquire relevant information.

Brieger, Nick, and Alison Pohl. *Technical English: Vocabulary and Grammar*. Andover: National Geographic Learning, 2012.

This is a reference and practice book for class or self study. It is divided into two sections: grammar and vocabulary.

Celement, A. & Murugavel, T. "English for Employability: A Case Study of the English Language Training Need Analysis for Engineering Students in India" *English Language Teaching* 8 : 2, (2015).

In this article the authors examine the effectiveness of English courses offered in Engineering colleges in Chennai, India. This study tries to figure out the reality in English classrooms of engineering colleges and studies the reasons behind the poor performance of many engineering graduate students. This study was conducted at the Saveetha University, Chennai, India with 200 participants who were from different private and government engineering colleges located in Chennai and had come to attend a technical workshop in Saveetha School of Engineering, Saveetha University.

The findings of the study reveal that

- many third year engineering students lack confidence to face interview for campus placement that takes place in the final year of their study.
- There is a gap between English teaching methodology and engineering students confidence level.
- Proper training should be given to engineering students to tackle these challenges.

- It is necessary to develop a professional development programme for English teachers working in Engineering Colleges.
- Teachers should be aware of the reality of industry challenges.

Chandra Shekhar Rao, V. “English for Science and Technology: A Learner Centred Approach” *English for Specific Purposes World* 42:15, 2014.

This paper deals with the importance of communicative language learning and the learner centred environment for the engineering students. The author argues that in the present competitive world, students should be provided with individual learning atmosphere to get communication skills for their survival and employability. The data were collected for the study through questionnaire from 180 participants (120 B.Tech students, 30 Teachers of EST and 20 Teachers of Technical Subjects) of different engineering colleges affiliated to JNTU, Hyderabad. The findings of the study reveal that-

- the teacher of English in the engineering colleges needs a special set of competencies different from those of general English teachers
- teachers should be up-to date about the ELT methodology and strategies of modern classroom.

Glendinning, Eric H., and John McEwan. *Oxford English for iNformation Technology*. Oxford: Oxford University Press, 2002.

This textbook is designed for students studying information technology or working in the IT sector. There are 25 units in this book based on IT topics. Authentic texts and visual materials are taken from textbooks, newspapers, popular computing magazines, internet newsgroups, webpages, manuals and advertisements. It also focuses on developing listening skills through authentic interviews with IT professionals.

Harbarger, S.A., Whitmer, Anne B. and Price, Robert. *English For Engineers*. New York and London: McGraw-Hill Book Company, Inc. 1943.

English for Engineers is intended particularly for students with well developed interest in specialized technical fields. This book surveys specific skills which the technical students bring into any course, with emphasis upon those that will be basic to his professional writing. It develops the problems related to various specialized

writing situations- communications, reports, publishable forms etc. The appendix “Suggestions for Practice Writing”, provides a variety of practical situations wherein the student may apply his mastery of fundamentals to typical problems in his field.

Ibbotson, Mark. *Professional English in Use: Engineering : Technical English for Professionals*. Cambridge: Cambridge University Press, 2014.

This is a practice book. It presents 1000 useful words and phrases that are used at workplaces and in everyday life. It also provides practice sets to use words easily.

Ibbotson, Mark, and Jeremy Day. *Cambridge English for Engineering*. Cambridge : Cambridge University Press, 2008.

This book focuses on the development of communication skills of engineering professionals. It enables them to communicate effectively and with more confidence with colleagues and customers. An attempt has been made to cover the words and phrases that are used in all disciplines of engineering - civil, electrical and mechanical etc.

Jain, A. K., Pravin S. R. Bhatia, and A. M. Sheikh. *Professional Communication Skills*. New Delhi: S. Chand, 2011.

This book is designed to train Engineering students, keeping in mind requirements and needs in the competitive world of global industries and organisations. It is designed specifically to suit engineering and other profession students in order to learn the basics of what they would be expected to do as they advance in their career.

Kainth, Maninder Kaur & Kumar, M. “Teaching English Language at Engineering and Technology Institutes in India: Problems and Remedies” *International Journal of English and Literature* 4 : 2, (2014).

This paper tries to find out the problems faced by both the teachers and the students in the English teaching and learning process of the undergraduate level in the Engineering and Technology institutes. It also aims at presenting the contemporary situation in India with regard to English and suggests remedies.

Kainth, Maninder K. & Kumar, Mahesh. “Practical Understandings of Communicative Language Teaching: A Case Study of Engineering Institutes in Punjab” *International Journal of Linguistics and Literature* 3, issue 2, (2014).

In this paper the writer has tried to understand the practical understanding of CLT in technical institutes in Punjab. He argues that the reason for the students not being successful in fluent communication in English might be teacher-centred teaching practices in the classrooms. He also states that in order to enable the teachers to have a better understanding of CLT, the prescribed curriculum and pre-service and in-service training needs should be reviewed.

Latha, K. "Role of English Language for Engineering Students" *American International Journal of Research in Humanities, Arts and Social Sciences* 7 (2), (2014).

This paper brings out the importance of English nationally and internationally and how English can reduce the unemployability among engineering graduates.

Murugavel, T. "The Problems of Non-English Medium Engineering Students and Possible solutions" *IRWLE* 7, No. 11, (2011).

The author concentrates on the problems and challenges faced by non-English medium students studying in engineering colleges and provides some possible solutions.

Meenakshisundaram & Indira, C. "The Engineering Students and the English Language: A Fresh look at remediation" *IRWLE* 6, No. 11, (2010).

In this article the author emphasises on remedies required for engineering students with reference to writing skills. He further argues that the teaching of writing has to be process-oriented rather than product-oriented and concludes that the remedies provided should be contextual, meaningful and appropriate.

Mohapatara, Malavika & Satpathy, Swayamprabha. "English for Engineering Students: A Study of the Teaching Learning System in the Indian Context" *IOSR Journal of Humanities and Social Science* 19:9, 2014.

This paper explores the significant factors and their impact on the communication proficiency of engineering students in India. This study is confined to engineering students and colleges in Orissa. The author analyses the English language syllabi of ISCE, CBSE, state board and English course and teaching methodology in Engineering colleges of Orissa.

Mishra, Smrutisika. "Role and Need of ESP in Engineering Education: A Case study of Status in Odisha, India" *Asian Journal of Social Sciences & Humanities* 3:3, 2014.

This paper deals with the necessity of English as a technical subject (ESP) in India and specifically in Odisha. He also projects the temperaments, issues related to ESP in Odisha. For the study a questionnaire was distributed among 120 B. Tech students in Engineering colleges of Odisha to find out the role of English in their B.Tech curriculum.

Patil, Sunanda & Karekatti, Tripti. "English Language needs of Engineering Students and their Syllabus: A comparative Study of two Universities in Maharashtra" *English for Specific Purposes World* 15, issue 44, (2014).

The investigator has found out some communication situations for engineers where effective English is essential. To figure out the real communication situations he interviewed ten in-service engineers. To identify and evaluate the needs of engineering students he studied the English syllabus of two universities i.e. Shivaji University, Kolhapur and Mumbai University.

Papinaidu, M. & Prakash, K. "Techniques of Teaching English Grammar for Technical Students in Rural Engineering Colleges" *IMPACT: International Journal of Research in Humanities, Arts and Literature* 2 : 5, (2014).

This is about techniques of teaching English grammar for technical students in rural Engineering colleges.

Padhi, Prashant Kumar. "English Competency: The Need of the Hour for Professional Students" *International Journal of English Language, Literature and Humanities* 2 : 8, (2014).

In this article the author sheds light on the importance of English Language competence in the professional life of an engineer for his bright future and how the teachers and students need to make integrated efforts to build their competency in English skills that would enable students to be successful in studies, campus interviews and the corporate life.

Patil, Madhumati R. “Importance of English Communication for Engineering Students from Rural Areas and its Remedies” *IOSR Journal of Mechanical and Civil Engineering (IOSR-JMCE)* 2, (2013).

The author in this article aims at making the Engineering students of rural areas aware of the importance of English in the corporate, business and the academic world and encourages them to improve their communication skills.

Phillips, Terry. *Technical English: Course book*. Reading: Garnet Publishing Ltd., 2011.

This course book is designed for engineering professionals who use English in scientific contexts. This book introduces the requisite vocabulary to understand and communicate basic technical concepts.

Ruby Thangam, A. & Rasul Mohaidee, S. “Role of English Language Communication Lab in Elevating Learning of English in Engineering Curriculum” *Language in India* 11, (2011).

This research paper investigates the role of English Language Communication Skills Lab (ELCS) at Anna University, Chennai. Communication Skills Laboratory (GE2321) is a compulsory course for engineering and technology students studying in colleges affiliated to the Anna University, Tamil Nadu. It was introduced in November 2006 and is offered to all third year students of engineering. The main objective of the course is to develop communication skills and prepare the students for the campus placement.

To investigate the role of ELC Labs in enhancing the learning of English, this survey was conducted among the 50 English lecturers from 17 Engineering colleges in 3 southern districts of Tamil Nadu. Results show that 90 percent of the teachers are positive about the use of ELC Labs in Engineering curriculum. The respondents stated some challenges faced by the students and the teachers in implementing the ELC Labs effectively such as

- Lack of well equipped labs
- Using sub-standard software
- Lack of technical skills among English teachers

- Lack of knowledge about new technology
- Lack of special training for English lecturers
- Insufficient time

Rayan, Albert P. “Engineering English: A Critical Evaluation” (PhD Dissertation), *Language in India* 11, www.languageinindia.com, (2011).

In this study needs assessment was conducted to ascertain the situations that are encountered and the skills which are required by engineers in professional life. The writer evaluates the English course critically and suggests how to make these effective.

This study was conducted at an Institute of Technology in Chennai and Tamil Nadu and colleges affiliated to Anna University, Chennai. The tools used for analysing the learners’ needs and evaluating Engineering English curriculum are research observation, questionnaire, interviews, job advertisements, end-semester results, communication comprehension tests, proficiency tests, literature related to ESP/EST and documents related to Engineering communication needs. The data was analysed qualitatively and quantitatively.

The findings of the study reveal that

- the existing Engineering English course offered at the colleges affiliated to Anna University is very much exam-oriented and there is a wide gap between the students final exam scores in English and their proficiency in English
- most of the students lack the skills required for job interviews
- absence of suitable course books
- students are aware about their needs but curriculum is not fulfilling their needs
- students planning to go for higher studies, want the IELTS and the TOEFL components to be incorporated into the Engineering course.

Richards, Jack C. *Teaching English for Science and Technology*. Singapore: Singapore University Press for SEAMEO Regional English Language Centre. 1976.

This book is the anthology series of regional seminar which Regional English Language Centre sponsored for many years. The tenth Regional seminar was held in Singapore in April 1975 and the topic was ‘The Teaching and Learning of English for

Scientific and Technological Purposes in Southeast Asia'. This collection of seminar papers examines the teaching of English in relation to the needs of science and technology.

Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication: Principles and Practice*. New Delhi: Oxford University Press, 2015.

This book discusses the core concepts of technical communication, oral as well as written. A direct, functional and practical approach has been adopted in this book. It covers four language skills namely, listening, speaking, reading and writing. It also explains writing techniques and contemporary communication media with the help of examples and practice exercises. It gives practical tips, technical document samples and CDs for soft skills practice for language laboratory.

Rizvi, M. Ashraf. *Effective Technical Communication*. New Delhi: Tata McGraw-Hill, 2005.

This textbook focuses on the development of four skills of communication, namely listening, speaking, reading and writing. This book also provides a review of technical communication.

Subasini, M. & Kokilavani, B. "Significance of Grammar in Technical English" *International Journal of English Literature and Culture* 1 : 3, (2013).

In this article, the author brings out the significance of English grammar in the improvement of communication skills. He states that the importance of grammar cannot be ignored in teaching English. He further argues that the research strongly suggests that the most effective way of helping students is to improve their grammar for writing.

Sypherd, Wilbur Owen. *A Handbook of English for Engineers*. New York: Scott, Foresman and Company, Chicago. 1912

This book is designed primarily to meet the needs of advanced engineering students and of young engineers in actual practice. It consists of the following chapters:

1. The general problems of engineering writing
2. Mechanical details common to the various forms of technical writing

3. Business letter
4. Reports
5. Articles for technical journals

Sarvanan, V. "Sustainable Employability Skills for Engineering Professionals" *The Indian Review of World Literature in English* 5:2, 2009.

This paper tries to explore the skills needed for engineering students to get employed in reputed companies and show how these skills are necessary for them to work in a performance oriented work environment.

Results show that students with skills like positive attitude, effective communication, problem solving, time management, team spirit, self confidence, handling criticism, flexibility, etc. have much better chances of survival in the tough corporate world compared to the students who are lacking in these skills. The necessary data for the study have been collected through an interview schedule. Participants were 15 students, working in reputed institution after the selection process and 15 placement officers, who arrange for training and campus interview for the students.

Sales, H.E. *Professional Communication in Engineering*. New York: Palgrave Macmillan. 2006.

This book gives an inside view of engineers communicating in a modern aerospace engineering environment. Using many authentic texts and language examples, the author describes the writing of specifications and requirements, engineering proposals, executive summaries and other communication tasks.

Kumar, Suresh E. & Madhavi, K.V. "The Teaching of Articulation Skills in English using Computer-Assisted Language Learning (CALL) in Engineering Colleges of Andhra Pradesh" *ZENITH International Journal of Business Economics & Management Research* 2 : 4, (2012).

In this research paper, the author examines the responses of the teachers to the introduction of pronunciation skills through CALL (Computer-assisted Language Learning) in Engineering Colleges of Andhra Pradesh, India and the use of some selected English Language software to teach pronunciation skills.

The study was conducted among 30 teachers with a structured questionnaire at Osmania University, GITAM university and affiliated colleges of JNTU University - Aurora's Engineering College, Karshak Engineering College, CMR Engineering College and Malla Ready College of Engineering and Technology. The responses were analysed based on the attitudes of the teachers about teaching pronunciation along with select software used for improving pronunciation skills, as for example, Pronunciation Power-2, and Cambridge Advanced Learners' Dictionary 2.

The findings reveal that

- Pronunciation Power-2, software was useful as the learners could practise many times, record their voice and compare with other speakers.
- Learners need more practice sessions to improve stress, intonation, timing and articulation.
- Teachers need formal training in teaching pronunciation skills.

Trimble, Louis. *English for Science and Technology: A Discourse Approach*. Cambridge: Cambridge University Press. 1985.

This book presents a synthesis of an important approach to the study of EST and ESP. Some parts of this book provide interesting and useful comments for all EST teachers while much of the book is aimed at novice EST teachers. It is an attempt to deal with ESP and the needs of non-native speakers of English trying to survive in a professional environment. Much of the work described in this book was carried out in the United States, primarily at the University of Washington.

Vijay, G. "Constraints of Teaching English in Engineering Colleges" *Language in India* 14,(2014).

The author has tried to find out the challenges faced by the teachers teaching English at Anna University, Chennai and indicated some solutions. He states that Anna University has designed a specific English language course to enhance communication skills in the first year program of B.E / B.Tech. The objective of the course is to enable the students of Engineering to learn certain micro and macro skills in the English language and use them effectively. He points out that most of the students who have done this course are not able to communicate effectively due to several reasons, including the lack of motivation, lack of opportunity to listen and

speak outside of the class, not considering English as an essential subject etc. He discusses some major challenges faced by the teachers teaching English in Engineering colleges: irrelevant syllabus, heterogeneous class, medium of instruction, background of the students, lack of motivation and lack of communication skills in the teachers. He suggests some solutions to the problems:

- Emphasis should be given on the stylistic content rather than on conceptual content.
- Courses prescribed for the students should be realistic and relevant to their expectations.
- Teachers need to equip themselves to meet the demands of the students who studied through the regional medium in higher secondary schools.
- Teachers should not ignore or neglect any part of the curriculum.

Vinod, Veena. “Integration of skills in English Language Teaching for Engineering Students” *Language in India* 3, (2013).

The focus of the author is on teaching English language for engineering students to develop the communicative competence for career development. He also discusses the methods, means and techniques of integrating skills in ELT classrooms.

Vijay Lakshmi, A. & Chitra. “Teaching English to Students of Engineering Colleges Using ICT Strategies” *International Journal of English Language, Literature and Humanities* 2 : 7, (2014).

The author has tried to figure out whether ICT transforms rather than supports or extends the curriculum and also the kinds of technological innovations used in classroom practices such as MS Word, blogs, e-groups, social media and language learning and teaching tools. He has also mentioned some links that are useful in teaching and learning of English language.

Varsharani Shamrao, Mane. “Importance of English Communication for Engineering Students from Rural Areas and its Remedies” *IOSR Journal of Mechanical and Civil Engineering (IOSR-JMCE)*, PP:39-42, (2009).

In this paper the author highlights the importance of English communication for Engineering students from rural areas and the problems faced by them during

academic as well as professional life and some solutions. He points out some major problems faced by Engineering students from the rural areas such as

- Socio-economic background of the family
- lack of skilful teachers
- education system
- lack of exposure to the English communication

He also suggests these remedies for the above problems

- faculty should fulfil their assigned responsibilities
- students from the secondary and higher secondary level should be given dictionary of technical words with their meanings in regional language for use
- grammar should be taught in the form of application in day to day life
- CALL should be used to motivate the students
- teachers should attend refresher courses on the national level to achieve proficiency in the use of CALL.

Vemuri, Rajendra Babu. Kota, Sai Krishna & Radhika, D. “English for Engineering Graduates to Enhance Employability Skills” *International Journal on English Language and Literature* 2:1, 2014.

This paper aims at investigating the required employability skills by MNCs and designed language improvement program (LIP) for Engineering students. The author argues that it is very important to emphasise fundamentals of language and suggesting right approach to deal with the problem. The research focuses on main difficulties in Engineering syllabus under the jurisdiction of JNT University, Kakinada.

Mehra, Deepshikha & Virgandham, Vinita. “Communication Skills for Enhanced Employability of Engineers: A Review of Literature” *CONFLUENCE*, 2013.

This paper discusses the global viewpoint as well as the Indian perspective on the specific types of communication skills required by engineers in order to become employable.

Viswanathan, Revathi. “Using Blogs for Teaching Technical English: A Study” *Journal of Technology for ELT* 1:1, 2011.

This article highlights the possibility of training ESL students beyond the classroom with the help of blogs to teach technical English. The author states that the web-based training would promote students' participation in language learning. This study was conducted among 50 first year Electronics and Communication Engineering students at B.S. Abdur Rahman University, India.

Venkatraman, G. & Prema, P. "Developing a Set of Competencies for Teachers of English in Engineering Colleges" *English for Specific Purposes World* (www.esp-world.info/articles_14/India.htm), 2014.

This paper presents a competency framework for the teachers of English in Engineering colleges, especially in the Indian context. The study stresses that the teachers of English in Engineering colleges require a special set of competencies. The survey was conducted in 83 engineering colleges spread over the state of Tamil Nadu among 150 practising EST teachers and 254 B.Tech students from different branches.

1.5 METHODOLOGY

The present study employs both qualitative and quantitative methods. For quantitative and qualitative study, the investigator has employed random sampling techniques in order to ascertain the status of English Language Teaching (ELT) in engineering colleges of north India. Samples are taken from the different group of B.Tech engineering students from north Indian universities and colleges. The researcher has selected 700 students from B.tech 1st, 2nd and 3rd year to draw the conclusion about the ELT in engineering colleges. The study also uses primary and secondary sources. Primary sources utilised for the study are the survey data. The secondary sources are books, articles, journals, newspapers, and published and unpublished works. The data collected from the various sources is organized and documented systematically by using software like Excel. Percentage method, pi-chart, graphs, table and diagrams etc. are used for making analysis comprehensive. Data through questionnaire was collected both online and offline. The online questionnaire was designed by using Google docs. It has been very helpful for collecting data for those institutes where visiting the class and distributing the questionnaire physically was not possible.

The Questionnaire

The researcher designed the questionnaire for both students and the teachers and administered it to know their attitude towards English Language learning and teaching in engineering colleges. The questionnaire are structured in a way to arrive on a genuine conclusion. While designing the questionnaire, the researcher consulted research books, journals, dissertations and also discussed with experts.

The questionnaire designed for the students consists of 17 questions. An attempt has been made to get information related to their educational background, English syllabus, communication skills, prescribed English textbooks, proficiency, testing and evaluation, language lab, CALL resources, teaching methodology, time for English class and suggestions about how to make English teaching effective.

Teachers' questionnaire has 19 questions which are related to personal information of the teachers, English syllabus and students' needs, language skills, prescribed English textbooks, language lab, CALL resources, teaching materials, allocated time, training in ELT, testing and evaluation, motivation, methods and also suggestions for improving the quality of English teaching in engineering colleges.

Questionnaire were also designed for Human Resource (HRs) professionals and structured interviews for Training and Placement Officers (TPOs) to know the status of jobs and employability skills of engineering students.

1.6 LIMITATIONS OF THE STUDY

This study does not focus upon all Engineering Colleges or Universities of north India. It studies only selected Engineering Colleges or Universities from north India. Moreover, it has not covered the entire group of engineering students from the same college or universities but some of the students from different colleges and universities. This study is also confined only to B.Tech students. Other engineering students are not included in the study. The selected engineering colleges/universities for the study are as follows:

1. Zakir Hussain College of Engineering and Technology (ZHCET), AMU, Aligarh, UP

2. Faculty of Engineering and Technology, Jamia Millia Islamia, New Delhi
3. GLA University, Mathura, UP
4. Mangalayatan University, Beswan, Aligarh, UP
5. Indian Institute of Technology (IIT) Patna, Bihar
6. Indian Institute of Technology (IIT) Delhi
7. Aligarh College of Engineering and Technology (ACET), Aligarh, UP
8. Institute of Technology & Management (ITM), Aligarh, UP
9. Shivdan Singh Institute of Technology and Management, Aligarh, UP

1.7 PLAN OF THE STUDY

To carry out the study systematically and make it comprehensive, this work is divided into seven chapters:

- ***The First Chapter*** deals with introduction. It discusses English for engineering students, statement of problems, objectives of the study, review of literature and methodology.
- ***The Second Chapter*** critically analyses English syllabi prescribed for engineering students at different engineering colleges/institutes and universities. It discusses the definition, types, importance, characteristics, role and objectives of syllabus, English for Specific Purposes (ESP), ESP for engineering students, characteristics of ESP, English for Science and Technology (EST), English communication for engineering students, writing skills for engineering students, reading skills for engineering students, language lab for engineering students, English grammar for engineering students, Communicative Language Teaching (CLT) in engineering colleges and detailed analysis of engineering English syllabi.
- ***The Third Chapter*** deals with data analysis.
- ***The Fourth Chapter*** presents analysis of the responses by HRs recruitment and placement professionals
- ***The Fifth Chapter*** presents the findings of the study.
- ***The Sixth Chapter*** consists of recommendations, suggestions, conclusions and appendices followed by bibliography.
- ***The Seventh Chapter*** presents a model English syllabus for engineering colleges.

CHAPTER - 2

A Critical Analysis of English Syllabi of Engineering Colleges

CHAPTER - 2

A CRITICAL ANALYSIS OF ENGLISH SYLLABI

2.1 What is Syllabus?

“Syllabus concerns the selection of items to be learnt and the grading of those items into an appropriate sequence” (David Nunan, 1988).¹

“A syllabus is a document which says what will (or at least what should) be learnt” (Hutchinson and Waters, 1987).²

“[The syllabus] replaces the concept of 'method', and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of 'fit' between the needs and aims of the learner (as social being and as individual) and the activities which will take place in the classroom” (Yalden 1984: 14, Cited in David Nunan’s Syllabus Design, 1988).

The syllabus is the content, list of the topics/concepts to be taught. In the other words, it is the descriptive outline and summary of topics that are to be taught/covered in a given time frame for a course or program.

The syllabus usually provides the specific information about the course or training program. Syllabus helps students understand what will be taught during the specific course. Syllabus is not only the outline of the topic or content but also a legal contract between the students and college; it includes a statement about students’ special educational needs, the criteria for grading and evaluation. It is designed semester to semester or quarter by quarter for each class and paper.

2.1.1 Why should we have a syllabus?

Syllabus is a very important document for making teaching and learning process meaningful. Hutchinson and Waters (1987) have given several reasons for having

¹ Nunan. David, *Syllabus Design*. New York: Oxford University Press, 1988.

² Hutchinson. Tom and Waters. Alan, *English for Specific Purposes: A Learning Centred Approach*. Cambridge: Cambridge University Press, 1987. 83-84

syllabus that clearly prove that syllabus is an important document for teaching/learning process. Some of them are:

- We need syllabus because language is a complex entity and could not be learnt in one go. It needs to be broken down into manageable units.
- Syllabus provides moral support to the teacher and learner.
- Syllabus is seen as a statement of projected routes. It provides direction for the teacher as well as learner about where and how they might get there.
- Syllabus tells the teacher and students what and why it is to be learnt.³

Types of syllabus include:

- Notional-Functional Syllabus
- Grammatical Syllabus
- Lexical Syllabus
- Situational Syllabus
- Text-based Syllabus
- Skill-based Syllabus
- Task-based Syllabus
- Learner-generated Syllabus
- Mixed Syllabus
- Online Course Syllabus

2.1.2 Characteristics of Syllabus

A good syllabus must have the following features:

- It should be very clear and comprehensive
- It should be ordered and sequenced in an appropriate way
- Objectives should be stated explicitly

³ Ibid.

- Content items should be organized in a logical way
- Time schedule should be mentioned clearly
- Approach or methodology should be explained
- Recommended materials should be mentioned
- Details of the grading system should be given
- Course requirements should be stated clearly
- Contact information of the instructors including office hours and location should be provided.

Gaurang (2006) has posted some important features of a good syllabus on his blog titled 'Evaluating Syllabus:

- A syllabus should offer students a clear and concise statement of what a course is about
- It should tell students how materials are going to be taught and why
- It should provide all the needed logistic information
- It should explain what is required of students, when and why.⁴

2.1.3 Role of Syllabus in Teaching

The role of the syllabus in teaching / learning process is very important. It works as a guide for both learners and teachers. It is a complete set of activities and materials and provides the direction about what to teach and how to teach. If syllabus is explicit and well organized, teaching and learning will be productive. Otherwise it would be very difficult to achieve the final goal.

2.1.4 Objectives of Syllabus

Objectives play a very significant role in indicating the direction of an educational program in which teaching, learning and evaluation have to operate. These are very important in making these three processes methodical and system. Ivor Kevin Davies

⁴ Gaurang, *Evaluating Syllabus*, 2006. (<http://vvnssyllabus.blogspot.in/>)

has rightly said: “They are an ideal, an aspiration and a direction in which to go” (Davies 1976).⁵

Objectives play a crucial role in making educational activities meaningful and fruitful. The objectives of the course are translated into reality by the teachers with the help of methods, syllabus and materials. So all these three are geared towards realizing the objectives of the course. It is expected that the objectives of the course must fulfil the needs of the students. If a course does not fulfil the needs and requirements of the students, it is meaningless for them.

2.2 English for Specific Purposes (ESP)

Hutchinson and Waters (1987) believe that ESP is an approach, not a product. ESP is an approach to language learning, which is based on learners’ needs. The foundation of all ESP is the simple question: why does this learner need to learn a foreign language? In ESP all decisions related to content and methods are based on the learner’s reasons for learning.⁶

Munby (1978) defines ESP: “ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs of the learner, rather than by non-learner-centred criteria such as the teacher’s or institution’s predetermined preference for General English or for treating English as part of a general education.”⁷

2.2.1 English for Specific Purposes (ESP) for Engineering Students

Riemer (2002) talks about the effectiveness of ESP course for engineering students in the globalised world. He states that there is a need for effective English Communication skills for engineers in the present globalised environment. A course based on ESP will be effective to accelerate English language training and

⁵ I.K. Davies, *Objectives in Curriculum Design*. London: MacGraw-Hill, 1976.

⁶ Hutchinson & Waters, *English for Specific Purposes*, 19.

⁷ Munby. John, *Communicative Syllabus Design*. Cambridge: Cambridge University Press, 1978. 2

communication skills of the engineering students. It will also be helpful in the globalisation of education and internationalisation of practising engineers.⁸

2.2.2 Characteristics of ESP

Dudley-Evan and Maggie Jo (1998) provide more comprehensive characterisation of ESP as language teaching designed to meet the specific needs of the learners through employing effective teaching methodologies and activities. They believe that ESP linked to a particular profession or discipline that makes an ESP teacher different from the teacher of General English Purposes (GEP). They have used absolute and variable characteristics in the definition of ESP.

Absolute Characteristics

- ESP is designed to meet the specific needs of the learner
- ESP makes use of the underlying methodology and activities of the discipline it serves
- ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

Variable Characteristics

- ESP may be related to or designed for specific disciplines
- ESP may use, in specific teaching situations, a different methodology from that of general English
- ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.⁹

⁸ Riemer. Marc J., “English and Communication Skills for the Global Engineers” *Global Journal of Engineering Education* 6 (1) (2002) 91-100.

⁹ Tony. Dudley-Evan & St John. Maggie Jo, *Development in ESP: A Multi-disciplinary Approach*. Cambridge: Cambridge University Press, 1998. 4-5.

2.3 English for Science and Technology (EST)

Louis (1985) explains the term EST in a very comprehensive way. He says that EST is a term that was coined by Larry Selinker. Basically EST means ‘the written discourse of scientific and technical English.’ However, since the term EST became part of the currency of ESL/EFL/ELT, its meaning has broadened. Until now for many it means ‘the field of English for Science and Technology’; thus it includes oral and as well as written discourse.¹⁰

Rao (2014) states that EST is a part of the larger field of ESP which shares some basic characteristics of ESP. It emphasises purposeful and utilitarian learning of English. The communicative needs of the learners are the major consideration of course design. EST includes both the oral and written discourse. EST deals mainly with students at tertiary level for specific needs in study, work or research.¹¹

2.4 English Communication Skills for Engineering Students

Now demands and expectations of employers and industries have increased owing to globalisation. Riemer (2002) talks about a report which is published from Melbourne, Australia, which states that now employers look for engineering graduates with skills beyond the standard paper degree and demand an excellent level of skills in communication, decision making and team work. However, it is also found in the report that much fewer felt that this graduate degree provided: oral communication skills, awareness of the social implications of their discipline’s developments, management skills, understanding of other points of view and other culture and confidence and competence to work in an international environment. The report has also laid emphasis on the skills such as problem solving, communication, interpersonal skills and critical and independent thinking in engineering education.¹²

Prasanta (2014) suggests that listening, speaking, reading and writing should be practised regularly in the classroom and instructors should pay special attention to

¹⁰ Trimble. Louis, *English for Science and Technology: A Discourse Approach*. Cambridge: Cambridge University Press, 1985. 2

¹¹ Rao. V. Chandra Shekhar, “English for Science and Technology: A Learner Centred Approach” *English for Specific Purposes World* 42 (15), (2014). <http://www.esp-world.info/>

¹² Riemer. “English and Communication Skills for the Global Engineers”

develop them in a systematic way. Training in soft skills should also be provided to engineering students for personality development, interviews, intra-personal and interpersonal communication etc. English classes should include interesting tasks that involve technology related activities like emails, chats, online discussions, power point presentations, video conferencing, and use of internet.¹³

2.5 Writing Skills for Engineering Students

Writing skills is an important skill for professional life. Engineering graduates should be well versed in written communication because they have to do extensive writing work. Mahajan (2015) talks about the need of writing skills at workplace and mentions that effective writing with grammatical correctness, clarity, proper sentence construction, coherence between sentences and completeness are the factors which are important while writing business reports, letters, proposals, notices, e-mails and research papers etc. He specially talks about the importance of writing good business proposals in professional life.¹⁴

Indira and Minakshisundaram (2010) also emphasise writing skills for engineering students. They argue that spoken English has occupied the central position in the university curriculum. But writing skill cannot be neglected in any way. Technical writing is emerging as a field of lucrative business. Employers, industries and outsourcing centres now demand engineers who can write correctly.¹⁵

2.6 Reading Skills for Engineering Students

Like listening and speaking, reading is also an important skill for effective communication. Engineering students need to read technical and business documents: reports, proposals, magazine articles, letters, and instruction manuals etc. It is necessary to focus on reading skill as other skills.

¹³ Kumar. P. Prasanta, "English Competency: The Need of the Hour for Professional Students" *International Journal of English Language, Literature and Humanities* II (VIII), (2014), 207-216.

¹⁴ Mahajan. R. "The Key Role of Communication Skills in the Life of Professionals" *Journal of Humanities and Social Science* 20 (12), II (2015), 36-39.

¹⁵ Indira. C. & Meenakshisundaram "The Engineering Student and the English Language: A Fresh Look at Remediation" *IRWLE* 6 (II), (2010) 1-11.

2.7 Language Lab for Engineering Students

Language laboratory plays a vital role in language learning process. It provides an opportunity for students to learn language through technical tools and get the best samples of pronunciation of the language. Priya (2014) recommends that ESP teachers should provide ample practice to students in language lab courses. She also emphasises some major language lab activities: power point presentation, report writing, project report preparation etc. She adds that software relating to corporate etiquettes, communication, documentation, presentations, interview sessions, selected movies with related themes should be made available in the language lab and students should be able to access in their own time.¹⁶

Riemer (2002) points out that the latest technology should be utilised for or demonstrated to students so, that they are aware of what is in use beyond the university walls. Teacher of English communication need to review and update their methodology owing to rapid advances in the communication technology.

Suresh and Madhavi (2012) also have mentioned in their article some softwares such as Pronunciation Power-2, Cambridge Advanced Learners Dictionary (CALD) etc. through which pronunciation can be improved effectively. Students can use these software independently or with the help of instructors.¹⁷

2.8 English Grammar for Engineering Students

The place of grammar in language learning is essential. Grammar is the set of rules and describes the structure of words, phrases, clauses and sentences in English language. Grammar is also important because knowledge of proper grammar keeps one away from being misunderstood.

¹⁶ S. Priya, "Lacunas Identified in Syllabus Design of English Language Teaching in Engineering Colleges: A Study with Special Reference to Odisha, India" *International Journal of English Language and Translation Studies* 2 (4), (2014), 34-51.

¹⁷ Kumar. E. Suresh & Mahadevi. K.V., "The Teaching of Articulation Skills in English Using Computer-Assisted Language Learning (CALL) in Engineering Colleges of Andhra Pradesh" *ZENITH International Journal of Business Economics & Management Research* 2 (4), (2012) 218-226.

Papinaidu and Prakash (2014) talk of the importance of English grammar for engineering students. They argue that engineering students need verbal English and grammar also because in the competitive written test they are tested in both the verbal English and English grammar. In the recruitment process, written exam is conducted which contains questions on general English in the objective mode.¹⁸

2.9 Communicative Language Teaching (CLT) Methodology in Engineering Colleges

Communicative Language Teaching (CLT) could be a better approach to teach English to engineering students. There are many advantages to use CLT in English classroom such as: it takes into consideration communicative dimension of language, provides zeal and motivation in the classroom.

A study was conducted by Maninder and Mahesh (2014) among Engineering English teachers who have been teaching in the engineering institutes in Punjab, India to investigate teachers' understanding of the principles and practice of CLT. It is found that in order to enable teachers to have a better understanding of CLT, the prescribed curriculum and pre-service and in-service training needs to be reviewed. They also mention that the reason for the students not being successful in fluent communication in English might be teacher-centred teaching practices which lack communicative and social-functional activities in classrooms.¹⁹

2.10 Analysis of English Syllabus prescribed at Zakir Hussain College of Engineering and Technology (ZHCET), AMU, Aligarh

¹⁸ Papinaidu. M & Prakash. k, "Techniques of Teaching English Grammar for Technical Students in Rural Engineering Colleges" *International Journal of Research in Humanities, Arts and Literature (IMPACT:IJRHAL)* 2 (5), (2014) 103-106.

¹⁹ K. K. Maninder & Kumar. Mahesh, "Practical Understandings of Communicative Language Teaching: A Case Study of Engineering Institutes in Punjab" *International Journal of Linguistics and Literature (IJLL)* 3 (2), (2014), 75-82.

The English course prescribed at ZHCET is common for all branches of engineering course such as Chemical, Civil, Computer, Electrical, Electronic, Mechanical, Petro-Chemical and Architecture. English is taught at ZHCET in the first year of Engineering course followed by language lab in the second year. In the first year, they have the English syllabus EN-101 English but they do not have any syllabus for language lab. The researcher came to know about the teaching methodology and the syllabus for language lab after interaction with the lab instructor that it is an open-ended class. It is an activity based course where students are made to do different activities/tasks.

EN-101 English

EN-101 English course prescribed at ZHCET has been divided into two sections-

- 1. Reading and study skills, including reference skills and note taking**
- 2. Grammatical Items**

English is taught at ZHCET in the first and second year of engineering course. In B.Tech first year, a theory paper and in second year, language lab practice are assigned. The total number of the lectures allotted for EN-101 English are 31, including lectures, tutorials and practical. This English course has four credits. It carries 100 marks. Marks are distributed among three examination program such as course work, mid semester and end semester exam. Course work carries 15% marks, 25% weightage is given to the mid semester exam and finally end semester University exam carries 60% of the total marks. This is the compulsory paper for all B.Tech and B.Arch first year students at ZHCET.

1. Reading and study skills including reference skills and note taking

This section is divided into five units.

Unit-I

The objective of the first unit is

- to develop comprehension and interpretative skills of the students
- development of vocabulary drawn from scientific register.

A textbook is prescribed for the first unit entitled “Basic Scientific English” by Ewer & Latorre (Longman). Ten passages from the textbook are used to develop

comprehension and interpretative skills. Six passages are selected from 'Basic Scientific English' and four passages from the supplementary textbooks. Two supplementary textbooks are also prescribed entitled

1. *Animal Farm* by George Orwell
2. *The Time Machine* by H.G. Wells

To test the comprehension, interpretative and vocabulary development, comprehension questions, summary type as well as short answer type and questions on vocabulary are set in the examination.

Observations and Suggestions

The objective of this unit is to develop comprehension and interpretative skills and also to develop vocabulary but it seems that there is little correspondence between the objectives and content of the unit. It does not cover the topics that are relevant for engineering students. There are many things missing in this unit that needs to be added in it. For developing the reading skills of engineering students, some suitable topics can be: reading written instructions/advice, reading abstract of projects, reading journals, reading office documents etc. For the development of vocabulary, use of dictionary, idioms, phrases, use of technical words and vocabulary building through topics, texts, reports is also suggested.

Unit-II

Second unit is based on supplementary reading for self study. The objective of this unit is

- to develop students' independent reading ability
- to expose them to the variety of English used in contemporary life through fiction or drama.

Two supplementary textbooks are prescribed for self study.

1. *Animal Farm* by George Orwell
2. *The Time Machine* by H.G. Wells

Comprehension questions, summary or short answer type questions are asked in the exam in order to assess students.

Observations and Suggestions

In this unit, textbooks are prescribed to develop the reading skills of engineering students. Even these textbooks are not related to engineering field. This type of content is not relevant for engineering students. Topics like finding the main idea, predicting, inferring and guessing the meaning, skimming, scanning, extensive and intensive reading based on the technical texts are the requirement for the development of reading skills of engineering students.

