CHAPTER FOUR (4)
ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction
This Chapter presents a detailed analysis of the data collected. This study deals with the effectiveness of the Communication Skills and the Communication Skills courses in Mumbai University and Communication Skills course in Gujarat Technical University for engineering. It was necessary to collect the data from the students as well as the teachers. Communication Skills and Communication Skills course designed in consultation with academicians, ELT practitioners and students. It is likely to be more effective than the one designed without consulting the above stakeholders. Many Communication Skills courses have been found to be ineffective because they do not reflect the learners’ present and target needs. It is probably because the majority of course designers and material writers seem to analyze the needs of students on the basis of their own experience and intuition. In this context it is very essential to analyze the learners’ present and future communication needs. The task is to first review the existing engineering Communication Skills curriculum and redesign the Communication Skills and Presentation and Communication Techniques course based on the findings of the needs assessment and give innovative practices to teach this course so as to make the course effective.

4.2. Learners needs and Corporate Expectations:
Here the researcher has analyzed the data collected from various sources to assess the students’ present and future needs

4.2.1 Researcher experience as a Communication Skills teacher:
The researcher as a Communication Skills teaching professional at an Engineering Institute in a college affiliated to University of Mumbai for past 16 years has come in contact with hundreds of students who have had to undergo the course in two Semesters and had the
experience of undergoing placement training, attending campus recruitment interviews and applying for jobs and attending job interviews off campus to acquire the ultimate goal of their studies. The successful candidates attributed their success to their technical as well as their non-technical skills such as Communication Skills, Presentation Skills, Group Discussion, Interview handling Skills, Active Listening, Fluency, and Critical Thinking and also Leadership Qualities involving speaking. Those students who lacked the abovementioned soft skills like the students of Gujarat Technical University find it difficult to sell themselves in the job market. Interviewing those students who could sell themselves successfully in the job market and those who couldn’t do so helped the researcher gain an insight into the target needs of engineering students and the need for modifying the existing CS and PCT courses in order to make it more effective. It has been observed that those students who performed well in group discussions, mock interviews and oral presentations and who demonstrated effective communication, critical thinking and group skills during the practice sessions were successful in campus recruitment. Those students who had communication problems and lacked the above mentioned skills were not selected by recruiters in spite of having good subject knowledge and even some having better percentage. It was reflected on the background of students that they came from any medium of studies that they studied through in school.

4.2.2 Responses from Students

- The researcher came in contact with a number of students of engineering and professional engineers who did not get placement from the campus and they shared the problems they faced because they lack Communication Skills. These students were separately trained by the subject teachers by providing them more practice sessions by conducting remedial coaching. Students who got good placements after going through remedial coaching shared
their success stories and strongly recommended the need for incorporating such practice extensively in the curriculum in some or the other form.

- Students also recommended a summer Semester for courses related to soft skills, Communication Skills, and personality development where emphasis should be given to the speaking and the writing part.

- The case studies of the students who could not sell themselves successfully in the job market helped the researcher to gain an insight into the target needs of engineering students and the need for modifying the existing course especially in Gujarat Technical University where the course is taught just for one Semester and justice is not done to the course as the practice sessions are less. By the time they reach the 6th Semester and they have to face the placement companies they lack required knowledge and confidence. Thus there is a strong need for modifying the existing curriculum in order to make it more effective as these engineers as professionals need to read and write reports and most of the time make presentations. It is said 75% of the time engineers need good Communication Skills as this is the only tangible asset.

- It was observed by looking at the response from the students who have taken the course that the students who performed well in group discussions, mock Interviews and oral presentations are the ones who had put a lot of efforts in improving communication, critical thinking and group dynamics during the practice sessions of the said courses. Here there is a mention to make that students having the course in 2 Semesters were better placed in numbers compared to students from GTU.

4.2.3 Analysis of Ex-students’ Responses

- The Questionnaire (appendix 2) was sent as an email attachment to 180 students of engineering who had the course Communication Skills in the 1st Semester of Mumbai
University, 2nd Semester of 1st year of Gujarat Technical University (GTU) and Communication Skills in the 5th Semester of Mumbai University engineering colleges together. In both the colleges we selected 90 students each. Most students attended Seminars and Workshops conducted by TPO before their placements other than the scheduled lectures and training programs in the colleges. 58 Out of 90 students of GTU and 72 out of 90 of Mumbai University duly filled in the Questionnaires. Of these target group some did not respond sincerely.

- The Questionnaire containing 50 items had the following sections:

  Table: 3.1

<table>
<thead>
<tr>
<th>Sr. no</th>
<th>Topics</th>
<th>Number Items of Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Level of proficiency in English</td>
<td>1-7</td>
</tr>
<tr>
<td>B.</td>
<td>Need awareness</td>
<td>8 &amp; 9</td>
</tr>
<tr>
<td>C.</td>
<td>Present and future needs</td>
<td>10, 11, 12</td>
</tr>
<tr>
<td>D.</td>
<td>Evaluation of the Engineering English curriculum</td>
<td>13-23</td>
</tr>
<tr>
<td>E.</td>
<td>Views on placement training</td>
<td>24-27</td>
</tr>
<tr>
<td>F.</td>
<td>Communication Skills based laboratory course</td>
<td>28-30</td>
</tr>
<tr>
<td>G.</td>
<td>System of Assessment</td>
<td>31-34</td>
</tr>
<tr>
<td>H.</td>
<td>Suggestions</td>
<td>35-50</td>
</tr>
<tr>
<td>I.</td>
<td>Technology-integrated</td>
<td>37, 38</td>
</tr>
<tr>
<td>J.</td>
<td>Critical thinking</td>
<td>39, 40</td>
</tr>
<tr>
<td>K.</td>
<td>Involving learners in the course design</td>
<td>41-43</td>
</tr>
<tr>
<td>L.</td>
<td>Skills-oriented course</td>
<td>44-46</td>
</tr>
<tr>
<td>M.</td>
<td>Teaching / learning style</td>
<td>47-49</td>
</tr>
</tbody>
</table>
The responses of the students are divided according to the above division of questionnaire.

4.2.4. Level of Proficiency in English

- 14 students said that their proficiency in English is very good as they were from English medium background; 46 students stated that their English is good; 56 said that their proficiency in the language is average. The 130 respondents ‘answers to the question how they described their skills are given below in the table 4.2.

**Table3.2: Students’ Proficiency in Communication Skills (170)**

<table>
<thead>
<tr>
<th>Skills:</th>
<th>Low</th>
<th>Average</th>
<th>Good</th>
<th>Very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>30</td>
<td>46</td>
<td>42</td>
<td>12</td>
</tr>
<tr>
<td>Speaking</td>
<td>20</td>
<td>62</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>Reading</td>
<td>04</td>
<td>40</td>
<td>70</td>
<td>16</td>
</tr>
<tr>
<td>Writing</td>
<td>20</td>
<td>78</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Grammar</td>
<td>04</td>
<td>64</td>
<td>39</td>
<td>16</td>
</tr>
</tbody>
</table>

To the question how they would rate their level of proficiency in the given sub-skils of speaking, the respondents gave the answers as given in Figure 1.4.
Table 3.3. Proficiency in the sub-skills of speaking

<table>
<thead>
<tr>
<th>Skills</th>
<th>Low</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing clearly</td>
<td>2</td>
<td>68</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>Talking on the phone effectively</td>
<td>6</td>
<td>60</td>
<td>54</td>
<td>10</td>
</tr>
<tr>
<td>Taking part in group discussions</td>
<td>4</td>
<td>52</td>
<td>48</td>
<td>26</td>
</tr>
<tr>
<td>Handling interviews</td>
<td>2</td>
<td>68</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>Making oral presentations</td>
<td>10</td>
<td>68</td>
<td>38</td>
<td>14</td>
</tr>
<tr>
<td>Being tactful and diplomatic</td>
<td>14</td>
<td>82</td>
<td>34</td>
<td>0</td>
</tr>
</tbody>
</table>

- The analysis of the responses shows that that the majority of the respondents are not comfortable in the following sub-skills of speaking: talking on the phone effectively, making oral presentations and interview handling. Majority of the students who showed low proficiency were from GTU as the course is taught to them only in one Semester. Along with that they also do not use English as their conversation language. They prefer Gujarati language over English.

- 84 students out of 130 i.e. (67.8 %) said that they are not satisfied with their language proficiency. Those who are satisfied with their language proficiency attributed their proficiency to the following: Education in English medium schools, reading novels, reading newspapers, conversing in English with friends, online chatting, sending emails, watching TV, and listening to lectures in English. All respondents said that they have positive attitude towards English. The students of GTU are not comfortable with the language as the medium of instruction is mostly in the colleges of Gujarat.
4.2.5. Need Awareness

- To the question whether they agreed that the most successful engineers and scientists are skilled writers?
  106 respondents (81.05%) replied positively.
- To another question whether they agreed that the most effective engineers and scientists have good oral Communication Skills?
  102 respondents said yes and 18 said No. The responses of students related to their present and future language and communication needs are discussed here.

4.2.6. Present and Future Needs

- The students were asked to specify the Communication Skills required in order to succeed during the four years of the undergraduate program. The following skills were mentioned in the Questionnaire. Some students also mentioned critical thinking, emotional intelligence, and verbal reasoning though they are not language skills.
  - writing essays
  - listening
  - grammar
  - verbal reasoning
  - critical thinking
  - social communication
  - presentations
  - debating
  - basic skills in reading
  - reading for information
  - reading for information (academic texts)
- writing assignments
- writing laboratory reports
- writing business letters
- writing technical papers
- writing project reports

To a question on what language skills are required in order to get placed in a good industry/company/organization, the students mentioned the following list of skills. Again soft skills such as critical thinking, problem-solving skills were focused by students.

