Chapter – 5

Conclusion
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This chapter provides a gist of the study and draws implications for the teaching of English in Engineering and Technology colleges. Based on the findings of the study it offers recommendations to institutes and organizations to set up apt infrastructure and library to create scientifically organised teaching and learning environment. The success of EL&CS teaching and learning programme goes hand in hand with the communicative environment on the educational campus. To promote a competitive environment and rigorous training modules, this work recommends specific Research and Training centre (R&T) in the respective Universities and Institutions. The functioning of R&T centre would be very similar to Research and Development (R&D) centre of industries. For every subject a different bench of experts should be functioning round the year.

This research work provides a detailed analysis of syllabus and text-books prescribed by different colleges or universities. It has included the comparative study of Communication skills training modules of Infosys-Pune and the text books prescribed in the select Universities/colleges of Gujarat and Maharashtra. In this work a rigorous need-based analysis of
the current syllabus, industrial expectations, and prescribed text-books is provided to cope up with industrial and societal requirements. Though almost all technical universities and colleges have introduced EL&CS as a university subject at the under graduate level in the Engineering and Technology programmes, employability has not been proportionate to the number of graduate produced every year. Hence, increase in employability and creation of skilled manpower is the primary need of the current academic process. Therefore EL&CS is prescribed to increase employability and global adoptability among E&T graduates; as a subject EL&CS needs to keep check and balance to sustain up to the expectation of the market. Hence, SWOT (strength, weakness, opportunity and threats) analysis on regular intervals is essential. Here, with the help of SWOT of the present curriculum and syllabus, the researcher has attempted share his findings and recommendations:

1. **Strength:**

Almost all the universities and colleges have prescribed EL&CS in E&T graduation program as a university subject to enhance global employability of the professional graduates. Due to the collective efforts of industries and institutions there is adequate awareness among learners towards EL&CS. Here, this study has emphasized upon the strength of the English teaching- learning environment and the positive response of industries towards students having efficiency in communicative English. In
addition to it, necessary content, apt books and exhaustive study material is easily available for EL&CS. In short, students have favourable background, because they have studied general English from primary level onwards. All these aspects make communication skills teaching–learning process easier.

2. Weaknesses:

The following points can be considered as weaknesses of EL&CS in E&T programs.

a. In university examinations, EL&CS is still seeking importance, because this subject has a minimal role to play in the overall university result. EL&CS is a part of first year and as per AICTE norms, first year is kept out of overall degree awarding process. Hence, EL&CS is unable to prove its importance, initially.

b. Weak orientation and inadequate information among teachers about the future scope of the subject with reference to the students of E&T graduates creates ambiguity. As a result teachers are unable to promote learners.

c. Pedagogy of this subject promotes theory oriented syllabus and examination.

d. Present prescribed syllabus has no room to create healthy teaching–learning environment, to accelerate the interest and sincerity of the students.
e. Throughout the syllabus very little emphasis is given to improving vocabulary and writing skills and interview skills.

f. Current model does not have existing problem based case studies to make students familiar with the day to day affairs of communication skills.

3. Opportunity:

Only 25% engineering graduates are employable against the mammoth requirement of industries. At the same time there is a huge demand of skilled manpower in the job market. Communication skill is one of the biggest drawbacks among the unemployable candidates. Therefore, Effective EL&CS teaching - learning may avail favourable environment to create global acceptability and employability among E&T graduates. It would open the doors of global institutions for higher education. Voracious reading habit would promote Research and Development activities. The biggest issue in professional courses is: that through they have been designed- to create Leaders. They are producing employees. A scientifically designed syllabus may eliminate this problem.

4. Challenges:

Students come from different linguistic backgrounds with a specific mindset. Moreover, there is a huge gap between the industrial requirement and curriculum formation. The entire demand- supply chain
needs to be updated on very regular intervals. Secondly, the teachers of EL&CS belong to humanities background. As a result they don’t have adequate exposure and experience about the objectives of Engineering and Technology education; thus they are unable to fulfill the desired output in EL&CS in E&T. Hence, there is a huge opportunity to work upon EL&CS to make it objective oriented. At the same time, the EL&CS subject gets very less interaction hour with students. In that limited hour only, one needs to train learners for a better future. Since students come from different backgrounds with different objectives preparing a generic syllabus for these learners is a challenge. Hence, examination should not be theoretical or textbook oriented. As different teachers may adopt different patterns to train the students, EL&CS should be examined only on a practical ground.

Thus, the researcher has tried to define a pattern of syllabus that is actually designed for teachers’ rather than the students. In this subject, the need is to form a guidebook for the teachers, since they need to learn the objectives and motives of this subject in the true sense. Unless the trainer knows the answers of basic interview questions, one would not be able to train learners towards appropriate situations. For example:

- Introduce yourself!!!