Gupta (2013) shares her experience about the textbooks that the lay out, discourse and vocabulary of texts that deal with technical subjects are different from literary or newspaper text. The term ‘Technical English’ is commonly used to refer to texts that deal with ‘technical subjects.’²⁰

Unit-III, IV & V

Unit III, IV & V are based on writing skills. Units cover topics like how to express condition, casualty, comparison, possibility, probability, preference, plan, invitation, request, promise and suggestion, paragraph writing with emphasis on cohesive links within and across the sentence, précis writing and a composition of about 400 words and spoken English.

Observations and Suggestions

These units focus on the improvement of engineering students’ writing skills but these topics are not relevant to enhance their writing skills. Major technical documents should be introduced to the students and make them familiar how to write. The suggested topics for development of engineering students writing skills for this unit are- writing E-mail, Writing minutes/agenda of the meetings, Writing daily/periodic reports, Writing abstracts of projects, Writing business letter, Writing notices, Resolving conflict, Negotiating, Technical report writing, CVs & Resume writing, Memos etc.

2. Grammatical Items

²⁰ Gupta. Dipti, “Teaching English to Engineering Students in India” *English for Specific Purposes World* 14 (39), (2013). www.esp-world.info

This section covers basic and necessary components of English grammar such as sentence types; declarative, imperative, questions, tenses, form and function, simple present; present perfect; perfect continuous, future with temporal, conditionals, reported speech, active and passive voice, relatives, adverbs; adjectives; articles; prepositions; and phrasal verbs. This section also covers some speech training and focuses on phonetic elements such as consonants, vowels, word stress and sentence stress.

Observations and Suggestions

It is good about this syllabus that there is a separate section for grammar teaching. But the topics included in this unit are not sufficient for the students to make them proficient and also make them use grammatically correct sentences. The topics like the use of subordinate clause, use of relative clauses, use of parallelism and use of punctuation, comma and semicolon, structure of the sentences, idiomatic distortions, word formation process, parts of speech, synonyms, antonyms, sentence formation, paragraph formation, analogies, corrections, should not be ignored.

This unit also touches on phonetic aspects. It is recommended to make a separate unit for phonetics and provide extensive training in pronunciation to the students. Introduction of IPA, phonetic symbol and transcription, syllable, intonation, phoneme, American and British pronunciation etc. have importance in the study of English sounds.

EZ-291 Communication Skills Lab

Language lab at ZHCT is well equipped. A separate language lab instructor is there. The objective of the course is to make the students ready for the job market. The researcher visited the language lab and interacted with students as well as the instructor. They do not have any kind of written or prescribed syllabus for the language lab practice. The instructor explained that the course, EZ-291 has open-ended teaching. This course is for 2nd year B.Tech students (3rd and 4th semester). It is compulsory for all 2nd year B.Tech students. It has total 100 marks (60 marks for internal assessment and 40 marks for external assessment). It is an activity based course in which students are made to do different activities/tasks e.g., role play, group discussions, debate, extempore, oral presentations, interviews, skit, practice on

grammar, pronunciation and listening, speaking, reading and writing through different softwares installed in the lab computers.²¹

Observations and Suggestions

Communication skills lab is used without having any prescribed syllabus. It completely depends on the instructor. It is good that it provides an opportunity to a teacher to be innovative in the class. But it is also necessary to have a course syllabus that should cover all the necessary skills required by a specific group of audience. After discussing with the instructor, the researcher came to know about the topics that are covered in communication skills lab class. There are a lot of things to do in the language lab class but some major topics are recommended for these are important to make engineering students ready for the job market. Recommended topics are as follows:

Oral presentations, attending webinars, making posters, slides, listening TED Talks, watching TV channels like CNN, BBC, interviews via Skype, audio-visual aids, word stress and intonation practice, JAM, video clips on varieties of English spoken around the world etc.

Rierner (2002) states that group projects and presentations encourage and enhance the interpersonal skills of the students and should be emphasised early in the education curricula. It is considered as a core skill in industry.²²

2.10.1 Conclusion

The English syllabus prescribed at ZHCET is somewhat narrow. It is insufficient to make students proficient in English. This syllabus does not focus on English for Specific Purposes (ESP) or English for Science and Technology (EST). It is kind of general English course. It needs improvement. This syllabus has been in use since 2001-2002 academic session and since then it has not been updated. It should be updated regularly according to the needs of students. The organisation of the material does not seem systematic. The Syllabus designer should be aware of the needs and requirements of the job market and should design the syllabus for engineering

²¹ Discussion with language lab instructor at ZHCT, AMU, Aligarh

²² Rierner. "English and Communication Skills for the Global Engineers" 95.

students accordingly. It does not provide an opportunity to the instructors to be innovative, specially in theory paper. Communication skills lab does not have any kind of prescribed syllabus. It is recommended to have a well organised syllabus for language lab and it should be designed according to the needs and requirements of the students and the job market. Engineering English syllabus should be different from a general English course. It should focus on technical English, relevant for engineering students. Skills that are required for workplace must be included in the syllabus. Technical writings, professional communication skills, soft skills, proposal writing, email, letter and memos, how to write instruction, presentation, resume, CV and cover letters etc. should be included in the syllabus. Prescribed textbooks and materials should be relevant and authentic. The organisation, authenticity of the materials, frequency, coverage and usefulness of the syllabus should be taken care of while designing the syllabus. ZHCET provides well equipped language lab facility to the engineering students that is very necessary to improve listening and speaking skills. Language lab facility is provided for only B.Tech second year students. The first year students should also be given training in listening and speaking through the language lab. English syllabus focuses only on reading and writing skills and some grammar. Language lab should have a standard and up-to-date syllabus and should indicate different links and websites that are useful to learn the English language.

2.11 Analysis of the English Syllabus Prescribed at Faculty of Engineering and Technology, Jamia Millia Islamia, New Delhi

English syllabus prescribed at Jamia Millia Islamia for B.Tech students is the combination of theory and language lab. The title of the paper is ‘ AS101 Communication Skills (Theory & Lab).’ It has total four credits (3 for theory and 1 for language lab). English is taught to only first year of B.Tech students in semester I & II. Theory part is taught in semester first and language lab is in second semester. It is an intermediate level English course. The objectives of the course are ‘to hone English communicative skills viz. Reading, Writing, Speaking and Listening; use English for scientific /technical purpose in consonance with humanistic concerns.’

AS101 Communication Skills (Theory and Lab)

The theory paper is divided into five units. Details are as follows:

Unit-I : The Art of Communication

This unit covers topics: English communication, technical, verbal and non-verbal communication, barriers in communication; the art of communication; reading, writing, listening and speaking and strategies to overcome challenges in effective communication.

Observations and Suggestions

There are many important topics of communication which should not be neglected as for example meeting the needs of specific audience, understanding audience and readers, workplace communication which are essential part of the communication.

Unit-II: Fundamentals of English Syntax

This unit focuses on these topics: parts of speech, determiners, tenses, transformation of sentences, prepositions, discourse markers, subject verb concord, conjunctions and verbs.

Observations and Suggestions

In this unit cohesion and coherence, use of parallelism, subordinate and relative clauses, use of semicolon, comma and punctuation, tenses, active and passive voice, word, paragraph, sentence formations need to be added. Grammar should be taught in the context of technical communication.

Unit-III: Writing

The topics come under this unit are formal and informal letters, note making, report writing, book reviews, abstracts and research proposals, creative writing, email correspondence and resume writing.

Observations and Suggestions

In this unit many more topics on technical writing can be added that are important for engineering students such as lab reports, project reports, research papers, feasibility studies, grant proposals, software documentation, progress reports, instructions, analytical reports, summarizing etc.

Unit-IV: Word vocabulary and Phonetics

This unit focuses on word formation processes and some aspects of phonetics and topics include word formation, foreign roots, suffix, prefix, antonyms, synonyms, homonyms, one word substitution, idiom and phrases, acronyms, IPA symbols, vowels and consonants, place and manner of articulations, phonetic transcription and accentuation.

Observations and Suggestions

Syllable, intonation, phonemes, stress, American and British pronunciation are important part of phonetics. Simple and complex words, characteristics of word formation in English, technical words, dictionary use, derivation and vocabulary development are absent from this unit. These should be included.

Unit-V Literature

This unit is based on English literature and divided into two parts: poetry and prose. In poetry section, these three poems are prescribed.

- *Where the Mind is Without Fear* by Rabindranath Tagore
- *The Express* by Stephen Spender
- *The Lost World* by Esther Morgan

In the prose section, these four texts are prescribed-

- *Of Studies* by Francis Bacon
- *Vanishing Animals* by Gerald Durrell
- *Lamb to the Slaughter* by Roald Dahl
- *Soap-nut Leaves* by Chaaso

Observations and Suggestions

While selecting a text one should keep in mind the interest of the students. If the interest of the target audience is taken care of, teaching and learning will be productive. In the literature section, prescribed poems are good but prose section needs to be updated because it is not very much relevant to engineering students. While selecting the text socio-cultural background should be taken into account. It will be good to prescribe such texts that are technology related.

Communication Skills Lab

Faculty of Engineering and Technology at JMI has a good language lab. Training is provided to the engineering students in II semester of their B.Tech course for improving listening and speaking skills. Syllabus of communication skills lab is not very much up to date but it focuses on some basic skills that students need. The topics taught and practised in the language lab classes are basically some grammar practice by software, group activities based on movie listening and viewing, story telling, quizzes, individual strength and weakness assessment, personality development and soft skills, word stress and intonation practice, group discussions, debates, simulated conversations, seminars, personal interviews, presentations, extempore, Just a Minute etc.

Observations and Suggestions

Audio-visual aids, public speaking, watching TV channels like CNN, BBC, role plays, elocutions, webinars are also very useful activities of communication skills lab. These should be included in the syllabus.

2.11.1 Conclusion

The English course prescribed at Jamia Millia Islamia for B.Tech students aims to enhance their English communication skills and use of English for technical and scientific purposes. Here English is taught only in B.Tech first year (sem- I&II). The English syllabus prescribed for engineering students is general and not for specific purposes. The total periods for the prescribed syllabus and description of marks are not mentioned in the syllabus. English course prescribed for engineering students should comprise English for Science and Technology (EST). After going through the syllabus, it is found that the syllabus is not up to date. It should be updated regularly in every academic session. Very few topics are related to the needs of engineering students. English for specific purposes (ESP) should be preferred to general English. Needs and requirements of engineering students for English communication skills should be taken into account while designing syllabus. Such contents and skills should be included in the syllabus that can make engineering students ready for the job market, not only nationally but globally. Syllabus designers should keep in mind

the requirements of the global market. The materials prescribed for developing reading skills should be authentic. Writing and speaking skills should be given weightage for engineering students because they help in writing and speaking.

Remedial Measures:

- Syllabus should be updated regularly
- More technical topics should be included in the syllabus
- Needs of the students should be taken into account in the syllabus
- Soft skills should be rigorously practised
- English should be taught to engineering students in their second year also
- Syllabus designers should consult the training and placement officers (TPO) and industry experts about the recent requirements of skills for the job placement of engineering students
- Contents and skills that are required at workplace should be emphasised in the syllabus.

2.12 Analysis of English Syllabus Prescribed at GLA University, Mathura U.P.

At GLA University Mathura, three English papers are taught to B.Tech students, including English language, language lab and soft skills. Each paper has two parts: I and II. These courses are taught till the fourth semester of B.Tech engineering course. English course carries a total of 100 marks. The detailed account of English syllabus is as follows:

AHE 1001: English Language skills for Communication-I

This English paper is taught in 1st semester of B.Tech course. This paper is divided into three modules. 26 teaching hours are allotted for this paper and it has two credits. Basically this paper focuses on grammar. The objective of this course is to equip the students with the essential knowledge of grammar, thereby enabling them to write and speak English with considerable accuracy. It will also enhance their linguistic competence in comprehending written and spoken English.

The topics covered in this paper are: articles, noun and kinds, pronoun and kinds, adjectives, auxiliary verbs, modals, linking verbs, adverb, subject, object, predicate, preposition, tenses and kinds: Present tense, Past tense and Future tense and error correction.

Prescribed texts for developing reading comprehension are

1. *The Eyes are not Here* by Ruskin Bond
2. *The Effect of Scientific Temper on Man* by Bertrand Russell
3. *After 20 Years* by O. Henry
4. *Quest for Energy* by Shreesh C. Chaudhary and Devaki S. Reddy
5. *The Chocolate Affairs* by Stephanie Alison Walker
6. *Science and Human Life* by J.B.S. Haldane

Recommended books for reading are-

Five Point Someone by Chetan Bhagat and *Bachelor of Arts* by R.K. Narayan.

Observations and Suggestions

This English paper is well designed for intermediate level students. It seeks to cover the essential elements of English grammar that are needed most. Texts are also suitable for developing comprehension skills. Texts might be helpful in creating interest among technical students.

AHE 2001: English Language Skills for Communication-II

This paper is prescribed for B.Tech II semester. It has twenty-six teaching hours and is divided into three modules. This course aims at enriching the comprehension skills of the students alongside training the students in essential features of grammar required for effective writing and speaking. It is also divided into three modules. The topics covered in the syllabus are.

Word formation processes, inflection, derivation, blending, compounding, clipping, abbreviation, acronym, infinitives, participle, gerund, conjunction, simple, complex and compound sentence, subject-verb agreement, punctuation, parallelism, parts of

speech, tagging, modifiers, degrees of comparison, active and passive voice, narration: direct and indirect and correction of common error.

Prescribed Texts for comprehension are:

1. *The Magic Shop* by H.G. Wells
2. *The Language of Literature and Science* by Aldous Huxley
3. *The Death of Hired Man* by Robert Frost
4. *The Civilisation of Today* by C.E.M. Joad
5. *A Brief History of the Future* by Stephen Hawkins
6. *What We Must Learn from the West* by Narayana Murthy

Recommended books for reading:

Animal Farm by George Orwell.

Time Machine by H.G. Wells.

Observations and Suggestions

This paper is the extension of paper 1 on English language skills for communication. The items not covered in the first paper are included in the second paper. The elements of grammar that are included in two papers are sufficient to make the students able to write and speak English correctly. It has also prescribed many authentic texts that can be very helpful in improving reading comprehension of the students. However, one important item missing in both the papers is vocabulary building which plays a very important role in ensuring fluency. Vocabulary building should be ensured through different kinds of activities.

AHE 1080: English Language Lab-1

This English language lab course is prescribed for B.Tech 1st semester and has 27 teaching hours. It is divided into four modules. The objective of this course is to give students an opportunity of practising spoken English with a view to ensuring fluency, accuracy and correct pronunciation and intonation. It will also provide them with a platform to practise language in various social and professional settings. English language lab course focuses on the following topics:

I. Audio-visual materials for listening and speaking:

The power of English and the rise of global citizen: How English became a global language: Videos on the importance of English, entry level recording of students' speech, sounds of English RP (Practice with IPA), 'Tryst with Destiny' by J.L. Nehru; public speech, 'Making Request' listening comprehension.

Speaking Activities

Introduction of the students, practice of process description, practice of spoken English (using topic chits), practising pronunciation (with the help of a dictionary), discussions on various issues in J.L. Nehru's speech.

II. Audio-Visual Materials for Listening and Speaking:

'Connecting' documentary on social interaction, live reporting and commentary (3 Idiots/Water horse), 'Corporate Culture' by J. Wilkinson (TEDx) on corporate work culture, 'Enterprising India, part II': Interview of Ratan Tata and Narayan Murthy on corporate life style.

Speaking Activities

Practice of Group Interaction, role plays on real life situation, Students' short report on corporate leaders, Process description.

III. Audio-Visual Materials for Listening and Speaking

'Slow Poisoning in India' Documentary on environmental issues, 'Life Without Limbs' by Nick Vujicic, 'One Crime History' (1962), Animated short movie, Ad analysis, recording of students.

Speaking Activities

Discussions on environmental issues, Extempore discussions on documentary/movie, students performing Ads.

Observations and Suggestions

This language lab course is organized effectively. These activities can be very helpful to improve the listening and speaking skills as well as to enhance their understanding

about corporate life style, environmental issues, movies etc. Suggested speaking activities are given at the end of every module. It makes the syllabus very clear and also provides effective guidance for both students and teachers. Phonetics is not emphasized in this paper. Let us now examine the second paper for language lab.

AHE 2080: English Language Lab-2

This language lab course aims at giving students exposure to English language as used in various communicative contexts. It will provide them with an opportunity of utilising media for honing their communicative skills in English. It is divided into three modules and has twenty-seven teaching hours. It is taught to B.Tech II semester students. Every unit has some audio visual materials for listening and speaking and also suggested activities for speaking. This syllabus covers the following topics:

I. Audio-Visual Materials for Listening and Speaking

Varieties of English (Indian, American and British) clips from ‘Terminal’, Practice of story narration in present tense (documentary on ‘The Himalayas’), Robinhood-II story narration in past tense, fun with future tense (compiled clips), ‘Introduction to stress management’ by Dr Lu Ann Helms.

Speaking Activities

Common deviations of Indian English from British and American English, Process description/daily routine, Story narration/describing an important moment of life, description of future plan, discussions on personal problems like anger, stress, nervousness.

II. Audio-Visual Materials for Listening and Speaking

The thrilling potential of 6th sense technology from TED Talks by Pranav Mistry, India on Four Wheels (BBC Documentary), Video clips from ‘I come in peace’ by Maz Jobrani, movie review.

Speaking Activities

Discussion on ‘Imagination is the only limit’, Discussion on the problems of India, Listening comprehension based on Loud reading , Movie review.

III. Audio-Visual Materials for Listening and Speaking

Speech by Hillary Clinton at UN council meet on Women empowerment, ‘Can we create new senses for humans’ by David Eagleman, Good and bad GD (Video), Good and bad interview (Video), recording of students.

Speaking Activities

Discussion on Gender discrimination, discussion on innovative and critical thinking, practice of group discussion and mock interview.

Observations and Suggestions

This English language lab focuses extensively on listening and speaking skills. It is a good structured syllabus for enhancing the listening and speaking skills. Topics are also very interesting but some important phonetics elements are not covered in this syllabus. Phonetics can be taught in a very effective way through technology or computer assisted language learning. There are many softwares that can be used to improve the pronunciation skills of students. It is necessary for a language instructor to make students aware of the basic concepts of phonetics. The following topics may be included in the syllabus: Vowels, Consonants, Phonemes, Syllables; Articulation of Speech Sounds – Place and Manner of Articulation; Transcription of words and simple sentences, using International Phonetic Alphabet.

AHE 3080: Soft Skills-I

This soft skills course is prescribed for 3rd semester, B.Tech. It has twenty-six teaching hours and is divided into three modules. This course on soft skills would help the students in getting a deeper insight into the acquisition of four skills, LSRW, various activities and exercises on conversation, discussion, mini presentations, skimming, scanning and detailed reading etc. It will provide students with opportunities, and exposure to sharpen their English language skills.

The objectives of this course are to make students aware about the primary skills and sub skills involved in using English effectively at today’s corporate workplace with a

global presence. It will provide practice and guidance to enhance skills to the proficiency level expected in any organization.

Contents of the syllabus:

- I. Importance of English in communication, process and dimensions of communication, barriers to communication, planning presentations, group presentations (Jointly drafting a presentation, doing GD and making group presentations), phrasal verbs, lexical bundles on related topic, Error correction (Level-I), question tags, connectives and coherence markers.
- II. Accuracy, brevity and clarity in writing, cohesion and coherence in paragraph writing, E-mail: formality and persuasiveness, techniques of effective reading: intensive, extensive, skimming and scanning, practice on paragraph writing and Précis writing, error correction (level-II) GD practice (related lexical bundles to be offered).
- III. Level of reading comprehension: Inference based reading techniques, listening comprehension: listening to understand, listening for interpersonal effectiveness, hearing vs listening, stages of listening, lexical bundles on related topics, memo writing, error correction (level-III), report writing, group presentation on report (industrial/corporate visits etc.)

Observations and Suggestions

Soft skills are important for engineering students because they need it more. These skills are very much required at workplace. This paper has sufficient topics for making students proficient in soft skills but practical application of all these skills should be emphasized. Technical writing is a necessary part of the professional life and it should not be ignored. Very little attention has been paid in the syllabus towards writing skills.

AHE 4080: Soft Skills-II

This course focuses on honing soft skills. Various activities and exercises on interpersonal and Intrapersonal skills, GD and mock interview seek to boost the morale of prospective corporate employees. More importantly, the course intends to

give students a feel of corporate life style and expectations from a prospective corporate employee.

The objective of the course is to provide students with adequate opportunity to get exposed to multiple facets of corporate setting and to orient them to placement readiness.

This course has been prescribed for B.Tech IV semester students to provide adequate training in the soft skills for making them ready for placement. It has twenty-six teaching hours and is divided into three modules. The syllabus covers the following topics:

- I. Communication types: Verbal: Stress, Intonation, Voice-modulation; Non-verbal: Kinesics, proxemics, chronemics. Business idioms: Group PPT Presentations. Intra personal skills: Self awareness, self confidence, self esteem, dealing with negative emotions, assertiveness. Interpersonal Skills: Team work, stages of team formation, goal setting, smart goals, leadership qualities. Phases of Group discussions: Initiation/introduction, summarisation/conclusion. Group discussion: Practice.
- II. Presentation Skills: Analyzing audience and locale, organising contents, planning visual Aids, lexical bundles on presentation skills, individual presentation on topics assigned. Resume writing: Resume and CV, Types and format. Exploring potential jobs: Company-profiling, matching company requirements to the candidate's skills, registering on job portals, being visible in the market.
- III. Cover letter. Interview skills: Basics of an interview, handling tricky questions and situations. Business Etiquette: Corporate dressing and grooming, communication media etiquette, telephone etiquette.

Observations and Suggestions

This is the second part of English language lab-1 paper. It has extensive topics and tries to introduce more skills that are required at workplace. It has added relevant skills and topics that are needed by the industries in the twenty-first century, which is technologically very advanced. It would be appropriate if students are trained according to the needs of the hour. Earlier interviews were conducted in the office and

talks were organized on the discussion table but now interviews by multinational and domestic companies are conducted via Skype and discussions are scheduled among experts around the world via Webinar etc. Students should know the practical use of such softwares and applications.

2.12.1 Conclusion

The English course at GLA University, Mathura is taught in the first and second years of engineering course. English language for communication and English language lab is taught in B.Tech first year and only soft skills are taught in the second year of B.Tech. Learning technical vocabulary is very important for engineering students and it must be emphasised in the syllabus in the form of different activities and exercises. The objective of teaching English is not only to finish the syllabus but to make them ready for the job market. The English syllabus prescribed at GLA University, Mathura is far better than that at other self financed engineering colleges in Aligarh and Mathura. GLA has tried to fulfil the needs of Engineering students and train them accordingly. Training in speaking and listening through language lab is very important. The language lab at GLA has a well organised syllabus for language lab practice. Training students in soft skills before the completion of their engineering course is very much required and it is very helpful in getting them placed for jobs and to make them industry ready. Despite having all required skills, still there are some important skills missing in the syllabus. Very little attention has been paid towards the following areas:

- Phonetics
- Latest technological advancement (Skype, webinar etc.)
- Technical writing (different technical reports, grant proposals, checklists, technical research papers, different kinds of letters, including business letter, notices, minutes/agenda of meeting etc)
- Technical vocabulary building
- The above mentioned skills play an important role in professional life and are required at work places nowadays. It is strongly recommended to include these in the syllabus.

2.13 Analysis of English syllabus prescribed at Institute of Technology & Management (ITM), Aligarh and Aligarh College of Engineering and Technology (ACET), Aligarh

The English language course followed at ITM and ACET Aligarh is the common syllabus prescribed for all B.Tech students, by Uttar Pradesh Technical University (UPTU). It is divided into five units. English is taught only in the first year of engineering course. The title of the English syllabus is ‘EAS-104/EAS-204: Professional Communication’.

These engineering colleges do not fully follow English model syllabus prescribed by UPTU. UPTU has prescribed three English papers for all B.Tech students. Here is a brief description of English syllabus model by UPTU.

1. **‘EAS-104: Professional Communication’** is prescribed for 1st semester B.Tech students. It has total 50 periods, 4 credits and 100 marks.
2. **‘EAS-109: Remedial English language’** is also taught to 1st semester students and is compulsory audit course. A candidate has to secure minimum 30% pass marks. It has total 50 marks and zero credit.
3. **‘EAS-154: Professional Communication Lab’** is prescribed for the first semester by UPTU and has 50 periods, including lecture, theory, practical, accusative test and teachers’ assessment. It has one credit.
4. **‘EAS-204: Professional Communication’** is prescribed by UPTU for the 2nd semester B.Tech students. It has 50 periods, 4 credits and 100 marks.
5. **‘EAS-254: Professional Communication lab’** is also taught in the 2nd semester of B.Tech. It has 20 periods, 1 credit and 30 marks.

Institute of Technology and Management (ITM), Aligarh and Aligarh college of Engineering and Technology (ACET) teach only one English paper EAS-104/EAS-204: Professional Communication prescribed by UPTU. The details of the English syllabus followed by ITM and ACTE are:

EAS-104/EAS-204: Professional Communication

Unit-I is related to technical communication and covers topics such as technical communication: features, distinction between general and technical communication, language as a tool of communication, levels of communication: interpersonal, levels of communication organizational, levels of communication mass communication, the flow of communication, downward, upward lateral or horizontal (peer group), importance of technical communication, barriers to communication.

Observations and Suggestions:

This unit is about technical communication and covers all the necessary components of technical communication. But the importance of technical communication and purpose of technical communication are missing from this unit.

Unit-II is based on constituents of technical written communication and covers topics like word formation, homophones, vocabulary, requisites of sentence construction, paragraph development, techniques and methods- inductive, deductive, spatial, linear, chronological, the art of condensation and its various steps.

Observations and Suggestions:

Characteristics of a good technical writing, sentence types, tenses, prepositions, essential elements of grammar are not there. Basic elements of grammar should be included in this unit.

Unit-III focuses on forms of technical communication and deals with these topics: business letters, job applications and resumes, reports, proposals, technical papers, project, dissertation and thesis writing.

Observations and Suggestions:

Major technical documents are missing from this unit such as lab reports, project reports, research papers, feasibility studies, grant proposals, software documentation, progress report, instruction, email writing and texting. These forms of technical writing are important for technical students.

Unit-IV covers the presentation strategies such as defining purpose, organization of contents, audio-visual aids, nuances of delivery, body language, time and space.

Observations and Suggestions:

Professional speaking skills such as job interview, group discussions, debates etc. and speaking skills like defining and describing objects, oral presentations, power point presentation are a necessary part of oral presentation. These should be included in this unit.

Unit-V has only a list of texts prescribed for the development of reading skills. “The Aims of Science and Humanities” by M.E. Prior, “The Language of Literature and Science” by A. Huxley, “Man and Nature” by J. Bronowski, “The Mother of the Sciences” by A.J. Bahm, “Science and Survival” by Barry Commoner, “Humanistic and Scientific Approaches to Human Activity” by M.E. Prior, and “The Effect of Scientific Temper on Man” by Bertrand Russell. A textbook is also prescribed for the improvement of writing skills entitled “Improve Your Writing” by V.N. Arora and Laxmi Chandra, Oxford University Press, New Delhi and another one is “Technical Communication – Principles and Practices” by Meenakshi Raman and Sangeeta Sharma, Oxford Univ. Press 2007, New Delhi.

Observations and Suggestions:

It would be better if technical texts are prescribed to develop the reading skills of engineering students. Only reading the texts could not be helpful in improving the reading skills. There are many strategies and task-based activities by which reading skills could be improved. Reading and understanding scientific texts, note making, predicting the content, skimming, scanning and summarizing texts, intensive and extensive reading etc. are the strategies by which reading skills can be improved in a better way.

2.13.1 Conclusion

The English course prescribed at ITM and ACET, Aligarh is good but they have prescribed only one paper for 1st semester in B.Tech course. They do not have any training for language lab. They are not fully following UPTU English syllabus. They have prescribed only one paper for their institutes, entitled professional communication while UPTU has proposed three papers of English for B.Tech students. Organization of the syllabus is good. Syllabus focuses more on the theoretical part rather than the practical part of topics. Contents are not much authentic. It should be related to the daily life activities. Specially for engineering

students, their English course should cater to their needs and fulfil the requirements of the global market. Syllabus designers should try to include such skills in the syllabus which are relevant for them and could be helpful for job interview. The job of an English teacher is not only to finish the syllabus but to make them industry ready. The syllabus should focus more on employability skills. While designing the syllabus, syllabus designers should keep in mind the needs of the engineering students. Presentation skill is important for engineering students and it should be demonstrated in the class. Listening and speaking skills are missing from the syllabus. These flaws should be remedied. There should be a separate paper for language lab practice. Grammar is completely ignored in this syllabus. For reading comprehension, authentic materials should be provided to students.

Uttar Pradesh Technical University should update their syllabus regularly and keep in mind needs of engineering students while designing the syllabus of English course. ITM and ACET, Aligarh should follow the complete model provided by UPTU or design their own independent English syllabus which covers all the essential skills required at workplace for engineering students.

2.14 Analysis of English Syllabus Prescribed at Indian Institute of Technology (IIT), Patna

English syllabus prescribed at IIT Patna for engineering students (B.Tech) is taught only in the first semester. The title of the syllabus is 'HS101 English: Language through Literature'. English course is divided into three parts-

I. Language in text

II. Structure of modern English

III. Functions of English

The objective of the syllabus is to teach students to appreciate English language through the study of literary genres like essays, short stories, one act plays and poems. The course also aims to make the students aware about the structure of modern English and the functions of English and to use language in a proper perspective. Details of this English syllabus are as follows:

HS101 English: Language through Literature

This course aims at enabling students to appreciate English language through the study of literary genres like essays, short stories, one act plays and poetry. The course covers the structure of modern English and the Functions of English and makes students aware of the uses of language in a proper perspective. The course is divided into three parts:

- I. **Language in Texts:** This section presents English Language as used in literature. The students will read short stories, essays and one-act plays to get an idea of the structures and functional varieties of the language. Prescribed pieces from the book are Essays, Short Stories and One-Act Plays ed. By R.K. Kaushik and S.C. Bhatia, Oxford University Press, 1975

Essays

Freedom by George Bernard Shaw

Student Mobs by J.B. Priestley

Short Stories

The Three Dancing Goats- A Folk Tale (Anonymous)

The Fortune Teller by Karel Capek

Grief by Anton Chekov

One-Act Play

Refund by Fritz Karinthy

Poems

Night of the Scorpion by Nissim Ezekiel

Porphyria's Lover by Robert Browning

Observations and Suggestions

This part of the syllabus focuses on literature and short stories, poems and one act plays. Objectives of the syllabus indicate that the purpose of teaching literature is to familiarize students with varieties of English used in literature. It can be helpful for literature students to make them familiar with different genres of English but it might be less fruitful for engineering students. It is recommended that different kinds of

technical documents be included in this unit for technical students rather than to make them aware of the genres of poetry, short stories, essays and one act plays.

II. Structure of Modern English:

This deals with constructions in modern English:

How are sentences constructed?

Direct and Indirect Constructions

Inflexions in English language

Observations and Suggestions:

In the second part of the syllabus, an attempt has been made to cover the grammar portion of English language but these topics are not sufficient for making students able to use correct English. It is necessary to include such topics as introduction of tenses, discourse markers, types of sentences, use of subordinate clause, relative clauses, parallelism, comma and semicolon etc. There are some essential grammar elements that cannot be ignored.

III. Functions of English:

This section deals with the uses of English language in daily life and may enable the students to use the language successfully in various activities. The section focuses on the following areas:

Professional Presentation,

Interpersonal Communication,

Writing Skills

Observations and Suggestions

This unit is relevant for engineering students because these skills are required at workplace. This unit needs to be extended and should cover more topics that are required for the job market and make them industry ready. Different activities can be added through which listening and speaking skills can be developed such as role plays, debates, speeches, group discussions etc. There are many more activities through which oral presentation can be improved like talking about daily life situations, delivering oral presentations, telephonic conversations, facing interviews,

webinars and also facing interviews online via Skype etc. For the development of writing skills, topics like writing summary, minutes of the meetings, writing effective emails, writing different kinds of technical reports and proposals, writing business letter, notices, abstract, memos, resume and CV are essential parts of professional writing.

Texts Books:

Krishna Mohan and Meera Banerji, Developing Communication Skills, Macmillan India Ltd.

John Eastwood, Oxford Practice Grammar, Oxford, New Delhi, 2005

R.K. Kaushik and S.C. Bhatia, Essays, Short Stories and One-Act Plays, Oxford University Press, New Delhi, 1975

Observations and Suggestions

Prescribed textbooks are good. Additionally some others textbooks may be added that might be helpful in the development of professional communication skills. There are many textbooks available in the market that focus on engineering English.

2.14.1 Conclusion

The English course is taught in the first semester of engineering course at IIT Patna. It covers the language used in the literary genres and functions and modern structure of English language. Extensive training and instruction are needed to make students proficient in English. In this English syllabus, there are many important skills that are not covered. Phonetics is absent from the syllabus. There is no provision for using language lab to develop their listening and speaking skills. The grammar portion is much emphasised. Language lab should have a separate paper and should include all the topics that can be helpful to make students proficient in communication skills. Teaching English only in one semester is not sufficient to improve communication skills. IITs should have a model English syllabus that can be followed by other

technical institutions in the country. They should emphasise English as a subject like other engineering subjects. In the light of various surveys and data presented by different organisations about the unemployment of engineering students, it is observed that the main reason behind the unemployment of the engineering graduates is the lack their communication skills. The only solution to this problem is that engineering institutes should take English teaching seriously and IITs should set a good example of English teaching for engineering students.

2.15 Analysis of English Course taught to Engineering Students at the Indian Institute of Technology (IIT), Delhi

The Researcher discussed the English course taught to engineering students at IIT Delhi with the faculty members of Department of Social Science and Humanities and came to know that they do not have any prescribed English syllabus for engineering students. Both language and literature are taught to B.Tech students along with five other disciplines economics, psychology, sociology, philosophy and law from their 3rd to 8th semester. Like all other courses, English is the medium of instruction. In their 1st and 2nd semester all B.Tech students have to do an academic reading and writing course. The content for this course is in English and the instructors use task based teaching approach. Content varies from batch to batch, depending on their interest, and most importantly their language needs. A needs analysis test is done at the beginning of the semester which the teacher uses to design the course plan for the particular batch. Since IIT Delhi get students with very different levels of exposure to English from all over the country, one does not fit all. Some of the common goals English teaching tries to achieve are

- Ability to bring out contrasts in their writing
- Ability to write about a process
- Ability to skim and scan through texts
- Ability to decipher and also to write opinions and perspectives and so on.

All these courses are offered by the Department of Humanities and Social Sciences at IIT Delhi and are core requirements for the B.Tech degree of the students.²³

The researcher had discussion with faculties and authorities who are involved in teaching English language at IIT Delhi and came to know the following major points about their English course.

- English course at IIT Delhi has a different structure from other institutes of India. It has no prescribed syllabus for B.Tech students.
- Experimental methods are used to teach students. First, experiments are done in the class with the proposed activity or method. If it goes well and interest develops in students, then it is fine. Otherwise that activity or methodology is discarded.
- Teaching is based completely on students' interests.
- Open-ended methods are applied in the class.
- Language lab or any kind of computer assisted language learning is not used to teach English to students. The reason behind not using computer is those students hate using headphones in front of the computer and the interest of the students is a priority.
- Info-graphic is also used to teach students. A graph is drawn on the board like ice-cream, boat, rocket etc. and students are asked to describe it.
- Educational background of students is taken into account. Some students are from English medium schools and are good in English. However, some of them are from regional background and their English is poor. So activities are designed in this way that can be helpful for both of them.
- Extra help is provided to the students who are weak and need extra instructions. This facility is provided to the students in their free time.
- English is compulsory for all first year B.tech students.
- Methodology adopted by instructors is innovative.

²³ Discussion through E-mail with Dr. Paroma Sanyal, Assistant Professor (Linguistics) at IIT Delhi on January 13, 2016

- Projector is also used to teach students.
- No textbook is prescribed. Nor is any textbook used for teaching English.
- Oral feedback is collected from the students about the teaching and learning of English in the class and issues are taken up seriously.
- Task-based activities are also used in the class and it is very effective.
- Before assigning any task in the class, all instructors who are involved in English teaching have discussions whether it will work in the class or not. Then it is assigned for the students.
- English course is about developing reading comprehension at IIT Delhi. So mostly activities are based on reading skills.²⁴

2.15.1 Observations and Suggestions

After discussing the methodologies and course content applied by IIT Delhi to teach English language, it is found that they have different approach to teach but it does not sound much appropriate in academic settings. Nobody can deny the importance of syllabus. It might be very surprising to say that no syllabus is followed for this course. As mentioned earlier, syllabus is a contract between the instructor and the students. It makes absolutely clear what this course is about, what is required of the students, and of the instructor. It helps students and instructor to focus on what to do for the course. It provides great help to the instructor to organize his/her thoughts and approach to the subject. It clearly states some information that is important for a student to know textbooks, assessment procedure, kind of examination, how scores are counted, and teachers' and students' expectations, topics, dates, and reading.

It should not be assumed that teaching with syllabus does not provide an opportunity for an instructor to be innovative in the classroom. It is not true because despite having syllabus there is an opportunity for an instructor to show his/her creativity. There is also a possibility that teaching and learning might go directionless without having a syllabus. There is no prestigious institutions in the world that does not have

²⁴ Face to face discussions with Dr. Paroma Sanyal and colleagues involved in teaching English at IIT Delhi on Feb. 13, 2016

any prescribed syllabi for the course. It is a requirement for making the teaching and learning meaningful and productive. IITs are also considered prestigious institutions in the country and they should demonstrate the good example of academic settings. Their prescribed syllabus must be the role model for other technical institutions of the country. They should be aware of the demand and requirements of the global market for technical students. Only getting admission to IIT do not guarantee a job but competence and fulfilling the needs and requirement of the industry is the requirement for job market. IITs are open to everybody who can compete in science subjects and get enrolled. There is no any test that checks their English communication skills at the time of admission. Students can be found having English medium education background and also from vernacular medium schools. It is strongly recommended to have a well organized English syllabus that can fulfil the needs of the students and makes them ready to face the challenges in job market.

As far Computer Assisted Language Learning (CALL) is concerned, the role of technology cannot be ignored in the ESL classroom. It provides great help to make the class interactive and interesting for students and instructors. Language lab is helpful in language learning because students can practise their pronunciation and have fun as well.

2.16 Analysis of English Syllabus Prescribed for Engineering Students at Mangalayatan University, Aligarh

English language is taught to the professional students at Mangalayatan University under the Department of Career Advancement. It is stated in the introductory remarks of the syllabus that the objective of teaching communication skills is to develop students' comprehensive skill via listening, speaking, reading, writing and to develop the overall personality of students.

English language is taught to engineering students at MU two years (I,II,III & IV Semester). There are in all four papers of English course for each semester. Following are the details of the syllabus.

(1) GS-101: Essentials of Language and Communication-1

This paper is prescribed for all branches of engineering students in 1st semester and divided into five units.

Unit I: Success Mantra

This unit is all about how to achieve success. It also focuses on overall fitness and personality development. It gives the idea how to manage the time and yourself, behavioural and interpersonal skills and workplace culture sensitivity.

Unit II: Speaking Skills and Listening Skills

This unit focuses on speaking and listening skills both. For example in speaking section: just a minute session, describing objects, situation and people, role plays etc. Listening section covers listening for general content, listening for filling up information.

Unit-III: Vocabulary

It is based on vocabulary building practice, a chosen list of commonly used everyday words.