- Interpersonal communication
- presentation skills
- telephone conversation
- interview handling skills
- basic skills in reading
- critical reading
- writing Curriculum Vitae
- writing job application letter
- writing business letters
- active listening
- critical thinking skills
- problem-solving skills

Figure 1.5. shows the skills that are considered the most important by the respondents. Speaking (100%) and listening (96%) Writing (72%) and Reading (60%) scores next to that is grammar i.e. 47%. Soft skills as (85%) Problem Solving (52%) and Critical Thinking Skills as (76%) are
considered the most required skills for placement. A good manager spends 75% of his time in listening, speaking and writing. (R C Sharma and Krishna Mohan) (11)

**Figure 4.1. Skills considered important for placement**

22 number of students mentioned that all the skills covered in the Communication Skills course at the first year levels are mandatory.

The third question in this section asked the respondents to list the skills that they thought are important in future (at the workplace) and the participants of the survey listed all the above mentioned skills including soft skills like emotional intelligence, time management, leadership skills as important.

### 4.2.7. Placement Training

Engineering colleges have Training and Placement Officer of the rank of an assistant professor who looks at the placements of the students. There are special training programs conducted by companies for these students especially the psychometric tests.

- Mostly all engineering colleges give placement training to their student’s through an appointed TPO. Over seventy percent of the students found the placement training useful as
companies are called for mock interviews and also experts are invited for workshop and seminars. Given below are the benefits expressed by the respondents:

- It was really useful in coming out and expressing our views boldly, without any fear. Both in GD and Oral Presentation.
- Psychometric tests helped to evaluate their potential
- It gave an overall view of what companies expect.
- Enabled to identify positive and negative aspects of their Communication Skills.
- Removed myths and impending fears about interviews
- Mock interviews helped to overcome communication anxiety.
- It was an opportunity to learn about professional communication.
- It was industry-oriented

To the question how the placement program was different from the Communication Skills course, and communication and presentation techniques, the respondents gave the following answers:

- Placement training was more practical but their English course was theoretical
- During placement training they got an opportunity to practice English but in English class spoken part of communication was limited to 2 or 3 Sessions. During placement training they had practiced group discussions and public speaking. In PCT they had only two Sessions of GD due to academic constraints. The respondents recommend the following Practical Sessions rather than the theoretical aspects of the placement training program to be incorporated into the Communication Skills course from the 1st Semester itself, in order to make it more effective: group discussion skills, public speaking, presentation skills, mock interviews, verbal reasoning, group skills, interpersonal skills, problem-solving skills, and critical thinking skills. As GTU has this course only in the first year the students
were not exposed to the Practical Session thoroughly. No Practical Sessions were conducted for them. As the course Communication Skills taught in Mumbai University MU Semester 4 now has the above mentioned topics in the syllabus but the Practical Sessions are very limited due to just 16 week Semester and just two theory lecture and two hours of tutorial session with a batch of 20 students.

4.3. Suggestions

The suggestions given by the respondents are compiled here:

- All the respondents said that technology-enhanced language teaching and learning is relevant and useful for them. They said technology-integrated language should be made compulsory. Over 70% students said that a language lab be made compulsory and students should be trained for vocabulary, GRE and G MAT exams also.

- 84 respondents (70%) said that learners’ views should be considered while designing the course. They suggested that the reading tests should be technical in nature with good language. They should be allowed to select reading texts and suggest tasks. The idea of treating students as partners of teaching/learning process is welcomed by the participants of the survey. Expressing their views on modifying the course based on a skills-oriented syllabus, 116 respondents (96.38%) said that they would welcome it. The same number of respondents said that job-related language skills should be incorporated into the first-year and final year engineering program. They also suggested the duration of the course should be longer.

- The respondents suggested that group discussions, role-play and interview handling skills should be the regular features of the Communication Skills and Communication Skills course. They want the course to reflect the corporate needs, career skills and expectations of the corporate needs and globalization. The respondents expressed that the course should
be taught in an interesting and effective manner and the mode of teaching preferred by them is a combination of modes: interactive lectures, group discussion, take-home assignments and PC-based learning with a high tech Language Lab and preparing project reports as form of assignments with presentations.

The participants of the survey said that the learners could develop their language skills by doing the following:

- Listening (doing more listening exercises in the language laboratory).
- Speaking (taking part in speeches, elocutions, group discussions, mock interviews, role plays, presentations, more speaking practice)
- Reading of interesting texts from newspapers, magazines, good articles etc.
- Writing of project-based tasks, official letters, analytical essays, commenting on issues and current affairs, critical appreciation, statement of purpose).
- The analysis gives an insight into the learners’ present and future needs. In the light of these needs and suggestions given by the respondents the existing Communication Skills ‘course in the first year 2nd Semester GTU and 1st Semester MU, and Presentation and Communication Techniques, in the second year Semester 4 curriculum of Mumbai University should be evaluated.

4.4. Analysis of professional Engineers views:

- The Questionnaire (see Appendix 6) distributed to professional engineers, Ex-students Alumi of SPCE had three sections and 24 Items. It asked the respondents to answer questions related to the following:
  
  Section A - Professional details (1-5)
  Section B - Professional Communication Needs (6-10)
Section C - Suggestions (11-24)

- The Questionnaires were sent to 86 students of MU and their completed Questionnaires were received. Since a number of Indian engineers migrate to the United States and European countries, questionnaires were sent to Indian engineers / technologists working abroad by email to gather information on the target needs of global engineers. In this Section the Professional Engineers’ responses on Professional Communication Needs and suggestions are analyzed.

4.5. Professional Communication Needs (items 6-10 of the Questionnaire)

6. Do you agree that highly effective engineers have good writing skills?
- 72 respondents (83.7 %) agreed that highly effective engineers have good writing skills.

7. Do you agree that highly effective engineers are good communicators?
- 80 of them (98 %) agreed that highly effectively engineers and technologists possess good Communication Skills. It implies that Oral Communication Skills are essential for engineers to be effective.

8. What skills set do students of engineering need in order to be placed in reputed IT companies or core engineering companies?
- Communication Skills
- Presentation Skills
- Writing an impressive CV
- Appropriate body language
- Soft skills.
- Interpersonal Skills

9. What skill sets do recruiters look for in prospective employees?
- Excellent Communication Skills
- Presentation skills
- Leadership skills
- Articulation
- Writing an impressive CV
- Appropriate body language
- Positive attitude
- Assertiveness
- Overall personality.
- Negotiation skills.

10. What skills do professional engineers (various positions) need in Communication Skills and Presentation and Communication Techniques in order to be effective at the workplace?

Over 80 percent of the professional engineers specified the following skills as very important for engineering occupying various job positions at one stage or the other.

- Listening
- Speaking
- Reading
- Writing
- Interpersonal skills
- Group skills
- Problem solving skills
- Critical thinking skills
- Leadership Skills
- Group Dynamics
4.6. Suggestions (items 11-23 in the Questionnaire)

11. What are your suggestions to improve the following areas of the Communication Skills and Communication Skills curriculum: syllabus, materials, skills, teaching methodology, assessment pattern (tests/exams)?

- The opinion of professional engineers and technologists should be sought and considered.
- An in-depth needs assessment should be carried out.
- More project-oriented assignments should be given to students.
- Industry-institution interaction should be encouraged.
- Teachers of English should be trained to impart soft skills.
- Self-Assessment should be encouraged.
- More practical assignments should be initiated.
- Syllabus should be modified with the help of professionals
- Maximum use of language laboratory should be there.
- Videotaping every practical session should be there.

12. List the changes that you would like to bring in the course.

- The course should be more practical oriented
- It should reflect the needs of the students
- Should have interesting tasks and activities
- It should develop the students’ confidence
- Do away with grammar
- Make students think
- Give more practice of speaking
- Encourage group exercises
- Writing skills to be enhanced
Public speaking through GD, Speeches, Presentations.

13. Do you think that technology-enhanced language teaching and learning will be relevant and useful for the learners? Give your reasons.

All the respondents said that technology should be integrated into the curriculum. The reasons they have given are:

- The students need not depend on teachers.
- Very good pieces of software are available in the market and should be used by language teachers.
- Students should develop their pronunciation and grammar skills.
- Computer is an effective tool that facilitates learning.
- Internet is a very powerful tool that provides everything what the teacher of English and their students want and may be used regularly.
- Need of the hour to learn through technology.
- Must keep pace with Globalization in every field.
- Students with technical background be provided technology integrated curriculum.

14. Computer Aided Language learning to a language course which combines a interactive classroom teaching component with an appropriate use of technology. Do you like the idea of “Computer Aided Learning” with the help of a Language Lab? Explain how it will help the learners.

- Seventy two of the participants of the survey said that it is a good idea which can be developed for English language skills but it is difficult to implement it as we have limited resources. They suggested the following that would help the learners:
  - Students are comfortable expressing themselves in blogs and downloading audio files from the Web.
- Teachers can initiate discussion through groups and blogs.
- Voice chatting and video conferencing are also good options.
- The language software and material which is available in the market, should be made available to students to make effective use of it.