  It is the most basic question. How to introduce oneself, it is always a million dollar question.
What salary are you expecting!!!!

Again how to put your demand on the table is an art.

Where do you see yourself 10 years down the line!!!

It is a tricky question but majority of the teachers are unable to train their students on this very basic question.

A scientifically designed syllabus will train students to go for SWOT, SELF INTROSPECTION, PROFESSIONAL ETHICS and it would offer the answers to almost all the interview questions. Not only in interview, but in Group Discussion, Reading Comprehension, Essay writing skills, Presentation skills etc, the teachers should have in depth information about the topic and objective. Therefore the following recommendations are made:

**Findings and Recommendations:**

1. EL&CS as a subject, it should not be treated as General English or Business English. It should be treated as a communicative English programme with a minimum of theory component.

2. Question formation in written examination should cover all practical examination components. Questions can be framed to check the spontaneity of the candidates. Throughout the year communicative subjects train the learners to react to situations smartly. So the
question papers should be framed accordingly to check the smartness, spontaneity of the learners. A format of question paper is given below. It may give a guideline, what kind of questions can be asked to motivate students towards natural and creative English.

Q.1. Share your personal experience, How communication skills played an important role in your professional career?

Q.2. While you interact with your classmates or other friends in English, what problems do you encounter in communicative English? What is the solution to those problems?

Q.3: Do you think communication skill is required in the career of an engineer? Why?

Q.4 Do you think interview skills will help you to get a better life, and better career? How?

Q.5 Draft a letter to CEO, TCS, Gandhinagar, that you have prepared a new gazette and that you would like to demonstrate the features and other characteristics of the gazette.
Q.6. During your engineering studies, how has communication skills helped you to simplify your engineering subjects?

Q.7. During group discussion, which are the communicative barriers you face as a participant. What shall be done to overcome those communicative barriers?

Q.8. Describe your mental state before making your very first presentation in the class.

Q.9. Do you know about any engineer who has entered into another profession like: politics, sports, movies etc. Write 100 words about him or her.

Q.10. Write your autobiography in 150 words.

Q.11 Reading Comprehension based questions.


Q.13 Fill in the blanks (vocabulary based)
Q.14  Fill in the blanks (grammar based)

Q.15.  Form a paragraph with the help of the following words:
   (atheist, god, religion, religion is an opium, society)

Q.16.  Write an essay on “My dream College/Hostel/City/Company…..”

Q.17.  Write 100 words about your parents.

Q.18.  Which is your favourite news paper? And why?

Q.19.  Communication skills would be useful to you throughout your
   Career! Justify.

Q.20  Discuss Communicative English with the use of technology.

3.  It is proposed to introduce University Teaching-Learning operational
    manual in EL&CS for the teachers and reference books for the
    students. The manual will compile all the topics in detail (teaching
    methodology, examination paper setting pattern and evaluation
    process, etc…). Because Uniformity in the Syllabus, Pedagogical
    methods, Evaluation process throughout the university would create a
systematic order. Every teacher in the university would have a crystal clear manual to follow. It would create a new avenue to inculcate amendments in the syllabus smoothly. To update the syllabus, one needs to send a circular to the institutions from the university, that chapter-3, topic-2 is replaced by a new topic. One would be able to understand the entire process by first reading the manual. It would help to promote innovation in question paper formation but at the same time it would not create problems for the students.

4. Teachers manual can be kept online on the university website, with a feedback window. It would help to invite suggestions, recommendations, innovative concepts, case studies and activities. So that other stakeholders can put forward their experience, ideas and practice work.

5. Text books or subject materials for the students should not include any theory, definition or history. It would focus only upon exercises and action plans on how to enrich communicative English. EL&CS curriculum would be full of case studies, activities, exercises on wordlist and reading comprehension. It would reduce the burden on the students and motivate them towards comprehensive learning.
6. EL & CS should focus mainly upon vocabulary enrichment, reading and answering personal questions (interview questions). These three areas are the most crucial sections to be improved upon in order to grow as a professional. Henceforth, to excel in interview skills a rigorous training programme is required. A standard format for the general questions asked in the interview can be included in teaching-learning operational manual for the teachers of EL&CS, because they don’t belong to this academic background. Therefore, initially, they need an operational manual to understand EL&CS interview techniques.

7. It is proposed to conduct evaluation process on five grounds equally:
   a. Innovation  b. Language  c. Logic  d. Content  e. Word selection

Innovation and logic (argument) should be promoted during the assessment of the examination paper, as this aspect is going to be checked in almost all the examinations conducted after E&T graduation.

