



**AN ANALYSIS OF TECHNICAL ENGLISH COMMUNICATION SKILLS COURSE  
FOR ENGINEERING STUDENTS IN ACHARYA NAGARJUNA UNIVERSITY**

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**Abstract**

The presently study examines the approaches and testing methods in ESP for Engineering students by examining the textbooks prescribed by Acharya Nagarjuna University and the methods of training offered to the students this university within the State of Andhra Pradesh, in India. An analysis of various aspects of the textbooks has been made to find out whether the objectives have been fulfilled and communicative skills are improved through the use of these textbooks. Statistical data and reports have been examined to establish the importance of the textbook and the testing pattern in the process of language learning.

To make an in depth research of the hypothesis, this dissertation also presents an analysis of the textbooks of Technical English prescribed by Acharya Nagarjuna University. The aim is to find out the attitude of the students who have come from the State and Central streams BIE (Board of Intermediate Education) CBSE (Central Board of Secondary Education) and ICSE (Indian Certificate of School Education) towards their English textbooks in the Engineering course and the methods of learning used, approaches of teaching and testing. A review of these materials has been made to ascertain to what extent these materials or methods are in consonance with the realities, the needs, and expectations of the learners. Moreover, this dissertation offers an analysis of the extent to which these material can convert the conscious efforts to acquire the English language into an unconscious or integral part of learning.

**Keywords:** Prerequisites, task-oriented approach, communicative aspects, corporeal aspects, language activities.

**Introduction**

Engineering and technical education in developing countries have witnessed enormous expansion during the last three decades. A majority of these Institutions of higher education have relatively good infrastructure and qualified teaching staff.

However, the question of general efficiency and effectiveness in utilising these resources requires attention. Presently, the focus in Engineering education in developing countries is on teaching the basics of specific branches of

learning in Engineering/Technology with the use of prescribed textbooks. Only a few institutions are keen on offering their students the knowledge and training pertinent to meet the needs of industry, as a part of their curriculum. Very few Universities have allotted, within the curriculum, time to be spent by students to gain employability skills.

### **General Objectives of Engineering Colleges**

The objective of any Engineering college is to impart Science and Technology based knowledge education and to develop the professional skills of a student for immediate employment which would help him to ultimately develop in his own technical field in the country.

Owing to globalisation, employment opportunities have multiplied, as many well-reputed companies have come to India in search of potential young Engineers/technocrats with excellent communication skills. A survey conducted by these companies revealed that a majority of the Indian youth (about 83%) are lagging behind in their Communication Skills in English. Technical efficiency with better communication skills benefits not only the employee but also the company. Hence Communication Skills are one of the prerequisites for obtaining employment. It has thus become indispensable for any Engineering/technology graduate to acquire

English Communication Skills for getting selected for a job.

The present research analyses has taken into consideration, the English curricula of four Universities in the State of Andhra Pradesh; two of them – Acharya Nagarjuna University, Nagarjuna Nagar and Jawaharlal Nehru Technological University (Kakinada) – are State Universities, and the other two – Koneru Lakshmaiah University and Vignana University, Guntur – are privately managed Deemed Universities. As the prescribed textbooks were analysed to examine whether the intended objectives have been fulfilled, and whether their Communicative Skills were improved through the use of the prescribed textbooks. Statistical data was collected and the analysis followed.

The present Chapter deals with the prescribed syllabus for the English course in Acharya Nagarjuna University College of Engineering and Technology, Nagarjuna Nagar.

### **Aims and Objectives of the English Course**

There is a widespread assumption that Engineering students could obtain better knowledge and comprehension of their technical subjects if they possess good standard in English. Hence, it becomes necessary to analyse the Engineering syllabus called “Technical English;: to

assess its usefulness during the course and later in the careers of the students.

An attempt has been made in this study to analyse the syllabus as well as the text books prescribed – Objective English for Competitive Examinations (Third Edition) and Developing Language Skills-I (Foundation books). This study attempts to find out the attitude of the students who hail from the two streams: Board of Intermediate Education (Andhra Pradesh) and Central Boards (CBSE and ICSE, New Delhi) towards the textbook and methods of teaching and testing. A review of these materials was made to assess to what extent these materials and methods are in accordance with the syllabus as well as the expectations and needs of the learners.

### **Technical English Textbook**

A career in Engineering demands relevant Communication Skills in English. A Textbook, instead of trying to instil all the nuances of English into the minds of students, could provide selected aspects of English to help them understand their other subjects through the medium of English, to carry out the tasks assigned to them.

The syllabus of Acharya Nagarjuna University is common to all the branches of the first year Engineering Course. The syllabus is graded thematically. It exhibits a task-oriented approach with a skill-based pattern. The two textbooks prescribed are Objective English for Competitive

Examinations and Developing Language Skills-I respectively. The materials in the syllabus are arranged under the following three units

### **Unit-I**

**General Communication Skills:** This area exposes the learners to some standard varieties of linguistic communication.

1. Guided composition
  - a) Paragraph writing
  - b) Essay writing
  - c) Confusable words
2. Reading comprehension
3. Letter writing

### **Unit-II**

**Technical Communication Skills :** This area falls under English for specific purposes (ESP) which trains the learners in basic technical communication.

1. Report writing
2. Corporate information
3. Technical words

### **Unit-III**

**Vocabulary and Basic Language Skills:** This unit offers the learners some basic aspects of language like vocabulary, structure and usage which are common to many contemporary tests.