15. Do you think it is important to develop Critical Thinking Competence in learners?

- Sixty two respondents (72 %) replied in the affirmative.

16. Do you think it is important to incorporate leadership skills and critical thinking tasks into course materials and examinations?

- Seventy percent of the respondents said that it is important to incorporate the same and the reasons given are: Engineers need leadership skills, analytical skills and critical thinking skills in order to take good Decisions and impart it to subordinates. It is essential for everyone to be successful in life.

17. Do you think it is important to involve professional engineers in the design of course materials? Why?

- Seventy Eight participants out of 86 professional engineers (65%) welcomed the idea of involving professional engineers in the design of Communication Skills Course and PCT course, stating that as they understand the problems they are facing with the language.

18. How do you want to involve yourself in the course design?

Only 14 respondents gave their answers to the question:

- By helping the course designer set objectives
- By suggesting useful activities
- By providing interesting reading materials
- By providing the needs of the industry
- By helping to organize faculty from industry to conduct short term courses.
19. Do you think it is good to have a skills-oriented syllabus?

All the respondents (100%) said it is important to have a skills-based syllabus.

20. Do you think it is good to teach job-related language skills in the First Year of your engineering program?

Eighty-eight percent of the respondents answered in negative and suggested that these courses should be in the higher Semesters before placements and by that time students acquire the needs of an industry through industrial visits. They agreed that Communication Skills course should be in the First Semester as it basically deals with basics and it is good. But to teach job-related soft skills it is better in the fourth or the fifth Semester of the engineering program.

21. Give your suggestions on modifying the Communication Skills and Presentation and Communication Techniques course based on the corporate needs (placement). What should be incorporated into the syllabus? What type of tasks (exercises) should be included?

Given below are some examples of activities that can be incorporated into the course. They are:

- Problem-solving games
- Group discussions
- Role-plays
- Interviews
- Corporate English
- Business letters
- MS office
- Technical English
- Presentations
- Making proposals
- Organizational Behavior
23. How do you want the following skills to be taught?

Listening Skills: Make people speak and others listen and question. Provide suggestions and give feedback. Make the students listen to the BBC accent and learn proper pronunciation through Computer Assisted Language Learning.

Speaking Skills: Prepare some experience or situation sharing exercises, and make people speak through role plays, group discussions, situational conversations, and through dialogue delivery.

- Reading Skills: Bring some case studies and nice articles related to English and ask them to read with intonation and correct their pronunciation.

- Writing Skills: Give good assignments, more creative in nature like writing reviews based on articles and books (Task-based, project-oriented), writing blogs.

In addition to this they suggested to make them work on computers, give them online assignments, make them write blogs and tweet.

- Teach them routine letters, business correspondence

The analysis of the responses by professional engineers shows that it is important to incorporate job-related skills in the course and it is essential to involve them in the course design.

4.7. Analysis of Placement Trainers’ Responses

- The main objective of the Questionnaire (see appendix 5) administered to placement trainers was to get the views of Placement Trainers on what skills engineering students should have in order to get placed in well-established and reputed IT companies or core engineering companies and on the role of English language teachers in imparting the skills in engineering students. The Questionnaire containing 14 items had the following 5 sections:

Section 1: Professional details of the trainers
The Questionnaire was given to 5 placement trainers. Only 3 completed Questionnaires were returned to the researcher.

4.7.1. Trainers’ Profile

- The first Section of Questionnaire dealt with the trainers’ experience in the field of training engineering students / graduates and their areas of specialization. All the 5 trainers have had more than 5 years of training experience and belonged to different colleges. Three of them have had more than 10 years of experience in the field. Their areas of specialization are:
  - Puzzle solving, logical ability, coding-decoding
  - Soft skills
  - Salesmanship
  - Communication Skills,
  - Group discussion,
  - Leadership,
  - Interpersonal skills
  - Team building
  - HR
  - Attitude development
4.7.2 Job Market for Engineering Graduates

The second Section was on “Job Market for Engineering Graduates” containing three items required by the trainers to answer questions related to job opportunities for engineers, skills set recruiters / employers and vision for prospective employees and skills they need in order to survive and excel at the work place.

What are the job opportunities for engineering graduates? A summary of their responses to the question are given below:

- IT sector
- Enormous – not necessarily qualification specific, however, other areas such as solution-based marketing specialists.
- Manufacturing
- Services and infrastructure
- In production department of factories
- Entry level position in BPO / IT/ ITELS
- Core engineering companies
- Media
- Front job in companies like L&T

What skills do engineering graduates need to be placed in reputed IT companies or core engineering firms?

All the trainers mentioned Communication Skills, soft skills and logical reasoning as important skills for engineers. Here is a summary of their responses:

- Strong technical knowledge
- Good Communication Skills
- Soft skills
- Professionalism
- Understanding the need of the market
- Practical skills in the area of specialization
- Emotional quotient (EQ)
- Ground belongingness feeling
- Positive attitude
- Regular programming in C++
- Logical thinking
- Critical thinking
- Group dynamism.

What skills do they need to achieve success at the work place along with some key skills?

The respondents had specified a few qualities that are important for engineers to excel at the work place.

A summary of the skills (and qualities) mentioned by them are given in the order of priority:

- Technical skills (Hard skills)
- Communication Skills
- Soft skills
- Thinking skills
- Group skills (team spirit)
- Good interpersonal skills
- Positive attitude
- Professionalism Listening Skills
- Questioning skills
- Time Management skills
- Team Building Skills
- Persuasive Communication Skills
- Assertion Skills
- Presentation Skills
- Creativity (Innovation)
- Good EQ
- Respect for the organizational hierarchy
- Punctuality
- Patience
- Ground belongingness feeling
- Develop the ability to build more than one solution

4.7.3 Competences of Trainees

The third Section dealing with the competencies of engineering students had two items:

i) Percentage of students who have employability skills and

ii) The skills most students lack.

The respondents were asked to state the percentage of engineering students who have employability skills. The answers also varied and showed the highest as 130 and the lowest 30. The average was 40.

The following reasons could be attributed to it. The first reason could be that each trainer’s area of specialization was different and their focus of training was only on that particular skill. For example, the person who is an expert in group dynamics conducted sessions only on that topic for all the groups. They did not have an opportunity to assess the students’
other skills such as Communication Skills and logical reasoning. The second reason could be that students who are good at verbal reasoning may not be good at group discussion or group dynamics.

4.7.4 Skills Engineering Students Lack

What skills do most engineering students lack?

- 2 out of the 3 respondents had mentioned the term Communication Skills. Given below is a list of the skills mentioned by the respondents.
- Communication Skills
- Puzzle-solving
- Logical ability
- Depth of knowledge in their relevant subjects
- Team playing
- Confidence
- Discipline
- Getting counseling from experienced elders/seniors
- Emotional Quotient
- Listening Skills
- Questioning skills
- Time Management skills
- Team Building skills
- Persuasive Communication Skills
- Assertion skills
- Presentation skills
4.7.5. Soft Skills for Engineers

The fourth section asked the respondents to give their views on whether they agree with the statement that Corporate Skills should be incorporated into the syllabus. Except two respondents all the others agreed that corporate skills should be incorporated into the syllabus. Their responses are given below:

- Yes, however most students are not very clear
- Yes. To make it useful to practical life
- I do. Even the most genius students need to communicate his/her professionalism and market their talents to prospective employer. It should be a part of Communication Skills and should be treated with more professionalism. Soft skills is more of a behavioral skill than language skill.
- Not sure
- Yes.

4.8. Communication Skills Teachers as Soft Skills Trainers

To the question whether they agree with the statement that teachers of English at engineering colleges can play the role of soft skill trainers and Corporate Skills trainers?

- This invited mixed responses, 15 out of 18 trainers said that English language teachers have the ability to train students in soft skills, corporate skills. Their responses are as follows:
  - Yes.
  - Yes, they are in a better position to teach soft skills and corporate skills.
  - They can be good Communication Skills trainers, and with training and by attending courses on soft skills they can impart this in a better manner to engineering students.
  - Most teachers of English have been trained in English literature and not in English language teaching.
I don’t think for the reasons explained above it may evolve as a separate discipline. Soft skills are more a behavioral skill than language skill.

Not any person can become trainer by soft skills qualification and experience

Not necessarily, unless they are trained. It is not just about language awareness, but the stress is on workplace requirement and confidence.

Not sure, depending upon the capacity of the trainer.

No, knowledge of psychology is essential.

English has nothing to do with soft skills. A soft skills trainer must have held some managerial assignments earlier. Soft Skills are required for effective interaction at workplace with superiors, subordinates and to develop the leadership qualities.

To the question on how they see the role of English language teacher evolving over the next 5 years?

12 respondents out of 15 said that the teachers of English may become obsolete if they do not change their styles to communicative language and teaching, and one of the respondent mentioned that the English language teacher will play a major role in improving the Communication Skills of students. 8 senior level teachers who had more than 18 yrs. teaching experience are of the opinion that the teachers should constantly upgrade their skills and technical English in order to face the challenges of the next decade. However, 3 of they stated that English language teachers would continue to play the same role.

4.9. Role of Educational Institutions

The last question in the Questionnaire was on what steps engineering institutes should take to improve the employability skills of engineering students?