Unit IV: Removing Grammatical Errors

This unit deals with the errors that occur in the use of verb, tenses, prepositions etc.

Unit-V: Writing Skills

This unit covers the skills that focus on writing skills: paragraph writing, letter writing and story writing.

Observations and Suggestions

The paper, 'Essentials of language and communication-1' covers some aspects of soft skills, speaking, listening and writing skills. It also includes activities for vocabulary building and errors correction. According to the title of the paper, some basic introduction of different kinds of communication should be added to this paper. Reading skill is missing from this paper. Reading comprehension is important for engineering students.

(2) GS-201: Essentials of Language and Communication-II

This paper is taught to all branches of engineering students of second semester. This is also divided into five units.

Unit-I: Life Skills

This unit covers these topics: positive thinking, goal setting, time management, dining etiquettes and how to apply for passport.

Unit-II: Language Skills

This unit covers some of the language skills: formal and informal, application writing, leave, event related and administrative, conversation tag words, punctuation.

Unit-III: Vocabulary

The topics included in this unit are one word substitution, homophones, homonyms, describing words.

Unit-IV: Verbal Ability

This unit focuses on sentence arrangement, reading comprehension, etymology, root words, suffix and prefix.

Unit-V: Communication Skills and Listening Skills

This unit is based on body language, role plays, speaking and listening.

Observations and Suggestions

This syllabus is the extension of GS 101: Essentials of Language and Communication-I. It has added some important writing skills and also reading comprehension. This syllabus can be made more relevant by adding some technical documents for reading and writing.

GS-301: Advanced Language and Communication-1

This English paper is prescribed for all branches of engineering students of 3rd semester. It is divided into five units. Advanced language and communication skills are primarily based on soft skills.

Unit-I: Business Fable

In this unit one book for reading followed by presentation has been prescribed entitled 'Who Moved My Cheese' by Dr. Spencer Jonson.

Unit-II: Speaking Skills

This unit deals with essentials of speaking skills namely, debate, speech, presentation skills and how to prepare Power Point Presentation (PPT).

Unit-III: Basic Office Skills

This unit focuses on E-mail and its structure, business letter and its types.

Unit-IV: Cracking an Internship/job call

This unit throws light on how to write cover letter, resume, CV, and how to conduct telephonic presentation

Unit-V: Grooming and Corporate Etiquettes

This unit focuses on personality development: how to introduce yourself and others, body language, dress code, professional appearance, personal and professional space etc.

Observations and Suggestions

This paper is about advanced level language and communication. This is a well organized paper. But it should have some advanced level language skills that can be fruitful for engineering students. In this syllabus more focus is on soft skills and personality development and little on English language.

GS-401 Advanced Language and Communication-II

This English paper is prescribed in IV semester of all branches of engineering course. It is divided into five units.

Unit-I: Life Skills

This unit focuses on the essentials of life skills such as stress management, team building, socialization, etc.

Unit-II: Vocabulary Skills

Widely used phrases and idioms

Unit-III: Effective Communication

It focuses on 7C's of communication

Unit-IV: Business Fable

One book for reading followed by presentation has been prescribed. The title of the book is *Count Your Chicken Before They Hatch* by Arindam Chaudhry

Unit-V: Communication Skills

It is about presentation as how to deliver a presentation, tools to use, etc.

Observations and Suggestions

This syllabus is the extension of the paper GS-301. It is good but needs something more that can be useful for the job market and at workplace.

2.16.1 Conclusion

English syllabus prescribed at Mangalayatan University is divided into four papers. It is taught to all branches of engineering students in I,II,III & IV semester. It make the English course relevant but on examining all the topics, it seems that more focus has been on theory and soft skills, rather than English language skills. Few topics of technical English are found in this syllabus.

Priya (2014) states that writing technical documents is one of the key aspects for future job prospects of engineers. It would be beneficial and useful for engineering students if they are exposed to technical report writing.²⁵

²⁵ S. Priya, "Lacunas Identified in Syllabus Design of English Language Teaching in Engineering Colleges: A Study with Special Reference to Odisha, India" *International Journal of English Language and Translation Studies* 2 (4), (2014), 34-51.

Engineering students have to do a lot of technical writing. They need to write different kinds of business letters, technical reports and proposals etc. Technical students need more practice rather than theoretical knowledge. If they practise more then they will be able to grasp it effectively. The purposes of teaching English in technical institutes is to make the students industry ready. They should not face any problem in the interview for job placement. The syllabus, however, lacks the drill in English grammar. The role of grammar in language learning should not be ignored. Grammar has a very significant role in language learning.

2.16.2 Remedial Measures

There are some points that should be taken up by MU syllabus designers for making effective teaching and learning purposes:

- Essential elements of grammar should be added
- Needs of the students should be taken into account while designing the syllabus
- Technical English should be emphasised
- Skills that are required at workplace should be included in the syllabus
- Syllabus designers should consult training and placement officers while designing the syllabus
- Language lab should have a separate syllabus
- Syllabus should be updated regularly

2.17 An analysis of English language courses offered for B.Tech students at Indian Institute of Technology (Indian School of Mines), Dhanbad, Jharkhand, India

ENGLISH FOR SCIENCE AND TECHNOLOGY

(B. Tech. I/II Semester)

HSC 11101/HSC11102

LTP: 3-0-0

COURSE OBJECTIVES

1. To develop English language skills in scientific context.

2. To develop reading and interpretation skills.
3. To develop writing skills for various genre of writing.
4. To develop interpretation skills for non-verbal inputs.

COURSE CONTENT

Language Resource Development: Using appropriate grammatical lexical forms to express meaning-accuracy, range and appropriacy grammatical lexical exercises.

Reading, Interpreting and Using Written, and Graphic Information : Using (reading and writing) academic texts, articles in technical journals, instruction manuals/laboratory instruction sheets, safety manuals and regulations, and reports; Using maps, graphs, plan diagrams, flow-charts, sketches, tabulated and statistical data, punctuation.

Writing Appropriately in a Range of Rhetorical Styles i.e. Formal and Informal: Writing instructions, describing objects and processes; defining, narrating, classifying exemplifying, comparing, contrasting, hypothesizing, predicting, concluding, generalizing restating, and reporting; Note making (from books/journals); Writing assignments; summarizing, expanding, paraphrasing; Answering examination questions; Correspondence skills; Interpreting, expressing and negotiating meaning; Creating coherent written texts according to the conventions.

Text Based Exercises.

COURSE OUTCOME

1. At the end of the course, the students will be able to use English language correctly and appropriately in scientific context.
2. At the end of the course, the students will be able to understand academic texts, articles in technical journals, instruction manuals/laboratory instruction sheets, safety manuals and regulations, and reports.
3. At the end of the course, the students will be able to write correctly and appropriately.
4. At the end of the course, the students will be able to interpret verbal and non-verbal inputs in writing.

Recommended Reading

1. Singh, R. K. 2000. Using English in Science and Technology. Prakash Book Depot, Bareilly.
2. Singh, R. K. 1990. Practicing English in Science and Technology. Prakash Book Depot, Bareilly.
3. Singh, R. K. 2004. Communication in English: Grammar and Composition. Prakash Book Depot, Bareilly.
4. William, Ray; Ray, Rabindranath; and Swales, John. 1984. Communication in English for Technical Studies. Orient Longman.

LITERARY COMMUNICATION

(B. Tech. III Semester)

Exposure to recent literary and creative trends in English and their relation with the values, culture and norms of behaviour; linguistic and cultural process
What and how of literary communication for improvement of proficiency in the use of English language

Analysis and interpretation of five to six recent short stories from different parts of the world to make the sensitive and different intensification of the skills of conceiving the ideas, situations and solutions, and rendering them into appropriate expression on a higher plane of finish

ORAL COMMUNICATION SKILLS

(B. Tech. III Semester)

HSE13304

3 0 0

The nature, purpose and characteristics of good conversation, Phonological forms to use in speech, Developing conversation skills with a sense of stress, intonation, and meaning, Use of question tags, Starting, maintaining and finishing conversations, Standard conversational exchange, Spoken language idioms, Effective listening and attention to others, Gestures and body language, Do's and Don'ts in conversation, Telephonic conversation, Functions of English in conversation: introductions,

greetings, clarifications, explanations, interruptions, opinions, Agreement and disagreement, complaints, apologies, Participating in informal discussions and situations, Using information to make some decision, i.e., making social arrangements with friends, Reproducing information in some form (question/answer summarizing, oral reporting, etc.)

ENGLISH FOR PROFESSIONAL COMMUNICATION

(B. Tech. IV Semester)

Part I Professional Oral Communication

Course

Professional Communication: Need, principle, channels, forms and barriers Speaking for professional Purposes: Nature of Oral Communication, Oral Communication Process, and characteristics of Oral Communication

Introduction

Group Discussion

Group Discussion(GD): nature, uses and importance Leadership function in Gd; developing leadership qualities and positive group behaviour Starting discussions: opening the discussion, stating objectives, suggesting good group procedure (Time management, speaking procedure, etc) Giving opinions, asking for opinions and supporting opinions in GD Making suggestions and asking for suggestions Balancing points of view, expressing advantages, disadvantages and consequences Some pitfalls in discussions, fallacies in argument and rebuttal, concluding and controlling discussions

Job Interview

Job Interview: The interviewing process, types of interviews and interview formats Pre-interview preparation techniques, self-analysis, skills assessment, company analysis, job analysis, practice, developing interview file Projecting success: The beginning, the middle and the end of the interview Interview Strategies Upholding the personality and overcoming interviewing hazards

Part II Professional Writing

Report Writing

Report Writing: Characteristics of business reports, reports and other forms of communication, features of good reports Types of reports (Formal/informal)
Structure of formal reports: Front matter, main body and back matter

Style of reports: Readability of reports, choice of words and phrases, construction and length of sentences and paragraphs

Business Correspondence

Official communication: nature and principles of business correspondence Structure of business letters Business letter formats Letter giving instructions

Letters of requests and inquiries

Letters of complaints Employment letters and applications CV and resume writing

Business memos: Forms and structure Writing an effective memo

2.17.1 ANALYSIS

Indian Institute of Technology (Indian School of Mines), Dhanbad offers four papers of English for B.Tech 1st, 2nd, 3rd and 4th semester, namely English for Science and Technology (I/II Semester), Literary Communication (III Semester), Oral Communication Skills (III Semester) and English for Professional Communication (IV Semester).

ISM Dhanbad course 'English for Science and Technology' for B.Tech I/II semester is different from other English language courses offered at the Institute. By using the word 'English for Science and Technology' the syllabus designer seeks to fuse certain language items and elements related to technical communication. The use of technical English makes one understand that ESP ideology has been followed in designing syllabus but it could be hardly seen in this syllabus.

Course content of this syllabus is divided into three sections, a) Language Resource Development: it focuses on the development of grammar.

b) Reading, Interpreting and Using Written and Graphic Information: this section focuses on reading and writing. One thing is good about this section that some items are mentioned that are used in scientific environment such as technical journal,

instruction manuals/ laboratory instruction sheets, safety manuals and regulations, and reports; Using maps, graphs, plan diagrams, flow-charts, sketches, tabulated and statistical data, punctuation.

c) Writing Appropriately in a Range of Rhetorical Styles i.e. Formal and Informal: this focuses on writing skills. Here general writing is emphasised. No attempt has been made to cover technical documents.

ISM Dhanbad ‘Literary Communication’ course is for B.Tech III semester. It focuses on current literary and creative trends in English and use of literary communication for English language proficiency. Analysis and interpretation of selected short stories from different parts of the world is mentioned.

It is on the development of general reading and interpreting texts rather than scientific texts. Here, ESP ideology is not embodied in the syllabus.

There is another English course entitled ‘Oral Communication Skills’ for B.Tech III semester. It focuses on theory rather than the practical aspects of oral communication.

ISM Dhanbad offers ‘English for Professional Communication’ B.Tech IV semester. This syllabus is divided into two parts: Part I Professional Oral Communication. It covers group discussion and job interview. Part II Professional Writing teach report writing and business correspondence.

Theoretical approach is clearly seen in this syllabus. It is designed for B.Tech students but mostly elements are treated from the business point of view. It seems that it is designed for business administration students rather than technical students.

2.17.2 Overall Observation

ISM Dhanbad has designed an English course entitled ‘English for Science and Technology’. It means they understand the needs of engineering students. EST is different from general English. But general English is given considerable importance in this syllabus. There are various components of technical communication which are missing in the syllabus. As far as objectives are concerned, they remain unfulfilled in the prescribed course. Some books are recommended for reading but these are not enough textbooks that can fulfil or focus on technical communication. ESP approach

is not followed completely in designing the syllabus. It is appreciable that the English course is divided into four semester in B.Tech course. It would be better if it could be specific in term of technical communication or English for Science and Technology.

2.18 Concluding Remarks

This chapter presents a critical analysis of English syllabi prescribed for engineering students. The intention of researcher is to examine whether it is suitable for engineering students or not. If it is not, what should be and how it can be made better and relevant for engineering students. After going through all the syllabi, it is found that mostly syllabus are based on English for General Purposes (EGP). Very few technical skills and the skills that are required by industry and at workplaces feature in the syllabus.

Now, it is time to think seriously about the syllabi that can fulfil the requirements of engineering students and can make them industry ready. A good and organized syllabus can produce better results and can make learning and teaching process meaningful. To maintain rapport and relevance of the universities/institutions in this globalised world, universities/institutions should reflect and make aware students of the skills that are required by industry and at workplaces. Universities/institutions should impart training to engineering students accordingly.

Last though not the least, the objective of teaching English to engineering students is to enable them to operate in an international context.

CHAPTER - 3

Analysis of Engineering Students' and English Teachers' Questionnaires

CHAPTER - 3

ANALYSIS OF ENGINEERING STUDENTS' AND ENGLISH TEACHERS' QUESTIONNAIRES

3.1 Introduction

This chapter presents the analysis of responses received from select engineering colleges. It includes both students' and teachers' responses. This chapter has been divided into three sections:

1st section analyses the responses of the students received from government engineering colleges i.e. Zakir Hussain College of Engineering and Technology, AMU, Aligarh, Faculty of Engineering and Technology, JMI, New Delhi, IIT Patna.

2nd section presents the analysis of the students' responses from the self-financed engineering colleges. It includes GLA University, Mathura, Mangalayatan University, Beswan, Aligarh, Aligarh College of Engineering and Technology, Aligarh, ITM, Aligarh, Shivdan Singh Institute of Technology and Management College, Aligarh.

3rd section presents the English teachers' responses who have been teaching English at these engineering colleges.

3.2 ANALYSIS OF STUDENTS' QUESTIONNAIRE OF

- 1. Zakir Hussain College of Engineering and Technology, AMU, Aligarh. (151 Responses)**
- 2. Faculty of Engineering and Technology, Jamia Millia Islamia, New Delhi. (100 Responses)**
- 3. Indian Institute of Technology (IIT), Patna, Bihar. (100 Responses)**

There is separate analysis of the data received from government funded universities and institutes. The reason for analysing the data separately of the government and self-financed engineering institutes and universities is to ascertain the differences in the quality of English learning and teaching. This analysis presents English language learning and teaching at Zakir Hussain College of Engineering and Technology, AMU, Aligarh, Jamia Millia Islamia, New Delhi and Indian Institute of Technology

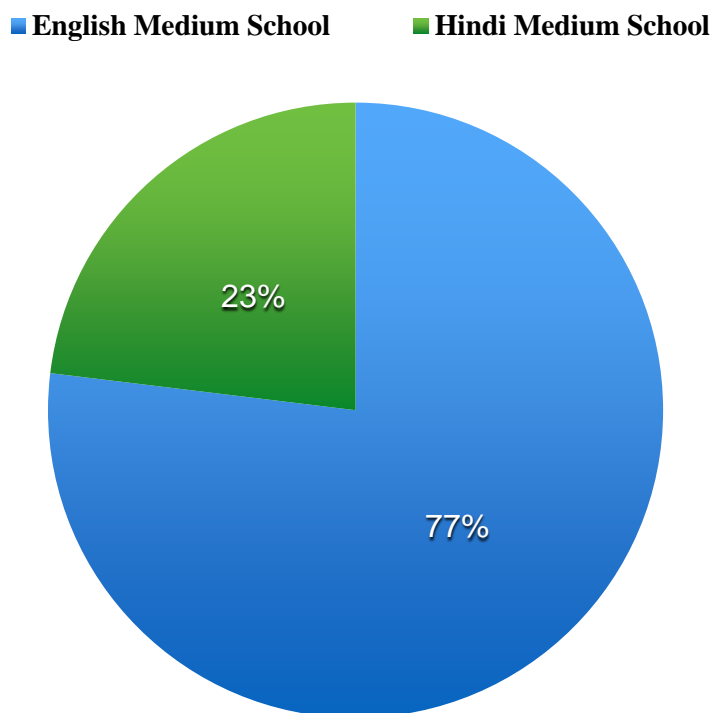
(IIT), Patna. 351 responses were received from 1st, 2nd and 3rd year B.Tech students from the above mentioned institutes / universities. The analysis is shown with the help of tables and pie charts in order to make it more comprehensible.

Table 3.1

1. What is your educational background?

English Medium School	Hindi Medium School	Total Respondents
270	81	351
76.93%	23.07%	100%

Figure 3.1



Responses shown in the above table and pie chart reveal that the number of English medium students in Engineering colleges are much higher than those from Hindi medium schools.

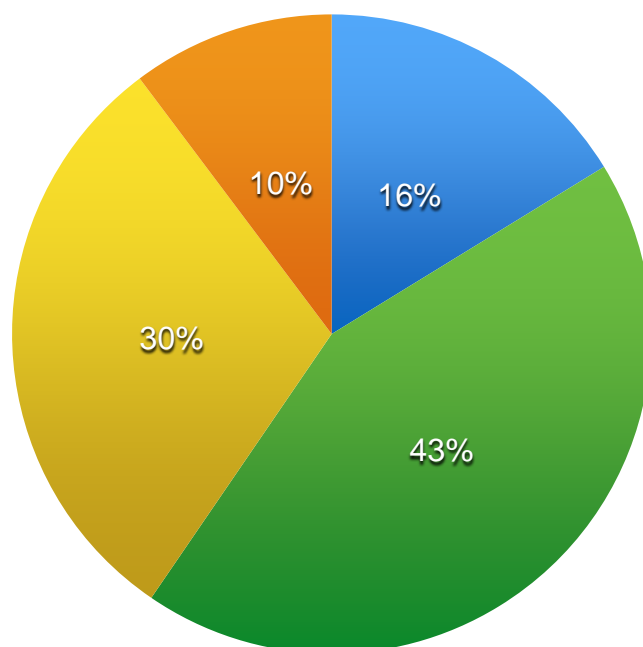
Table 3.2

2. Is the prescribed English syllabus helpful to improve your communication skills?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
57	152	106	36	351
16.24%	43.30%	30.20%	10.26%	100%

Figure 3.2

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



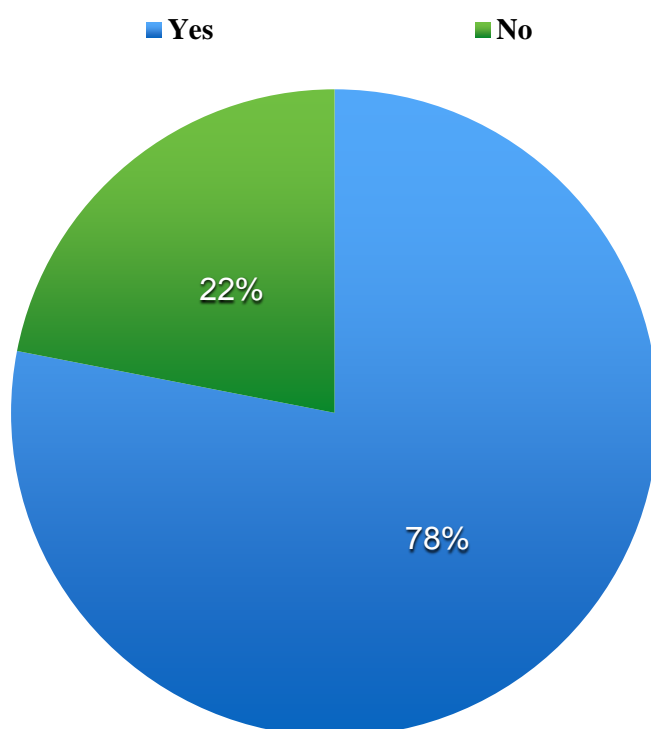
A majority of respondents reported that the prescribed English syllabus is helpful to improve their communication skills. Still around 40% of the students think that the prescribed English syllabus is not helpful in the improvement of their communication skills. Syllabus designers and authorities should take note of it.

Table 3.3

3. Do you agree that the prescribed English syllabus needs to be updated?

Yes	No	Total Respondents
274	77	351
78.06%	21.94%	100%

Figure 3.3



In the above analysis it is found that mostly students agreed on the point that the present English syllabus prescribed for engineering students needs to be updated. Only 22% students do not think so.

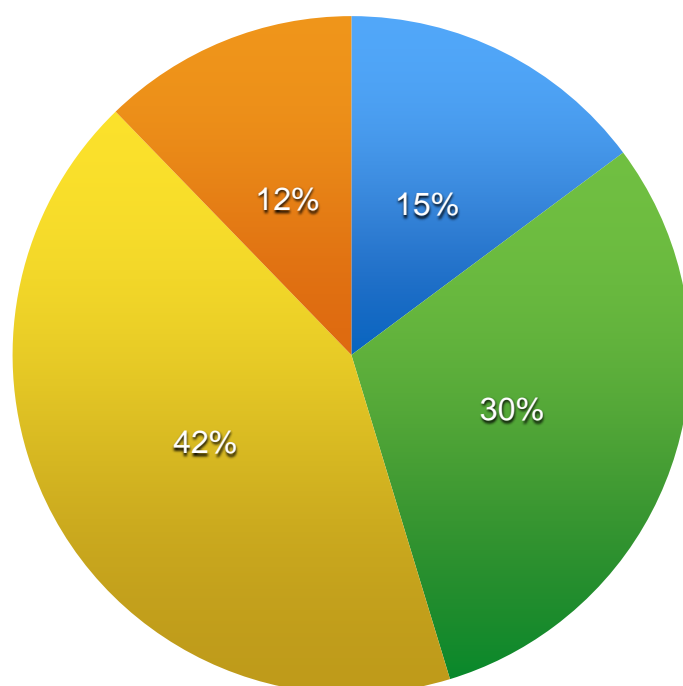
Table 3.4

4. Do you think the Engineering English course prepares you for the campus placement?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
52	107	149	43	351
14.82%	30.48%	42.45%	12.25%	100%

Figure 3.4

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



Responses of question no. 4 reveal that the majority of the students think that the Engineering English course do not prepare them for the campus placement. This is a serious flaw which should be taken into account by syllabus designers.

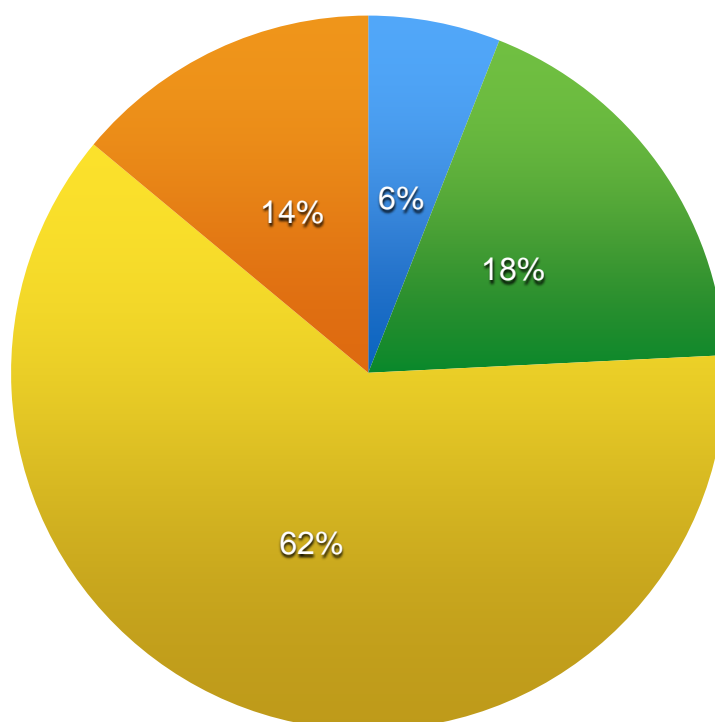
Table. 3.5

5. Do you find the prescribed English textbooks difficult to understand?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
21	64	217	49	351
5.98%	18.24%	61.82%	13.96%	100%

Figure 3.5

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



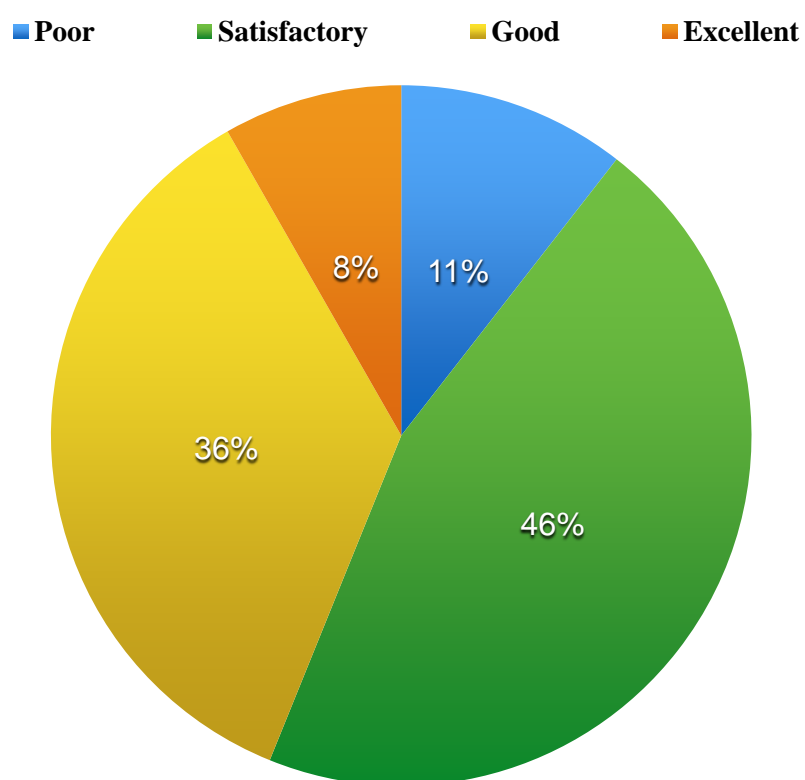
Mostly students' responses indicate that the English textbooks prescribed for them are not difficult to understand. Only 24% of them find English textbooks difficult to understand. It indicates that the difficulty in understanding English textbooks might be the problem of the students from Hindi medium schools.

Table 3.6

6. How do you grade your proficiency in English Language?

Poor	Satisfactory	Good	Excellent	Total Respondents
37	160	125	29	351
10.54%	45.58%	35.62%	8.26%	100%

Figure 3.6



Most of the students think their proficiency in English language is satisfactory. 11% students think they have poor communication skills in English. Teachers should pay attention to those students who feel that their English communication skills are not good.

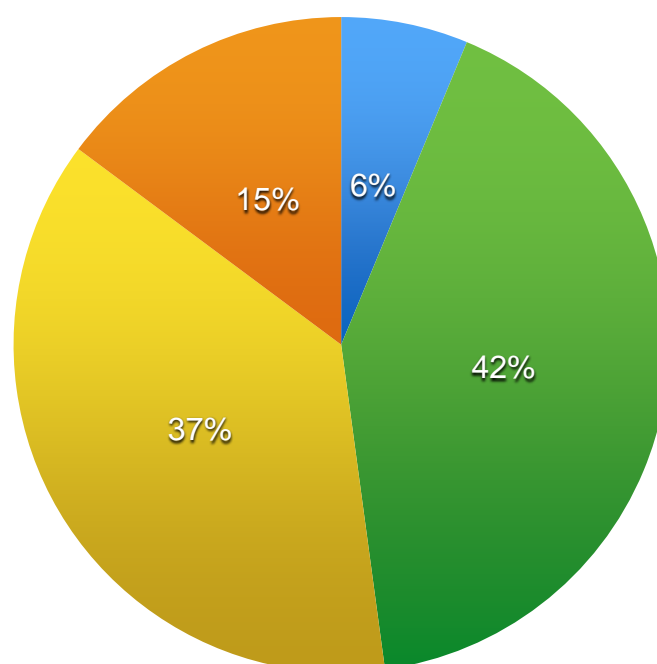
Table 3.7

7. Do the tests and exams assess your language skills (Listening, Speaking, Reading and Writing) properly?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
22	146	131	52	351
6.27%	41.59%	37.32%	14.82%	100%

Figure 3.7

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

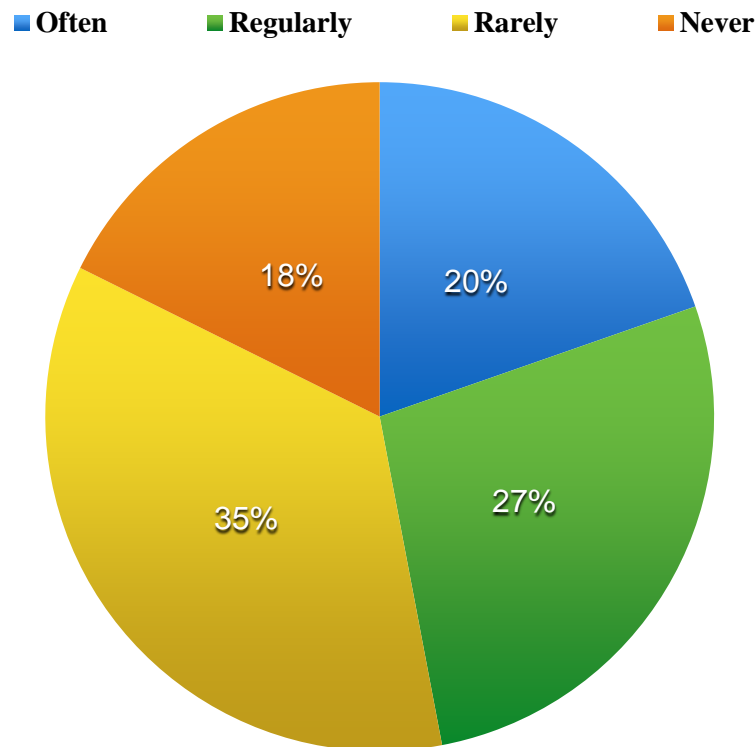


Responses indicate that more than 50% of the students think the tests and exams do not assess their LSRW skills properly. So effective steps should be taken in this regard and the testing and evaluation system should be revised.

Table 3.8
8. How often do you use language lab?

Often	Regularly	Rarely	Never	Total Respondents
69	96	124	62	351
19.66%	27.35%	35.33%	17.66%	100%

Figure 3.8



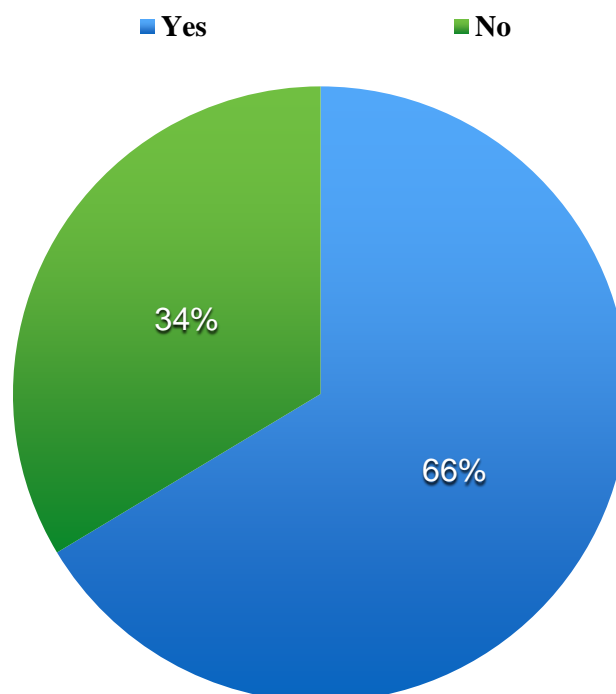
From the information provided above, it is evident that these three engineering colleges have language lab facility for engineering students. But there is some variation in the responses about using language lab because responses are mixed among the 1st, 2nd and 3rd year of B.Tech students. ZHCET does not provide language lab facility for the 1st year students. JMI provides language lab in the second semester and IIT Patna provides language lab training in second semester. There are only 18% students who have not used language lab. Language lab facility should be provided from the 1st semester.

Table 3.9

9. Do you think the latest technology (television, computer, projector, language device or other audio-visual equipment) should be used in the teaching of language skills?

Yes	No	Total Respondents
233	118	351
66.38%	33.62%	100%

Figure 3.9



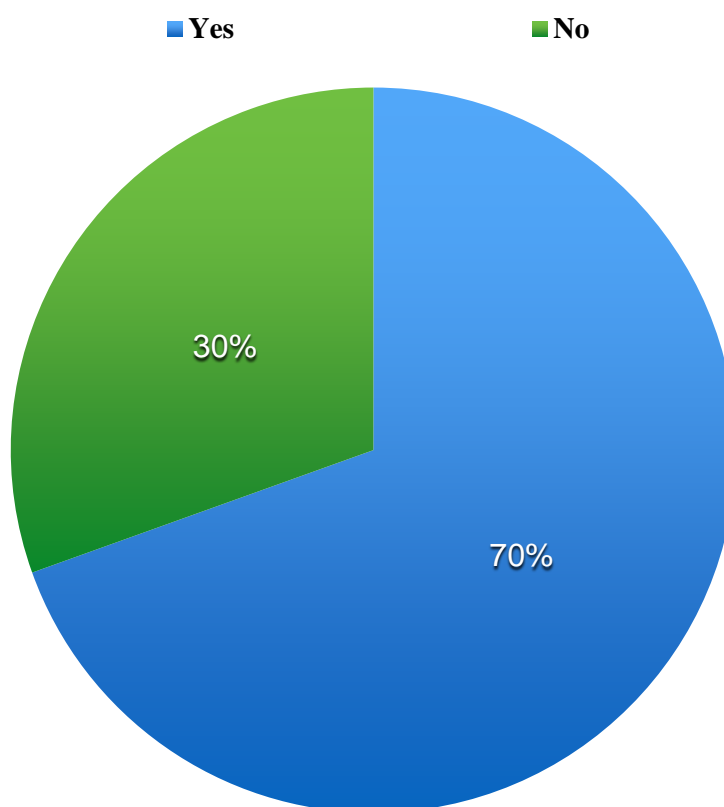
In response to this question, around 66% students agreed that the latest technology which is useful for language learning and teaching should be used in English language classroom.

Table 3.10

10. Do you think the English course should be taught in all the years of Engineering course?

Yes	No	Total Respondents
244	107	351
69.52%	30.48%	100%

Figure 3.10



The responses indicate that the majority of the students feel that the English course should be taught in all years of engineering course. Teaching English only in the first year or first semester of engineering course cannot enable them to communicate effectively. College authorities and syllabus designers should take note of this.

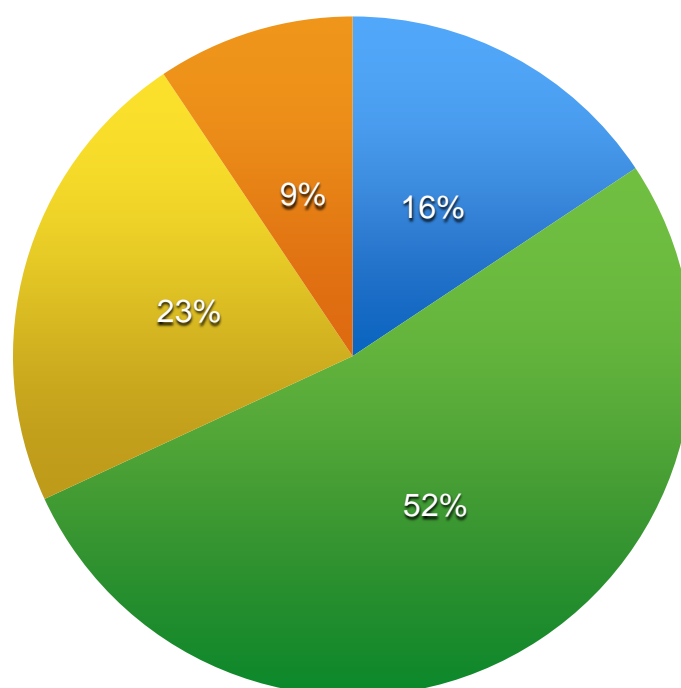
Table 3.11

11. Do you think the way teacher teaches you English is helpful to improve your communication skills?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
55	184	79	33	351
15.67%	52.42%	22.51%	9.40%	100%

Figure 3.11

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



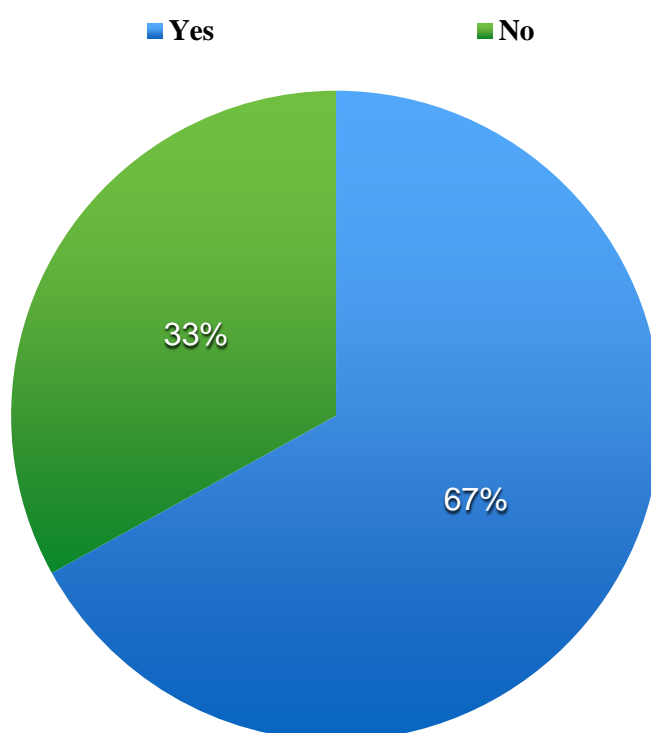
It is evident from the responses of the students that the methodology used by the teachers to teach English is helpful to improve their communication skills. Around 32% of the students are not satisfied with the teaching methodology used by the teachers. It indicates that teachers need to improve their teaching methodologies.