8. This study suggests that text books and study materials of EL&CS should not be prepared for examination alone, but it should be treated as a lifelong useful subject. Therefore, this research work advocates a complete overhauling of this subject. Every teacher of EL&CS should
be asked to study the teaching-learning operational manual rigorously, before one enters for an interview.

9. This work has emphasized upon case studies, activities and exercises. It has also emphasized upon wordlist, interview techniques and professional etiquettes, as these three sections are going to play a massive role in the entire career of an engineering professional. In contrast, these three sections are given minimal importance in the university curriculum of EL&CS. In addition, this work has raised issues of examination and evaluation schemes. It is essential to provide training programmes on “How to set university examination question paper as well as how to assess answer-sheets”.

10. Activities and case studies should be universal. And therefore, a generic set of activities and case studies would help the teachers a lot. It would avoid controversies and misunderstandings at rural and urban level. Case studies and role plays should have relevance to the career of the E&T graduates. And it should be practical and related to the other topics of the syllabus.

11. The authors and the publishers need to carry out an extensive research to formulate the aims and objectives of EL&CS in the context of the E&T colleges of Gujarat & Maharashta. They need to evaluate
the social, economic, psychological and the religious conditions of the states before going into the process of development.

12. The size of the practice books should be standardized so that it should be easy to carry. The pages of the book should not be more than 150. It gives more strength to the book and less frustration to the students. Books having more than two hundred pages can be divided into two halves.

13. Grading and selection of the material should be carefully done. The complexity of the language and ideas should be graded in the light of data collected about the focus group. The level of the input should be challenging for the students but not frustrating in any case. There should be natural progression from what is already learnt to what is to be learnt next. There should be the inclusion of material written by native writers of English language to a reasonable proportion to achieve the desired goals.

14. The syllabus selectors need to decide whether the teaching of EL&CS should be as a foreign language, a second language or an international language. They are required to analyze the level of language proficiency the target group in E&T colleges.
15. Presentation, practice and recycling of the grammatical items or structures should be well planned to give the students a clear understanding of ‘Usage’ and ‘Use’. There should be extensive practice. A mixture of inductive and deductive approaches should be used for creating variety and to improve efficacy.

16. The four basic skills should be focused with their sub-skills. There should be a balance in the teaching material of all the skills in a unit. The integration of the skills with each other is as important as teaching of the skill itself. So the integration should be proper and interesting. There should be a variety of activities and tasks to lead the students from controlled to free writing.

17. Teaching-learning operational manual and practice books of language learning should enhance communicative and functional aspects of language and should not be used as other learning subjects. The length of the material should be according to the academic session. It should not be too short to be insufficient nor should it be too lengthy to complete it within the timeframe.

18. Research and Training (R&T) wing in every university and colleges are recommended. It would function on the line of Research and Development department (R&D) of industries. It would promote,
innovative teaching-learning method; the need to change in pedagogical methods, and regularly update the in syllabus. It would also develop academia-industry relationship to bring academia nearer to the actual market needs.

5.1 Recommendations to Institutes and Organizations

Institutes and organizations should not treat communication skills as a supportive subject, since it is playing a vital role throughout the engineering career. This research work recommends:

1. Communication skills should be introduced as a subject at the first year, the second year, the third year and the fourth year. The First year (one semester) would carry 3 hrs (1hr lecture+2 hrs laboratory) per week. Later on for the rest 7 semesters, only lab session (2 hrs per week) each semester should be prescribed. And examination would be conducted on the basis of the entire syllabus taught from the 1st semester onwards.

2. EL&CS should be given equal importance as other technical subjects are given in the overall university examination and result. Nowadays it carries only 3 credits, while other technical subjects carry 6 credits in the university examinations.
5.2 Recommendations to Teachers

Teachers are a bridge between students and the syllabus formation unit; the past and future of the subject; the students’ present and future; the university and students. So unless teachers would be given appropriate importance, it would be very difficult to effectively reach out to the students.

1. Teachers play the most crucial role in EL&CS teaching. Henceforth, they need to work regularly to find out innovative concepts, activities, case studies, needs of the students; demands of the time and feasibility of the content.

2. Keep in contact with the other departments (technical or non-technical) to understand the future scopes of the study to understand the application and need of the professional courses.

Finally, this research work suggests that EL&CS is not a general subject, it is entirely a skill based practical subject. It would help to develop healthy and competitive professionals and business tycoons for the society as well as for the global market. EL&CS is not merely a subject but it is a backbone of the entire service sector market. As we know service sector contributes more than 50% in India’s over all GDP.
Therefore, this work recommends a very competitive, comprehensive and exhaustive syllabus of EL&CS for E&T graduates. Along with an apt syllabus it is desirable to have a well trained pool of professional trainers to prepare E&T graduates towards global acceptability.