The following are the trainers ’responses. Engineering Institutes should:

- offer more practical training
- increase the number of teaching hours to keep this module in the higher Semesters
- for every Semester there should be few hours of practical sessions
- special sandwich courses should be introduced to the weak students during summer vacations
- develop their conversational skills
- outsource to professional organizations specializing in improving employability skills
- send their students to visit industries periodically
- invite experts from industries to interact with students
- take steps to train their teachers to orient them on the skills demanded by the industry
- take measures to enhance students’ confidence level
- organize frequent personality development workshops
- Encourage institute-industry interaction.

The analysis of the responses by placement trainers shows that only around 40 percent of the engineering students have employability skills. The trainers consider communication, problem-solving skills and a few other soft skills as very essential for engineers and there is an urgent need to enhance the students ‘employability skills. The need for introducing customer-oriented English language teaching in engineering colleges was also emphasized. It is possible only if the skills are incorporated into the present syllabus and teachers are ready to undergo paradigm shift.

4.10. Analysis of Faculty teaching the courses CS and PCT

The Questionnaire (see appendix 3) distributed to the faculty teaching the courses CS and PCT had four sections and twenty-five items. It was distributed to 20 faculties in Maharashtra and Gujarat.

Section A: Professional details (items 1-7)

Section B: Learners ‘attitude towards English and their needs (8-11)
The Questionnaire was sent to 56 CS faculty but only 36 completed Questionnaires were received. The respondents were from 8 different engineering colleges affiliated to Mumbai University and three different colleges from Gujarat University.

**4.10.1. Professional Details: The questions consist:**

- **How long have you been teaching the course Communication Skills and Communication Skills?**
  - 15 respondents had more than 16 years of experience in teaching the course, nine respondents had between 5 to 10 years of experience, eight had 3-5 years of experience and only 3 had less than 3 years of experience.

- **What are your educational qualifications?**
  - 3 faculties had PhD in English, 17 of them had MA and M Phil in English literature and 16 only an MA with English out of which 3 of them are pursuing their Ph.D.

- **Have you had any special training in ELT?**
  - Out of the 36 participants only 8 of them had training in English language teaching. All the others were from literature background. Their area of specialization in MA and M Phil was literature.

- **Do you think a teacher without any specific ELT training can teach the course? Please justify your answer.**
  - Seventeen respondents said that they can teach CS and PCT without any difficulty. They justified their answer by saying that the course is very basic and the main component of this entire course is to improve spoken and written English and this course does not require much of ELT skills.
What competencies does an EST teacher need to have in order to be successful for teaching the course Communication Skills and Presentation and Communication Techniques?

The following answers were given:

- knowledge of grammar
- good at speaking
- perfect pronunciation
- good at writing
- knowledge of business English
- effective teaching skills
- interpreting charts
- good interpersonal skills

6. Please give suggestions to improve teachers’ competencies.

- attending in service training
- taking part in ELT Seminars, Conferences and Workshops
- presenting papers in conferences
- attending short courses on Corporate Skills
- taking up an MBA in Human resources
- by conducting workshops
- Subscribing to ELT journals and keeping abreast with the latest knowledge in the field.

4.10.2. Learners’ Attitude towards English and their Needs

7. Do your students give importance to this compulsory course?

- Fifteen respondents said that their students give importance to English, they have realized the importance of interpersonal skills for jobs.

8. Describe your students’ proficiency in English?
Thirteen respondents said that their students’ English proficiency is at the intermediate level especially students from the vernacular medium while nine of them said that their student’s proficiency in the language is average.

9. What are their present language needs?
   - making oral presentations
   - taking part in group discussions
   - basic social communication
   - listening to lecture
   - writing assignments
   - study skills (assignments, preparing for exams)
   - reading (text books)
   - writing letters, reports,
   - Technical papers
   - Writing laboratory journals

10. What language skills do they lack most?
   - speaking
   - vocabulary
   - pronunciation
   - presentation skills
   - listening comprehension
   - writing
   - grammar
   - study skills
   - Technical Skills
4.11. Subject Teachers’ Perception

The subject Teachers of various Departments of engineering at different institutes in Mumbai and Ahmadabad were asked to give their views on learners’ immediate and future language needs. Their views were collected via a Questionnaire (see appendix 4). The Questionnaire was distributed to 33 core subject teachers and only 28 completed Questionnaires were received by the researcher. The subject teachers gave information about the students’ problems with the target language and suggested remedies.

4.11.1. Skills Students Need and Lack

The teachers give different types of assignments to students. The types of assignments include topic based assignments in forms of questions, true false and fill in the blanks, summarizing a text, defining technical terms, describing objects, giving instructions, explaining process, explaining a concept, analyzing an issue and writing a report, writing and presenting technical papers, doing project reports etc. Most students lack writing skills and so they do not write assignments on their own and just copy. They just reproduce from books available or cut and paste material from the net for their technical papers. Students are required to attempt different types of questions in continuous assessment tests and exams.

The students need to have good writing skills in order to excel in such tests and examinations. Most students cannot write on their own because their proficiency level in the target language is very low. They memorize answers and reproduce them in tests and exams without understanding the concept because of the aforementioned problems.

Listening and speaking are two important skills for the students in order to follow lectures, to interact with the teachers and fellow students, to take part in group discussions and to give oral presentations. According to the teachers, almost 40 percent of the students lack competence in these skills. The charts (Figures 4.2 – 4.5) given below show the analysis of 38 subject
teachers’ responses to the question what language skills their students need and which they have difficulty with.

Figure 4.2. Speaking Skills Needs and Lacks (Subject Teachers’ Perception)

![Speaking Skills Needs & Lacks](image)

Speaking Skills Needs & Lacks (Subject Teachers’ Perception)

Figure 4.3. Listening Skills Needs and Lacks (Subject Teachers’ Perception)

![Listening Skills Needs and Lacks](image)

Listening Skills Needs and Lacks (Subject Teachers’ Perception)
In summary the following were the problems stated by the teachers:

- Some students find it difficult to follow lectures in English.
- They do not know how to take notes.
About 48 per cent of students have problems with speaking and writing in English due to their vernacular background.

Since they do not have good writing skills, they do not write assignments on their own.

Those students who cannot speak fluently do not take part in activities which require them to speak in the target language.

Most students lack technical writing skills.

4.12. Suggestions

The following suggestions were given:

- Remedial coaching in English should be given to the English Language disadvantaged students in order to enhance their level of motivation and participation.
- Summer courses should be made compulsory for students weak in language skills.
- Level of proficiency should be checked of the students at the entry level by giving them examinations like IELTS or something like TOEFL.
- A special batch for vernacular medium students should be formed for giving them a basic course in English.
- The students should be exposed to reading texts related to their stream. They should be trained to analyze the engineering text material critically though scientific in nature.
- Measures should be taken to develop students’ writing skills by giving them essay topics to write and also comprehension passage to understand and write answers.
- The faculty should correct students’ writing assignments and help the students attain grammatical accuracy.
- More opportunities should be given to the students to speak in English in the class.
- The students should be given practice in making oral presentations.
- The subject teachers should be involved in selecting texts for the design of any CS and PCT course.
- Attitude of engineering faculties should be changed and they should be told the importance of Communication Skills as a subject which ultimately is an important tool to take graduate students as carriage for placement.
- The subject teachers themselves should upgrade themselves and check their level of English.

The suggestions given by the teachers helped the researcher give a focus on specific areas of her research. Any subject-specific course will be effective and prove to be fruitful for the end user (the learner) if the course designer involves subject teachers at various stages of the course designing.

4.13. Analysis of Interviews with Recruiters / HR Personnel

Of late, since the birth of campus recruitment drive, which involves companies visiting educational institutes to recruit candidates to their respective firms, the importance of ELT and CS has been increased. The members of a recruiting team and HR personnel in IT companies and engineering firms are in a better position to assess the language and communication needs of engineers. So it was decided by us that these personnel should be interacted with in order to gather research data regarding the target needs of engineering students. The researcher had some of structured interactions cum interviews with members of the recruiting team and HR managers. Though request for interviews were sent to 20 members of recruiting teams and HR personnel employed in various IT companies and core engineering companies were sent, only 9 members responded positively to be interviewed. Out of the 9 interviewees 6 were members of recruiting teams and the other three were in charge of HR management in IT companies. The role of a recruiting team is to give aptitude tests, conduct group discussions and interviews to shortlist and
select candidates at different educational institutions. Candidates are selected on the basis of their level of the skill which employers look for in prospective employees. The structured interview aimed to gain insight into the job responsibilities of various engineering positions and get answers to the following questions:

What skill sets do employers look for in engineering graduates?

On what basis do you select candidates to different job positions?

What skills do you impart during the training period?

What are the job responsibilities of professional engineers in different positions?

Which are the three key non-technical skills engineers must have in order to carry out their responsibilities in an effective manner?

What skills do employers look for in an engineering graduate?

The following skills / qualities were suggested by professionals:

- technical skills
- effective Communication Skills
- presentation skills
- reasoning
- positive attitude
- readiness / willingness to learn new things
- adaptability

On what basis do you select candidates to different job positions?

Given below is a summary of their responses:

- consistent performance in studies
- good behavior and professional etiquettes
- need to have the required skills specific to the company
On questioning what skills do they impart during the training period?

The response was:

- English language skills (encouraging them to take BEC)
- Soft skills

To our question about the job responsibilities and functions of professional engineers in different positions?

Given below is a list of responsibilities and functions expressed by them.

- delegating
- managing
- supervising
- planning
- organizing
- budgeting
- reporting
- correspondence

From the outcome of the responses it is very clear that all the functions listed above require engineers to have excellent Communication Skills.