Table 3.12

12. Do you find teaching methodology effective for English classroom?

Yes	No	Total Respondents
235	116	351
66.95%	33.05%	100%

Figure 3.12



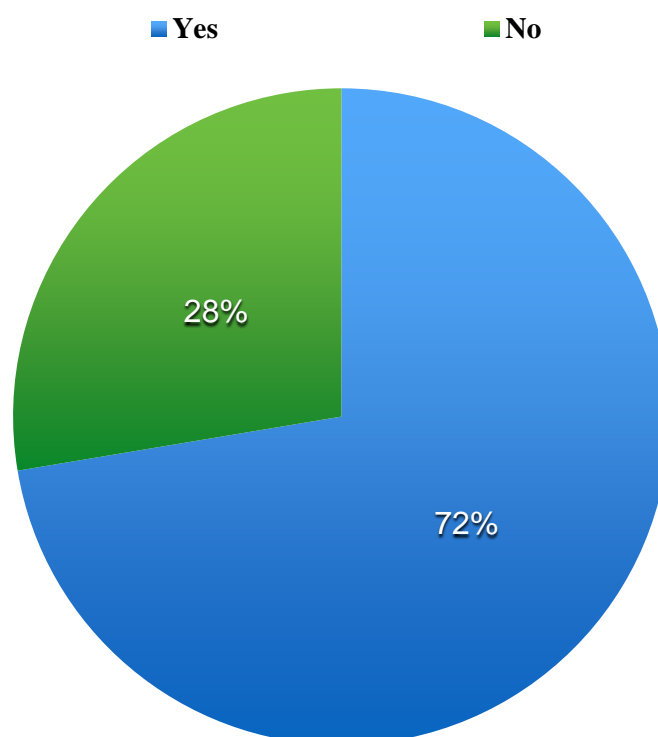
Responses shown above reveal that while majority of the students think that the teaching methodology is effective for English classroom , around 33% students do not think so. This should be taken into account by English teachers.

Table 3.13

13. Do you think the time allocated for English class is sufficient?

Yes	No	Total Respondents
254	97	351
72.36%	27.64%	100%

Figure 3.13



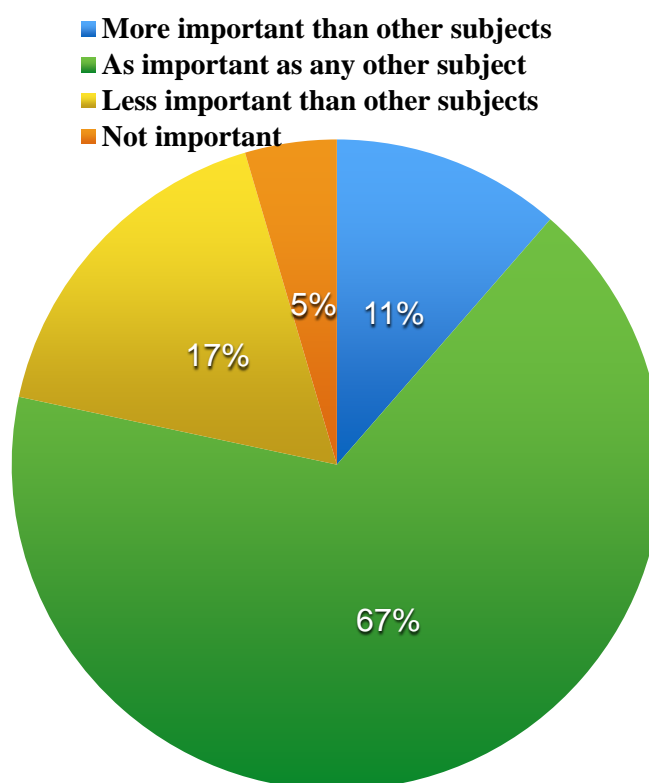
The responses of the students point out that the time allocated for English class is sufficient. Only 28% of the students think the time provided is insufficient for English teaching.

Table 3.14

14. How important do you think English language is in comparison with other subjects?

More important than other subjects	As important as any other subject	Less important than other subjects	Not important	Total Respondents
40	235	60	16	351
11.39%	66.95%	17.10%	4.56%	100%

Figure 3.14



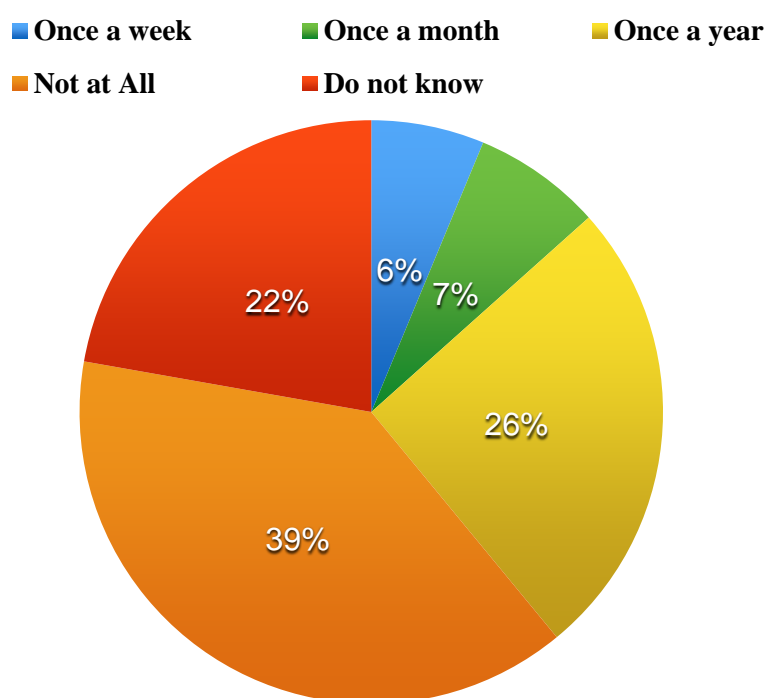
Responses reveal the awareness of the importance of English language among engineering students. They think English language is as important as any other subjects of Engineering course. So college authorities should take English as a subject and it should be taught and learnt seriously by the teachers and students.

Table 3.15

15. How often does your placement cell provide training to face the interview for campus placement?

Once a week	Once a month	One a year	Not at all	Do not know	Total Respondents
22	25	90	136	78	351
6.27%	7.12%	25.64%	38.75%	22.22%	100%

Figure 3.15



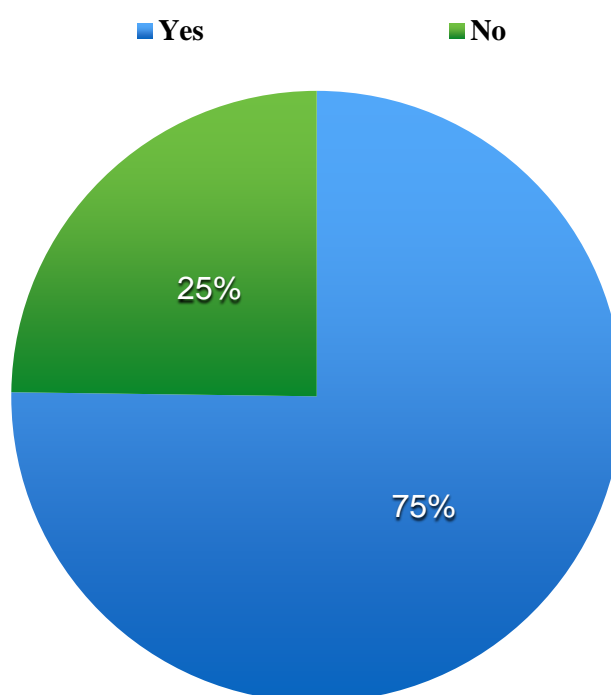
Responses received from the students, indicate that the placement cell does not provide any kind of training to face the interview. There is also variation in the responses to this question because some colleges or universities have the placement cell and some of them do not. Newly admitted students do not have any idea about the placement cell. 22% of the students say that they do not have any idea about the placement cell. So, all universities/colleges should have placement cells and should organize orientation programmes and make them aware of the placement and skills required by the employers.

Table 3.16

16. Do you need intensive training in communication skills regularly to get ready for the job interview?

Yes	No	Total Respondents
264	87	351
75.22%	24.78%	100%

Figure 3.16



Majority of the students strongly feel the need for intensive training in communication skills to get ready for the job market. Only teaching in the classroom is not sufficient to make them ready for the job market. The aim of teaching English to engineering students is to make them able to communicate in an international context. Mock interviews should be organized to enable them to face interviews. There should be interaction between students and HRs and they should discuss the expectations of the employers and required skills. Training and Placement Officer (TPO) should invite working engineers to share their experiences with students.

17. Suggestions about the effective teaching of English.

Following suggestions have been received from Zakir Hussain College of Engineering and Technology, AMU, Aligarh, Faculty of Engineering and Technology, Jamia Millia Islamia, New Delhi and Indian Institute of Technology (IIT), Patna to make English teaching effective in engineering colleges.

- Class discussion, debates, extempore and all forms of public speaking should be encouraged in English class.
- Teachers should give assignments to students on a regular basis, so that they can improve their writing skills.
- There is not any standard of the grammar teaching. It should not be taught through books but through activities and exercises.
- Well trained English teachers should be appointed.
- Class should be equipped with the latest technology like projector, audio-visual devices to make learning and teaching more effective.
- Speaking evaluation should be done weekly.
- It is necessary for a teacher to keep in mind that the task assigned to the students should apply to real life situations.
- Tutorials should be given to students individually to discuss their performance, progress and the problems related to the communication skills.
- More focus should be on oral skills.
- Regular training is needed in soft skills for job interviews.
- Vocabulary enhancement strategies should be emphasised.
- Interaction with Training and Placement Officer (TPO) and senior students regarding the required communication skills for job interview should be provided.
- English teaching should be discussion-based along with the lecture of teachers.
- There should be listening and reading-based exam which should be evaluated properly.
- Such technology which is helpful for language learning should be introduced to students.

- Activities and tasks should be interesting for students.
- Correct pronunciation should be used while teaching English.
- Modern novels and e-books should be prescribed in the syllabus.
- Modern day vocabulary should be promoted.
- It will be a good idea to assign technical activities through English language.
- Class should be divided into groups.
- More and more interaction in the class and task based activities are useful for effective communication skills.
- English class should be held on all days in a week.
- English language lab facility should be provided to students in all years of engineering course.
- There should be regular literary events in the college.
- Short video clips should be shown in the classroom to listen to authentic communication.
- Compulsory English speaking course should be introduced.
- Teachers should be aware of job interviews, GD, mock tests held by company HRs.
- There should be activity based class.
- Fun games like crossword can be used to strengthen vocabulary.
- Teachers should encourage students to speak English.
- Blogging etc. should be included in the syllabus.
- Teaching through ICT should be promoted in colleges and universities.
- Syllabus should make us read biographies, autobiographies of eminent personalities rather than reading Shakespeare.
- Communicative language teaching method should be applied in English classroom.
- There should be debates and speeches among faculty to promote communication skills.
- For effective teaching, there should be good infrastructure.
- The teaching of English should be a two way process.

- Students should be assigned a topic and asked to narrate it in their own words.
- Various activities should be provided in language lab.

3.2.1 SUMMARY OF THE ANALYSIS

- Numbers of the students coming from English medium are higher than regional medium students in government engineering colleges.
- The prescribed English syllabus is helpful to improve the communication skills of engineering students.
- Syllabus needs to be updated.
- Engineering English course does not prepare students for the campus placement.
- English textbooks are not difficult to understand for engineering students.
- Engineering students regard their proficiency in English language as satisfactory.
- Present test and examination do not assess students' LSRW skills properly.
- Language lab is used sparingly by engineering students.
- The latest technologies that are useful for language learning and teaching should be used in English classrooms.
- English should be taught in all years of engineering course.
- The methodology used by English teachers to teach is helpful to improve their communication skills.
- The present teaching methodology is effective for English classrooms.
- Time allocated for English class is sufficient.
- Engineering students need intensive training in communication skills to get ready for the job market.

3.3. ANALYSIS OF STUDENTS' QUESTIONNAIRE OF

- 1. GLA University, Mathura, (GLA).** (100 Responses)
- 2. Mangalayatan University, Beswan, Aligarh, (MU).** (124 Responses)
- 3. Aligarh College of Engineering and Technology, Aligarh, (ACET).** (100 Responses)
- 4. Institute of Technology and Management (ITM), Aligarh.** (75 Responses)

5. Shivdan Singh Institute of Technology and Management College, Aligarh, (SSITMC). (50 Responses)

This is a separate analysis of self-financed engineering colleges/institutes. It includes five private institutes: GLA University, MU, ACET, ITM and SSITM.

The reason for analysing government institutes and self-financed institutes separately is to find out the differences in their responses, if any. This analysis presents English language learning and teaching at above mentioned private universities and institutes. 449 responses were received from 1st, 2nd and 3rd year B.Tech students from the above mentioned universities and institutes. The analysis has been shown with the help of tables and pie charts in order to make it more comprehensible.

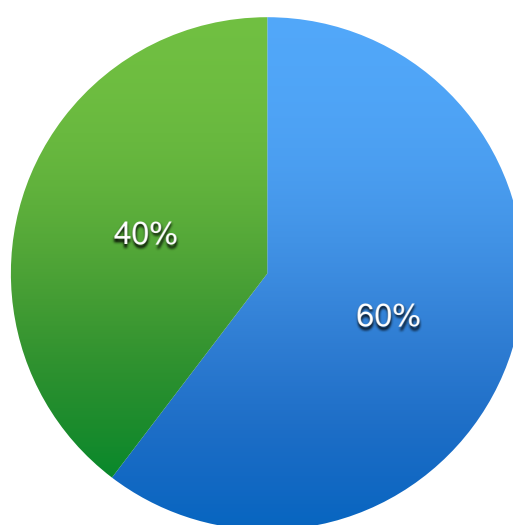
Table 3.17

1. What is your educational background?

English Medium School	Hindi Medium School	Total Respondents
271	178	449
60.36%	39.64%	100%

Figure 3.17

■ English Medium School ■ Hindi Medium School



The number of the students having English medium educational background is more than the students coming from Hindi medium schools. But data also indicate that

there is no much difference in the proportion between English and Hindi medium students in private engineering colleges.

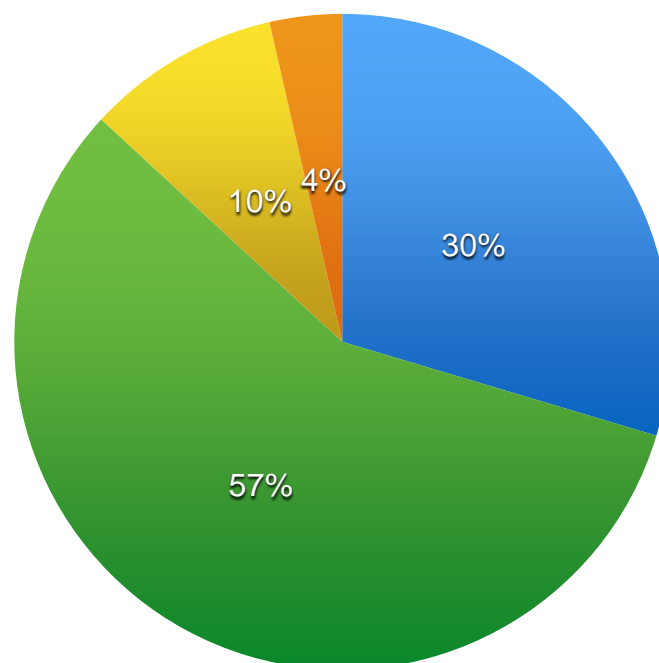
Table 3.18

2. Is the prescribed English syllabus helpful in improving your communication skills?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
133	257	43	16	449
29.62%	57.24%	9.57%	3.57%	100%

Figure 3.18

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



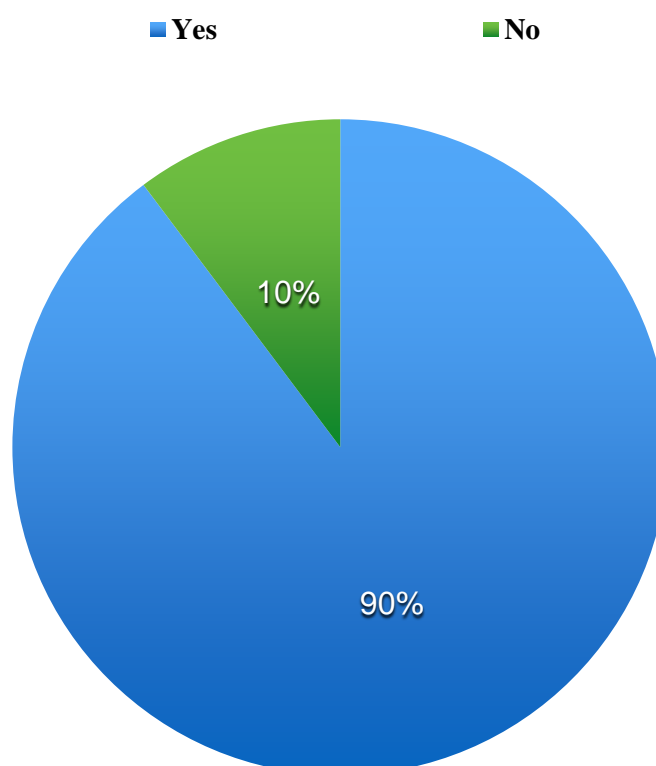
The analysis of the data shows that the majority of the students think that the prescribed English syllabus is helpful in improving their communication skills. Only 14% of the students do not think so.

Table 3.19

3. Do you agree that the prescribed English syllabus needs to be updated?

Yes	No	Total Respondents
403	46	449
89.75%	10.25%	100%

Figure 3.19



Responses of the students emphasise that the prescribed English syllabus needs to be updated. Syllabus designers and authorities should take note of it.

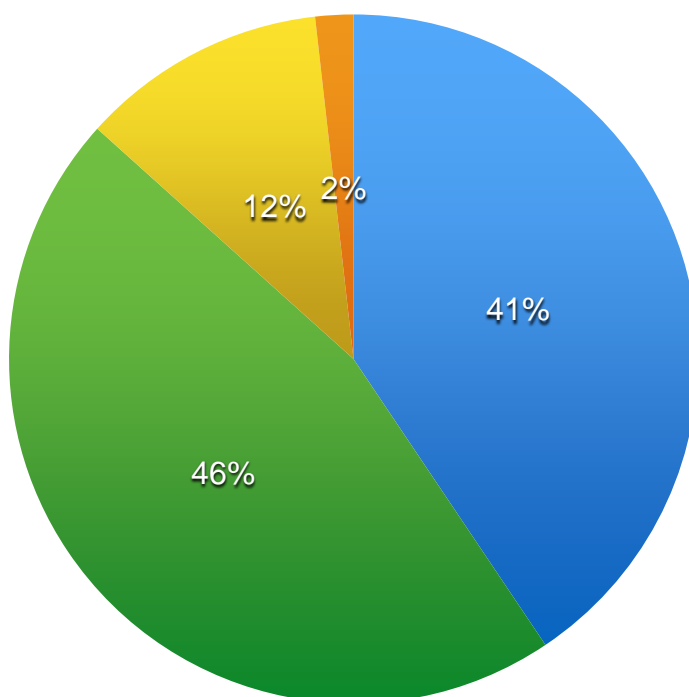
Table 3.20

4. Do you think the Engineering English course prepares you for the campus placement?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
182	207	52	8	449
40.54%	46.10%	11.58%	1.78%	100%

Figure 3.20

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



A large number of the students from the private engineering colleges felt that the Engineering English course prepares them for the campus placement. There are 20% students who think that it does not prepare them.

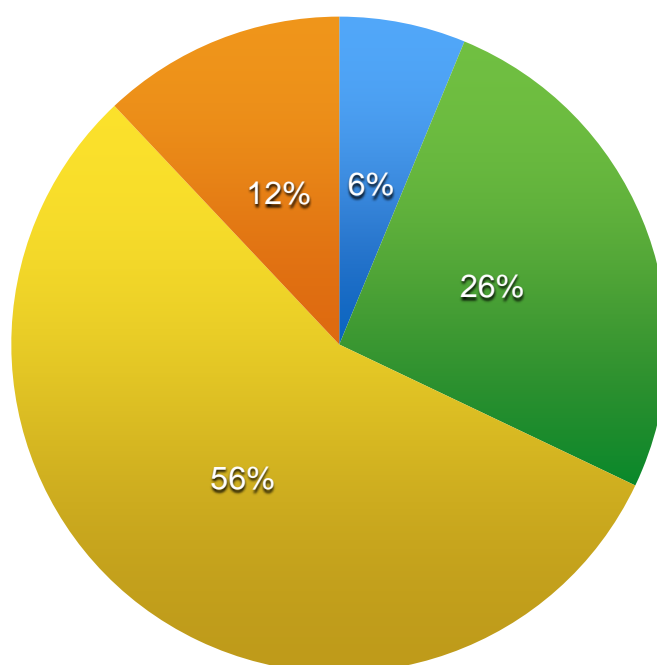
Table 3.21

5. Do you find the prescribed English textbooks difficult to understand?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
28	116	251	54	449
6.24%	25.84%	55.90%	12.02%	100%

Figure 3.21

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



Majority of the students at private engineering colleges find that the English textbooks prescribed for them are easy to understand. Still around 32% of the students feel that the prescribed English textbooks are difficult.

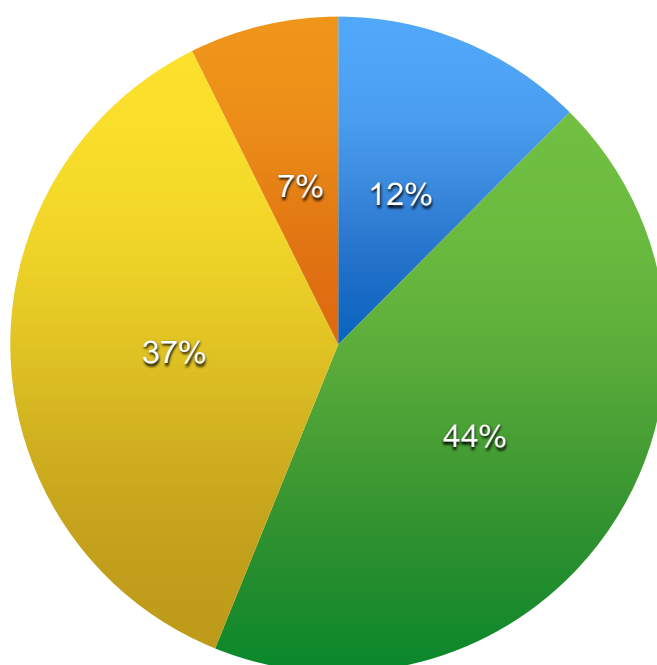
Table 3.22

6. How do you grade your proficiency in English Language?

Poor	Satisfactory	Good	Excellent	Total Respondents
56	196	164	33	449
12.47%	43.65%	36.53%	7.35%	100%

Figure 3.22

■ Poor ■ Satisfactory ■ Good ■ Excellent



44% of the students feel that their proficiency in English language is satisfactory while 37% of them mark their proficiency as a good and 7% of the students consider themselves excellent in English language. Around 12% of the students think their proficiency in English language is poor.

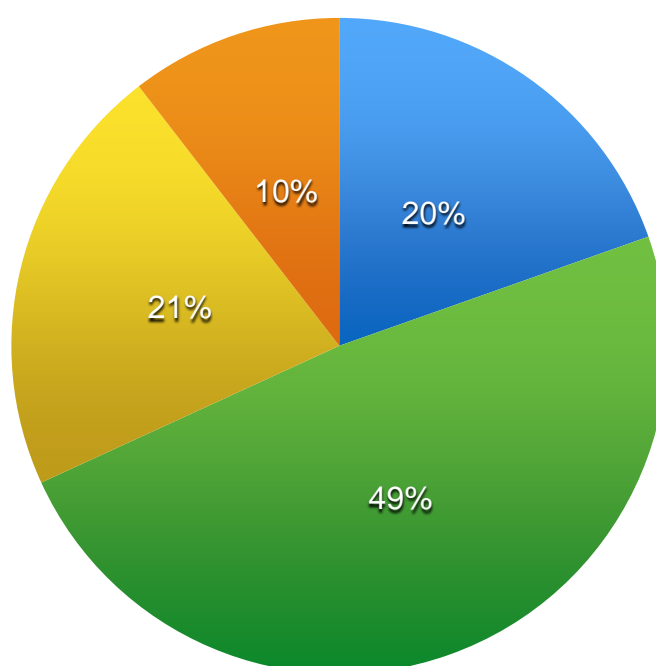
Table 3.23

7. Do the tests and exams assess your language skills (Listening, Speaking, Reading and Writing) properly?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
88	218	96	47	449
19.60%	48.55%	21.38%	10.47%	100%

Figure 3.23

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



Majority of the students have given a positive response about the testing and assessment of language skills. Around 31% of the students think that the tests and exams do not assess the language skills properly. Teachers and College authorities should not ignore this issue.

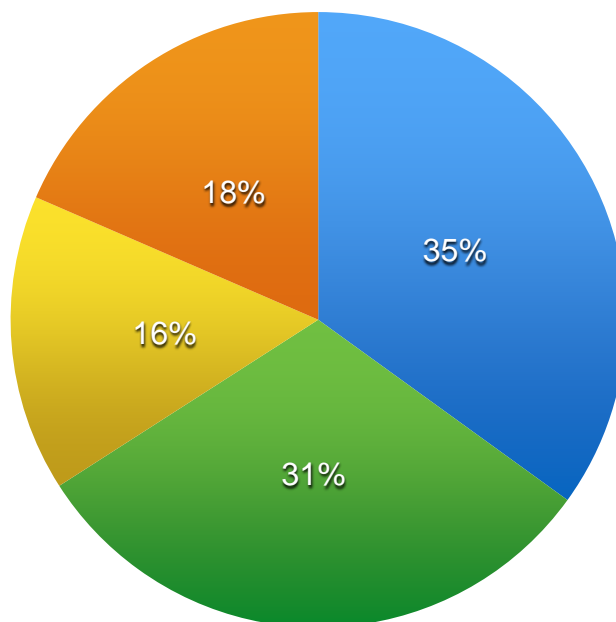
Table 3.24

8. How often do you use language lab?

Often	Regularly	Rarely	Never	Total Respondents
157	139	70	83	449
34.96%	30.96%	15.59%	18.49%	100%

Figure 3.24

■ Often ■ Regularly ■ Rarely ■ Never



There are some variations in the responses of this question. 66% of the students are familiar with the language lab and they use it on regular basis but around 34% of the students do not seem much familiar with the language lab or they have not used it yet. It also depends on the availability of language lab in a particular institute or college. However, GLA University has a very good language lab facility and students use it on regular basis while Mangalayatan University has also language lab but students do not get a chance to use it on regular basis. Shivdan Singh Engineering and Management College does not have language lab facility and students are ignorant of it. ITM and ACET students have very limited access to language lab. All engineering colleges

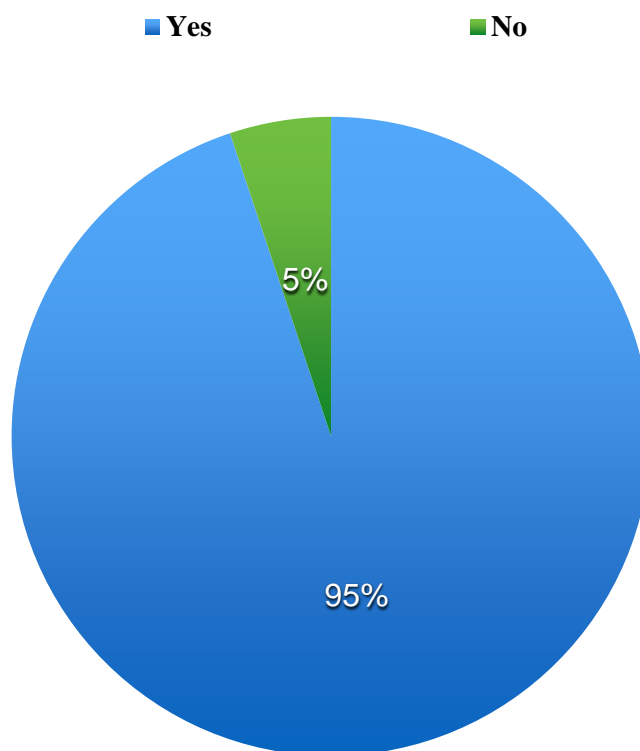
should take up this issue of language lab seriously and should try to establish well equipped language lab for the development of engineering students' communication skills. Access to language lab should be provided to students.

Table 3.25

9. Do you think that the latest technology (television, computer, projector, language device or other audio-visual equipment) should be used in the teaching of language skills?

Yes	No	Total Respondents
426	23	449
94.87%	5.13%	100%

Figure 3.25



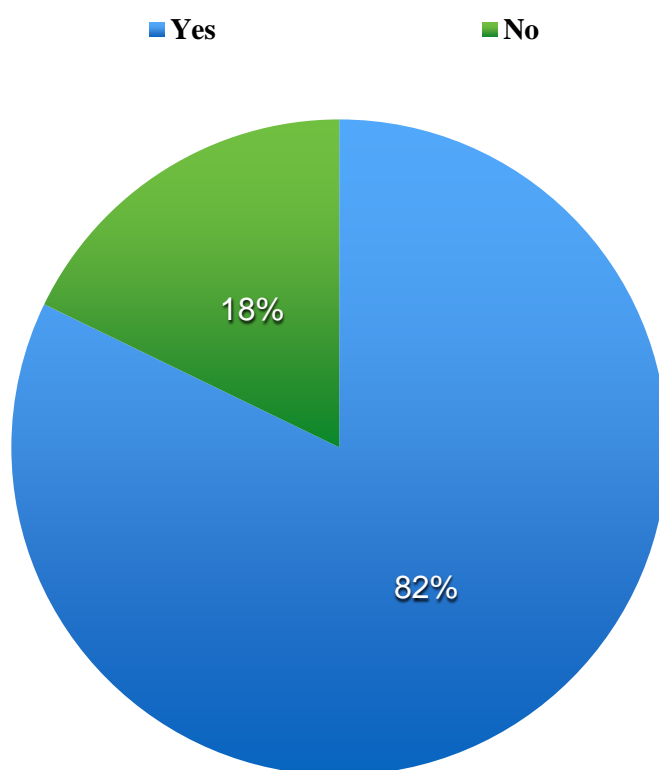
In response to this question majority of the students felt that the latest technologies and language devices should be used in the teaching of language skills. Teachers should try to incorporate the latest technologies and softwares while teaching English language.

Table 3.26

10. Do you think that the English course should be taught in all the years of Engineering course?

Yes	No	Total Respondents
369	80	449
82.18%	17.82%	100%

Figure 3.26



The responses show that the majority of the students feel that the English course should be taught in all the years of engineering course. It is difficult to make engineering students proficient in English language by teaching English in one or two semesters. It should be taught like other engineering subjects. College authorities and syllabus designers should take up this issue seriously.

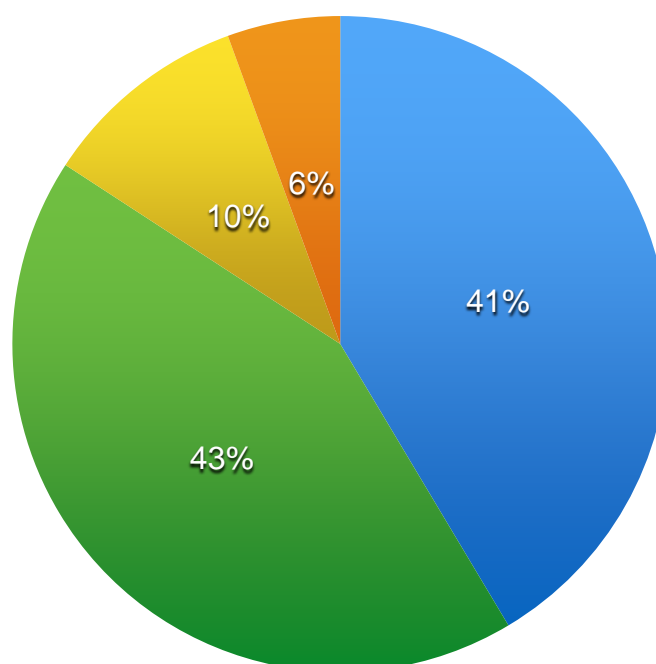
Table 3.27

11. Do you think the way teacher teaches you English is helpful to improve your communication skills?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
186	192	46	25	449
41.43%	42.76%	10.25%	5.56%	100%

Figure 3.27

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



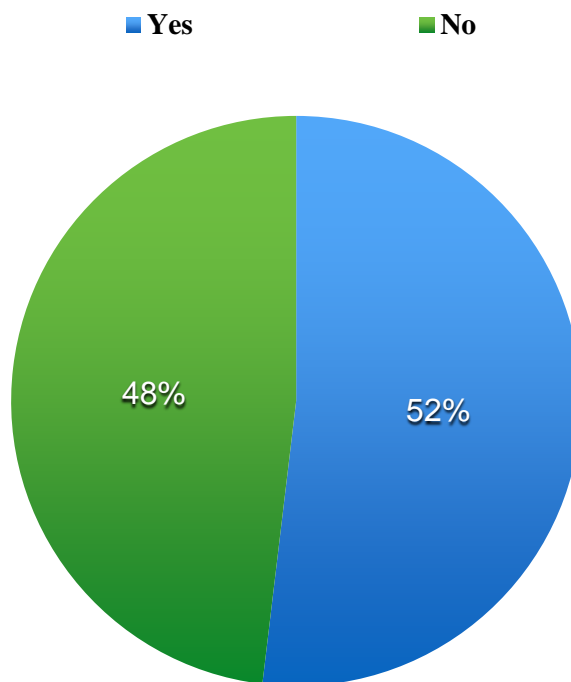
Most of the students agree that the methodologies used by the teachers to teach English improve their communication skills.

Table 3.28

12. Do you find teaching methodology effective for English classroom?

Yes	No	Total Respondents
233	216	449
51.89%	48.11%	100%

Figure 3.28



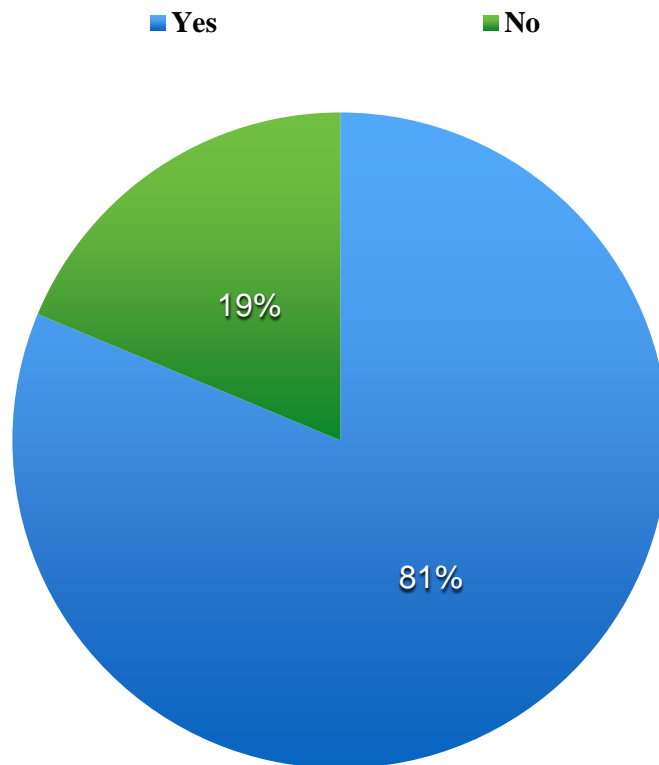
Responses of the students show that the 52% of the students think teaching methodologies used to teach in English classroom are effective. Around 48% of the students are not satisfied with the teaching methodology. Teachers should take note of it and should try to use effective methodology that can be helpful for language teaching.

Table 3.29

13. Do you think the time allocated for English class is sufficient?

Yes	No	Total Respondents
365	84	449
81.29%	18.71%	100%

Figure 3.29



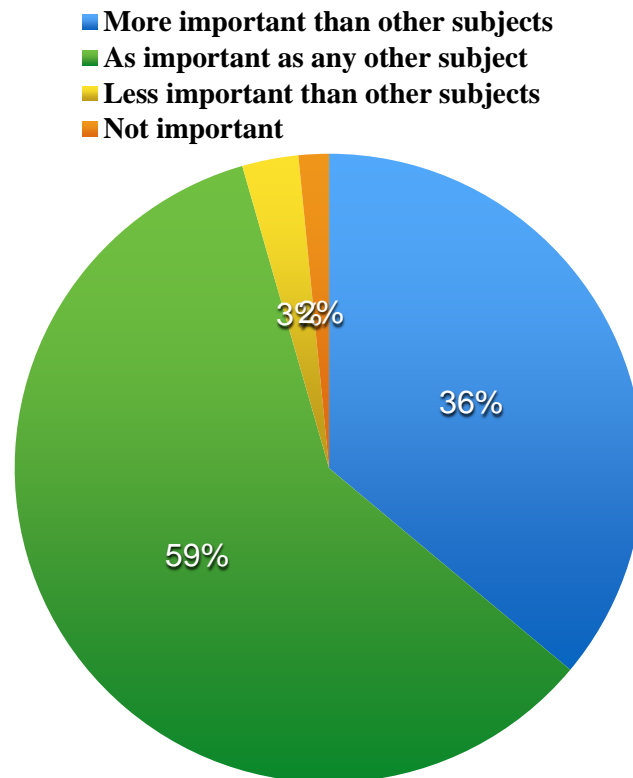
The responses to this question indicate that the majority of the students are satisfied with the time allocated for English class. Around 19% of them think that the allocated time is insufficient.

Table 3.30

14. How important do you think English language is in comparison with other subjects?

More important than other subjects	As important as any other subject	Less important than other subjects	Not important	Total Respondents
162	267	13	7	449
36.08%	59.46%	2.89%	1.57%	100%

Figure 3.30



In response to this question, majority of engineering students feel that English is as important as other subjects of the engineering course. It also indicates that engineering students are aware of the importance of English language.

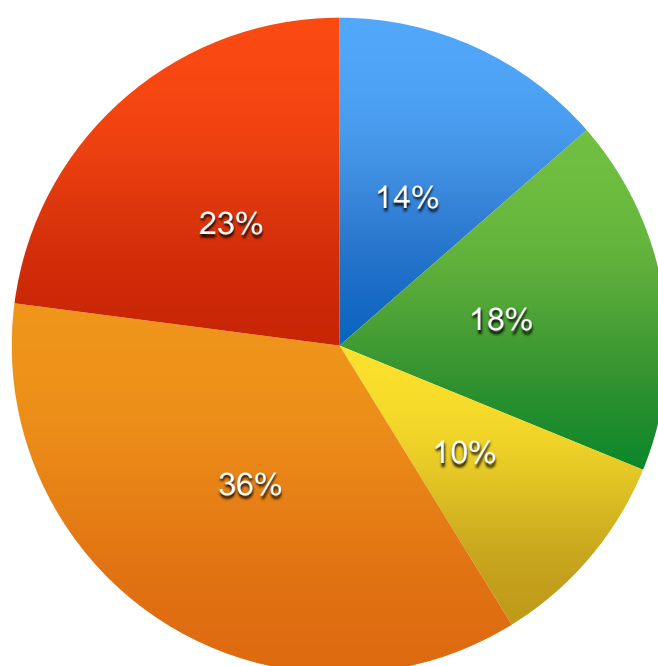
Table 3.31

15. How often does your placement cell provide training to face the interview for campus placement?

Once a week	Once a month	Once a year	Not at all	Do not know	Total Respondents
61	79	45	161	103	449
13.58%	17.60%	10.03%	35.85%	22.94%	100%

Figure 3.31

■ Once a week ■ Once a month ■ Once a year ■ Not at All ■ Do not know



There are many variations in the responses of this question. Majority of the students' responses indicate that they do not get any kind of training by the placement cell to face the interview for the campus placement. Around 23% of the students said that they do not have any kind of idea about the placement cell and the training provided by it. The differences in the responses are because some institutes have their placement cell and some of them do not. Mostly first year engineering students do not know anything about the placement cell. GLA and Mangalayatan Universities have

their placement cells and mostly students are aware of it but ITM, ACET and SSCET colleges do not have placement cells.