We further requested them to mention three key non-technical skills engineers must have in order to carry out their responsibilities in an effective manner?

All the interviewees mentioned Communication Skills as one of the three important skills that the candidate must have, and the other relevant skills mentioned are:

- problem-solving
- group dynamism
- interpersonal skills
The structured interviews with the members of recruiting team gave an insight into the type of English the engineering graduates need at the workplace. Many IT companies (HCL, TCS and L&T to name a few) encourage their staff to take Business English Certificate (BEC) exams, incorporating some components of BEC (advantage) can be incorporated into the course.


Job advertisements play an important role in helping job seekers apply for right jobs. A typical job advertisement has these main sections: company details, position advertised, job responsibilities, required skills and remuneration. Job responsibilities for various engineering and managerial positions are clearly mentioned in most job advertisements and such responsibilities imply that the candidates should have soft skills including Communication Skills. Engineering graduates who have been recruited by reputed IT companies and engineering firms attribute their success to their possession of soft skills. Many engineering graduates do not apply for certain jobs related to their specialization just because they know that they do not have the skill sets mentioned in the job advertisements and required by the recruiters. Whether it is for a teaching position in an educational institution or for any other position in a multi-national company, an engineering candidate is expected to have good proficiency in English and along with that a set of soft skills such as problem solving, analytical abilities, team-building, critical thinking, etc. Many engineers and technologists from India migrate to other countries for a number of reasons. Job opportunities for engineers are plenty in both developed as well as developing countries. A global engineer is required to have excellent Communication Skills.

For example, a global engineer is expected to be broadly knowledgeable and has to prove that they have skill to communicate their knowledge in order to survive in the global environment. They should be good at intercultural communication. A careful analysis of more than 100 job
advertisements (posted on the Internet and appeared in different newspapers in India and abroad) aimed at engineering and technology graduates showed that engineers and technologists need to possess both technical as well as non-technical skills in order to climb up the ladder of success in their career. For the non-technical or Soft Skills desired in them they need the ability to have: Communication Skills, Problem-solving skills, Negotiation skills, Critical thinking skills, Interpersonal skills, Team building, Group dynamism etc. These skills can be very well be called as survival skills.

In our studies for characterization, we selected certain advertisements issued by various companies/ groups for recruitment of engineers.

The following criteria were looked into:

- The advertising should be addressed to engineering graduates.
- It should state clearly what it expects of the candidate: qualifications, experience, job responsibilities, skills required, etc. One of such advertisement which mentioned about skills were analyzed. The following are some of the important skills mentioned in the advertisements and the number of such advertisements:
  - oral and written Communication Skills (87)
  - analytical skills (52)
  - interpersonal skills (61)
  - decision-making (45)
  - leadership skills (39)
  - group / team skills (53)
  - problem-solving (36)

The figure 2.8 shows the required skills for engineers and the number of advertisements out of a sample size of 100.
Skills Specified in a Sample of 100 Job Advertisements

The analysis of job advertisements helped us to gain an insight into the target needs of engineering students. The skills sets specified for various job positions should be incorporated into the Communication Skills curriculum in order to develop students’ employability skills.

4.15. Summary of the Needs Analysis

The results of a few previous surveys conducted to assess the Language and Communication Needs of engineering and technology students matched with the present study to large extent. The Communication Skills teachers from various colleges also conducted a similar study among groups of First-Year undergraduate students with the aim of assessing their present course being taught in the 1st and 3rd Semester and to propose the course in the higher Semester that is Semester 6 & 7 with the use of Questionnaires. The learners mentioned the following skills as their immediate language needs:

- attending seminars and listening to lectures (listening skills),
- reading texts related to course (reading skills),
- taking part in group discussions, giving seminars/presentations (speaking skills)
- defining scientific and technical terms
- writing assignments based on the functions such as describing, defining, discussing, analyzing, comparing and contrasting, enumerating, evaluating, illustrating and summarizing.

A senior Communication Skills teacher reports that she carried out a study of Needs Analysis to find out the perception of the students of Engineering of the kind of language skills required. The respondents ranked listening and professional speaking skills as the highest among the six skills.

The analysis of the Needs Assessment Questionnaires have led to following conclusions:

1. Needs assessment is the basis of Communication Skills curriculum design.

2. Target Situation Analysis (TSA) and Present Situation Analysis (PSA) or study needs should determine the content of English for engineering curriculum design.

3. TSA shows the need for introducing Business English as well as academic writing in the CS and PCT curriculum. The components of the Business English Certificate (BEC) advantage should be introduced to enable learners develop their proficiency in the language.

4. The level of listening and speaking is low while the demand for the skills is highly valued by employers. The CS and PCT curriculum should give importance to these skills.

5. Examinations should have four components: listening, speaking, reading and writing and should assess the learners’ proficiency in these skills.

In the light of the results of the needs analysis, the existing Communication Skills curriculum is evaluated and recommendations for appropriate action are suggested.
4.16. Communication Skills and Presentation and Communication Techniques Course: An Evaluation

The focus of this section is to gather information about the effectiveness of the existing course, analyze the data and recommend changes in the curriculum. The word evaluation means to judge the quality or value of something. Evaluating a course means analyzing the effectiveness of it in terms of the aims and objectives stated. According to Dudley-Evans and St John (1998), evaluation is a whole process which begins with determining what information to gather and ends with bringing about change in current activities of influencing future ones. This implies that the evaluation process must include action. The purpose of evaluating an ESP course is to focus on what has been going well and to ask what have been the most significant contributing factors so that less successful aspects can be modified. A good evaluation emphasizes the successes and discusses less successful aspects. Here the evaluation of the curriculum implies the evaluation of the following:

1. Course objectives
2. Syllabus
3. Course materials
4. System of assessment
5. Teaching methodology
6. Effectiveness of the program

While evaluating Communication Skills course it is necessary to find answers to the following questions:

1. What are the aims and objectives of the course?
2. Do the objectives reflect the needs of the learners?
3. Are the objectives in tune with the target needs?
4. Are the objectives achievable?

5. Have the measures taken to achieve the objectives been effective?

6. What are the successful and less successful aspects of the course?

7. Has learning been maximized?

4.16.1 Communication Skills Course

The Communication Skills course is almost common for all the first-year engineering students studying at colleges affiliated to Mumbai University and second Semester Gujarat Technical University.

4.16.1.1 Aim

The aim of the course is to encourage learners to do participative learning of the English language and help them in acquiring Communication Skills.

4.16.1.2 Objectives

The objectives of the course are:

- To help learners improve their vocabulary and to enable them to use words appropriately in different contexts.
- To familiarize learners with different rhetorical functions of Scientific English.
- To help learners develop key techniques that could be adopted while reading texts.
- To help learners develop listening skills for academic and professional purposes.
- To help learners acquire the ability to speak effectively in English in real life situations.
- To provide practice in realizing the meaning potential of a text and to make the learners become familiar with different reading strategies.
- To help learners acquire interpretative and study skills, including library and Internet reference skills.
• To train learners in organized academic and professional writing.
• To develop aural competence and oral fluency of learners.
• To help learners achieve proficiency in the effective use of language in various authentic career-related situations.

4.16.1.3 The Syllabus

The syllabus of the Mumbai University and Gujarat technical university seem to have the combination of both transmission and transactional models. The syllabus has the following components: communication theory, business writing, techniques to improve communication, technical writing Speaking skills through speeches, writing skills through summarization and comprehension of unseen passages.

Detailed Syllabus:

<table>
<thead>
<tr>
<th>Module No.</th>
<th>Details</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td><strong>Vocabulary Building &amp; Aptitude Test</strong></td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>Synonyms, Antonyms, One word Substitutes, Confused words</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td><strong>Communication Theory:</strong> (Nature, Process and Importance of communication)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Definitions, Meaning of communication, Need for communication, Components, Objectives of communication, Barriers to communication (Semantic, Physical, Cultural, Socio-psychological &amp; Organizational), Methods of communication (Oral, Written &amp; Non verbal communication)</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td><strong>Techniques to improve communication:</strong></td>
<td>06</td>
</tr>
<tr>
<td></td>
<td>Reading Skills – Reading, comprehending, scanning, skimming, inferring meanings from contexts, note making</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Speaking Skills – Voice modulation, Phonetics, Speaking without fear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening Skills – Barriers to listening, Types of listening, Techniques to improve listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing Skills – Effective sentences and paragraphs, summarizing and 7 C’s of effective writing</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td><strong>Introduction to Modern Communication Media:</strong></td>
<td>01</td>
</tr>
<tr>
<td></td>
<td>Video conferencing &amp; Netiquette – Introduction, Importance , Technique</td>
<td></td>
</tr>
<tr>
<td>05</td>
<td><strong>Business Correspondence:</strong></td>
<td>08</td>
</tr>
<tr>
<td></td>
<td>Principles of correspondence, Language &amp; Style in official letters, orders &amp; circulars, Types of formats – 3, Types of letters: Enquiry and Reply,</td>
<td></td>
</tr>
</tbody>
</table>
Complaint and Adjustments

<table>
<thead>
<tr>
<th>Module No.</th>
<th>Details</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>06</td>
<td><strong>Basic Technical Writing:</strong> Tips to frame Definitions, Write Instructions, Describe Objects, Explain a Process</td>
<td>02</td>
</tr>
<tr>
<td>07</td>
<td><strong>How to Present effective Speeches (Extempore &amp; Prepared)</strong> Talk power program, Speech, Role play in different situations</td>
<td>03</td>
</tr>
</tbody>
</table>

The duration of the course is 6 months that is one Semester 16 weeks of teaching and learning, thus the total number of teaching hours is 64 inclusive of tutorials of two hours with a batch of 20 students per batch.

There is no prescribed text book for the course. There are just prescribed Reference books for the courses which is attached in Appendix 6

### 4.16.1.4. Presentation and Communication Techniques: (5th Semester Mumbai University)

**Detailed Syllabus:**

<table>
<thead>
<tr>
<th>Module No.</th>
<th>Details</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td><strong>Nature &amp; Types of Organizations:</strong> Introduction, Meaning and Nature of Organizations, Types of Organization, Elements of an Organization, Role of Organizations, Social responsibility of an organization, Communication in a Business Organization (Internal and external), Types of meetings in an organization, conducting successful meetings, documentation (notice, agenda, minutes, resolution) of meetings.</td>
<td>13</td>
</tr>
<tr>
<td>02</td>
<td><strong>Advanced technical writing: Report writing</strong> Definition and importance of reports, qualities of reports, language and style in reports, types of reports, formats (letter, memo, project-reports). Methods of compiling data for preparing report. A computer-aided presentation of a technical project report based on survey-based or reference based topic. The topics are to be assigned to a group of 8-10 students. The written report should not exceed 20 printed pages.</td>
<td>06</td>
</tr>
<tr>
<td>03</td>
<td><strong>Technical Paper Writing</strong></td>
<td>02</td>
</tr>
<tr>
<td>04</td>
<td><strong>Presentation Skills:</strong> Elements of an effective presentation, Structure of a presentation, Presentation tools, Audience analysis. Language: Articulation, Good pronunciation, Voice quality, Modulation, Accent and Intonation</td>
<td>02</td>
</tr>
</tbody>
</table>
### Interpersonal Skills:
- Team work & Team building
- Decision Making
- Time Management
- Leadership Skills
- Introduction to Emotional Intelligence
- Assertiveness

### Career Skills:
- Preparing resumes and cover letters
- Types of Resumes
- Interview techniques: Preparing for job interviews, facing an interview, verbal and non-verbal communication during interviews, Observation sessions and role-play techniques to be used to demonstrate interview strategies (mock interviews)

### Group Discussion:
- Group discussion as part of selection process.
- Structure of a group discussion
- Dynamics of group behavior
- Techniques for effective participation
- Use of body language

### 4.17. Evaluation of the present Communication Skills and Presentation and Communication Techniques Course of the Curriculum

In order to evaluate the effectiveness of the curriculum feedback about the course and views on the curriculum were collected from the learners, ex-students, EST practitioners, other subject teachers and professional engineers. Their suggestions were also gathered to make the course more effective. A diagnostic test was also administered to a sample group to assess the effectiveness of the program on students. The diagnostic test scores of the students were compared to their university exam scores in order to assess the effectiveness of the system of assessment.

#### 4.17.1 Evaluation by Senior Students

The Questionnaire containing 15 items asked students to evaluate the CS and PCT course and suggest ways to make the course more effective. Given below is the analysis of the responses collected from 90 students. The students were asked whether they were satisfied with the CS and PCT course. Figure 3.1 shows that thirty-nine students (43%) said they were satisfied and the rest (56.7%) answered they were not satisfied with the course.
To the question whether the students are ready to use English in their future jobs, 51.1% of the respondents said yes, 37.8% of them said no and 11.1% of them that were not sure. The pictorial representation of the data is shown is figure 4.8.

Figure 4.8. Ability to Use English in Future

Only 48.7% of the respondent said that they were satisfied with the length of the English course while 51.3% of them were not satisfied with it. See Figure 4.9.
To the question whether they had enough hours of CS and PCT per week 46.7 % of the students said yes and the remaining 53.3 % said no. See Figure 4.10

**Figure 4.10. Enough hours of Communication Skills course per week?**

Forty-six students (51.6 %) said that Communication Skills should be taught at the first year and the Third Year before placements at least 6 hours per week, thirty-two students (35.5 %) said 5 hours per week, eight students (8.8 %) said 4 hours per week and the remaining 4 students who
were from English medium background said that the language teaching should be just 3 hours per week.

The respondents were asked to state whether the Communication Skills English course and Presentation and communication course helped them develop the skills listed in the Figure 3.5. More than 80 percent of the respondents said that speaking and listening skills were not given importance. The students did not respond to the item 8.6 as they did not understand what Corporate Skills constitute. The analysis of the responses shows that the focus has been mainly on grammar, structure and vocabulary.

Table: 4.1. Necessary Skills (sample size 130 and respondents 90)

<table>
<thead>
<tr>
<th>Sr.NO</th>
<th>SKILLS</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1</td>
<td>Understanding spoken English in professional context</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>8.2</td>
<td>Developing oral professional Communication Skills</td>
<td>10</td>
<td>80</td>
</tr>
<tr>
<td>8.3</td>
<td>Developing reading strategies for professional purposes</td>
<td>42</td>
<td>48</td>
</tr>
<tr>
<td>8.4</td>
<td>Developing professional (business / technical) writing skills</td>
<td>44</td>
<td>46</td>
</tr>
<tr>
<td>8.5</td>
<td>Developing academic writing skills</td>
<td>54</td>
<td>36</td>
</tr>
<tr>
<td>8.6</td>
<td>Developing study skills</td>
<td>44</td>
<td>46</td>
</tr>
<tr>
<td>8.7</td>
<td>Developing Fluency</td>
<td>24</td>
<td>66</td>
</tr>
<tr>
<td>8.8</td>
<td>Improving accuracy</td>
<td>66</td>
<td>24</td>
</tr>
<tr>
<td>8.9</td>
<td>Increasing the English vocabulary, including professional skills</td>
<td>55</td>
<td>35</td>
</tr>
<tr>
<td>8.10</td>
<td>Developing oral presentation skills</td>
<td>23</td>
<td>67</td>
</tr>
<tr>
<td>8.11</td>
<td>Developing professional negotiation skills</td>
<td>0</td>
<td>90</td>
</tr>
</tbody>
</table>
Activities such as reading for information, writing compositions, writing business correspondence have been given importance because questions of this type are asked in tests and examinations. This implies that the teaching of the course has been examination-oriented. The most neglected activities or sub-skills of listening are listening for general information and listening for specific information and watching videos. The Figure 2.6 also shows that the students did not have the activity of writing reports on the course.

**Table 4.2. Key Activities**

<table>
<thead>
<tr>
<th>NO.</th>
<th>SKILLS</th>
<th>YES</th>
<th></th>
<th>NO</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>9.1</td>
<td>Reading for information</td>
<td>85</td>
<td>94.4</td>
<td>5</td>
<td>5.6</td>
</tr>
<tr>
<td>9.2</td>
<td>Reading for specialist information</td>
<td>34</td>
<td>37.8</td>
<td>56</td>
<td>62.2</td>
</tr>
<tr>
<td>9.3</td>
<td>Summarizing the text</td>
<td>14</td>
<td>15.6</td>
<td>76</td>
<td>84.4</td>
</tr>
<tr>
<td>9.4</td>
<td>Writing reports</td>
<td>0</td>
<td>0</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>9.5</td>
<td>Writing business correspondence</td>
<td>67</td>
<td>66.7</td>
<td>23</td>
<td>33.4</td>
</tr>
<tr>
<td>9.6</td>
<td>Writing proposals</td>
<td>35</td>
<td>65</td>
<td>23</td>
<td>33.4</td>
</tr>
<tr>
<td>9.7</td>
<td>Listening for general information</td>
<td>25</td>
<td>27.8</td>
<td>65</td>
<td>72.2</td>
</tr>
<tr>
<td>9.8</td>
<td>Listening for specific information</td>
<td>25</td>
<td>27.8</td>
<td>65</td>
<td>78.2</td>
</tr>
<tr>
<td>9.9</td>
<td>Watching videos</td>
<td>0</td>
<td>0</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>
Almost all the students found activities reading for information, reading for specialist information, summarizing the texts, writing compositions and writing business correspondence writing technical papers both useful and appropriate. Though the majority of the respondents did not have activities listening for general information, listening for specific information watching videos, discussions and debates, making presentations during the course, they rated the activities as enjoyable and useful. All the respondents rated pair work, group work and team work as interesting and enjoyable. Sixty-five % students rated project work as useful. The Questionnaire asked the respondents whether different English tests they had during the Semester and the examination at the end of the Semester tested their language skills listening, speaking, reading and writing. All students stated that the various tests and exams assessed only their writing skills. It shows that listening and speaking skills were not given importance and they can be called neglected skills. Figure 2.7 gives statistical details of the students ‘response.

### Table 4.3. Assessment of Skills

<table>
<thead>
<tr>
<th>Skills</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1  Listening</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>12.2  Speaking</td>
<td>100 %</td>
<td></td>
</tr>
</tbody>
</table>
Forty-eight respondents (53.3 %) said that it was easy to score high marks in the English examination without having good proficiency in English. These were the marks of the students about examinations.

- Even students who are not proficient in English have scored above 60.
- The tests / exams are not creative.
- They test is based only on our memory power as it is completely theoretical
- In writing section, if we know the layout (structure) letters, reports, etc. and some readymade phrases we can score marks.
- All students pass except 1 or 2.