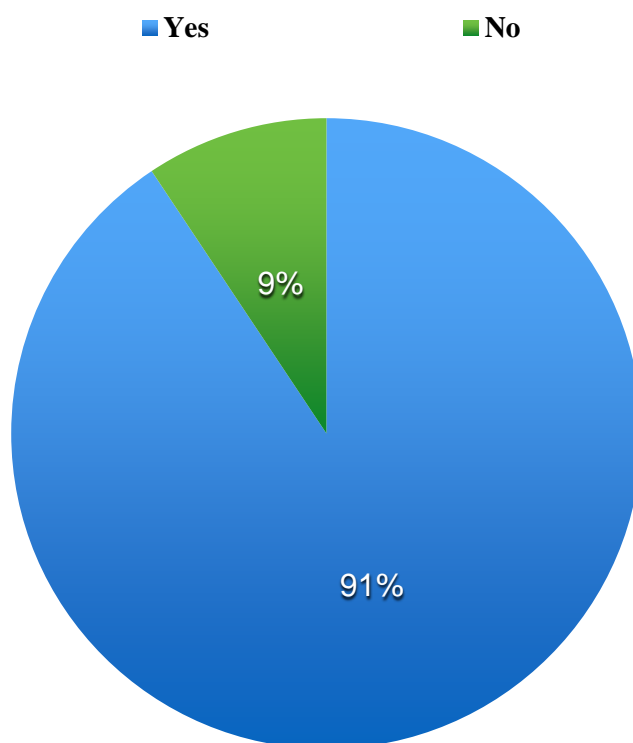
College authorities need to pay the attention towards it. Every engineering institute should have its placement cell. Teachers should make students aware of the placement cell services from the first year of engineering course. College authorities should have an orientation program by the placement cell at the beginning of each semester to make students aware of the facilities provided by the placement cell.

Table 3.32

16. Do you need intensive training in communication skills regularly to get ready for the job interview?

Yes	No	Total Respondents
407	42	449
90.65%	9.35%	100%

Figure 3.32



It is evident from the responses that around 91% of the students realise the need of intensive training in English language to improve their communication skills and get them ready for the job market.

17. Suggestions about the effective teaching of English.

Following suggestions have been received from B.Tech engineering students regarding how to make English teaching and learning more effective in engineering colleges. These suggestions have been received from GLA University, Manglayatan University, ITM, ACET and SSITM.

- Task based activities, English movies, songs, debates and games should be introduced in English class on monthly basis
- English should be taught through the technologies
- Class should be discussion based
- Teachers should adopt a proper method of teaching and should focus more on task based activities
- Weekly presentations should be done in the class
- Teachers should create interest among students and should make them understand the importance of English
- English classes should be held daily and there should be discussion in English on current issues
- There should be extra English speaking classes for Engineering students
- There should be regular training for effective communication skills
- Teachers should provide tips to the students on how to improve communication skills
- Teachers should help students to correct their mistakes and to improve the pronunciation
- Vocabulary should be focused more and there should be daily presentations in the class
- Well trained teachers should be appointed to teach English.

- Teachers should understand problems of students
- Tests in the form of quiz should be held at least once in a week
- Topic based activities are more effective than lecturing and showing the slides in the classroom
- The latest technology should be used to teach English
- Students should use dictionary regularly and discuss difficult words with teachers
- Students should be divided into such categories such as excellent, average and poor and well experienced and trained teachers should teach them accordingly
- English language class should be well equipped
- Authentic communication, pronunciation models should be shown through videos
- Syllabus should be updated every year according to the needs of the students
- New techniques of teaching English and technological devices should be used to teach English
- English should be taught in all years of Engineering course
- Time should be increased for English class
- Teachers should appreciate the performance of students
- Meetings should be held every week to address the language problems of students
- Language lab class should be conducted at least twice in a week
- More focus should be on speaking, listening and reading
- English class should be held everyday
- English should be made lingua franca on the campus
- Practical application of English in every day life should be ensured
- There should be regular group discussions, debates, presentations and mock interview in the class
- Teachers should be able to identify the real problems of individual students related to communication
- Quality of English teachers and English teaching in Engineering colleges should be taken care of

- English teachers should be updated about the skills that are requirement of the job market
- Teacher-student discussion is important in English
- Novels should also be included in the syllabus
- English teachers are required to use English in the class not Hindi/Urdu
- Teachers should inspire students to speak in English
- English class should be more practical rather than theoretical
- Smart classes are necessary for effective teaching of English
- Students coming from different background should be taken care of
- There should be at least one English speaking class in a week
- There should be intensive regular training in English to face interview
- Classes must be equipped with modern technology such as projector, audio-visual facilities
- Teachers should point out the mistakes of the students and provide the effective feedback to them
- Audio-visual facility should be provided to practise language
- Tutorial classes should be assigned for students
- Competent English teachers are required for Engineering colleges
- Skit and role play can increase vocabulary and boost the confidence level of the students
- English should be taught according to the requirement of the Engineering students
- Teacher should have good pronunciation and better communication skills
- Verbal and non-verbal communication should be encouraged
- Daily reading habit may be useful
- Study material should attract the attention of students
- Effective teaching techniques should be employed by the teacher
- English should be taught according to today's market requirements
- Technical topics should be also included in English teaching

- Professional communication should be emphasised
- Writing skill is needed more for engineering students
- English should be taught in a way that engineering students can apply it to their real life situation
- Students coming from Hindi background should be provided with extra remedial teaching
- Well structured syllabus should be introduced

3.3.1 SUMMARY OF THE ANALYSIS

- Number of English medium students in the self financed engineering colleges is higher than those of the Hindi medium students.
- English syllabus is helpful in improving engineering students' communication skills.
- English syllabus needs to be updated.
- Engineering English course prepares them for the campus placement.
- English textbooks are easy to understand.
- Engineering students rate their proficiency in English as satisfactory.
- The test and exam assesses their language skills (LSRW) properly.
- Language lab is used often by engineering students.
- The latest technologies and language devices should be used in the teaching of language skills.
- English should be taught in all the years of engineering course.
- Present teaching methodology is effective for English classrooms.
- The time allocated for English class is sufficient.
- Generally placement cell provides training to face interview for campus placement once in a year.
- Engineering students need intensive training in English language to improve their communication skills.

3.4 ANALYSIS OF ENGLISH TEACHERS' RESPONSES

The teachers who have been teaching engineering English at the following institutes / colleges / universities participated in the study:

- 1. Zakir Hussain College of Engineering and Technology (ZHCET), AMU, Aligarh**
- 2. Faculty of Engineering and Technology, Jamia Millia Islamia, New Delhi**
- 3. Mangalayatan University (MU), Beswan, Aligarh**
- 4. GLA University, Mathura (UP)**
- 5. Institute of Technology and Management (ITM), Aligarh**
- 6. Indian Institute of Technology (IIT), Patna (Bihar)**
- 7. Shivdan Singh Institute of Technology and Management (SSITM), Aligarh**
- 8. Indian Institute of Technology (IIT), Kanpur**
- 9. Aligarh College of Engineering and Technology (ACET), Aligarh**
- 10. Integral University, Lucknow (UP)**

This is the analysis of English teachers' responses, who are involved in English language teaching at the above mentioned engineering colleges. Responses were received online and offline both. 40 English teachers provided their feedback regarding English teaching and learning at engineering colleges of north India. The purpose of analysing teachers' responses is to get some idea about teaching and learning of English at technical institutes. Teachers' feedback can be very helpful to ascertain the present scenario of English learning and teaching. This can also provide practical solutions to improve the English language learning and teaching at engineering colleges on the basis of teachers' experience. The analysis of the data has been shown with the help of table and flow chart in order to make them clear and understandable.

Teaching related Information

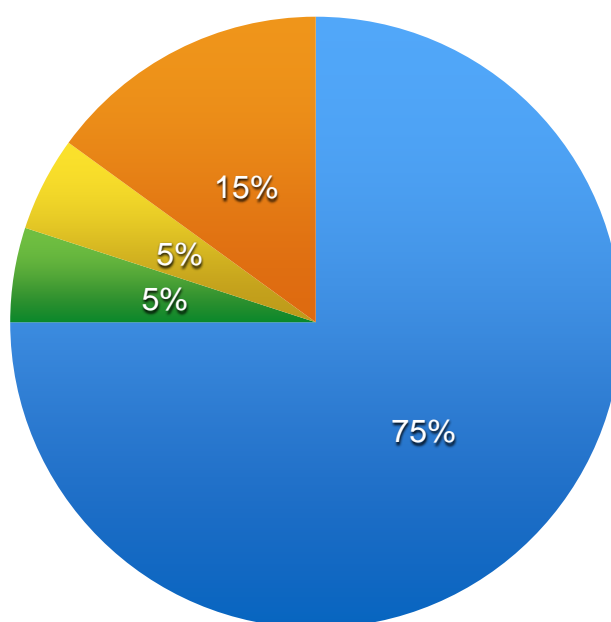
Table 3.33

a) Designation of the Teachers

Assistant Professor	Associate Professor	Professor	Research Scholar	Total Respondents
30	2	2	6	40
75%	5%	5%	15%	100%

Figure 3.33

■ Assistant Professor ■ Associate Professor ■ Professor ■ Research Scholar



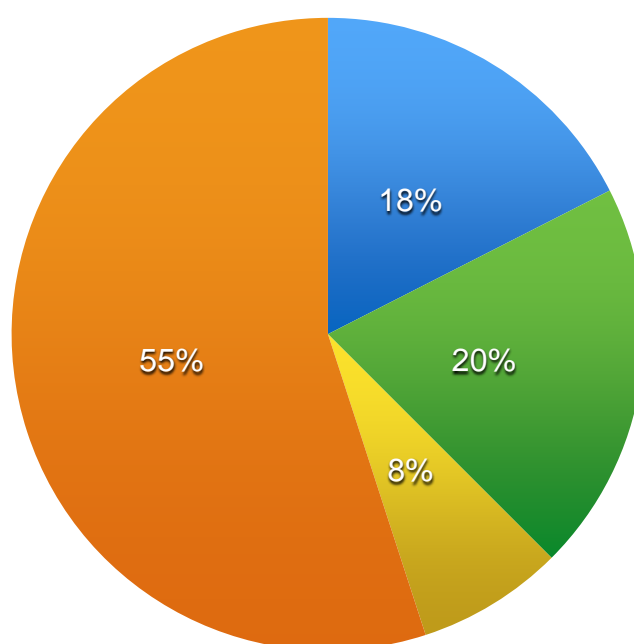
The information collected about the designation of English teachers at engineering colleges shows that the number of assistant professors is much higher than that of associate professor or professor. Around 15% of them are research scholars, yet they are given teaching assignment.

Table 3.34**b) Qualifications of the Teachers**

M.A. & B.Ed	M.A. Only	M.B.A. & Others	PhD / M.Phil	Total Respondents
7	8	3	22	40
17.5%	20%	7.5%	55%	100%

Figure 3.34

■ M.A. & B.Ed ■ M.A. Only ■ M.B.A. & Others ■ PhD / M.Phil



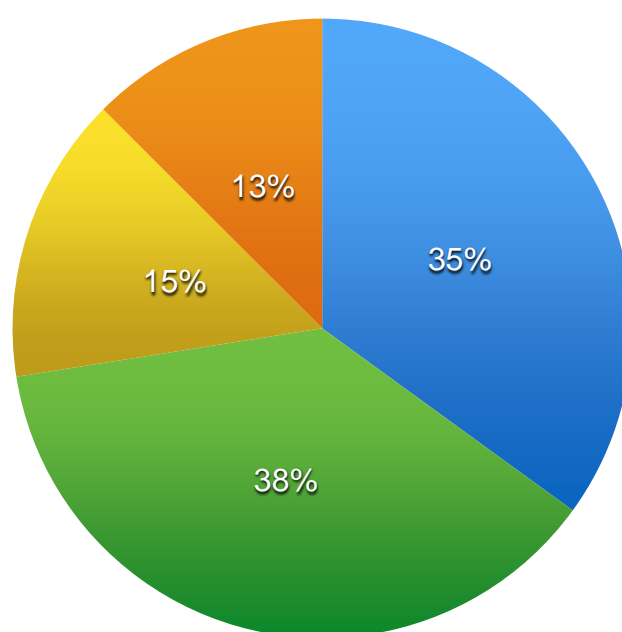
The information obtained from this question shows the qualification of English teachers at engineering colleges. Majority of the teachers who are assigned English teaching have done Ph.D. or M.Phil in English. Around 10% of them have only M.A. degree and 18% have M.A. and B.Ed both. But still there are around 8% of the teachers who are not from English; they have done other courses like MBA, or M.A. in Philosophy, Psychology, etc. However, they are teaching English to engineering students. Authorities should be very careful while appointing teachers and should take care of the area of specialisation. It is obvious that better results cannot be expected from the teachers who are not from the required field.

Table 3.35
c) Years of Teaching Experience

1 to 4 Years	4 to 7 Years	7 to 10 Years	Above 10	Total Respondents
14	15	6	5	40
35%	37.5%	15%	12.5%	100%

Figure 3.35

■ 1 to 4 Years
 ■ 4 to 7 Years
 ■ 7 to 10 Years
 ■ Above 10



The data indicate that majority of the teachers have 4 to 7 years of teaching experience. Around 35% of teachers have 1 to 4 years of teaching experience. There are only few teachers who have more than 10 years of teaching experience.

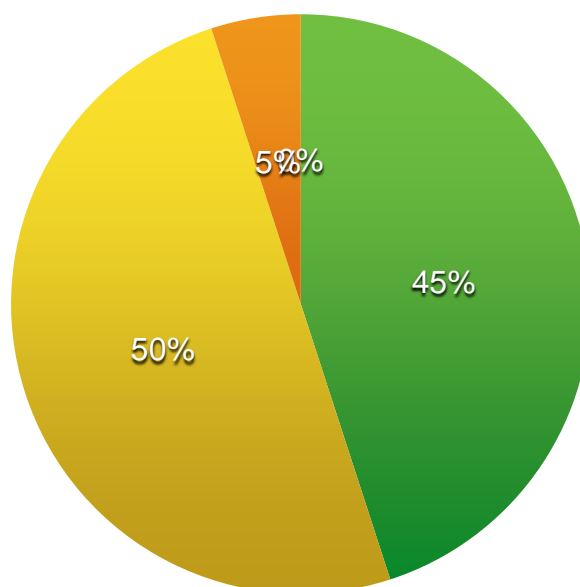
Table 3.36

1) How do you rate the existing English syllabus?

Poor	Average	Good	Excellent	Total Respondents
0	18	20	2	40
0%	45%	50%	5%	100%

Figure 3.36

■ Poor ■ Average ■ Good ■ Excellent



A majority of English teachers, about 50% rate the English syllabus for engineering students as 'Good'. Around 45% of English teachers think it is 'Average'. Syllabus designers and college authorities should try to make English syllabus as much effective as they can.

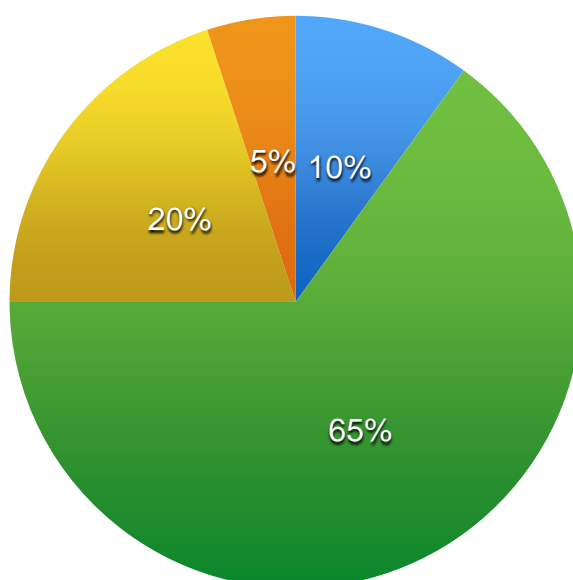
Table 3.37

2) Does the English syllabus fulfil the needs of the students?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
4	26	8	2	40
10%	65%	20%	5%	100%

Figure 3.37

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



Around 75% of English teachers agree that English syllabus fulfils the needs of engineering students. Around 25% of them think English syllabus does not fulfil the needs of students. Syllabus designers and college authorities should try to design a syllabus that can fulfil the needs of the students.

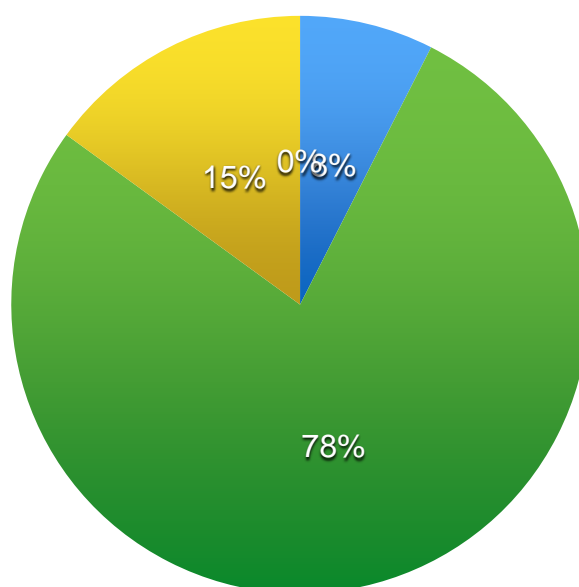
Table 3.38

**3) Does the present English syllabus help learners improve language skills?
(Listening, Speaking, Reading and Writing).**

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
3	31	6	0	40
7.5%	77.5%	15%	0%	100%

Figure 3.38

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



The responses show that a majority of English teachers have provided positive response to this question and think the present English syllabus helps learners improve Listening, Speaking, Reading and Writing (LSRW) skills. Only 15% of them do not think so.

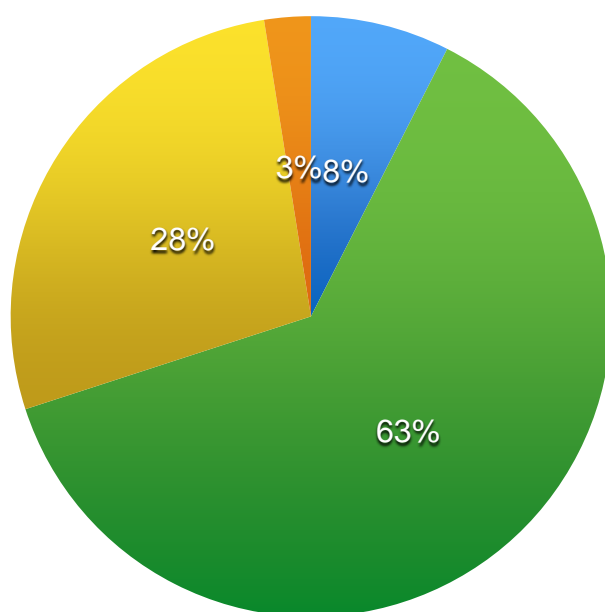
Table 3.39

4) Do you think the present Engineering English course prepares your students for the campus placement?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
3	25	11	1	40
7.5%	62.5%	27.5%	2.5%	100%

Figure 3.39

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



Responses shown in the above table indicate that the majority of English teachers think the present Engineering English course prepares their students for the campus placement. More than 30% English teachers, however, do not think so. This should be taken into account by syllabus designers.

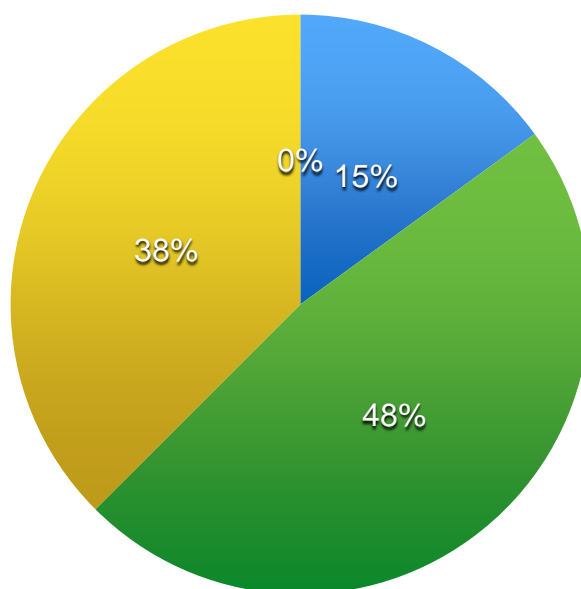
Table 3.40

5) Are the prescribed textbooks relevant for your students?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
6	19	15	0	40
15%	47.5%	37.5%	0%	100%

Figure 3.40

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



Mostly English teachers' responses indicate that the prescribed English textbooks are relevant for engineering students. Yet around 38% of English teachers do not think so. The selection of the textbooks should be on the basis of students' needs.

Table 3.41

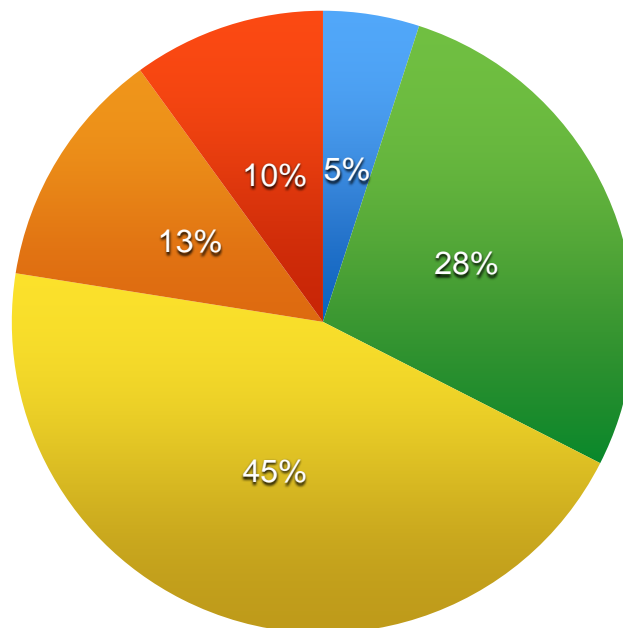
**6) Which language skills (LSRW) do your students need most?
(Please write in order of priority)**

RWSL	SLWR	SWLR	WLRS	WSLR	Total Respondents
2	11	18	5	4	40
5%	27.5%	45%	12.5%	10%	100%

Figure 3.41

L= Listening, S= Speaking, R= Reading, W= Writing, (LSRW)

■ RWSL ■ SLWR ■ SWLR ■ WLRS ■ WSLR



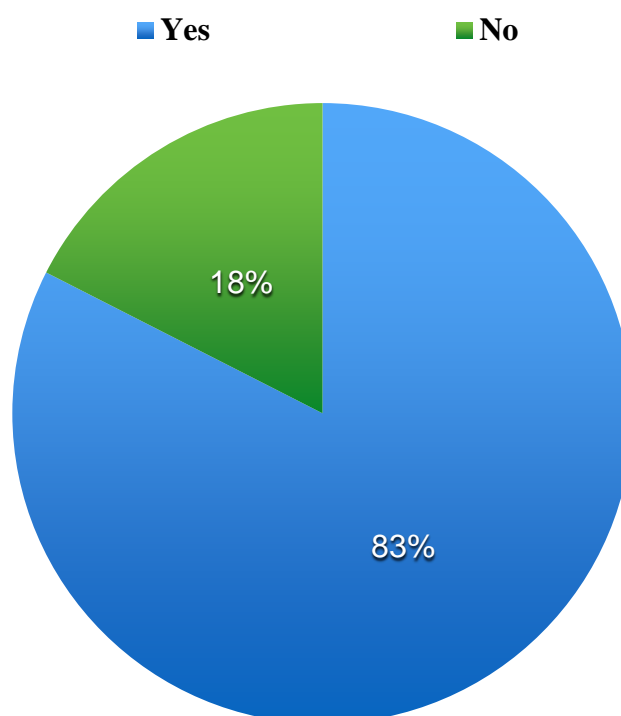
This question intends to seek the information regarding the needs of engineering students' listening, speaking, reading and writing skills in order of priority. Around 45% of English teachers have responded that firstly, speaking, secondly, writing, thirdly, listening and fourthly, reading (SWLR) are the most important skills to learn for engineering students. 28% of them think that the second priority order is listening, then writing and reading (SLWR).

Table 3.42

7) Do you have language lab for Engineering English course?

Yes	No	Total Respondents
33	7	40
82.5%	17.5%	100%

Figure 3.42



From the information provided above, it is evident that around 83% of English teachers have responded that they have language lab facility for engineering students. 18% of them have said that they do not have language lab facility in their engineering colleges. The lack of language lab facility in 18% of engineering colleges indicates that they do not pay much attention towards English language learning and teaching. This issue should be taken up seriously by the colleges and authorities where language lab facility is not provided because the importance of language lab cannot be ignored in language learning and teaching.

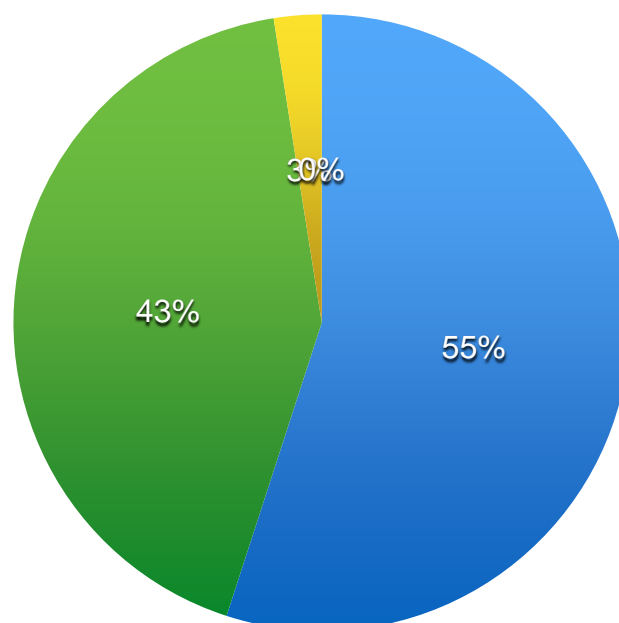
Table 3.43

8) Do you feel language lab is useful in improving their communication skills?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
22	17	1	0	40
55%	42.5%	2.5%	0%	100%

Figure 3.43

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



In response to this question, 97% of English teachers have agreed on this point that the language lab is very useful in improving the communication skills of engineering students. Only 3% of English teachers do not think so.

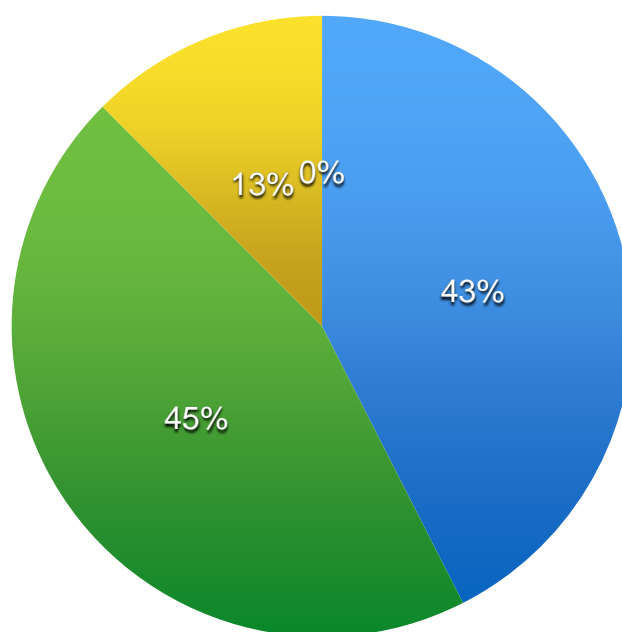
Table 3.44

9) Do you feel Computer - Assisted Language Learning (CALL) is essential to develop students' language skills?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
17	18	5	0	40
42.5%	45%	12.5%	0%	100%

Figure 3.44

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



From the above table it is clear that majority of English teachers feel that Computer-Assisted Language Learning (CALL) is essential to develop engineering students' language skills. Only around 13% do not think so.

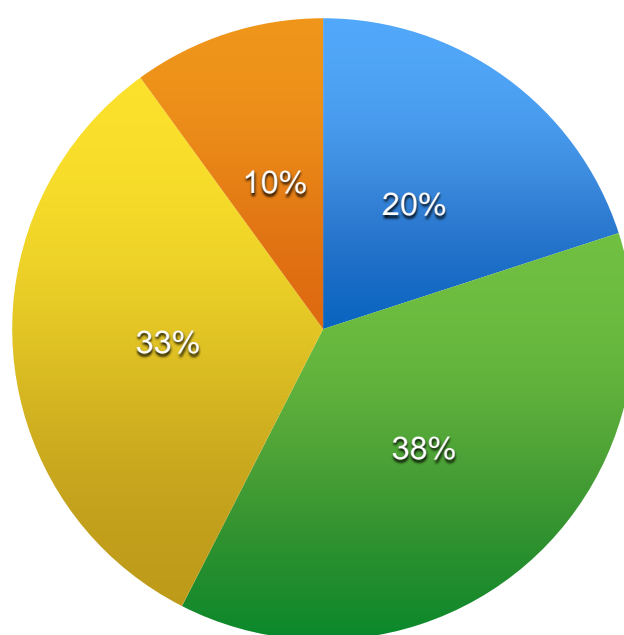
Table 3.45

10) Are the teaching materials available to teach English for Science and Technology (EST)?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
8	15	13	4	40
20%	37.5%	32.5%	10%	100%

Figure 3.45

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



Responses shown in the above table reveal that around 58% of the teachers who are teaching English at engineering colleges said that the teaching materials required to teach English to engineering students are available. But around 43% of English teachers have responded that teaching materials are not available. It is a serious issue and should be taken into consideration by syllabus designers and college authorities.

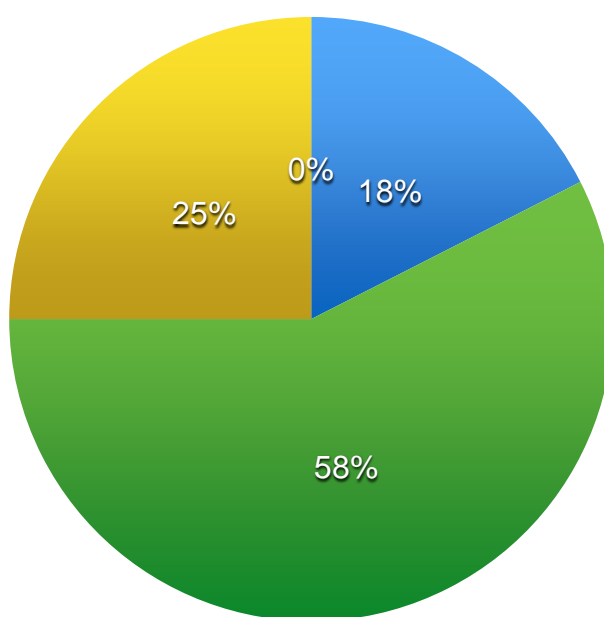
Table 3.46

11) Are the teaching materials helpful to improve English for Science and Technology (EST) teaching skills?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
7	23	10	0	40
17.5%	57.5%	25%	0%	100%

Figure 3.46

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



A majority of English teachers reported that English teaching materials are helpful to improve their teaching skills. Only 25% of them do not agree on this point.

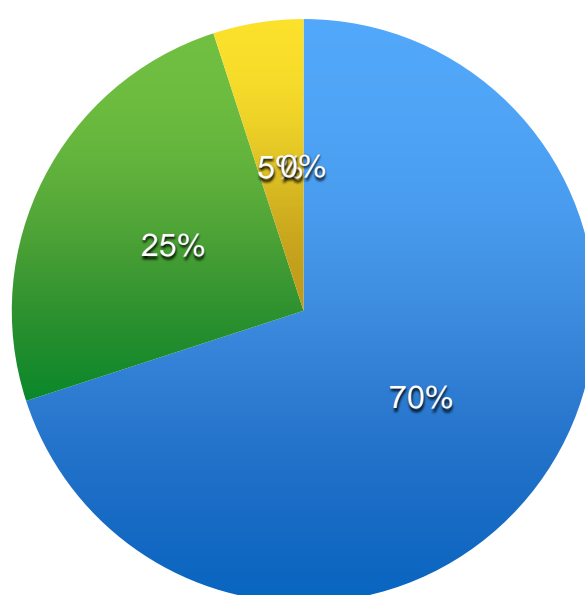
Table 3.47

12) As an English teacher how do you feel when handling the technical English materials?

Interesting	Easy	Difficult	Unaware	Total Respondents
28	10	2	0	40
70%	25%	5%	0%	100%

Figure 3.47

■ Interesting ■ Easy ■ Difficult ■ Unaware



In the above analysis it is found that around 75% of English teachers feel that it is interesting to teach technical English materials and 25% of them say that it is easy to handle. Only 5% English teachers have difficulty in handling technical English materials.

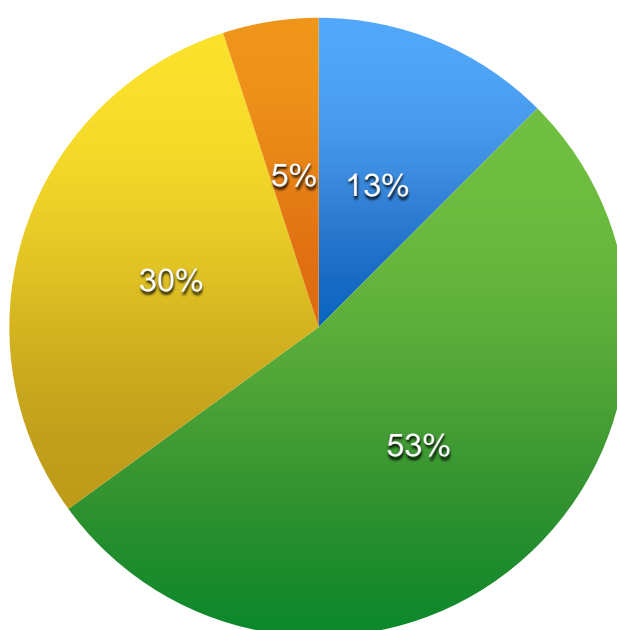
Table 3.48

13) Do you agree that the time allocated to teach English for Engineering students is sufficient?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
5	21	12	2	40
12.5%	52.5%	30%	5%	100%

Figure 3.48

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



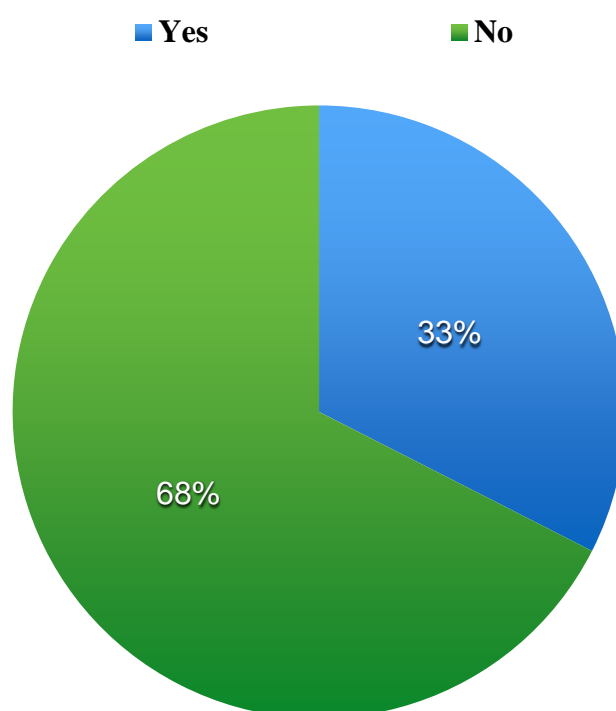
Majority of the teachers' responses pointed out that the allocated time for English class is sufficient. Around 35% of English teachers think that the time is insufficient.

Table 3.49

14) Do you have any special training in English Language Teaching (ELT)?

Yes	No	Total Respondents
13	27	40
32.5%	67.5%	100%

Figure 3.49



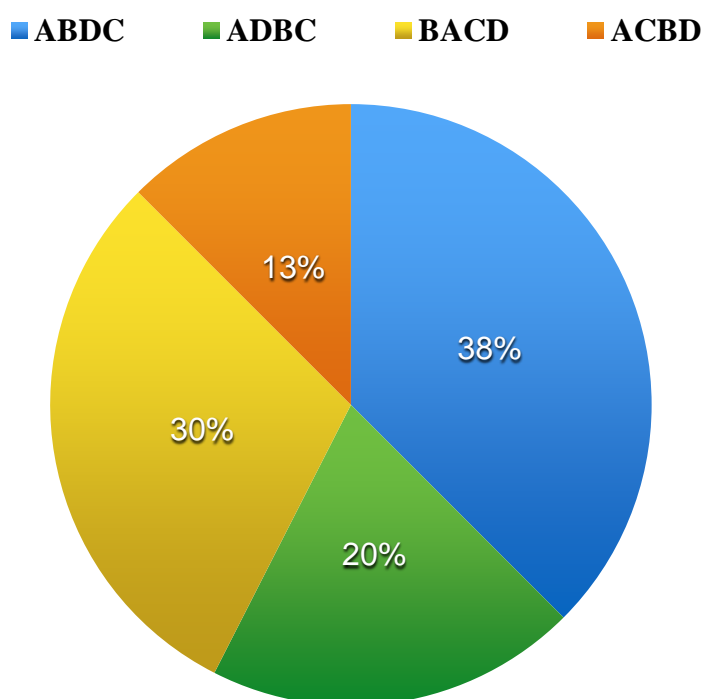
In the above analysis it is found that most of the English teachers who are teaching English at different engineering colleges do not have any kind of certificate, diploma, short term courses or any other special training in English Language Teaching (ELT). Only around 33% of English teachers have done diploma or workshop and courses in English language teaching i.e., diploma in linguistics, Post-Graduate Certificate in Teaching of English (PGCTE), English speaking coaching, workshop in speech craft, English for Professional Success (EPS), M.A. English Language Teaching (ELT).

Table 3.50

15) What competence does the English for Science and Technology (EST) teacher need? (Please rate as 1, 2, 3, and 4 in order of priority)

ABDC	ADBC	BACD	ACBD	Total Respondents
15	8	12	5	40
37.5%	20%	30%	12.5%	100%

Figure 3.50



A= Listening, Speaking, Reading and Writing Skills. **B**= Professional LSRW Skills
C= Technical Communication. **D**= Grammatical Competence

This question aims to seek information about the competence needed most for a teacher who is teaching English to engineering students. Mostly teachers have rated 'ABDC' (**A**= Listening, Speaking, Reading and Writing Skills, **B**= Professional LSRW Skills, **D**= Grammatical Competence, **C**= Technical Communication).