The Questionnaire also asked the respondents to give their suggestions to make the tests and exams more useful and 48 students had stated that listening and speaking components should be included. The following is a compilation of suggestions given by the students to make the course effective.

- Get our opinions and suggestions about the course
- Involve students in the course design
- Use interesting newspaper and magazine materials. (Authentic materials)
- Promote group work (Collaborative learning)
- Involve students in all possible ways
- Focus on listening and speaking skills
- Technology-enhanced teaching and learning
The analysis of the students’ responses clearly shows that the English course has not had any positive effect on the learners. The analysis shows that the majority of English classes are of a non-communicative nature. The majority of students have not had enough hours of communicative activities such as discussions, role-plays, interviews, presentations, etc. in their English classes. It implies that the majority of ESP classes are teacher-dominated. Listening and speaking skills have been very much neglected by the teachers. The reason could be that these skills were given very less weight age during the final examination. The students’ suggestions should be taken into consideration to make the course useful and effective.

4.18. Evaluation by Ex-students

The Questionnaire was completed by 65 ex-students. The evaluation section of the Needs Analysis Questionnaire had 11 items (See questions 13-23 in Appendix 2)

4.18.1. Assessment of Components of CS and PCT Curriculum

The respondents were asked to rate the components such as syllabus, content, skills, teaching methodology and the system of assessment. Figure 3.8 show that the majority of the participants of the survey rated the components average. Though forty-three percent of them have rated the syllabus good, over 70 percent of the respondents rated that the content was average.

<table>
<thead>
<tr>
<th>COMPONENTS</th>
<th>LOW</th>
<th>AVERAGE</th>
<th>GOOD</th>
<th>V.GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td>2</td>
<td>34 (52.3%)</td>
<td>28 (43%)</td>
<td>2</td>
</tr>
<tr>
<td>Content</td>
<td>4</td>
<td>46 (70.8%)</td>
<td>17 (26.2%)</td>
<td>1</td>
</tr>
<tr>
<td>Skills Taught</td>
<td>9</td>
<td>41</td>
<td>17 (26.2%)</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Methodology</td>
<td>2</td>
<td>37 (56.9%)</td>
<td>20 (30.8%)</td>
<td>7</td>
</tr>
<tr>
<td>Assessment(tests/exams)</td>
<td>4</td>
<td>45 (69.2%)</td>
<td>14 (21.2%)</td>
<td>2</td>
</tr>
</tbody>
</table>
Commenting on the syllabus most respondents said that it was for average students and did not focus on listening and speaking skills. The majority of them said that the content was not interesting though relevant and useful. Some students were not happy with the teaching methodology and the reasons given were lack of competence and lack of interest in teachers.

4.18.2. Evaluation of Skills

To the question on which skills were given importance during their first year Communication Skills programme, the majority of the respondents mentioned the following:

- writing
- grammar

The respondents said that the following skills were overlooked or not given adequate importance

- Listening
- Speaking
- Interpersonal skills
- Group skills
- Problem-solving skills
- Critical thinking skills
- Verbal reasoning

4.18.3. Effectiveness of the CS and PCT Course

To the question whether the course meets their present and future needs and the requirements of the recruiters, thirty-five respondents (53.8 %) replied in the negative while 22 students (33.8%) said yes and eight students (6.2 %) answered not sure.
Fifty-one students (78.5 %) out of 65 respondents also commented that the course did not fully prepare them for the campus recruitment / placement and listed the following limitations of the course.

- Undue focus on grammar, reading and writing
- Less focus on speaking, listening, thinking and problem-solving
- Less practical exposure
- Only one project-oriented activity
- Did not reflect the students’ interests and needs.
- Boring summarizing passages
- Examination-oriented teaching
- Less practice sessions

All the respondents said that the CS and PCT course did not cover the following skills.

- Interaction skills
- Presentation skills to its maximum
- Seminar participation skills
- Oral skills
- Aural skills (listening skills)

To the question whether the CS and PCT course was student-centered, fifty-five students (61 %) replied in the negative. The participants of the survey said that they did not have computer-assisted language learning, web-enhanced language learning or any sort of technology-integrated language learning during their First-Year or the Third Year programme. They were given very less time to work on their project reports. The groups were too large. The syllabus is too vast and teachers are not able to do justice to the topics. The respondent’s views on Placement training
and Communication Skills, Language Laboratory course and suggestions to improve the effectiveness of the course were also collected.

4.18.4. System of Assessment

To the question whether different tests and examinations assessed their skills properly, 32 students (50 %) of the students replied in the affirmative and 30 students (46 %) replied in the negative.

A) Yes (33) B) No (30) C) Don’t know (2)

The Questionnaire asked the respondents to comment on the type of tests and examinations they had. The following are their comments:

- undue focus on grammar and structure
- listening and speaking skills not assessed
- not challenging
- even students who don’t know English scored high marks
- didn’t test students’ proficiency
- no challenging questions in the paper
- papers lack case studies
- Only theory which students write through outdated rot method.

Thirty-seven students (57 %) said that the scores that they got in English tests/examination did not reflect their proficiency level.

Fifty-four % of the respondents are of the view that equal weight should be given to internal assessment marks and the reasons given are:

- All the skills will be tested
- Students’ language skills will be assessed properly
- Students will be motivated
Learning outcome will be effective

During a 15 days Orientation Programme conducted in 2008 a similar survey among a group of students at Mumbai University was conducted. The teachers who evaluated the reference books prescribed to them highlighted the limitations of the books and gave the following suggestions.

- The teacher should provide supplementary materials.
- The teacher should carry out a thorough Needs Analysis and based on the findings should design a supplementary course.
- The students should be involved in the course design.

In summary, the analysis of the teachers’ responses revealed that most teachers were not happy with the course and the system of assessment. Besides revealing the learners’ assessment of the English course, the analysis of the evaluation revealed interesting information about the learners’ likes and dislikes with regard to course materials and their learning style.

4.19. Evaluation of Reference books

The reference books prescribed are kept in the library and were evaluated by CS experts.

4.19.1 Role of reference books / Materials

Highlighting the purpose of materials Dudley-Evans (1998) states materials play a crucial role in exposing learners to the language, which implies that the materials need to present real language, as it is used, and the full range that learners require that materials play a crucial role in exposing learners to the language. This implies that the materials need to present real language, as it is used, and the full range that learners require. The following four reasons are given for using materials which seem significant in the ESP context:

1. as a source of language
2. as a learning support
3. for motivation and stimulation
4. for reference

To the question what is the role of reference books?

The reply was:

ELT professionals believe that reference books provide well-presented materials. According to O’Neil, R. (1990), reference books make it possible for students to look ahead and back to what has been done; they facilitate the teachers’ job by providing teachers and students with topical, grammatical, and functional framework within which to work, at the same time allowing them to adapt and improvise.

4.19.2. Criteria for Selecting Materials

There are several proposals intended to orient teachers in terms of the criteria for selecting materials and designing activities. Examples of these attempts are those of Bell (1981), Nunan (1991; 1999), Nuttall (1982), and Omaggio (1986). The most relevant criteria have been summarized here.

1. It is important to get to know the students, their backgrounds, goals as well as proficiency levels and skill needs.

2. It is necessary to use visuals (charts and graphs for students of science and technology) to support instruction. English language learners need context in their learning process.

3. It is relevant to think about a course that fosters a safe classroom environment.

4. It is necessary to be consistent in relation to philosophy of learning-teaching, techniques and activities throughout the course.

5. It is essential to use authentic materials in the classroom. Using materials like newspapers, signs, sale flyers, telephone books, and brochures in the classroom as it exposes the learner to the reality of the language.
6. It is necessary to integrate the four language modes: reading, writing, speaking and listening.

Integrating the four language modes encourages students to improve in EFL integrally.

7. It is important to consider the students’ cognitive learning strategies. Not everyone learns the same way. Some learners are more visual, others are better listeners and some and more kinetic. Developing different activities that encourages all cognitive learning strategies will create a more efficient learning atmosphere.

8. It is relevant to rely on activities that promote problem-solving and reflection. Promoting activities that enable students to think critically enables active participation and a reliable atmosphere for constructive meaning.

4.19.3. Factors Teachers Consider Important while selecting Reference Books

The Mumbai University syllabus does not recommend a text book, there are only reference books recommended by board of studies including senior faculties of the subject and they are basically with a literature background. They do not take help of Industry people while making the syllabus. The objective of the board of studies is to develop suitable course materials for students of engineering and technology. The books mentioned above have many positive aspects, but all these are not used by teachers in many engineering colleges. The analysis of teachers’ responses related to the question of what factors they consider important while selecting books shows that 77 % of the teachers are guided by these factors:

- the students should find the course easy to follow
- the students should be able to read on their own
- even if students do not attend English classes regularly they should be able to pass the examination by going through the book and the book should contain many exercises for practice
- the book should be easily available
- the book should be examination-oriented
- the book should provide a teacher's manual and it should contain answer keys to the exercises

The analysis of the responses shows that in selection of reference books, teachers are guided through seminars of the quality of books but only 23% of the teachers are using quality authors and recommending those books only for reference if they need. One or two books prescribed by the teacher from the reference books section are the main means of instruction in all engineering colleges. The choice of the book depends on the teacher teaching the subject and also the quality of students. The response from basically rural college teachers was as they get students mostly from vernacular mediums and also students with low percentage they usually ask students to refer to books which has a lucid language and it is a student’s series which has all solved questions of university papers and also written by one of the faculty teaching C.S. Students are not exposed to quality books.