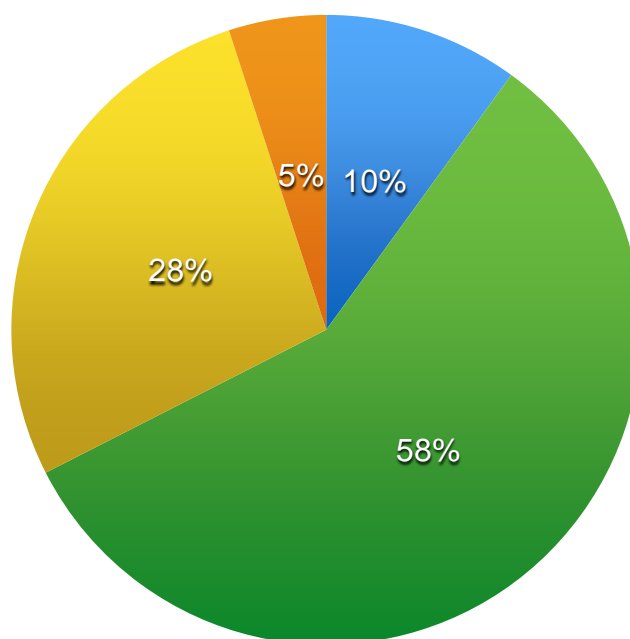
Table 3.51

16) Are you satisfied with the students' testing and evaluation at your institution?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
4	23	11	2	40
10%	57.5%	27.5%	5%	100%

Figure 3.51

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



Responses shown in the above table indicate that while the majority of English teachers are satisfied with testing and evaluation system at their institutions, around 33% English teachers are not. Teachers and college authorities should take note of it.

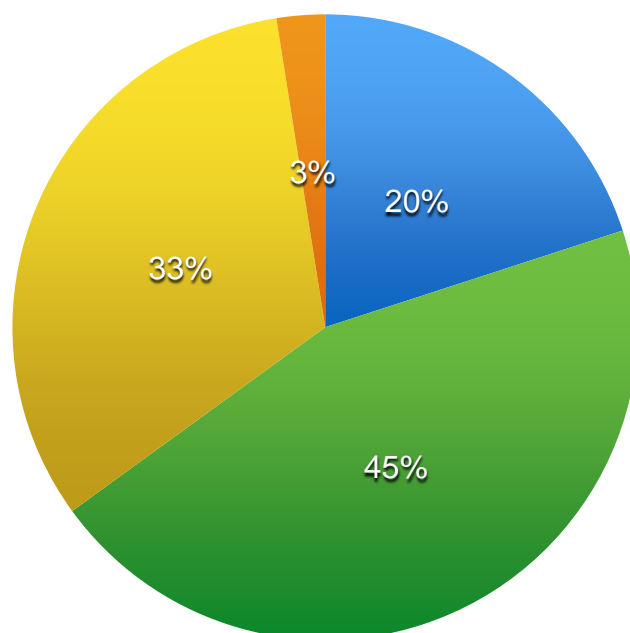
Table3.52

17) Are Engineering students motivated to learn English language?

Strongly Agree	Agree	Disagree	Strongly Disagree	Total Respondents
8	18	13	1	40
20%	45%	32.5%	2.5%	100%

Figure 3.52

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree



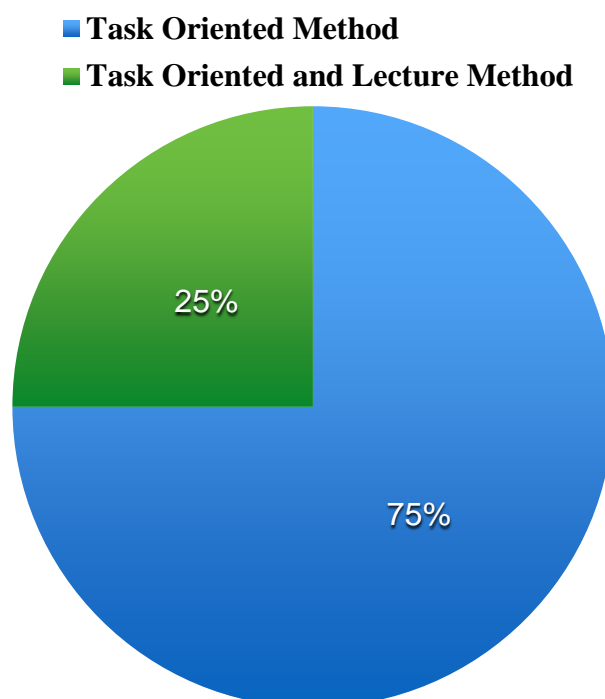
The finding shows that the majority of English teachers think that engineering students are motivated to learn English. But still more than 35% of them do not think so. Teachers should pay attention towards it and try to create interest and motivation among students.

Table 3.53

18) Is the lecture or task-oriented method more appropriate for Engineering students?

Task Oriented Method	Task Oriented and Lecture Method	Total Respondents
30	10	40
75%	25%	100%

Figure 3.53



The result shows that majority of English teachers are in favour of the task oriented method. Around 25% of them think both task oriented method and lecture method are appropriate for engineering students.

19. Please give your suggestions to improve the quality of the Engineering English course?

Following are the suggestions for improving the quality of engineering English course received from English teachers at the above mentioned engineering colleges:

- The teachers as well as the students should be provided with the technical English materials.
- Classes should be conducted in the workshop way.
- The syllabus and its contents need some amendments according to the needs of the profession.
- Focus should be more on the usage of English.
- Trained and motivated teachers should be appointed.
- More class time and marks should be allocated for the English course.
- Rigorous practice and testing should be conducted.
- Workshops and seminars should be organized to discuss the issues related to English classroom.
- Students should be trained to become good citizens and the first step in this direction is to make them effective communicators.
- Only CALL will not be of any help. Teachers have to intervene and direct and instruct them.
- Individual variations and differences in the learners' cultural capital must be taken care of while designing a model syllabus for them.
- Remedial measures and materials may be suggested in the curriculum after taking a diagnostic test at the beginning of each session for each batch.
- The course must be supplemented with learning and practising materials.
- There should be more of practical way of teaching, like instead of focusing only on the theory part, students should be given tasks like watching English movies and then they should write reviews. It makes English learning fun.
- They need rigorous training. Vocabulary building is very important as they are not able to make grammatically correct sentences and cannot find exact equivalent for words in English.

- Syllabus must be updated regularly.
- Syllabus should be designed according to the needs of the students.
- English should be taught in all years of engineering course. The goal of teaching English to engineering students is to make them ready for the job market.
- Teacher training is also an important part of effective teaching.
- Less focus should be on the completion of the syllabus and more on the practice of the language.
- Lab instructor and highly trained faculty specialised in the use of language should be appointed.
- Modern devices must be used , i.e.projector, PPT presenter, Audio recorder and language lab.
- Lecture should be with some pool activities, i.e. internal and external competition may be arranged.
- Separate training should be given to train the students in English for effective communication skills.
- Technical communication and non-verbal skills should be taught also.
- Rationalise student-teacher ratio in order to carry out practice activities successfully.
- Time allocation for English class is very short and it should be extended.
- More items based on grammar should be included.
- Proper resources should be provided for improving the quality of the engineering English course.
- Syllabus should be enriched with some new topics related to writing skills.
- There should be a great role of the teacher in language lab practice instead of computer.
- Assignments should be modified in order to enhance learners' interest in learning English.
- Questionnaires in the class should be a part of syllabus so students are able to express themselves in English language fluently.

- Group discussions should be included in the syllabus.
- Audio-visual presentation should be incorporated into the syllabus.
- Syllabus should focus on communicative situation.
- Role plays and task based teaching should be included.
- Oral communication training in the form of seminars.
- Regular interviews and GD rounds.
- All-round development which may increase students' IQ level.
- Focus on ESP.
- Learner centred approach.
- Use of audio-visual aids.
- Reading comprehension should be included.
- Generally Hindi medium students do not follow the medium of instruction which is English and have a lot of problems in vocabulary, stress and pronunciation.
- Test based and theme based tasks should be introduced to check the level of comprehension of the students

3.4.1 SUMMARY OF THE ANALYSIS

- Mostly English teachers' qualifications are Ph.D./M.Phil.
- Mostly English teachers have 4-7 years of teaching experience.
- Majority of English teachers have marked English syllabus as either good or average.
- Majority of English teachers agree that English syllabus fulfils the needs of the students.
- English syllabus is helpful in improving students' LSRW skills.
- Majority of English teachers think engineering English prepares students for the campus placement.
- Teachers think the prescribed English textbooks are relevant for the students.

- Speaking, writing, listening and reading (SWLR) in this particular order, are the most important skills for engineering students.
- Most of the engineering colleges have language lab facilities.
- Language lab is very useful in improving engineering students' communication skills.
- CALL is essential to develop the communication skills of engineering students.
- Majority of English teachers think that the teaching materials are available.
- English teaching materials are helpful in improving the teaching skills.
- Teachers feel that it is interesting to teach technical English.
- Class time is sufficient for English teaching.
- Majority of English teachers do not have any kind of training in ELT.
- LSRW, professional LSRW skills, grammatical competence and technical competence are important skills for English teachers.
- Mostly teachers are satisfied with testing and evaluation system used for English language.
- Majority of teachers think that engineering students are motivated to learn English.
- Task-oriented method is more useful to teach English language.

CHAPTER - 4

Analysis of the Responses by HR Recruitment and Placement Professionals

CHAPTER- 4

ANALYSIS OF THE RESPONSES BY HR RECRUITMENT AND PLACEMENT PROFESSIONALS

4.1 Analysis of Human Resources Professionals (HRs) Responses

Human Resources professionals (HRs) are responsible to make better decisions while recruiting applicants because they are hiring assets for the organization that will be helpful in the growth of the organization. HRs professionals want to select the best talent possible. They can identify the problems area of the students in a better way than anyone else.

This survey was conducted among sixteen HRs of India who belong to reputed national as well as multi-national companies such as :

1. **Wipro Technologies**
2. **American Express**
3. **Tata Motors**
4. **Tata Chemicals Limited**
5. **Engineering and Environmental Solution**
6. **Scholars Merits Online Pvt. Ltd.**
7. **Secura Facility Management Pvt. Ltd.**
8. **Freelance Corporate Trainers**
9. **Marque Impex**
10. **NDTV**
11. **Legislegal**

The purpose to conduct a survey among HRs professional was to ascertain the weaknesses of the graduates which are the hindrance in the way of their getting good jobs. This study will help understand the areas of improvement for the students to get placed in national as well as multinational companies.

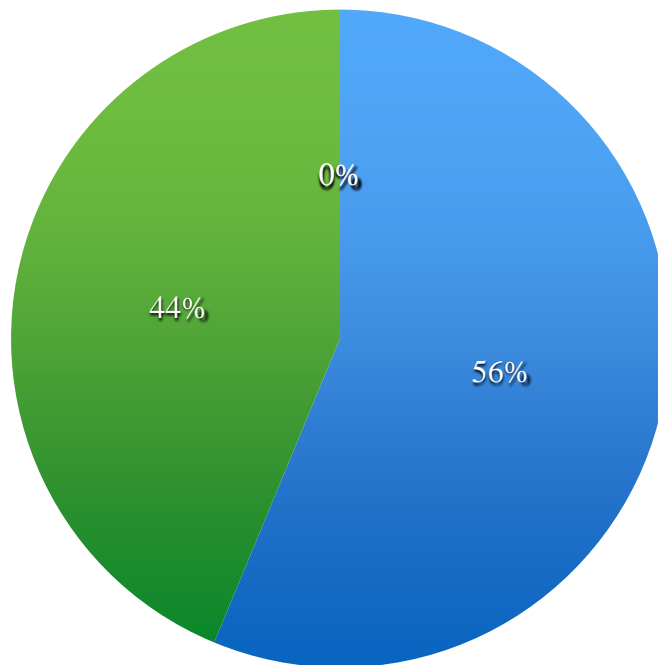
Table 4.1

Q. 1. How long have you been recruiting the students?

1-2 Years	2-5 Years	5-10 Years	10+ Years	Total Respondents
9	7	0	0	16
56.25%	43.75%	0%	0%	100%

Figure 4.1

■ 1-2 Years ■ 2-5 Years ■ 5-10 Years ■ 10+ Yeras



The purpose of this question is to ascertain the recruiting duration of HRs professionals. The conclusion is drawn from the above data that HRs who participated in the study mostly were recruiting the students for 1-2 years. Around 44% of them were recruiting for 2-5 years.

Q. 2. Do the fresh graduates meet your expectations in terms of: Please give marks out of 10

Table 4.2

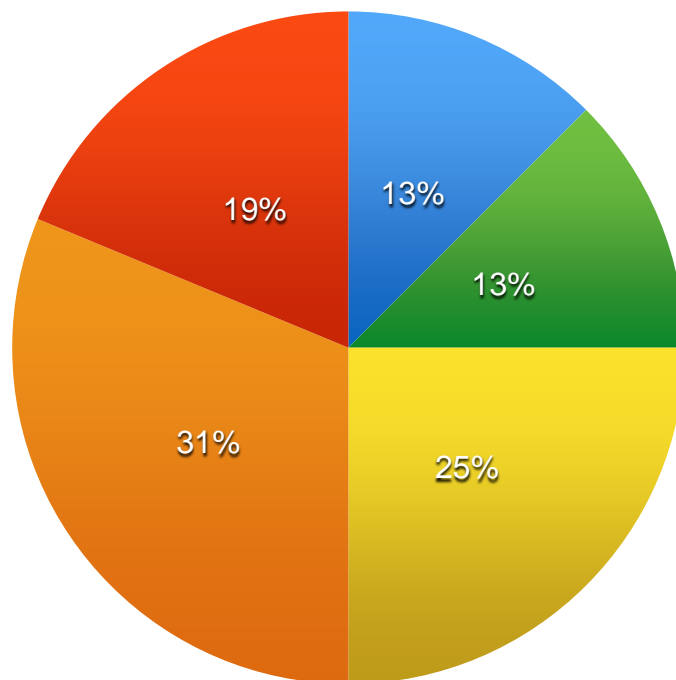
A. Up to date knowledge base

(...../10)

9/10	8/10	7/10	6/10	4/10	Total Respondents
2	2	4	5	3	16
12.5%	12.5%	25%	31.25%	18.75%	100%

Figure 4.2

■ 9/10 ■ 8/10 ■ 7/10 ■ 6/10 ■ 4/10



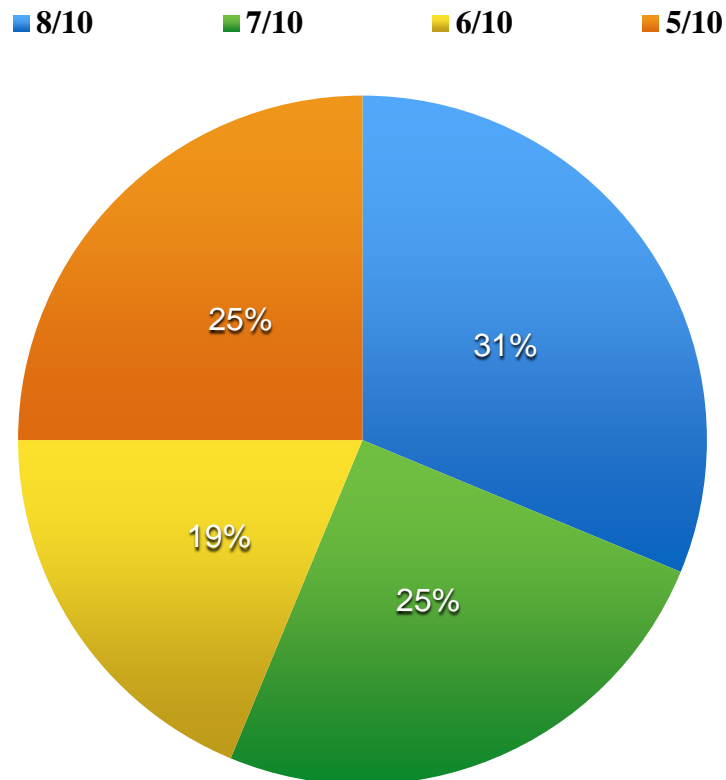
This question is designed to identify the expectations of the industries from the fresh graduates. HRs responses about up to date knowledge of the students seem positive. Around 82% of HRs feel that fresh graduates' knowledge base is good.

Table 4.3

B. Required professional skills (...../10)

8/10	7/10	6/10	5/10	Total Respondents
5	4	3	4	16
31.25%	25%	18.75%	25%	100%

Figure 4.3



Around 75% of HRs responses indicate that they are satisfied with the required professional skills of the fresh graduates. But 25% of HRs professionals think that the required professional skills of the fresh graduates to get placed in the job market are not satisfactory.

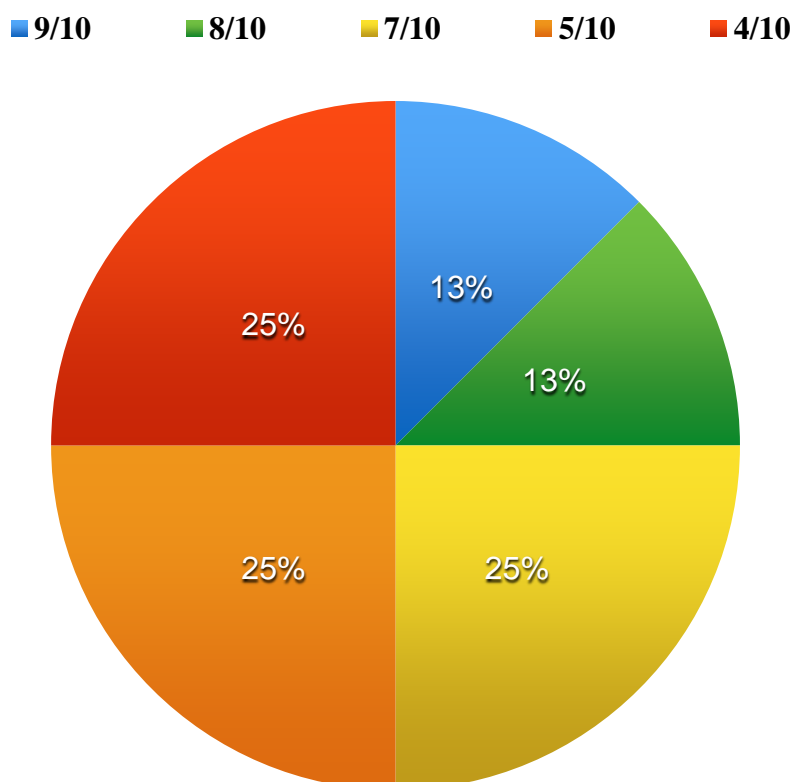
Table 4.4

C. Presentation or soft skills

(...../10)

9/10	8/10	7/10	5/10	4/10	Total Respondents
2	2	4	4	4	16
12.5%	12.5%	25%	25%	25%	100%

Figure 4.4



Presentation and soft skills are required more than any other skill in the corporate world. This graph indicates whether students are well versed in the presentation or soft skills according to the HRs professionals. Data reveal that 50% of HRs professionals feel that the fresh graduates in terms of presentation or soft skills are good but 50% of HRs do not think so. This is an issue of concern and should be taken into the consideration.

3. Which area needs improvement most?

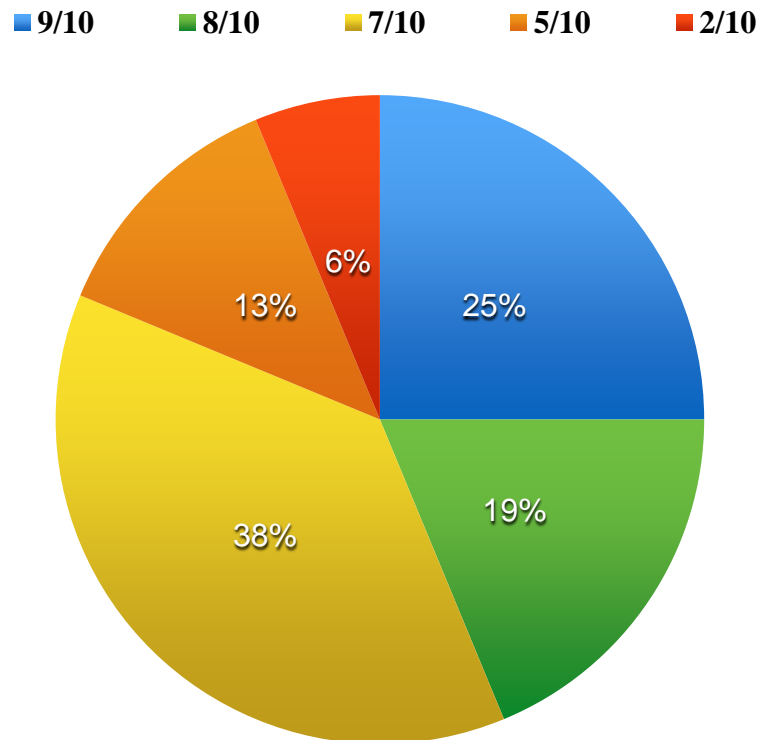
Table 4.5

A. The Course Curriculum and Syllabus

(...../10)

9/10	8/10	7/10	5/10	2/10	Total Respondents
4	3	6	2	1	16
25%	18.75%	37.50%	12.5%	6.25%	100%

Figure 4.5



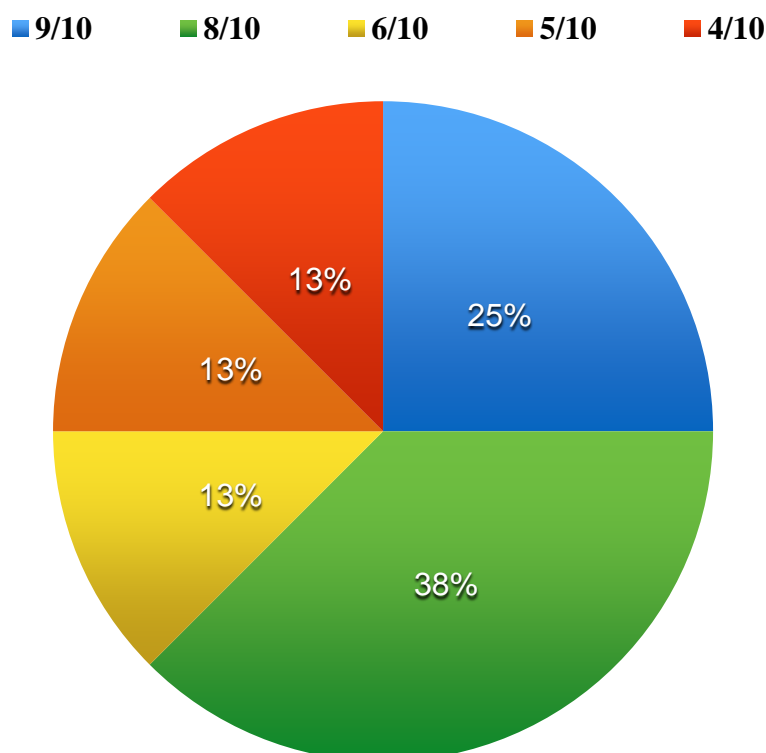
This question is framed in order to know the opinion of HRs about the area which needs improvement to make the students ready for the job market. Data reveal that around 82% of HRs agreed on the point that course curriculum and syllabus is the area which needs improvement in order to make the students ready for fulfilling the current requirements of the industries.

Table 4.6

**B. Students' command over spoken English and presentation skills
(...../10)**

9/10	8/10	6/10	5/10	4/10	Total Respondents
4	6	2	2	2	16
25%	37.5%	12.5%	12.5%	12.5%	100%

Figure 4.6



Command over spoken English cannot be ignored if someone wants to be successful in any professional field. The HRs' responses confirm that command over spoken English and presentation skills are necessary to get ready for the job market. This area needs special attention to enable the students for their bright professional career. Around 75% of HRs think that the area of students' command over spoken English and presentation skills call for improvement.

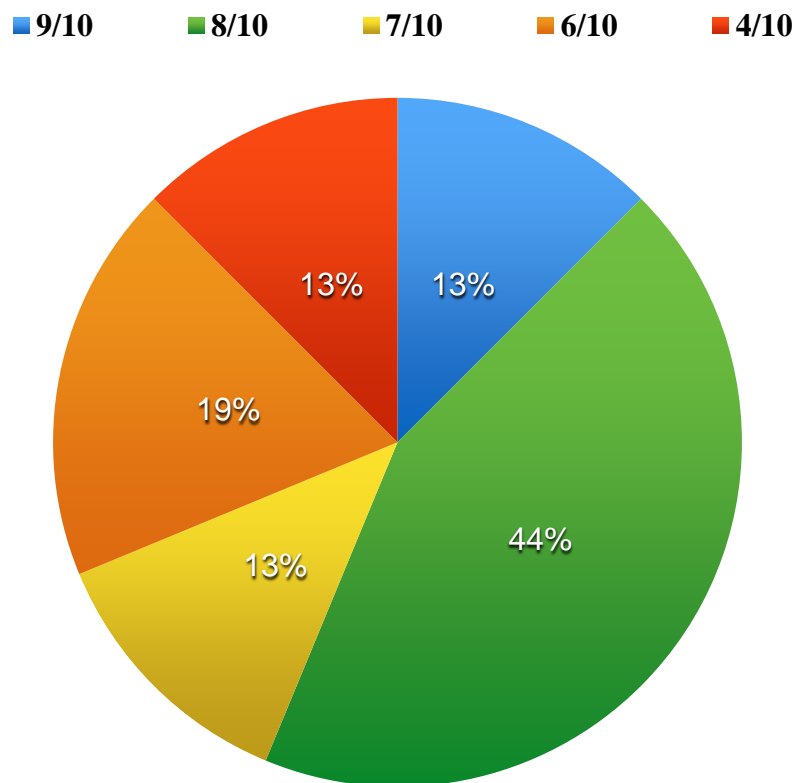
Table 4.7

C. Students' practical skills

(...../10)

9/10	8/10	7/10	6/10	4/10	Total Respondents
2	7	2	3	2	16
12.5%	43.75%	12.50%	18.75%	12.50%	100%

Figure 4.7



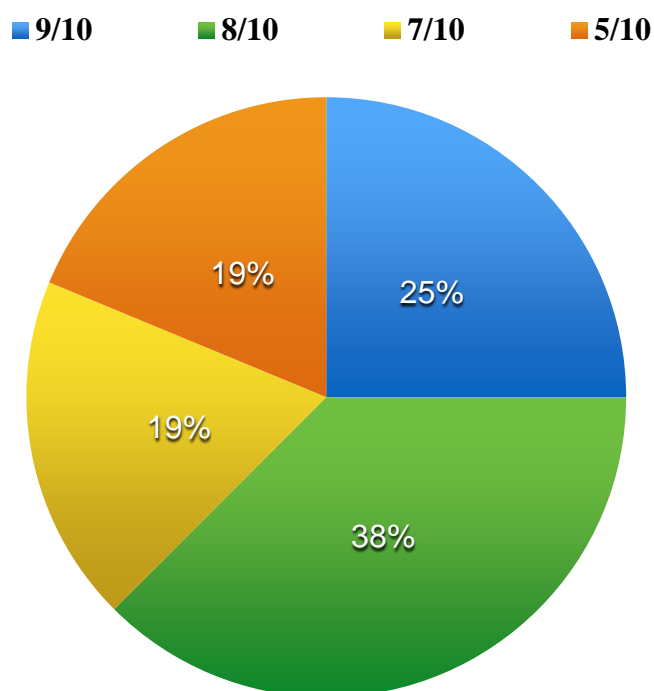
Majority of HRs around 89% responses about students' practical skills indicate that the area of students' practical skills needs to be improved and polished. Today's graduates need training in the practical skills that are necessary to perform well at workplaces.

Table 4.8

D. Teachers' teaching and training methodology (...../10)

9/10	8/10	7/10	5/10	Total Respondents
4	6	3	3	16
25%	37.50%	18.75%	18.75%	100%

Figure 4.8



Teacher's teaching methodology is equally important to make students proficient enough to perform well. Responses received from the HRs professionals indicate that the majority of them think that the area of teacher's teaching and training methodology need to be improved. Teachers should update the teaching methodology with the current developments in the field of teaching and learning the language. Training should be provided to the teachers to make teaching and learning more effective.

4.2 Major points of the responses received from HRs professionals

- Few students are able to fulfil the expectations of the industries to get placed
- According to HRs professionals, up to date knowledge base of fresh graduates is satisfactory.
- Required professional skills of the fresh graduates is up to the expectations of industry to a large extent.
- 50% HRs are satisfied with the presentation and soft skills of the fresh graduates.
- Course curriculum and syllabus is the area which requires improvement in order to make students ready for fulfilling the current requirements of the industries.
- Students command over spoken English and presentation skills is a prerequisite to enter the professional world. It needs special attention to prepare the students for their bright professional career.
- The area of students' practical skills needs to be improved and polished in order to get them ready for the job market.
- Teachers should update their teaching methodology with the current developments in the field of their respective teaching and learning.

4.3 Training and Placement Officer's (TPO General) feedback on employability skills of AMU graduates

The training and Placement Officer (TPO) general of Aligarh Muslim University, Aligarh has provided his feedback regarding the employment status of AMU graduates. He has been serving the University as a TPO for the last four years and getting students placed in different companies. Following are some important points from his interview. The researcher collected the responses through a structured interview.

Q. 1. What is the present situation of job placement of graduate students?

In October 2012 TPO came into existence on the AMU campus. Before that there was no placement cell for graduate students but it does not mean at all that there were no job opportunities but there was no such centre to pursue such opportunities. The placement for technical graduates is not an issue but when we talk about non-technical graduates, for the last four years there has been improvement in their placement. Now the present situation of job placement for graduate students is satisfactory but still more efforts need to be made.

Q. 2. Is the problem of communication skills faced by graduate students to get the job?

Students are very good in their subjects but when it comes to communication skills, they struggle a bit. Every company looks for three things in a particular candidate: first, degree with a good command over the subjects, second, a positive personality and the last but not the least command over spoken English. Communication is one of the problems that students have been facing nowadays.

Q. 3. What are exactly the problems?

- a) Poor command over English**
- b) Poor speaking skills**
- c) Poor presentation skills**
- d) Poor personality**

Students need to work on speaking and writing skills both. They are not very good in writing skills in English and spoken English at the same time and they are also not very good in their basic grammar. They make silly mistakes. Major problem in English as the whole is the basic use of grammar along with spoken English.

I cannot say that they have poor personality but they have to work on personality development. Personality is a very broad term but there are a couple of areas on which students can work at least to become a better person and a better professional. Students should know how to work in a team. They should have a strong sense of responsibility. They should know how to work under challenges and the deadlines.

They should know how to organize events and how to get work done willingly through others. They should be innovative in their approaches and be more proactive and smart workers. They need to groom and polish themselves because the competition is really tough and personality really matters. It is really important that how you carry yourself. Degree can get you into the interview room but your personality matters a lot there. Personality does not matter only in the interview room but throughout the career.

Q. 4. What remedial steps should be taken for improving the situation?

Short time workshops would not be really helpful because these short term courses might sensitise or motivate them but it is not the solution. The most common feedback that HRs give to me is the better training of students. As to their spoken English or presentation skills, they lack much. Personality development curriculum should be there and be part of the curriculum. There should be more emphasis on spoken English and personality development.

Q. 5. Do you agree that soft skills should be incorporated into their English syllabus?

Soft skills should be incorporated into their English syllabus because soft skills mean not only communication skills but also something more than that. Soft skills mean that we are not preparing our students only for their career but for their lives. I would say them life skills, not the soft skills because these skills train a person for life, not only for career. There are a couple of examples like how to be a trustworthy person, how to work in a team, how to be loyal, how to be responsible and how to be positive. All these need to be inculcated into syllabus because these are very important. Soft skills should be incorporated into syllabus because they are an integral part of learning.

Q. 6. What steps should be taken by the institution to improve the employability skills of the students?

All the top employability market research companies have told in their surveys and have also submitted reports to the government of India that not more than 40% of

Indian graduates are employable. This is the area in which all colleges, institutes and universities should work together. There are jobs in the market but companies are not getting the desired workforce. Colleges are producing graduates but they are not making them market ready. Following are a couple of suggestions to improve employability skills:

- Curriculum should be updated on a regular basis.
- There should be an advisory committee for all departments. The committee should comprise both teachers and industry experts. They should sit together at least once a year and should decide which paper need to be dropped and which suppose to be added.
- We lack industrial exposure. We do not have enough case study, live projects, industrial visits etc. Departments should take initiative and they should provide the maximum industrial exposure to students.
- There should be regular interaction between industry experts and students.
- We need to train students in spoken English. We need to make students more confident and presentable.
- There should be a mentor for students. Every department should have a mentor who may guide them right from the first year of their course to the final year. A mentor should tell the students that what they can do in their area of specialisation and the skills required to learn.
- We need to understand the requirements of the job market and train our students accordingly.

4.4 Training and Placement Officer (TPO Engg.) of Zakir Hussain College of Engineering and Technology, AMU, Aligarh

Training and Placement Officer (TPO) Engineering faculty of Aligarh Muslim University has given his feedback regarding engineering students' job status. Following are the major points of his responses.

Q. 1. What is the present situation of job placement of engineering students?

For good students there is no problem but for average students the situation is not so good.

Q. 2. Is the problem of communication skills faced by engineering students to get the job?

50% of engineering students face the problem of communication skills to get the job.

Q.3. What are exactly the problems:

- i) Poor command over English**
- ii) Poor speaking skills**
- iii) Poor presentation skills**
- iv) Poor personality**

Poor command over English and poor speaking skills are the main problems for engineering students.

Q.4. What remedial steps should be taken for improving the situation?

Following are some remedial steps through which the situation can be tackled:

1. Emphasis on presentation based course
2. 50% of the assignment works should be in the form of oral presentation.

Q.5. Do you agree that soft skills should be incorporated into their B.Tech. English syllabus?

Yes, soft skills should be incorporated into English syllabus for engineering students.

Q. 6. What steps should be taken by the institution to improve the employability skills of engineering students?

Following are some suggestions which can be taken up by the institution to improve the employability skills of engineering students:

1. Workshops for personality development
2. Industrial visits
3. Internship should be compulsory in 2nd and 3rd year of engineering course
4. Emphasis should be give on the fundamental concepts of engineering.

4.5 CONCLUSION

Both TPOs (General and Engineering faculty), have given useful feedback about the employability skills of engineering and other graduate students of AMU, Aligarh. Both TPOs agreed on the point that job opportunities for technical students are available but it is little problematic for average students. TPO (General) emphasises the role of placement cell stating that after the establishment of Training and Placement Cell at AMU, there has been an improvement in their placement.

As far as communication skills are concerned, both TPOs think that students have the problem of communication skills in getting jobs. TPO (General) specifies the exact problem of students in terms of communication skills. He says that the major problem in English as the whole is the basic use of grammar and spoken English. Students need to work more on their speaking and writing skills. TPO of engineering college stated that poor command over English and poor speaking skills are the main problems for engineering students.

Both TPOs have suggested some remedial measures improve the situation. TPO (General) suggests better training of students in their spoken English and presentation skills. Personality development should be the part of the curriculum. TPO of engineering faculty suggests that emphasis should be on presentation based courses and 50% of the assignment works should be in the form of oral presentations. Both TPOs recommended that soft skills should be incorporated into English syllabus.

As far as improvement of the employability skills of students is concerned, both TPOs have given some suggestions which can be taken up by the institutions to improve the employability skills of students. They suggested that

- the curriculum should be updated on regular basis

- there should be an advisory committee for all departments to review the course content
- the departments should provide the maximum industrial exposure to students
- regular interaction between industry experts and students
- better training for students in spoken English and presentation skills
- need to understand the requirements of the job market
- compulsory internship in 2nd and 3rd year of engineering course
- more emphasis on the fundamental concepts of engineering and same should apply in all disciplines.

CHAPTER - 5

Summary of Key Findings

CHAPTER - 5

SUMMARY OF KEY FINDINGS

5.1 INTRODUCTION

The previous chapter dealt with the analysis and interpretation of data received from engineering (B. Tech) students and teachers at different engineering colleges of north India. In this chapter, a brief summary of key findings will be presented.

This study was conducted for the purpose of determining the status of English Language Teaching (ELT) in engineering colleges of north India and suggesting English model syllabus that can fulfil the needs of engineering students. The questionnaire served as the instrument to collect the data from the teachers as well as students. The B. Tech 1st, 2nd and 3rd-year students belonging to all branches and the teachers teaching English to B. Tech students were the respondents. The investigation was conducted during the 2015-2016 academic year. Nine engineering colleges were selected for the study from north India namely Zakir Hussain College of Engineering and Technology (ZHCET), AMU, Aligarh, Faculty of Engineering and Technology, Jamia Millia Islamia, New Delhi, GLA University Mathura, Mangalayatan University, Beswan, Aligarh, Indian Institute of Technology (IIT) Patna, Indian Institute of Technology (IIT) Delhi, Aligarh College of Engineering and Technology (ACET), Aligarh, Institute of Technology & Management (ITM), Aligarh, Shivdan Singh Institute of Technology and Management, Aligarh. Apart from the colleges mentioned above, teachers who were teaching English to B. Tech students at IIT Kanpur and Integral University Lucknow also participated in the study.

FINDINGS

In the light of the responses received from the focus group, the research findings will be presented in two sections namely findings based on the students' responses and those on English teachers' responses.

5.2 FINDINGS FROM STUDENTS' RESPONSES

EDUCATIONAL BACKGROUND

Background and the medium of education matter in students' life for pursuing further studies. It has been noticed that students having English medium background do not face as many problems in English communication skills as Hindi medium students do. In this research, it is found that the number of students coming from English medium schools in engineering colleges is higher than those from Hindi medium background. The data also revealed that the percentage of students with Hindi medium background is higher in self-financed engineering colleges than in government engineering colleges.

ENGLISH SYLLABUS

It is found that majority of respondents reported that the English syllabus prescribed for them is helpful for them in order to improve communication skills. Some respondents (around 19%) indicated that English syllabus is not helpful for improving communication skills.

It is noticed that syllabus designers and authorities should take note of it and should try to suggest a syllabus that might be helpful for all students.

SYLLABUS UPDATING

Another important finding is that a large number of engineering students agreed on this point that English syllabus needs to be updated.

Syllabus should be updated regularly to make it more effective. It should be taken into consideration by syllabus designers and college authorities.

DOES THE ENGLISH COURSE PREPARE FOR CAMPUS PLACEMENT?

It appears that there are differences between the responses received from self-financed and government engineering colleges. Responses from government engineering colleges show that the English course does not prepare them for campus placement while responses from self-financed engineering colleges indicate that the English course makes them ready for the campus placement.

It is a serious defect which should be taken into account by government engineering colleges.

ENGLISH TEXTBOOKS

Again there are differences in responses in self-financed and government engineering colleges. A majority of respondents from government engineering colleges think that English textbooks prescribed for them are not difficult to understand while respondents from self-financed engineering colleges feel that English textbooks are difficult to understand.

The finding indicates that the differences in difficulty level to understand English textbooks might be for the students coming from Hindi medium schools. English textbooks should be prescribed according to the level of the students.

PROFICIENCY IN ENGLISH LANGUAGE

Engineering students responded that their proficiency in the English language is only satisfactory. Very few of them claimed that they have good communication skills. Some of them (around 11%) have marked their communication skills as poor.

Teachers should pay attention to the students who feel their English communication is not good. More focus should be placed on enhancing their proficiency in the language.

ASSESSMENT OF LANGUAGE SKILLS

Testing and evaluation of language skills is an integral part of learning and teaching because it provides information about the growth and achievement of students as well as difficulties in learning the language. It is found that the majority of the respondents are satisfied with testing and evaluation system of the language skills.

The research also indicated that around 40% of the total respondents are not satisfied with the present testing and evaluation system used for assessing the language skills.

The findings indicate that the testing and evaluation methods used by engineering colleges to assess the language skills need to be revised and updated.

USE OF LANGUAGE LAB

The role of language lab in the development of language skills cannot be ignored. It has always been helpful in the improvement of language skills. It appears that there are variations in the responses among respondents about using language lab. Responses show that some students use it regularly, some of them often and some almost never. Variations in responses are there because responses are taken from 1st, 2nd and 3rd-year B. Tech course and language lab facility is not provided in all years of engineering course. Generally, engineering colleges teach through the language lab in either the second semester or in the second year of their course. But during the data collection, it is also found that there are some engineering colleges that do not have any language lab facility.

Keeping in mind the responses, the language lab facility should be provided to engineering students from the first semester of their course. They should know the importance of and contribution of language lab in the improvement of language skills.

USE OF TECHNOLOGY IN TEACHING OF LANGUAGE SKILLS

Nowadays, technology has become a very important tool for the development of language skills. There are many devices through which language can be taught in a very effective way. There are many advantages of using technology in the teaching of language skills. One of them is that it creates interest and motivation in students for language learning.

In this research, findings reveal that respondents completely agree on this point that the latest technology (television, computer, projector, language device, or other audio-visual equipment) should be used in the teaching of language skills.

DURATION OF ENGLISH COURSE

It is also found that students think that English should be taught in all years of Engineering course. It is insufficient to teach English only in one semester or one year. Learning English is not an easy thing. It requires time. It is difficult to attain mastery over the English language in one semester or in one year.

In the light of responses, it is clear that English should be taught like other engineering subjects in all years of engineering course.

TEACHING METHODOLOGY

Effective teaching depends on the selection of right teaching methodology. It is found that majority of students have responded that the teaching methodology used by English teachers was helpful in improving their communication skills.

Findings also revealed that still around 41% of the total respondents are not satisfied with the teaching methodology.

It is a serious flaw which should be taken into account by teachers, who should keep themselves updated with the latest methodologies.

TIME FOR ENGLISH CLASS

Majority of students agree that the time allocated for English class is sufficient. Some of them (around 22%), however, think that the time allocated for English class is insufficient.

ENGLISH LANGUAGE VS OTHER ENGINEERING SUBJECTS

Students are aware of the importance of English language. It has been noticed that the English language is often ignored in Indian engineering colleges. It is not treated as other engineering subjects and little attention to it is paid by students as well as teachers.

Responses of the students reveal that the English language is as important like other engineering subjects. Some of them feel that English is more important than other subjects of engineering course.

TRAINING AND PLACEMENT CELL

Training and placement cell is considered as an integral part of any institution. In this age of globalization, it is very important for every institution to have the best training and placement cell so that they can train the students in a better way and make them ready for global market.

In this research, it has been attempted to find out the status of training and placement cells in engineering colleges. The majority of the students respond that they do not get any training by the placement cell to face the interview for campus placement. Some of them say that they do not have any idea about the training and placement cell.

Findings indicate that there are many institutions that do not have any training and placement cell to train the students for the job market. It is necessary for every college/institute to have a training and placement cell to train the students and make them aware of the current requirements of the global market. It would be better to make students familiar from the first year of engineering course so they can understand the importance and contribution of training and placement cell in their success.

TRAINING IN COMMUNICATION SKILL

It is found that engineering students need intensive training in communication skills regularly for interviews and for the job market.

The teacher can organize mock interviews. Students can be asked to engage in group discussions etc. Teachers should try to prepare their students for the international market and enable them to face the challenges in real life.

SUGGESTIONS FOR EFFECTIVE TEACHING

Students were asked to give their suggestions for effective teaching of English. Many suggestions have been received and they seem very relevant. Some major points can be highlighted here:

- English class should be activity based.
- Modern CALL resources should be applied in teaching English.
- Training should be provided to the teachers.
- English syllabus should be updated according to the needs of the students.
- Regular training in the language skills should be provided though the language lab.
- Activities that can enhance oral communication should be emphasized in the classroom.
- Testing and evaluation should assess all language skills.
- The latest teaching methodologies that can be more effective for teaching and learning should be adopted by teachers.

5.3 FINDINGS FROM TEACHERS' RESPONSES

QUALIFICATION OF THE TEACHERS

As to the qualification of the teachers who are involved in teaching English at engineering colleges. Majority of English teachers who have been teaching English have done PhD or M.Phil. in English. But some of them (around 8% of the teachers) have been teaching English at engineering colleges without having any specialization or degree in English. They have done other courses like MBA or M.A. in various subjects.

Teachers should be appointed to teach English for engineering students who have their specialization in English. Engineering colleges should pay attention towards the quality of English teachers.

ENGLISH SYLLABUS

On perception of English teachers about the existing syllabus, it was noted that the majority of English teachers rate the existing syllabus as 'good'. However, around 45% of them rate English syllabus average.

Another important finding is that around 75% of English teachers agree that the existing English syllabus fulfils the needs of engineering students. Around 25% of English teachers do not think so.

College authorities and syllabus designers should try to prepare a syllabus that can fulfil the needs of the target group.

COMMUNICATION SKILLS

A large number of teachers think that the present English syllabus has been helpful in the improvement of engineering students' communication skills.

DOES THE ENGLISH COURSE PREPARE FOR THE CAMPUS PLACEMENT?

The majority of English teachers responded that present English course is helpful for the campus placement of engineering students. But around 31% of them do not agree on this point.

English courses should be designed in a way that can assist in making the students ready for the job market.

TEXTBOOKS

Another important finding is that prescribed English textbooks are relevant for engineering students. Yet around 38% of English teachers feel that prescribed textbooks are not relevant for engineering students.

Textbooks should be prescribed keeping in view the relevance, needs and the level of the target group.

LSRW SKILLS

It was intended to ascertain the needs of Listening, speaking, reading and writing skills' needs for engineering students in order of priority. Teachers have marked the language skills that are needed most by engineering students in the following order of priority:

1. Speaking.
2. Writing.
3. Listening.
4. Reading.

AVAILABILITY OF LANGUAGE LAB FOR ENGLISH COURSE

Majority of English teachers has responded that they have language lab for engineering English course. But it is also found that there are around 18% of engineering colleges that do not have language lab for English course. All of the English teachers think that language lab is very important and helpful for improving communication skills.

The importance and contribution of language lab in the development of language skills cannot be ignored. It is a very important for engineering colleges to provide a well-equipped language lab facility for engineering students to develop their communication skills.

COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

Teachers have underscored the importance and contribution of CALL resources in the development of language skills. Using CALL resources can be the best tool to create interest and motivation in the students. The teachers feel that the use of CALL resources is essential to develop the language skills of engineering students.

AVAILABILITY OF TEACHING MATERIALS

Availability of teaching materials plays an important role in teaching as well as in learning. Majority of English teachers feel that teaching materials for English teachers are easily available. But other important findings state that around 43% of English teachers think that English for Science and Technology (EST) material is not available.

Most of the teachers have responded that it is interesting to handle technical English materials. They do not feel any kind of difficulties while teaching technical English.

It is a serious issue because the unavailability of teaching materials affects teaching as well as learning. Syllabus designers should take care of it while designing the syllabus.

ALLOCATED TIME FOR ENGLISH CLASS

The time allocated to teach English for engineering students is sufficient. However, Around 35% of English teachers, however, do not think so.

TRAINING IN ENGLISH LANGUAGE TEACHING (ELT)

Another important finding is that most of the English teachers who are teaching English in engineering colleges are from literature background and they do not have any kind of training in English Language Teaching (ELT). Data reveal that only around 33% of them have training in ELT. Training courses done in ELT are diploma in linguistics, Post-Graduate Certificate in Teaching of English (PGCTE), English speaking coaching, workshop in speech-craft, English for Professional Success (EPS), and M.A. English Language Teaching (ELT).

Teachers should know well how languages can be taught in an effective way.

COMPETENCE NEEDED FOR ENGLISH TEACHERS TO TEACH ENGINEERING ENGLISH

Teachers have expressed their preferences in order of priority. It is found that mostly teachers have rated the following skills that are needed most to teach Listening, Speaking, Reading, Writing Skills, Professional LSRW Skills, Grammatical Competence and Technical Communication.

TESTING AND EVALUATION

English teachers have responded positively about the testing and evaluation system used to assess the language skills. They are satisfied with the students' testing and evaluation system. Some of them (around 33%) are not satisfied with the way used to assess the language skills of the students.

Testing and evaluation that can assess the knowledge of the students in a better way should be adopted for assessment. It is important because it provides information about growth and weakness in students' learning.

MOTIVATION

Majority of English teachers have responded that engineering students are motivated to learn English but yet more than 35% of English teachers do not think so.

English teachers should try to create interest and motivation among students. They should realise the Importance and contribution of English language for their success.

LECTURE AND TASK - ORIENTED METHODS

English teachers think that task-oriented method is very useful for teaching English. Some of them feel that lecture and task-oriented methods both are useful.

CHAPTER - 6

Recommendations, Suggestions and Conclusion

CHAPTER - 6

SUGGESTIONS, RECOMMENDATIONS AND CONCLUSION

6.1 INTRODUCTION

In the age of globalization, English language has gained the status of an international language. It is more widely spoken language than any other language around the world. Proficiency in English language is considered essential to employability. Proficiency in English is very important for an engineering student to be successful in his/her study as well as in career. Hence, good grasp over and fluency in English language is necessary for them. English language proficiency is also important for the students who want to study abroad because there are some best universities in the world that test the proficiency level of the students before admission. Today's engineers have to communicate with their counterparts across the globe who have different linguistic and cultural background. An engineer needs to cooperate and communicate with the people from different parts of the world. Employers seek such engineering graduates who are proficient in English with sound knowledge of engineering subjects. Professionals who have good command over the English language are given higher position in their organization. Feedback from the corporate and reports from different organizations should be the eye opener for the students, teachers and engineering colleges. A large number of engineering graduates from India are not able to get job in multinational companies because they lack communication and employability skills. Hence, role of English language is crucial for engineering students.

The purpose of the study is to ascertain the status of English teaching in engineering colleges of north India, and also to analyse the needs of the students and suggest a model English syllabus that can fulfil the needs of the students and requirements of the job market.

Following are some important suggestions and recommendations through which English teaching and learning in engineering colleges can be made more effective:

6.2 SUGGESTIONS AND RECOMMENDATIONS

Keeping in view the students' and teachers' responses and also the requirements of the engineering students in the global perspective, following suggestions and recommendations have been made to improve the quality of teaching and learning of English language in engineering colleges.

Global Requirement

Globalization has its impact on industry's needs and requirements. A global engineer should be able to communicate effectively in international environment. An English course should be designed in a way that can fulfil global needs.

Tutoring

Teachers should offer tutoring in English language for those who need help to improve their English.

Authentic Textbooks

Authentic textbooks should be used for teaching English as much as possible.

Selection of the Text

While choosing a text for the class, a teacher must look for a conceptual paragraph, only a printed paragraph is not enough.

The Language Test

There should be a provision in engineering colleges to take a test in English language after getting admission to engineering courses. Those who do not perform well in the test should take a special English course designed for them to improve their basic English.

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) deals with the particular terminology and communication skills required in a particular professional field. A course in ESP will be very helpful to enhance the engineering students' communication skills.

Syllabus Designing

While designing a syllabus, syllabus designers should know the students' needs and obtain necessary information from industry and HRs about what to include in the syllabus.

Use of new Approaches

In our education system, mainly teachers teach prepare students to pass the exam rather than make them competent. We have to change our mindset about teaching and learning. English teachers need to adapt new approaches and methodologies to teach engineering English. They should keep themselves aware of the latest advancements in teaching methodologies in the field of language teaching.

Use of latest Technologies

Using latest technologies to teach English language can be very useful for creating motivation and interest among students.

Language lab facility should be provided from the B.Tech 1st year to help improving the oral skills of the students.

Soft Skills

Soft skills should be paid special attention in order to help students making them ready for employment.

The objectives of Engineering English course

The engineering English syllabus should aim at developing the communicative ability of engineering students on technical matters.

The syllabus should fulfil the professional needs of the students.

Writing Ability

Teachers should draw students' attention towards their writing ability because it is the most needed skill for engineering students.

Oral Communication Skills

Engineering students' attention should also be drawn towards the improvement of oral communication skills.

Presentation Skills

Practising engineering graduates share their experience about the presentation skill that it is often required in industry. They are asked to give presentations on regular basis. It is considered a core skill in the industry. It should be considered an important skill in the syllabus.

Teacher Training Program

There should be at least two-month teacher training program on teaching methods/pedagogy for engineering colleges and university teachers to improve the quality of language teachers.

Syllabus Updating

Existing English syllabus needs to be updated time to time according to the needs of the students.

Training and Placement Cell

Training and placement cell can play the important role in preparing students for the campus placement.

Fulfilling the requirements of industry

The aim of teaching English to engineering students should be enable them to operate in an international context. They should fulfil the requirements of industry. English for Science and Technology (EST) course may be useful for engineering students for making them ready for job market.

Background of the Students

In Indian engineering colleges, students come from diverse educational background to get admission. Students from vernacular educational background face difficulties in English course because their grasp of English is weak. Teachers should pay special

attention towards weak students and encourage them to improve their communication skills.

Use of CALL resources

Technology has an important role in the development of the language skills. There are many engineering colleges that do not provide language lab facilities. Every engineering college should have a well-equipped language lab with the latest softwares that are useful for language learning and teaching.

Interest of the Students

Teachers should try to teach in the way that can create interest and motivation in students. Learning should be relevant to learners.

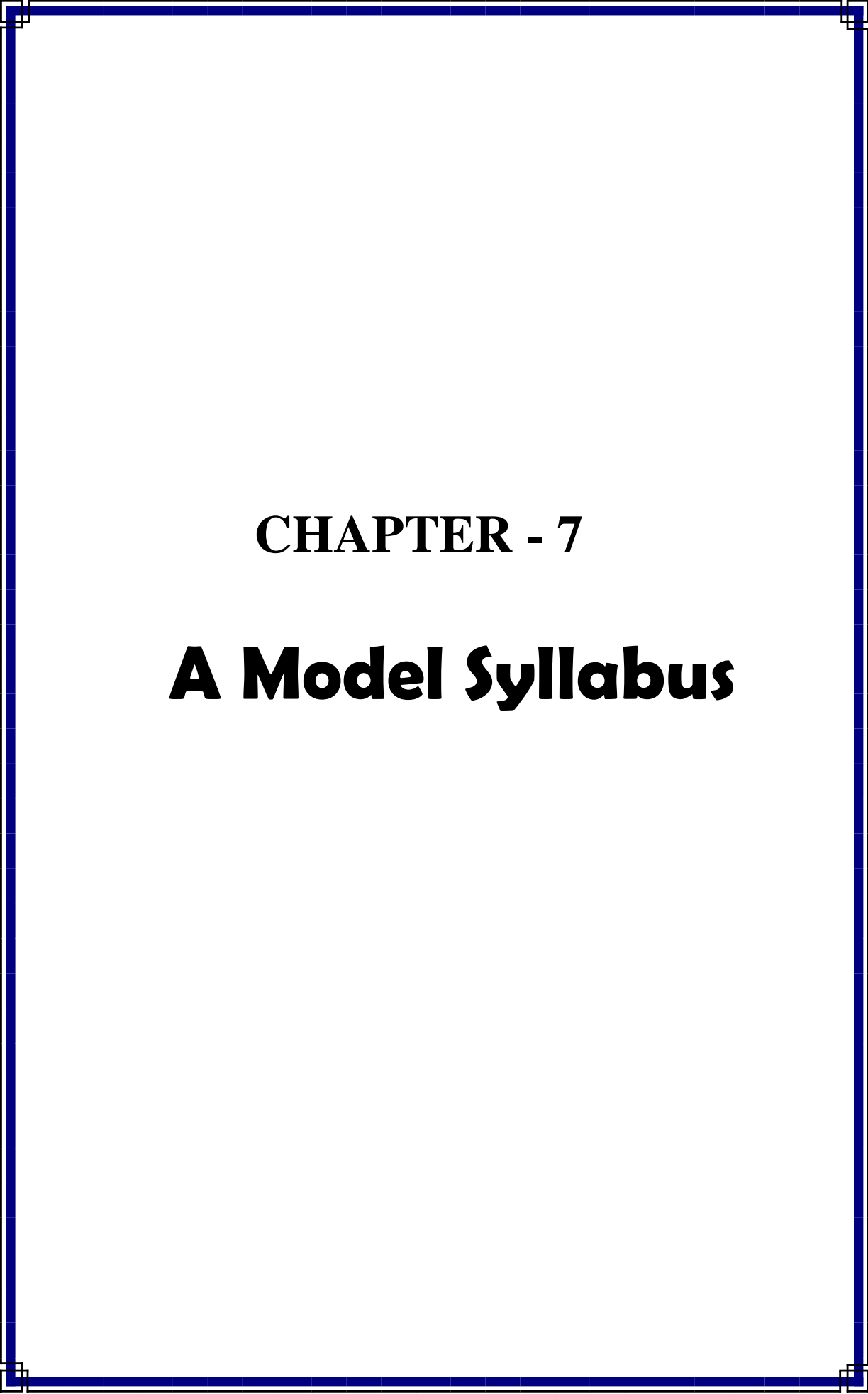
6.3 CONCLUSION

The success of an engineering student in this highly competitive world depends on his well-developed communication skills and proficiency in English language. The reason for the increasing unemployment among engineering students in India is attributed to the lack of communication skills. The English syllabus followed in Indian engineering colleges are not up to date. There is a need for designing a syllabus that can improve their proficiency in English language and can fulfil the requirements of industry.

In India, majority of the students are from rural areas and they are from regional medium schools. Hence, keeping in mind the background of the students, we should design syllabus and adopt a method that can improve their English language proficiency and can make them ready for job market.

The present study sheds light on “The Teaching of English at Select Engineering Colleges of Northern India: A Critical Analysis and the Model Syllabus”. The results of the study offer a better understanding the status of English Language Teaching (ELT) in engineering colleges of north India. Engineering students as well as teachers of English from different engineering colleges have expressed their views on the status of learning and teaching of English at engineering colleges. Without knowing students’ and teachers’ perception about English language teaching and learning, it is difficult to help them improve the quality of learning and teaching of English at engineering colleges.

In the light of the teachers' and students' responses and the critical analysis of different engineering colleges English syllabi, the present study has suggested a 'Model Syllabus'. An attempt has been made to make it suitable for engineering students. It seeks to include necessary skills that are needed most by engineering students to achieve success in their professional lives.



CHAPTER - 7

A Model Syllabus

CHAPTER- 7

A MODEL SYLLABUS

7.1 Introduction

In this age of globalisation, English has gained the status of international language and it has become the predominant language of communication. Today's engineers are not confined only to laboratory and work not as an individual but in a team. An engineer needs to interact and co-operate with his/her colleagues who may come from different countries. He/she has to discuss his /her ideas and projects with the non-technical people. Also s/he is required to acquire all the necessary skills to express them in a very clear way. Almost, all Engineers need to work with technical drawings, discuss dimensions, talk about different materials and properties, describe the shapes of the components and how they fit together, causes and effects and also need to explain technical problems. English is the language used to describe all technical problems. Technical English is the most needed skills for today's Engineers. They need to use English language in larger context because they have to co-operate with their colleagues from different countries and to cope with the latest and emerging trends in the field of science and technology.

We all know that the main reason for unemployability among young Engineers is the lack of communication skills. Companies and employers often complain that the fresh engineering graduates from India lack industry-specific knowledge. They need to be industry ready and should acquire the skills and knowledge that are necessary for workplace. Engineering graduates are expected to be good in interpersonal communication skills, presentation skills, convincing skills, and organisational etiquettes. There is a great demand for talented Engineers in domestic as well as in multinational companies but they require a high level of communication skills. The present day engineering students are not giving enough importance to English language and they prefer to focus on their give their specialised subjects. As a result, they lack communication skills and are unable to satisfy the interviewers in the job interview.

Today engineers' jobs are being more challenging as well as competitive. They should have command not only over their specialised engineering subjects but also

they should have mastery over English communication as well as in various skills that are required for job market. There are many surveys conducted by different organisations and companies as mentioned earlier in this thesis, which indicate that very few engineering graduates passing out from Indian engineering institutes /colleges are able to fulfil the requirements of job market.

This research critically analysed English syllabus prescribed at different engineering institutes/colleges to teach English for engineering students and found out that there is a big gap between the skills that are taught to engineering students and the skills that are required by industries. The responses received from engineering students and English teachers from different engineering colleges reveal that English syllabus prescribed for engineering students to teach English does not fulfil the needs of engineering students as well as the requirements of the global market. The objective of teaching English to engineering students should be to equip them with necessary skills that can enable them to operate internationally.

This syllabus (English Communication Skills) is designed particularly for B.Tech students belonging to all branches and is based on English for Specific Purposes (ESP). Various sources as mentioned in the reference section and also some materials available on internet to prepare this model syllabus. The researcher also consulted different English syllabus prescribed for engineering students in engineering colleges/institutes of India as well as in other country.

Hence, keeping in view the needs of engineering students and the requirements of industries in the global market, this model syllabus (English Communication Skills) is suggested. The researcher has tried to include necessary skills that are required at workplace. This model syllabus is spread over four semesters to make it easier for students to grasp the contents and for the teachers to teach in effective ways. Each semester comprises twenty sessions focusing on writing, reading, speaking, listening, vocabulary/grammar and pronunciation skills. In the fourth semester, special attention should be paid towards soft skills that are necessary to excel in professional career. This English syllabus may be taught in a better way by following Communicative Language Teaching (CLT) method. Listening section is included in every semester and to practise this skill, a well-equipped language lab is required.

7.2 Course Description

This course has been designed keeping in mind the needs of engineering students in order to develop their linguistic and communicative competence. The objective of the course is to improve the language proficiency of Engineering students in English. So they will be able to express their ideas and information with clarity and precision. This course will also help them develop the skills that are required at workplace. These skills can also be used in social as well in professional contexts. This course has been divided into seven units and has special emphasis on developing writing skills, reading skills, grammar/vocabulary, listening skills, speaking skills, pronunciation and soft skills.

7.3 Course Learning Outcomes

At the end of this course students will be able to

- write proficiently in English for social and professional needs
- comprehend the meaning and overall message of texts in English
- communicate and write grammatically correct and appropriate English
- develop work specific vocabulary
- improve their pronunciation skills through Audio-Visual aids
- understand the different varieties of English spoken in Britain, America, Africa and Asia, pacific.
- differentiate between American and British English
- express themselves fluently in social and professional contexts
- familiarize themselves with the production and practice of English sounds
- equip themselves with the necessary soft skills that are needed at workplace like communication skills, decision making, self motivation, leadership skills, team-working skills, time management etc.

7.4 ENGLISH COMMUNICATION SKILLS

Subject Code: _____

Lecture: _____

Internal Marks: _____

External Marks: _____

Credits: _____

B.Tech (All Branches)

Semester: (1st Sem.)

Sessions	Topics
Writing Skills	Objective 1. To equip students with the different forms of writing skills and make them able to write fluently and appropriately in social and professional contexts.
Session 1	Writing introduction for self and others.
Session 2	Summary writing: How to write summary.
Session 3	Writing definitions of objects (Electricity, television, electric coffee pot, refrigerator, microwave oven, building etc.)
Session 4	Conciseness, unity and coherence in writing.
Reading Skills	Objective 1. To develop the ability of students to comprehend and understand the meaning and overall message of the text.
Session 5	Reading and comprehending instructions/advice, abstracts of projects, advertisements.
Session 6	Reading and comprehending manuals, safety checklist.
Session 7	Reading in order to understand the gist of an argument.

Grammar/ Vocabulary	Objectives <ol style="list-style-type: none"> 1. To enable students to communicate and write correctly and appropriately in English. 2. To help students develop work specific vocabulary.
Session 8	Basic sentence patterns, types of sentences, Use of full stop, colon, semicolon, hyphen, comma.
Session 9	Present tense (indefinite, continuous, perfect, perfect continuous).
Session 10	Past tense (indefinite, continuous, perfect, perfect continuous).
Session 11	Future tense (indefinite, continuous, perfect, perfect continuous)
Listening Skills	Objectives <ol style="list-style-type: none"> 1. To enable students to develop their listening skills so they may appreciate its role in improvement of language and pronunciation. 2. To train the students in listening so they can comprehend the varieties of English spoken at a wide scale.
Session 12	Listening the sounds of English and International Phonetic Alphabet (IPA), dictation.
Session 13	Identifying and understanding formal and informal dialogues, Telephoning and Social Media skills, Listening TED Talks videos.
Speaking Skills	Objectives <ol style="list-style-type: none"> 1. To enable students to express themselves fluently and appropriately in social and professional contexts. 2. To make them aware of the role of spoken English and its contribution to their success.
Session 14	Introducing oneself and others, talking about daily life situations, describing future plan.
Session 15	Apologising, requesting, interrupting, giving suggestions, expressing opinions.

Session 19	<p>Classroom activities on listening, speaking and pronunciation skills.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Ask students to listen to a discussion and write down the subject of the discussion, who talked more in discussion and things you did not know before. • Ask them to summarise a lecture/discussions in their own words. • Argue for and against globalisation • Share unforgettable past experiences • Audio practice of receiving direction • Hold a GD on gender justice • Make them pronounce some difficult words
Session 20	<p>Classroom activities on grammar and vocabulary.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Give exercises/quizzes to students based on identifying the sentence patterns of different sentences. • Ask them to do a sentence transformation task. • Prepare exercises of ‘fill in the blank’ and ask them to fill in the spaces with the correct forms of the verb. • Give exercises on present, past and future tense. • Practice from active to passive and vice versa • Hold a practice session on engineering English vocabulary • Give them some words and ask to write their synonyms

7.5 ENGLISH COMMUNICATION SKILLS

Subject Code: _____

Lecture: _____

Internal Marks: _____

External Marks: _____

Credits: _____

B.Tech (All Branches)

Semester: (2nd Sem.)

Sessions	Topics
Writing Skills	Objective 1. To equip students with the different forms of writing skills and make them able to write fluently and appropriately in social and professional contexts.
Session 1	Précis writing: How to write précis.
Session 2	Writing for comparison and contrast.
Session 3	Email etiquette and structure.
Session 4	Writing business letters, job application letter.
Reading Skills	Objective 1. To develop the ability of students to comprehend and understand the meaning and overall message of the text.
Session 5	Previewing, Scanning, Skimming.
Session 6	Reading office documents, brief notices, short technical articles.
Session 7	Reading book reviews, announcements, Reading without knowing every word.

Grammar/ Vocabulary	Objectives <ol style="list-style-type: none"> 1. To enable students to communicate and write correctly and appropriately in English. 2. To help students develop work specific vocabulary.
Session 8	Verb forms, Adverbs.
Session 9	Use of Modals (can, could, may, might, must, should, be, able to, would, etc.)
Session 10	Noun, Pronouns, Articles (A, An and The), Singular, Plural.
Session 11	Question Patterns, Auxiliary verbs, Prepositions.
Listening Skills	Objectives <ol style="list-style-type: none"> 1. To enable students to develop their listening skills so they may appreciate its role in improvement of language and pronunciation. 2. To train the students in listening so they can comprehend the varieties of English spoken at a wide scale.
Session 12	Identifying roles, relationship and status of the speaker, Finding out main points from conversation.
Session 13	Listening announcements, Listening and responding to tag questions, Listening TED Talks videos.
Speaking Skills	Objectives <ol style="list-style-type: none"> 1. To enable students to express themselves fluently and appropriately in social and professional contexts. 2. To make them aware of the role of spoken English and its contribution to their success.
Session 14	Delivering oral presentations, Seminar presentation, Peer presentation.
Session 15	Telephonic conversations with boss/clients, Discussing career choices, Describing process.

Session 19	<p>Exercise on listening, speaking and pronunciation skills.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Ask students to listen a lecture and find out the main points from the lecture. • Ask them to form groups and ask questions and share their opinion. • Power Point Presentation by students • Words commonly mispronounces • Hold two minutes debate • Ask them share their hobbies and leisure activities • Hold a back to back interview • Describing festivals/seasons • Hold a GD on extracurricular activities should be made compulsory in schools
Session 20	<p>Exercises on grammar and vocabulary</p> <p>Examples:</p> <ul style="list-style-type: none"> • Select a paragraph having grammatical mistakes related to punctuation, use of modals, articles and ask students to read the paragraph and find out the mistakes and supply the correct forms. • Give them a list of words and ask them provide their antonyms • Give a list of homonyms and ask them to use in sentences appropriately • Exercise on use of modals • Exercise on question patterns, regular and irregular verbs and prepositions • Exercise on use of (a, an, the) and singular and plural

7.6 ENGLISH COMMUNICATION SKILLS

Subject Code: _____

Lecture: _____

Internal Marks: _____

External Marks: _____

Credits: _____

B.Tech (All Branches)

Semester: (3rd Sem.)

Sessions	Topics
Writing Skills	Objective 1. To equip students with the different forms of writing skills and make them able to write fluently and appropriately in social and professional contexts.
Session 1	Writing Resume, CV and Biodata: Design and Style.
Session 2	Report writing: writing progress report, event report, technical report, daily periodic report.
Session 3	Writing minutes/agenda of meetings, Notices
Session 4	Paragraph writing.
Reading Skills	Objective 1. To develop the ability of students to comprehend and understand the meaning and overall message of the text.
Session 5	Reading editorial of national English news paper, reading for details.
Session 6	Reading journals and publications, reading for reference.
Session 7	Critical reading, reading about new discoveries and inventions in the field of engineering.

Grammar /Vocabulary	Objectives <ol style="list-style-type: none"> 1. To enable students to communicate and write correctly and appropriately in English. 2. To help students develop work specific vocabulary.
Session 8	Word formation (prefix, suffix, clipping, conversion, compounding, abbreviation, back formation, etc.)
Session 9	Adjective: degree (comparative and superlative).
Session 10	Synonyms, Antonyms, Acronyms, Homonyms.
Session 11	Telephone vocabulary, Vocabulary specific to corporate culture.
Listening Skills	Objectives <ol style="list-style-type: none"> 1. To enable students to develop their listening skills so they may appreciate its role in the improvement of language and pronunciation. 2. To train the students in listening so they can comprehend the varieties of English spoken at a wide scale.
Session 12	Listening for taking notes, listening to BBC, CNN news bulletins,
Session 13	Responding to phone calls, seeking clarification, listening to lectures, seminars, workshops.
Speaking Skills	Objectives <ol style="list-style-type: none"> 1. To enable students to express themselves fluently and appropriately in social and professional contexts. 2. To make them aware of the role of spoken English and its contribution to their success.
Session 14	Debating with colleague, sharing opinion with colleague.
Session 15	Group discussion, making an appointment/arrangement.

Session 19	<p>Classroom activities on listening, speaking and pronunciation skills.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Select short lectures related to different engineering branches and ask students to listen and describe which branch of engineering do these belong. • Ask them listen again those lectures and ask them to note the words which helped them decide on their answers. • Asking to describe pictures and differences in it • Interviewing in group about each other future plan • Ask them talk about their favourite holiday resort • Mock interview • Hold a GD on How demonetization affects common people
Session 20	<p>Classroom activities on grammar and vocabulary.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Provide a list of antonyms and synonyms to students and ask them to match these. • Ask students to think about the common technical words used in classes, labs etc. and ask them to provide their possible meaning and use those technical words in their sentences. • Filling information gap • Exercise on homophones • Make them pronounce homographs and use in their sentences • Exercise on word formation process • Exercise on appropriate use of adjectives

7.7 ENGLISH COMMUNICATION SKILLS

Subject Code: _____

Lecture: _____

Internal Marks: _____

External Marks: _____

Credits: _____

B.Tech (All Branches)

Semester: (4th Sem.)

Sessions	Topics
Writing Skills	Objective 1. To equip students with the different forms of writing skills and make them able to write fluently and appropriately in social and professional contexts.
Session 1	Writing project proposals, abstracts of the projects.
Session 2	Paraphrasing, writing analysis.
Grammar /Vocabulary	Objectives 1. To enable students to communicate and write correctly and appropriately in English. 2. To help students develop work specific vocabulary.
Session 3	Active and Passive voice.
Session 4	Relative clauses, subordinate clauses.
Session 5	Useful expressions for presentations, vocabulary useful for graph description, idioms used at workplace.

Listening Skills	Objectives <ol style="list-style-type: none"> 1. To enable students to develop their listening skills so they may appreciate its role in the improvement of language and pronunciation. 2. To train the students in listening so they can comprehend the varieties of English spoken at a wide scale.
Session 6	Assessing peer presentation/training workshop, viewing and reviewing TV programs.
Session 7	Listening and watching different mock interview videos, video conferencing.
Speaking Skills	Objectives <ol style="list-style-type: none"> 1. To enable students to express themselves fluently and appropriately in social and professional contexts. 2. To make them aware of the role of spoken English and its contribution to their success.
Session 8	Addressing higher officials, colleagues, subordinates, public gathering.
Session 9	Leaving messages, describing problems.
Session 10	Practice of mock interview (face to face, telephonic, Skype)
Soft Skills	Objective <ol style="list-style-type: none"> 1. To help students develop their soft skills which will enable them to excel in their job.
Session 11	Communication: definition, importance, interpersonal communication, features of technical communication, politeness and etiquette in communication, verbal and non-verbal communication.
Session 12	Personal appearance, posture, gestures, facial expressions, eye contact, space distancing.
Session 13	Identifying job openings, preparing resume/CV, covering letter.
Session 14	Assessing job performance of self and others, reviewing success, areas of improvement.

Session 15	Expressing attitudes and feelings, asking for advice, making recommendations.
Session 16	Discovering problems, analysing and discussing challenges, resolving conflicts.
Session 17	Explaining delay/changes to a client, clarifying, verifying information.
Session 18	Decision making, using ethical considerations to make a decision.
Session 19	Facilitating meetings/presentations, delegating, coordinating with others.
Session 20	Instructing, sharing experiences, giving feedback, power point presentation, preparing for job interview.

7.8 REFERENCE BOOKS

1. Balasubramanian, T. 1981. *A Textbook of English Phonetics for Indian Students*. Madras: Macmillan Indian.
2. Brieger, Nick, and Alison Pohl. 2012. *Technical English: Vocabulary and Grammar*. Andover: National Geographic Learning.
3. Glendinning, Eric H., and John McEwan. 2002. *Oxford English for Information Technology*. Oxford: Oxford University Press.
4. Ibbotson, Mark. 2014. *Professional English in Use: Engineering : Technical English for Professionals*. Cambridge: Cambridge University Press.
5. Jain, A. K., Pravin S. R. Bhatia, and A. M. Sheikh. 2011. *Professional Communication Skills*. New Delhi: S. Chand.
6. Murphy, Raymond. 2008. *English Grammar in Use*. Cambridge: Cambridge University Press.
7. Phillips, Terry. 2011. *Technical English: Course Book*. Reading: Garnet Publishing Ltd.
8. Rizvi, M. Ashraf. 2005. *Effective Technical Communication*. New Delhi: Tata McGraw-Hill.
9. Raman, Meenakshi, and Sangeeta Sharma. 2015. *Technical Communication: Principles and Practice*. New Delhi: Oxford University Press.

Appendices

1. Questionnaire for B.Tech Students
2. Questionnaire for Engineering English Teachers
3. Questionnaire for HRs Professionals
4. Questionnaire for TPO (General)
5. Questionnaire for TPO (Engg.)
6. English Syllabus of Zakir Hussain College of Engineering and Technology, AMU, Aligarh
7. English Syllabus of Faculty of Engineering and Technology, JMI, New Delhi
8. English Syllabus of GLA University, Mathura, U.P
9. English Syllabus of ITM and ACET Aligarh, U.P.
10. English Syllabus of IIT Patna, Bihar
11. English Syllabus of IIT Delhi
12. English Syllabus of Mangalayatan University, Beswan, Aligarh, U.P.
13. English Syllabus of IIT (ISM), Dhanbad, Jharkhand

APPENDICES

Questionnaire for the Students

Name (Optional) _____

Name of the College or University: _____

Dear Respondents,

I have developed this questionnaire for my research work as a PhD candidate (Mohammad Jalaluddin) at Department of English, Aligarh Muslim University, Aligarh. Topic of my research work is: “The Teaching of English at the Select Engineering Colleges of Northern India: A Critical Analysis and the Model Syllabus.”

I would really appreciate if you spare your valuable time for filling up this questionnaire. Your suggestions and feedback will be greatly appreciated.

**Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.*

1) What is your educational background?

- a) Come from English medium school
- b) Come from Hindi medium school

2) Is the prescribed English Syllabus helpful to improve your communication skills?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

3) Do you agree that the prescribed English syllabus needs to be updated?

- a) Yes
- b) No

4) Do you think the Engineering English course prepares you for the campus placement?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

5) Do you find prescribed English textbooks difficult to understand?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

6) How do you grade your proficiency in English Language?

- a) Poor
- b) Satisfactory
- c) Good
- d) Excellent

7) Do the tests and exams assess your language skills (Listening, Speaking, Reading and Writing) properly?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

8) How often do you use language lab?

- a) Often
- b) Regularly
- c) Rarely
- d) Never

9) Do you think the latest technology (television, computer, projector, language device or other audio-visual equipment) should be used in the teaching of language skills?

- a) Yes
- b) No

10) Do you think the English course should be taught in all the years of Engineering course?

- a) Yes
- b) No

11) Do you think the way teacher teaches you English is helpful to improve your communication skills?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

12) Do you find teaching methodology effective for English classroom?

- a) Yes
- b) No

13) Do you think the time allocated for English class is sufficient?

- a) Yes
- b) No

14) How important do you think English language is in comparison with other subjects?

- a) More important than other subjects
- b) As important as any other subjects
- c) Less important than other subjects
- d) Not important

15) How often does your placement cell provide training to face the interview for campus placement?

- a) Weekly
- b) Monthly
- c) Yearly
- d) Not at all
- e) Other_____

16) Do you need intensive training in communication skills regularly to get ready for the job interview?

- a) Yes
- b) No

17) Give your suggestions about the effective teaching of English.

Thanks for your time!
jalalamu@gmail.com

Questionnaire for the Teachers

Name: (Optional) _____

Designation _____

Name of the College or University: _____

Qualifications: _____

Years of Teaching Experience _____

Dear Sir/Madam,

I have developed this questionnaire for my research work as a PhD candidate (Mohammad Jalaluddin) at Department of English, Aligarh Muslim University, Aligarh. Topic of my research work is: “The Teaching of English at the Select Engineering Colleges of Northern India: A Critical Analysis and the Model Syllabus.”

I would really appreciate if you spare your valuable time for filling up this questionnaire. Your suggestions and feedback will be greatly appreciated.

**Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.*

1) How do you rate the existing English syllabus?

- a) Poor
- b) Average
- c) Good
- d) Excellent

2) Does the English syllabus fulfil the needs of the students?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

3) Does the present English syllabus help learners improve language skills? (Listening, Speaking, Reading and Writing).

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

4) Do you think the present Engineering English course prepares your students for the campus placement?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

5) Are the prescribed textbooks relevant for your students?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

6) Which language skills (LSRW) do your students need most? (Please write in order of priority)

- 1) _____
- 2) _____
- 3) _____
- 4) _____

7) Do you have language lab for Engineering English course?

- a) Yes
- b) No

8) Do you feel language lab is useful in improving their communication skills?