Teachers are comfortable using these types of books for a number of reasons. Though there are a few books of good standard, most teachers prefer books that contain many practice exercises and provide answer key and that help their students prepare for examinations and score high marks. Modern teaching aids such as video, computers and the Internet are not available for teachers and even if they are available teachers do not employ them as teaching aids.


Based on the criteria for selecting materials and designing activities and based on the principles of ESP courses, a checklist was designed to evaluate the effectiveness of reference books prescribed at various engineering colleges.

Checklist

1. Are the aims of the course clearly stated?
2. Are the objectives of each unit of the course stated clearly?

3. Do the topics serve the learners’ interests?

4. Do the topics reflect globalism?

5. Are the English language skills presented in an integrated manner?

6. Are there warm-up exercises?

7. Is the carrier content suitably presented?

8. Are the activities meaningful?

9. Do the activities promote critical thinking?

10. Is there scope for application of information gathered?

11. Does the course book suggest project work?

12. Are the activities central to the core objective?

13. Do the activities focus too strongly on carrier content?

14. Are the activities too mechanical?

15. Are the rubrics well stated?

18. Do the materials stimulate and motivate?

19. Does the material match the stated learning objectives?

20. To what extent will the materials support that learning?

21. Can the prescribed text book be customized?

22. Does the book reflect majority of students’ needs and interests?

23. Does it encourage learners to select their own topics?

24. Does the book provide materials that are interesting and relevant?

25. Does the course provide motivating activities?

26. Does the course aim at fostering learners’ critical thinking?

27. Does the course promote cooperative / collaborative learning?
28. Does the book facilitate learning?
29. Does it enhance learners’ English language skills?
30. Does it promote multi-skill learning?
31. Does it use authentic materials?
32. Does the teacher’s edition provide assessment ideas or tools? Are they sufficient?
33. Does the teacher’s edition provide a variety of suggestions for adapting lessons to meet individual student needs?
34. Are answers to exercises, tests, etc. provided?
35. Does the teacher's edition or resource package include any technology such as a CD or video? If so, are they useful and able to be run on your equipment?


When analyzed on the basis of the checklist given above it was found that the majority of English for Engineering and Technology course books prescribed to students have the following weaknesses.

- The books are based on a structural/grammatical approach
- Most books are based on the transmission model of learning in which the learner is considered to be a passive participant whose main role is to memorize information presented by the teacher who is the only person responsible for the assessment process.
- They do not cover the four macro-skills (listening, speaking, reading and writing)
- The books contain irrelevant and uninteresting texts
- They have a limited choice of text types
- They lack communicative exercises
The course books have few or no accompanying materials (teacher’s guide, assessment materials, audio support)

- The books are not based on students’ needs
- They are not compatible with the syllabus.
- Objectives are not stated clearly
- Tasks are not based on the communicative approach to language teaching
- Books have been authored by teachers who have not had training in ELT in general and ESP in particular and the books are not based on the principles of ESP course design
- Skills are presented in isolation. The four macro skills are not presented in an integrated manner.
- Activities are highly mechanical and do not foster critical thinking.
- Course materials are presented with the aim of preparing students for examinations.
- More grammar-based units.
- Activities are not challenging to the majority of students.
- Reading passages do not have the elements of attractiveness, usefulness and relevance.
- Listening and speaking skills are not given equal importance.
- Activities are not motivating.
- Activities do not promote collaborative / cooperative learning
- Learner interest has not been taken into consideration
- In summary, 80 percent of the content of the books analyzed do not reflect learners’ present and future communication needs.

4.20. The System of Assessment

This section explains the system of assessment which is in practice in most engineering colleges and a diagnostic test administered to a sample group to assess the gap between the marks
students score in final exams and the score they received in a standardized test that tests all the four language skills. There are two types of assessment: 1) formative assessment and 2) summative assessment.

4.20.1 Formative Assessment

Continuous assessments are in the form of tests given periodically during a Semester or an academic year. The majority of engineering colleges follow this pattern:

- Term Test (after 4 weeks of teaching) two test of 20 marks each is conducted in the Semester.

These tests have only a written component and it is based theory done in class. There is no oral component. Listening and speaking skills are not tested.

4.20.2. Summative Assessment

Summative assessment is usually conducted in the form of exams at the end of the course. The exams have only a written component and it is based on theory covered. There is no oral component. Listening and speaking skills are not tested.

4.20.3. The Examination Structure

Students take a three-hour written examination at the end of the academic Semester and it contains the written tasks such as:

Part A

- Theory questions on each module
- Summarization passage
- Grammar module which consists of meanings, one word substitution, grammatical error correction,
Part B

- Read the following passage and answer the questions that follow it. (Testing reading comprehension)
- Letter writing (job application, letters to the editor, Business letters like enquiry, Complaint.)
- Writing a technical description of any given object
- Writing a set of recommendations. Example: Write a set of eight recommendations that will help to reduce the air pollution in the city.
- Writing a set of instructions. Example: Write a set of instructions that should be followed by the students in the Workshop.

A sample examination paper (see Appendix 7) can be found in the appendix. The items do not test students’ productive skills. Most items in Part B are mechanical. Items such as writing a set of instructions, recommendation and job application letters do not test students’ originality.

4.20.4. Analysis of Examination Results

The analysis of the university exams for five years shows that exams in Communication Skills and Presentation and Communication has been quite easy even for students who do not have proficiency in English. The university examination results of students of five different batches of an engineering college were analyzed. Every year the pass percentage has been above 98 percent and some year’s autonomous institutes it has been even 100 percent. The students’ marks in English may give an indication to others that the students are proficient in the language. It is not the case. EST practitioners, placement trainers and recruiters are of the opinion that students do not have good language and Communication Skills and on that ground many have not been recruited. There is no correlation between the marks students score in the examinations and their
proficiency level. It clearly shows that students’ language skills are not assessed properly. The Table 4.5. Given below gives the analysis of results of students belonging to different batches.

**Table 4.5. Analysis of examination results (3 batches)**

<table>
<thead>
<tr>
<th>BATCH</th>
<th>No. of students appeared</th>
<th>No. of students passed</th>
<th>No. of students failed</th>
<th>Pass percentage</th>
<th>Marks (above 60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011 CS</td>
<td>180</td>
<td>176</td>
<td>04</td>
<td>97.7%</td>
<td>89</td>
</tr>
<tr>
<td>2010-2011 PCT</td>
<td>240</td>
<td>203</td>
<td>37</td>
<td>84.58%</td>
<td>108</td>
</tr>
<tr>
<td>2011-2012 CS</td>
<td>180</td>
<td>169</td>
<td>11</td>
<td>93.88%</td>
<td>86</td>
</tr>
<tr>
<td>2011-2012 PCT</td>
<td>234</td>
<td>220</td>
<td>14</td>
<td>93.64%</td>
<td>52</td>
</tr>
<tr>
<td>2012-2013 CS</td>
<td>190</td>
<td>180</td>
<td>10</td>
<td>94.44%</td>
<td>05</td>
</tr>
<tr>
<td>2012-2013 PCT</td>
<td>225</td>
<td>220</td>
<td>05</td>
<td>97.72%</td>
<td>64</td>
</tr>
</tbody>
</table>

4.21. Summary of Evaluation

It has already been mentioned in sections 4.3.1.1 and 4.3.2., 4.4 that students were not happy with the system of evaluation. It has been observed by the researcher and the EST practitioners who took part in the survey and clearly expressed by students that the different tests and exams given to the learners do not test all the skills. The tests and exams have the following drawbacks:

- They contain more grammar- and structure-based items
- Listening and speaking skills are completely neglected.
- The exams are quite easy. Even students who have low level of proficiency in English score above sixty percent in the final examination.
- The pattern is entirely different from the standardized tests such as IELTS, TOEFL and BEC which have these four components: listening, speaking, reading and writing. The need
of the hour is to change the system of assessment and the pattern of the examination which is on par with the standardized examinations.

4.22. Conclusions

The evaluation of the CS and PCT curriculum reveals many shocking facts and calls for a radical change. The communicative approach to English language teaching is currently recognized as the dominant approach. It implies teaching language as a skill and as a means of communication, in communicative contexts based on authentic materials; by modeling communicative situations form the real world in the classroom. The analysis of the Questionnaire data shows that the majority of English classes are of anon-communicative nature. Most students did not have communicative activities such as discussions, role-plays, interviews, presentations, etc. in their English classes. The analysis of the data also shows that the majority of ESP classes are teacher dominated. As a result, the learners’ productive skills have been ignored much. The information technology and communication tools have not been utilized in the English class. Textbooks are also of a non-communicative nature. Most prescribed books that are used in engineering colleges do not cover all the four skills and do not promote collaborative learning and critical thinking in learners. Though it is stated in the objectives and the syllabus of Mumbai University and other universities that listening and speaking skills should be covered, these skills have been completely ignored by many colleges. Since continuous assessment tests and the final examination do not have listening and oral components, the majority of teachers do not give importance to listening and speaking activities. These are two neglected skills. Only in one out of the fifteen engineering colleges the researcher visited the first-year students are trained in listening and speaking and have practice in the English language laboratory. There is a wide gap between the marks students score in tests and exams and their proficiency in the language. A number of researchers and ELT professionals have researched on the role played by information
technology and web tools in enhancing learners’ language skills. In the absence of competent teachers, English learning material in the form of compact discs.