- a) Strongly Agree
- b) Agree
- c) Disagree
- d) Strongly disagree

9) Do you feel Computer - Assisted Language Learning (CALL) is essential to develop students' language skills?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

10) Are the teaching materials available to teach English for Science and Technology (EST)?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

11) Are the teaching materials helpful to improve English for Science and Technology (EST) teaching skills?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

12) As an English teacher how do you feel when handling the technical English materials

- a) Interesting
- b) Easy
- c) Difficult
- d) Unaware

13) Do you agree the time allocated to teach English for Engineering students is sufficient?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

14) Do you have any special training in English Language Teaching (ELT)?

- a) Yes (Please specify your Degree/Diploma _____)
- b) No

15) What competencies does an English for Science and Technology (EST) teacher need? (Please rate as 1, 2, 3, and 4 in order of priority)

- a) Listening, Speaking, Reading and Writing skills
- b) Professional LSRW Skills
- c) Technical Communication
- d) Grammatical Competence
- e) Others _____
- f) _____

16) Are you satisfied with the students testing and evaluation at your institution?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

17) Are Engineering students motivated to learn English language?

- a) Strongly agree
- b) Agree
- c) Disagree
- d) Strongly disagree

18) Is the lecture or task oriented method, more appropriate for Engineering students?

19) Please give your suggestions to improve the quality of the Engineering English course?

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Thank you for time!

jalalamu@gmail.com

Questionnaire for the Human Resource (HRs) Professionals

Name of your company/industry_____

Your Name (optional)_____

Designation _____

Dear Sir/Madam,

I have developed this questionnaire for my research work as a PhD candidate (Mohammad Jalaluddin) at Department of English, Aligarh Muslim University, Aligarh. The topic of my research work is: “The Teaching of English at the Select Engineering Colleges of Northern India: A Critical Analysis and the Model Syllabus.”

I would really appreciate if you spare your valuable time for filling up this questionnaire. Your suggestions and feedback will be greatly appreciated.

**Please be assured that the details you provide will be kept confidential and will be used only for my research purpose.*

Q. 1. How long have you been recruiting the students?

- A. 1 - 2 years
- B. 2 - 5 years
- C. 5 - 10 years
- D. 10 years & above

Q. 2. Do the fresh graduates meet your expectations in terms of:

Please give marks out of 10

- A. Up to date knowledge based (...../10)
- B. Required professional skills (...../10)
- C. Presentation or soft skills (...../10)

3. Which area needs improvement most?

- A. The Course Curriculum and Syllabus (...../10)
- B. Students' command over spoken English and presentation skills (...../10)
- C. Students' practical skills (...../10)
- D. Teachers' teaching and training methodology (...../10)

Interview with TPO (Gen.)

1. What is the present situation of job placement of graduate students?
2. Is the problem of communication skills faced by graduate students to get the job?
3. What are exactly the problems:
 - i) Poor command over English
 - ii) Poor speaking skills
 - iii) Poor presentation skills
 - iv) Poor personality
4. What remedial steps should be taken for improving the situation?
5. Do you agree that soft skills should be incorporated into their English syllabus?
6. What steps should be taken by the institution to improve the employability skills of the students?

Interview with TPO (Engg. Faculty)

1. What is the present situation of job placement of engineering students?
2. Is the problem of communication skills faced by engineering students to get the job?
3. What are exactly the problems:
 - i) Poor command over English
 - ii) Poor speaking skills
 - iii) Poor presentation skills
 - iv) Poor personality
4. What remedial steps should be taken for improving the situation?
5. Do you agree that soft skills should be incorporated into their B.Tech. English syllabus?
6. What steps should be taken by the institution to improve the employability skills of engineering students?

ZHCET, AMU, Aligarh

Department of Applied Sciences & Humanities

SYLLABI OF I YEAR B. TECH. / B. Arch.

(Chemical, Civil, Computer Electrical, Electronic, Mechanical, Petro-Chemical, Architecture)

(Under Semester System)

EFFECTIVE FROM THE SESSION 2001-2002

L	T	P	Cr.
3	1	-	4

EN - 101 : ENGLISH

Reading and Study skills including reference skills and note-taking

- A. 1. Ten passages in Modern English prose to be used for
- Developing comprehension and interpretative skills
 - Development of vocabulary drawn from scientific register.
2. Supplementary reading for self study. The aim of this component is two fold:
- To develop students' independent reading ability
 - To expose them to the variety of English used in contemporary life through fiction or drama.

B. Writing Skills:

- How to express condition, causality, comparison, possibility, probability, preference, plan, invitation, request, promise and suggestion.
- Paragraph writing with emphasis on cohesive links within and across the sentence
- Précis writing
- Composition of about 400 words on topics familiar to the students.

The following grammatical items shall constitute teaching- learning targets in

Comprehension as well as written English, Sentence types ; declarative, Imperative, Question Tenses. Form and Function. Simple present ; present Perfect; perfect continuous, future with temporal, conditionals, reported Speech , Active and Passive Voice , relatives, Adverbs ; Adjectives; Articles; Prepositions ; Phrasal Verbs.

C. Speech Training:

- Consonants, Vowels
- Word stress, sentence stress

Examination Programme:

- | | |
|--|-----|
| i) Course Work (H.A. etc.) | 15% |
| ii) Mid Semester Exam. | 25% |
| iii) End Semester University Examination | 60% |

Unit wise distribution of marks is as follows :

- | | |
|---|--|
| <p>Unit-I. <u>Text</u>: Comprehension questions, summary type as well as short answer type and Questions on vocabulary from 10 passages of the <u>Basic Scientific English</u> By Ewer & Latorre (Longman) :
units are 1, 3, 4, 5, 8, 11 from main
Book and passages 4, 11, 13, 17 from the supplement.</p> <p>Unit-II. Comprehension questions, summary or short-answer type from the following Supplementary readers :
i) Animal Farm by George Orwell
ii) The Time Machine by H.G. Wells retold by Margery Gree (Macmillan)</p> <p>Unit-III Note taking, note making exercises, report and process writing</p> <p>Unit-IV Précis Writing</p> <p>Unit-V Composition & spoken English</p> | <p>20%</p> <p>10%</p> <p>10%</p> <p>05%</p> <p>15%</p> |
|---|--|

Faculty of Engineering & Technology Jamia Millia Islamia

Title of the course: Communication Skills (Theory & Lab)

Code: AS101

Total Credit:

Theory	03 Credits
Lab	01 Credit

Program: B. Tech (1st Year: - 1st Semester/IIInd Semester)

Target Group: Intermediate

Objectives of the Course: To hone English communicative Skills viz. Reading, Writing, Speaking and Listening; use English for scientific/technical purpose in consonance with humanistic concerns.

Theory:

Unit-I: THE ART OF COMMUNICATION

English Communication, Technical, Verbal & Non-Verbal Communication, Barriers in Communication, the Art of Communication; Reading, Writing, Listening and Speaking & Strategies to overcome challenges in effective communication.

Unit- II: FUNDAMENTALS OF ENGLISH SYNTAX

Basics of Parts of Speech, Determiners, Use of tenses, Transformation of sentences- Active- Passive; Direct-Indirect; Simple-Compound-Complex sentences , Use of Prepositions, Discourse Markers, Subject Verb Concord, Use of Conjunctions, Use of Verbs.

Unit III: WRITING

Formal & informal letters, Note Making, Report writing, Book Reviews, Abstracts and Research Proposals, creative writing, Email correspondences, Résumé writing.

Unit IV: Word Vocabulary & Phonetics

Word formation, foreign roots (Etymology) , Suffix, Prefix, Antonyms, Synonyms, Homonyms, one word substitution, Idioms and Phrases, Acronyms, IPA Symbols,

Vowels and Consonants, Place and Manner of Articulations, Phonetic transcription and Accentuation (theoretical insight).

Unit V Literature

Poetry

Where the Mind is Without Fear- Rabindranath Tagore

The Express- Stephan Spender

Amalkanti-Nirendranath Chkrabarti

The Lost World- Esther Morgan

Prose

Of Studies- Francis Bacon,

Vanishing Animals- Gerald Durrell

Lamb to the Slaughter- Roald Dahl

The Child- Munshi Premchand

Soapnut Leaves- Chaaso

*** _____ ***

COMMUNICATION SKILLS LAB

Grammar (Software Aided Practice)

Group Activities (Active Listening & Viewing), Story telling, Quiz, Open forum

Review of resource videos & audio

Individual strength and weakness assessment

Personality Development and Soft Skills

English Phonetics, word stress and intonation (practice)

Group Discussions,

Debates,

Simulated Conversations (formal & informal)

Seminars,

Personal Interviews,

Presentations,

Extempore,

JAM

*** _____ ***

Prescribed Text Books:

a) *The Joy of Reading*: Orient Blackswan Pvt. Ltd, New Delhi

b) *Fluency in English*: Macmillan Publishers, New Delhi

3. Intermediate Grammar Usage and Composition : M.L.Tikoo and Subramanian ,
Orient Blackswan Pvt. Ltd, New Delhi

d) A Text Book of English Phonetics for Indian Students: T. Balasubramanian,
Macmillan Publishers, New Delhi.

e) Practical English Usage: Michael Swan, Oxford University Press.

Suggested Reading:

1. The Oxford Guide to effective Writing and Speaking Skills: John Seely, Oxford University Press
2. English Pronouncing Dictionary: Daniel Jones, Cambridge University Press.
3. Technical communication Principles and Practice: Meenakshi Raman and Sangeeta Sharma, Oxford.

AHE 1080: English Language Lab-I

This lab course focuses on giving the students an opportunity of practicing spoken English with a view to bring fluency, accuracy and correct pronunciation and intonation in their language. It will also provide them with a platform to practice language in various social and professional settings.

Credit: 01
Semester: I
L-T-P: 0-0-2

Module No.	Contents	Teaching Hours
I	Audio Visual Material for Listening and Speaking The Power of English & the Rise of the Global citizen: How English became a Global language: Videos on Importance of English Entry Level Recording of Students' speech Sounds of English RP (Practice with IPA) 'Tryst with Destiny' by J.L. Nehru; Public Speech 'Making Request' Listening Comprehension Speaking Activities: Introduction of the Students Practice of Process description Practice of Spoken English (using topic chits) Practicing pronunciation (with the help of dictionary) Discussion on various issues in J.L. Nehru's speech	10
II	Audio Visual Material for Listening and Speaking: 'Connecting' Documentary on Social Interaction Live Reporting and Commentary (3 Idiots/ Water horse) 'Corporate Culture' by J. Wilkinson (TED X) on Corporate work culture 'Enterprising India, part II': Interview of Ratan Tata & Narayan Murthy on Corporate Life Style Speaking Activities: Practice of Group Interaction Role Plays on Real Life Situation Students' short Report on Corporate Leaders Process Description	8



AHE 2001: English Language Skills for Communication-II

This course aims at enriching the comprehension skills of the students alongside training the students in essential nuances of grammar required for effective writing and speaking.

Credits: 02

Semester: II

L-T-P: 2-0-0

Module No.	Contents	Teaching Hours
I	Word formation Processes: Inflection, Derivation, Blending, Compounding, Clipping, Abbreviation, Acronym Gerund, Infinitives, Participle Conjunction Text: ‘The Magic Shop’ by H.G. Wells ‘The Language of Literature & Science’ by Aldous Huxley (Inference based Meaning deduction, Writing based on the Text)	10
II	Simple, Complex and Compound sentences Subject-verb Agreement Punctuation Parallelism Parts of Speech Tagging Text: ‘The Death of the Hired Man’ by Robert Frost ‘The Civilization of Today’ by C.E.M. Joad	8
III	Modifiers: Dangling & Misplaced modifiers Degrees of Comparison Active Voice & Passive Voice Narration: Direct & Indirect Correction of Common Errors on topics covered Text: ‘A Brief History of the Future’ by Stephen Hawkins ‘What We must Learn from the West’ by Narayana Murthy	8

Recommended Reading:

Animal Farm by George Orwell

Time Machine by H.G. Wells

References:

Course Handbook (Collection of Short Stories, One Act Play & Essays)

English Grammar in Use by Raymond Murphy, IV Edition, Cambridge University Press, UK

Making Sense of English by M. A. Yadugiri, Viva Books Pvt. Ltd., New Delhi

Living English Structure by W.S. Allen, Pearson India

Cambridge English Pronouncing Dictionary by Daniel Jones



AHE 1001: English Language Skills for Communication-I

The core objective of this course is to equip the students with the essential knowledge of grammar, thereby enabling them to write and speak English with considerable accuracy. It will also enhance their linguistic competence in comprehending the written and the spoken English.

Credits: 02

Semester: I

L-T-P: 2-0-0

Module No.	Contents	Teaching Hours
I	Articles Noun and Kinds Pronoun and kinds Adjectives Text: 'The Eyes are Not Here' by Ruskin Bond 'The Effect of Scientific Temper on Man' by Bertrand Russell (Comprehension of given Passage from the Text, Writing based on the Text)	10
II	Auxiliary Verbs Modals Linking Verbs Adverb Functional categories: Subject, Object, Predicate Text: 'After 20 Years' by O. Henry 'Quest for Energy' by Shreesh C. Chaudhary & Devaki S. Reddy	8
III	Preposition Tenses & Kinds: Present Tense, Past Tense, Future Tense Error correction on Tense Text: 'The Chocolate Affairs' by Stephanie Alison Walker 'Science & Human Life' by J.B.S. Haldane	8

Recommended Reading:

Five Point Someone by Chetan Bhagat

Bachelor of Arts by R.K. Narayan

References:

Course Handbook (Collection of Short Stories, One Act Play & Essays)

English Grammar in Use by Raymond Murphy, IV Edition, Cambridge University Press, UK

Living English Structure by W.S. Allen, Pearson India

Cambridge English Pronouncing Dictionary by Daniel Jones

AHE 2080: English Language Lab-2

This lab course aims at giving the students the exposure of the English language as used in various communicative contexts. It will provide them with an opportunity of utilizing the media for honing their communicative skills in English.

Credit: 01
Semester: II
L-T-P: 0-0-2

Module No.	Content	Teaching Hours
I	Audio Visual Material for Listening and Speaking Varieties of English (Indian, American and British) clips from, 'Terminal' Practice of story narration in Present tense (documentary on 'The Himalayas') Robin hood- II, Story Narration in Past tense 'Fun with Future tense' (compiled clips) 'Introduction to Stress Management' by Dr. LuAnn Helms Speaking Activities: Common Deviations of Indian English from British English and American English Process Description/ Daily Routine Story Narration/ Describing an Important Moment of Life Description of Future Plan Discussion on Personal Problems like Anger, Stress, Nervousness	10
II	Audio Visual Material for Listening and Speaking: 'The thrilling potential of 6 th sense technology' (TED) by Pranav Mistry India on four wheels (BBC documentary) Video Clips from 'I come in peace' by Maz Jobrani Movie review (Movie 9) Speaking Activities: Discussion on 'Imagination is the only limit' Discussion on the Problems of India Listening Comprehension based on Loud Reading Movie Review	8

III	<p>Audio Visual Material for Listening and Speaking:</p> <ul style="list-style-type: none"> 'Slow Poisoning in India' Documentary on Environmental issues 'Life without limbs' by Nick Vujicic 'One Crime History' (1962), Animated short movie Ad analysis Recording of students <p>Speaking Activities:</p> <ul style="list-style-type: none"> Discussion on Environmental Issues Extempore Discussion on the Documentary/Movie Students performing Ads 	9
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Audio-Visual Material:

Raman, Meenakshi & Sangeeta Sharma, *Technical Communication CD*, Oxford University Press, New Delhi.
 Material available in the Language Lab.

References:

Allen, W., *Living English Structure*, Pearson Education, New Delhi.
Collins English Dictionary, Harper Collins Publication Ltd.
Longman Dictionary of Contemporary English, Pearson Longman, England.
 Norman Lewis, *Word Power Made Easy*, Goyal Publications & Distributors, Delhi.
 Mohan, Krishan & N.P. Singh, *Speaking English Effectively*, Macmillan India Ltd., New Delhi

AHE 4080: Soft Skills II

Introduction: This course focuses on honing soft skills. Various activities and exercises on intrapersonal & interpersonal skills, GDs and mock interview intend to boost the morale of prospective corporate employees. More importantly, the particular course intends to give the students a feel of corporate life-style and expectations out of a prospective corporate employee.

Objectives:

- Provide the students adequate opportunity to get exposed to multiple facets of corporate setting.
- Orient the students to placement readiness.

Credit: 01
Semester: IV
L-T-P: 0-0-2

Module No.	Contents	Teaching Hours
I	Communication types: Verbal: Stress, Intonation, Voice-modulation; Non-verbal: Kinesics, proxemics, chronemics Business Idioms: Group PPT Presentations Intrapersonal Skills: Self Awareness, Self-Confidence, Self-Esteem, Dealing with Negative Emotions, Assertiveness Interpersonal Skills: Team-work, Stages of Team-formation, Goal Setting, SMART Goals, Leadership Qualities Phases of GD: Initiation/Introduction, Summarization/Conclusion Group Discussion: Practice	10
II	Presentation Skills: Analyzing Audience & Locale, Organizing Contents, Planning Visual Aids Lexical Bundles on Presentation Skills Individual Presentations on Topics Assigned Resume Writing: Resume & CV, Types & Format Exploring Potential Jobs: Company-Profiling, Matching Company Requirements to Candidate's Skills, Registering on Job Portals, Being Visible in the Market	8

[Department Of English, IAH]



III	Cover Letter	8
	Interview Skills: Basics of an Interview, Handling Tricky Questions & Situations	
	Business Etiquette: Corporate Dressing & Grooming, Communication Media Etiquette, Telephone Etiquette	
	Lexical Bundles Used in Interview	
	Mock Interview	

References:

Campus Connect, Infosys (Mysore)
Course Manual

Assessment

Scheme of examination & marks:

Mid Terms- I & II (15 marks each)	30
End term	25
Class Performance & Assignment: (5 records of students' participation & performance= 5*5)	25
Viva:	15
Class Attendance:	05

ITM and ACET, Aligarh

Teacher	SARIKA VARSHNEY	Subject: Professional Communications
Subject Code	NAS-104 / 204	Groups: CS/ME/EE/CE
Session	2014-15	

Lect. No.	Ref. Pt.	Topics to be covered
		UNIT-I (Basics of Technical Communication :)
1	1.1	Technical Communication: features.
2	1.2	Distinction between General and Technical communication
3	1.3	Language as a tool of communication
4	1.4	Levels of communication: Interpersonal
5	1.5	Levels of communication Organizational
6	1.6	Levels of communication Mass communication
7	1.7	The flow of Communication
8	1.8	Downward, Upward Lateral or Horizontal (Peer group)
9	1.9	Importance of technical communication
10	1.10	Barriers to Communication.
		UNIT- II (Constituents of Technical Written Communication)
11	2.1	Words and Phrases: Word formation.
12	2.2	Synonyms and Antonyms; Homophones
13	2.3	Select vocabulary of about 500-1000 New words
14	2.4	Select vocabulary of about 500-1000 New words
15	2.5	Requisites of Sentence Construction
16	2.6	Paragraph Development.
17	2.7	Techniques and Methods - Inductive, Deductive, Spatial, Linear, Chronological etc
18	2.8	Techniques and Methods - Inductive, Deductive, Spatial, Linear, Chronological etc
19	2.9	The Art of Condensation- various steps.
		UNIT-III (Forms of Technical Communication)
20	3.1	Business Letters: Sales and Credit letters
21	3.2	Letter of Enquiry. Letter of Quotation, Order
22	3.3	Claim and Adjustment Letters
23	3.4	Job application and Resumes.
24	3.5	Govt. Letters, Letters to Authorities etc.
25	3.6	Reports: Types; Significance
26	3.7	Structure, Style & Writing of Reports.
27	3.8	Technical Proposal; Parts; Types
28	3.9	Writing of Proposal; Significance.

29	3.10	Technical Paper, Project
30	3.11	Dissertation and Thesis Writing
31	3.12	Features, Methods & Writing.
		UNIT-IV (Presentation Strategies)
32	4.1	Defining Purpose; Audience & Locale
33	4.2	Organizing Contents; Preparing Outline
34	4.3	Organizing Contents; Preparing Outline
35	4.4	Audio-visual Aids
36	4.5	Nuances of Delivery
37	4.6	Body Language
38	4.7	Space; Setting Nuances of Voice Dynamics
39	4.8	Time- Dimension.
		Unit - V (Value- Based Text Readings)
40	5.1	The Aims of Science and the Humanities by M.E. Prior
41	5.2	The Aims of Science and the Humanities by M.E. Prior
42	5.3	The Language of Literature and Science by A.Huxley
43	5.4	Man and Nature by J.Bronowski
44	5.5	The Mother of the Sciences by A.J.Bahm
45	5.6	Science and Survival by Barry Commoner
46	5.7	Humanistic and Scientific Approaches to Human Activity by Moody E. Prior
47	5.8	The Effect of Scientific Temper on Man by Bertrand Russell.

Text Book

1. Improve Your Writing ed. V.N. Arora and Laxmi Chandra, Oxford Univ. Press, New Delhi .

Indian Institute of Technology, (IIT) Patna

B.Tech Semester-I

HS101 English: Language through Literature -3-0-0-6

This course aims at teaching students to appreciate English language through the study of literary genres like essays, short stories, one act plays and poetry. The course will also look at the structure of modern English and the Functions of English and make students aware of the uses of language in the proper perspective. The course is divided into three parts:

Language in Texts: This section looks at English Language as used in literature. The students will read short stories, essays and one-act plays to get an idea of the structures and functional varieties of the language. Prescribed Pieces from the book Essays, Short Stories and One-Act Plays ed. By R.K. Kaushik and S.C. Bhatia, Oxford University Press, 1975

Essays

Freedom by George Bernard Shaw

Student Mobs by J.B. Priestley

Short Stories

The Three Dancing Goats- A Folk Tale (Anonymous)

The Fortune Teller by Karel Capek

Grief by Anton Chekov

One-Act Play

Refund by Fritz Karinthy

Poems

Night of the Scorpion by Nissim Ezekiel

Porphyria's Lover by Robert Browning

II. Structure of Modern English: This will deal with constructions in Modern English:

How are sentences constructed?

Direct and Indirect Constructions

Inflexions in English language

III. Functions of English: This section will deal with the uses of the English language in daily life and will enable the students to successfully use the language in various activities. The section will focus on the following areas:

Professional Presentations,

Interpersonal Communication,

Writing Skills

Texts Books:

Krishna Mohan and Meera Banerji, Developing Communication Skills, Macmillan India Ltd.

John Eastwood, Oxford Practice Grammar, Oxford, New Delhi, 2005

R.K. Kaushik and S.C. Bhatia, Essays, Short Stories and One-Act Plays, Oxford University Press, New Delhi, 1975

References Books:

Edward Albert, History of English Literature, OUP, 2005

S. Greenbaum and R. Quirk, A Students Grammar of the English Language, Pearson, Delhi, 2005

G. Leech and J. Svartvik, A Communicative Grammar of English, Pearson, Delhi, 2008

Indian Institute of Technology (IIT) Delhi

Note: IIT Delhi does not have any prescribed English syllabus for B.Tech students.

Career Advancement

GENERAL STUDIES

Introduction

This course will introduce students to the general studies for preparing them for various competitive exams, national and multinational Companies, banking Sector, etc. Important components of the course will be on communication skill to develop students' comprehensive skill via... Listening, Speaking Reading, Writing and to develop overall personality of the students. Further, other components of the course will comprise reasoning and mental ability, quantitative aptitude, and current events of national and international importance. General Study's components will also deal with important sections of the Constitution, Indian Penal Code and other aspects of importance for general awareness of the students. Besides these, students will also be introduced to the government policies and initiatives taken for economic and social development.

General Studies at Mangalayatan University is a more consciously structured curriculum which is career and employment oriented. It is dedicated to the students' need for both the necessary capacities for life - long learning and a knowledge base that is transferable across academic discipline and vocational context. General Studies will provide students with the opportunities to enhance their ability to think critically, develop their mathematical skills, stimulate their capacities for creative, innovative thinking and enhance their knowledge of social, economic, cultural and political worlds in which they have to live and work.

Overall objectives of introducing general studies are to train students to be skilled professional; to develop overall personality of the students; to prepare students for several career options like civil services, defence, banking, etc. and to improve communication skill.

MANGALAYATAN UNIVERSITY
Syllabus for Undergrad courses (All branches)
1st semester Syllabus

Essentials of Language & Communication-I

Subject Code: GS-101

<i>I.</i>	<i>T</i>	<i>P</i>	<i>C</i>
3	0	0	3

Unit I: Success Mantra

Introduction, Success Mantra: Can-do attitude, Overall Fitness, Communication Skills, Personality Values vision and goals, Behavioural and Interpersonal Skills, Managing Yourself, Work Place culture sensitivity

Unit II: Speaking Skills and Listening Skills

Speaking: Understanding Speaking, Voice Quality and Volume, Pace and modulation, Just a minute session, Describing objects, situation and people, Role plays

Listening: Listening-concept and cycle, Barriers to Effective Listening, Listening for general content, Listening for filling up information

Unit III: Vocabulary

Chosen list of general commonly used everyday words

Unit IV: Removing grammatical Errors

Wrong use of preposition, wrong use of tenses, misplaced modifiers, confused adverbs, confused adjective, confused nouns and other words, negatives and questions, un-English expressions, Incorrect/Omission/unnecessary prepositions, Subject-Verb Agreement, Indefinite and Unnecessary articles, Correct order of words, confusion of number

Unit V: Writing Skills

Sentence formation, Paragraph writing, Letter writing-formal, Letter writing-informal, Story writing

Books Recommended/Suggested Reading:

1. "You can win", Shiv Khera, Macmillan Publishers, India
2. "Listening Skills: Year 1/2 and P2/3 Bk.3", Graeme Beals, Jean Edwards, Prim-Ed Publishing
3. "A Practical Course for developing speaking skills in English", Gangal J.K., PHI
4. "A Practical Course for developing writing skills in English", Gangal J.K., PHI
5. "Little Red Book: Modern Writings Skills", Terry O'Brien, Rupa Publications

MANGALAYATAN UNIVERSITY
Syllabus for Undergrad courses (All branches)
2nd semester Syllabus

Essentials of Language & Communication-II

Subject Code: GS-201

<i>L</i>	<i>T</i>	<i>P</i>	<i>C</i>
3	0	0	3

Unit I: Life Skills

Positive thinking, Goal setting, Time management, Dining etiquettes, How to apply for passport.

Unit II: Language Skills

Introduction: Formal & Informal, Application writing: Leave, Event related & Administrative. Conversational tag words, Punctuation

Unit III: Vocabulary

One word substitution, Homophones, Homonyms, Describing words.

Unit IV: Verbal Ability

Sentence rearrangement, Reading Comprehension, Etymology: Root words, Suffix & Prefix.

Unit V: Communication Skills & Listening Skills

Body language, Role plays: Monologues, Story telling, Listening: Practical listening, Listening for filling up information.

Books Recommended/Suggested Reading:

1. "Professional Communication", Malti Agrawal, Krishna Publication, India
2. "Basic Technical Communication" Kavita Tyagi, PHI Learning.
3. "Vocabulary in Use (Elementary)" Michael McCarthy, Felicity O'Dell, Geraldine Mark, Cambridge University press
4. "Mastering in verbal Ability" Arihant Pblcation.
5. "English Grammar in use" Raymond & Murphy, Cambridge University Press

Syllabus for Undergrad courses (All branches)
3rd semester Syllabus

Advanced Language & Communication-I

Subject Code: GS-301

<i>L</i>	<i>T</i>	<i>P</i>	<i>C</i>
3	0	0	3

Unit I: Business Fable

Book Reading-Who moved my cheese (By-Dr.Spencer Jhonson) & Presentation.

Unit II: Speaking Skills

Debate: Introduction, order of speaking, 3 major parts: constructive speech, cross-examination, rebuttal, preparation before debate: exploring the topic, brainstorming, organizing data, speech sequence: introduction, evidence, conclusion, rebuttal

Presentation skills: Introduction, need, how to make the PowerPoint presentation more effective (big, progressive, simple, clear, consistent)

Vocabulary: list of common everyday words

Unit III: Basic Office Skills

Email Etiquettes: basic structure of an email, uses, art of writing an effective email

Business Letters: Types, tones, style, purpose, formal terms and phrases

Workplace sensitivity: 7 habits of highly effective people

Unit IV: Cracking an internship/job call

Cover letter, resume, Curriculum Vitae, opening a call, giving a telephonic presentation, closing the call, confirmation.

Unit V: Grooming and Corporate Etiquettes

Introduction, Professional etiquettes, Social/Conversational etiquettes, introducing self, introducing others, basic courtesy, Body Language, Communication etiquettes, Dining etiquettes

Grooming: Importance, Fundamentals and Levels: Individual, Group and Organization, dress code: BB-SS-TT, Perception, Professional Appearances, Personal and professional space, ergonomics

Books Recommended/Suggested Reading:

1. "You can win", Shiv Khera, Macmillan Publishers, India
2. "Listening Skills: Year 1/2 and P2/3 Bk.3", Graeme Beals, Jean Edwards, Prim-Ed Publishing
3. "A Practical Course for developing speaking skills in English", Gangal J.K., PHI
4. <www.freeofficetutorials.com>
5. "Little Red Book: Modern Writings Skills", Terry O'Brien, Rupa Publications
6. "Business Etiquette: A Guide for the Indian Professional", Shital Kakkar Mehta, Harpercollins Publishers
7. "Corporate Grooming and Etiquette", Sarvesh Gulati, Rupa Publications

MANGALAYATAN UNIVERSITY
Syllabus for Undergrad courses (All branches)
4th semester Syllabus

Advanced Language & Communication-II

Subject Code: GS-401

L	T	P	C
3	0	0	3

Unit I: Life Skills

Team building: Types of team, Effective team building techniques, Social etiquettes: Proxemics, Politeness, Empathy, Stress management: Eustress, Distress, Techniques to handle stress.

Unit II: Vocabulary Skills

Story Series: Widely used Phrases & Idioms.

Unit III: Effective Communication

7C's of Communication-Completeness, Conciseness, Consideration, Clarity, Concreteness, Courtesy and Correctness.

Unit IV: Business Fable

Book Reading-Count your chickens before they Hatch (By-Arindum Chaudhury) & Presentation

Unit V: Communication Skills

Effective Presentation Skills: How to deliver a Presentation, Dos & Don'ts, Tools to use, Mock presentation, Extempore: Structure, presentation, Mock extempore.

Books Recommended/Suggested Reading:

1. "Instant team building" Bradley J. Sugar, Mc. Graw - Hills
2. "Speak English like an American" Amy Gillett.
3. "Ordering the jumbled paragraph and sentences" Arihant Publication
4. "Reading Comprehension" Arihant Publication.
5. "Why zebras don't get ulcers" Robert Sapolsky.
6. "Presentation Skills: The essential guide for students" Patsy McCarthy, Caroline Hatcher, SLE Pound.
7. "Essentials of Extempore Speaking" Joseph Albert Mosher, General Books.

MANGALAYATAN UNIVERSITY
Syllabus for Undergrad courses (All branches)
5th semester Syllabus

Professional Language & Communication-I

Subject Code: GS-501

<i>L</i>	<i>T</i>	<i>P</i>	<i>C</i>
3	0	0	3

Unit I: Technical English

Introduction: Need, Technical Vocabulary: Technology in use (Describing Technical Functions and application, Emphasizing Technical Advantages), Materials Technology (Categorizing materials, Describing Properties), Describing components shapes and features

Unit II: Business English

Introduction: Need; Job Profile; Job Description; Job Satisfaction; Letter of Enquiry and Application; Resume: Difference between Resume, CV and Bio data, Format.

Unit III: Verbal Ability

Synonyms, Spotting Errors, Reading Comprehension, Sentence Rearrangement, Analogy, Idioms and Proverbs

Unit IV: Personal Interviews and Resume

Introduction: Purpose, Parameters for Assessment, Types: HR, Group, Stress, Face-to-Face, Telephonic, Panel; Rounds; Mock Interviews/Assessments.

Unit V: Group Discussion

Introduction: Purpose; Parameters for Assessment; Difference between Debate and Discussion; Types: Fact-based, Controversial and Argumentative, Summarization

Books Recommended/Suggested Reading:

1. "Effective Technical Communication", M Ashraf Rizvi, Tata McGraw Hill
2. "Business Benchmark: Upper Intermediate", Guy Book-Hart, Cambridge University Press
3. "Cambridge English for Engineers", Mark Ibbotson, Cambridge University Press
4. "Fundamentals of Technical Communication", Meenakshi Raman & Sangeeta Sharma, Oxford University Press
5. "How to Prepare for Verbal Ability and Reading Comprehension for CAT", Arun Sharma, McGraw Hill Education
6. "Word Power Made Easy" Norman Lewis, Goyal Publishers

MANGALAYATAN UNIVERSITY
Syllabus for Undergrad courses (All branches)
6th semester Syllabus

Professionals' Language & Communication-II

Subject Code: GS-601

<i>L</i>	<i>T</i>	<i>P</i>	<i>C</i>
<i>3</i>	<i>0</i>	<i>0</i>	<i>3</i>

Unit I: Technical English

Introduction; Need, Technical Vocabulary: Technical Development (Suggesting ideas and solution, Assessing feasibility), Theory and Practice (Explaining Tests and Experiments, Exchanging views on predictions and theories, comparing results with expectations, discussing causes and effects)

Unit II: Business English

Introduction; Need; 3C Report (Company, Customers and Competition); Resume: Types of Resume, Dos and Don'ts, Resume based Questions, Resume Clinic

Unit III: Verbal Ability

Antonyms, Para jumbles, Reading Comprehension, Cloze Test, Analogy, Phrasal Verbs, and One Word Substitution

Unit IV: Personal Interviews and Resume

Introduction; Frequently Asked Questions; Dos and Dents; Attire and Grooming; Mock Interviews/Assessments.

Unit V: Group Discussion

Introduction; Purpose; Types: Case Studies, Abstract; Initiating and Concluding Effectively, Do's and Don'ts; Postures and Gestures;

Books Recommended/Suggested Reading:

1. "Effective Technical Communication", M Ashraf Rizvi, Tata McGraw Hill
2. "Business Benchmark: Upper Intermediate", Guy Book-Hart, Cambridge University Press
3. "Cambridge English for Engineers", Mark Ibbotson, Cambridge University Press
4. "Fundamentals of Technical Communication", Meenakshi Raman & Sangeeta Sharma, Oxford University Press
5. "How to Prepare for Verbal Ability and Reading Comprehension for CAT", Arun Sharma, McGraw Hill Education
6. "Word Power Made Easy" Norman Lewis, Goyal Publishers

Indian School of Mines (ISM), Dhanbad, Jharkhand

ENGLISH FOR SCIENCE AND TECHNOLOGY

(B. Tech. I/II Semester)

HSC 11101/HSC11102

LTP: 3-0-

0

COURSE OBJECTIVES

1. To develop English language skills in scientific context.
2. To develop reading and interpretation skills.
3. To develop writing skills for various genre of writing.
4. To develop interpretation skills for non-verbal inputs.

COURSE CONTENT

Language Resource Development: Using appropriate grammatical lexical forms to express meaning-accuracy, range and appropriacy grammatical lexical exercises.

Reading, Interpreting and Using Written, and Graphic Information : Using (reading and writing) academic texts, articles in technical journals, instruction manuals/laboratory instruction sheets, safety manuals and regulations, and reports; Using maps, graphs, plan diagrams, flow-charts, sketches, tabulated and statistical data, punctuation.

Writing Appropriately in a Range of Rhetorical Styles i.e. Formal and Informal: Writing instructions, describing objects and processes; defining, narrating, classifying exemplifying, comparing, contrasting, hypothesizing, predicting, concluding, generalizing restating, and reporting; Note making (from books/journals); Writing assignments; summarizing, expanding, paraphrasing; Answering examination

questions; Correspondence skills; Interpreting, expressing and negotiating meaning; Creating coherent written texts according to the conventions.

Text Based Exercises.

COURSE OUTCOME

1. At the end of the course, the students will be able to use English language correctly and appropriately in scientific context.
2. At the end of the course, the students will be able to understand academic texts, articles in technical journals, instruction manuals/laboratory instruction sheets, safety manuals and regulations, and reports.
3. At the end of the course, the students will be able to write correctly and appropriately.
4. At the end of the course, the students will be able to interpret verbal and non-verbal inputs in writing.

Recommended Reading

1. Singh, R. K. 2000. Using English in Science and Technology. Prakash Book Depot, Bareilly.
2. Singh, R. K. 1990. Practicing English in Science and Technology. Prakash Book Depot, Bareilly.
3. Singh, R. K. 2004. Communication in English: Grammar and Composition. Prakash Book Depot, Bareilly.
4. William, Ray; Ray, Rabindranath; and Swales, John. 1984. Communication in English for Technical Studies. Orient Longman.

LITERARY COMMUNICATION

(B. Tech. III Semester)

Exposure to recent literary and creative trends in English and their relation with the values, culture and norms of behaviour; linguistic and cultural process
What and how of literary communication for improvement of proficiency in the use of English language

Analysis and interpretation of five to six recent short stories from different parts of the world to make the sensitive and different intensification of the skills of conceiving the ideas, situations and solutions, and rendering them into appropriate expression on a higher plane of finish

ORAL COMMUNICATION SKILLS

(B. Tech. III Semester)

HSE13304

3 0 0

The nature, purpose and characteristics of good conversation, Phonological forms to use in speech, Developing conversation skills with a sense of stress, intonation, and meaning, Use of question tags, Starting, maintaining and finishing conversations, Standard conversational exchange, Spoken language idioms, Effective listening and attention to others, Gestures and body language, Do's and Don'ts in conversation, Telephonic conversation, Functions of English in conversation: introductions, greetings, clarifications, explanations, interruptions, opinions, Agreement and disagreement, complaints, apologies, Participating in informal discussions and situations, Using information to make some decision, i.e., making social arrangements with friends, Reproducing information in some form (question/answer summarizing, oral reporting, etc.)

ENGLISH FOR PROFESSIONAL COMMUNICATION

(B. Tech. IV Semester)

Part I Professional Oral Communication

Course

Introduction

Professional Communication: Need, principle, channels, forms and barriers
Speaking for professional Purposes: Nature of Oral Communication, Oral Communication Process, and characteristics of Oral Communication

Group Discussion

Group Discussion(GD): nature, uses and importance; Leadership function in Gd; developing leadership qualities and positive group behaviour Starting discussions: opening the discussion, stating objectives, suggesting good group procedure (Time management, speaking procedure, etc) Giving opinions, asking for opinions and supporting opinions in GD Making suggestions and asking for suggestions Balancing points of view, expressing advantages, disadvantages and consequences Some pitfalls in discussions, fallacies in argument and rebuttal, concluding and controlling discussions

Job Interview

Job Interview: The interviewing process, types of interviews and interview formats Pre-interview preparation techniques, self-analysis, skills assessment, company analysis, job analysis, practice, developing interview file Projecting success: The beginning, the middle and the end of the interview Interview Strategies, Upholding the personality and overcoming interviewing hazards

Part II Professional Writing

Report Writing

Report Writing: Characteristics of business reports, reports and other forms of communication, features of good reports

Types of reports (Formal/informal)

Structure of formal reports: Front matter, main body and back matter

Style of reports: Readability of reports, choice of words and phrases, construction and length of sentences and paragraphs

Business Correspondence

Official communication: nature and principles of business correspondence Structure of business letters

Business letter formats

Letter giving instructions

Letters of requests and inquiries

Letters of complaints

Employment letters and applications CV and resume writing

Business memos: Forms and structure Writing an effective memo

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