1. Basic word list – a list of 500 words
2. Idioms and phrases and their use
3. Correction of sentences
4. Analogies
5. One word substitutes
6. Antonyms & Synonyms

The main objective of these prescribed texts for the B.Tech. English Course in Acharya Nagarjuna University is as follows: to make the learners “linguistically aware and communicatively competent.” It claims to have paid special attention to “the contemporary tests on language and industrial needs, keeping in mind the current societal demands.”

### **Sample Study**

One hundred and eighty students from Electronics Communication Engineering (ECE), Electrical and Electronics Engineering (EEE), Computer Science Engineering (CSE) and Civil Engineering (CE) disciplines from the selected group from the Acharya Nagarjuna University College of Engineering and Technology. The survey was conducted through a three-point scale questionnaire given to the respondents to assess four main factors of Communication Skills – Listening, Speaking, Reading and Writing (LSRW). Of the respondents, 162 had State syllabus and 18 had Central syllabus up to their X standard.

### **Method of Analysis**

A questionnaire was distributed to obtain the views of the students. The questionnaire contains questions related to their parental background, and the school board through which they have taken their school final examination etc. Opinions were gathered orally, form, presentation and other aspects like the English language skills. A survey was carried out among the students of four different Engineering disciplines in Acharya Nagarjuna University College of Engineering and Technology.

### **Analysis of the Textbook**

The content is viewed to assess its capacity to motivate the learners and its usefulness in the form of providing information to them. The corporeal aspects are studied to see its usefulness to the students to gain and retain employment. As any English course offered to the students of Engineering should make them proficient in their communication, the most important aspect dealt with in the Survey is on the communicative aspect.

The analysis was done on the three components in the textbooks:

1. The Content Aspect
2. The Corporeal Aspect
3. The Communicative Aspect

### **Content Aspects**

A textbook should motivate the students to get interested in the topic/lessons given in it. The questionnaire contains two direct questions on content aspect.

### **Improvement in Creating Motivation**

The question posed to the students was,

Q. “Do the Textbooks create an interest in you?”

**Response:** The answers obtained for this question draw the conclusion that the content did not motivate all the students on the same level. The students who gave positive answer (8.33%) were from the urban and elite background and possess some idea about the topics. Many students who hailed from rural areas and vernacular medium (43.88%) of study did not feel that the content was interesting 47.77% of the students felt motivation was provided “to some extent.”

**Analysis:** The textbook, Objective English for Competitive Examinations contains exercises on reading, writing and language focus tasks only. The other text Developing Language Skills-I covers mainly oral tasks, by which the teachers have a chance to plant to seeds of self-confidence in the learners.

A question arises whether the book provides necessary motivation to the

learners as well as to the teachers. Motivation alone makes them go forward to achieve the intended objectives. Regarding the fulfilment of the objectives of the syllabus nearly all the teachers perceived that the textbook provides sufficient motivation if the students participate in the classroom activities.

The response of the student is a pointer to the need for change in the content.

### **Corporeal Aspects**

The corporeal aspects consist of the enhancement of the skills and imagination of the learners. So questions are set to extract their individual opinions on aspects like the cover design and some other factors in language learning etc.

### **Proper Design of Technical Terms**

Q. Are the technical terms included in English Syllabus properly designed?

**Response:** The results show that the Central Board students are more acquainted with technical terms than the other students drawn from other Boards of study. 90.12% of State Board students have not agreed that the terms are clearly defined. Even the Central Board students are unable to comprehend the technical terms.

**Analysis:-** The chief requirement, to get selected to a technical job, is the knowledge of technical terms and their usage. The

response given above is not very encouraging and forces one to conclude that even the Technical English chunk is not properly presented, though the students hailing from the Central Board of Education are slightly better than those from State Boards. Even they are not very satisfied with the syllabus given under the heading, Technical English.

### **Development of Creativity**

Q. Do the tasks prescribed in the textbook encourage you to improve your creativity?

**Response:** The State Board students find the topics created impetus so that they can do the tasks creatively. Since the students were not exposed to such tasks earlier they feel that the tasks are creative. However 61.11% of Central Board students did not agree that they are creative and the teachers also expressed the same opinion.

**Analysis:** A learner should be provided with a wide variety of tasks in the prescribed textbooks, which could encourage his urge to learn and his creativity. Majority of Central Board students accept that the text Developing Language Skills-I encourages creativity through the various exercises the text provides, though, about 74.69% of State Board students find the text monotonous. Because the students hail from rural areas, they may not have been exposed to any kind of language activities and they might have felt that they are a little bit difficult to

answer in a big classroom where they might not get personal attention.

### **Importance of Eye-Catching Cover Design**

Q. Is the cover design attractive?

**Response:** The finding shows that except for a few students all the other students have felt that the cover design is not attractive. Nearly 77.78% of the, including Central Board students, opined that the cover design is not inspiring.

**Analysis:** A majority of the students have opined that the cover design did not arouse their enthusiasm.

### **Communicative Aspects**

The mastery of any language depends mainly on the learning of the Basic Communication Skills such as LSRW. Without acquiring these skills one cannot become an expert in a language. Hence, for effective communication and mastery of any language all the four skills – Listening, Speaking, Reading and Writing are imperative. Along with these skills students need to have a good foundation in Vocabulary and Grammar. Robert Lado in his book, Language Teaching, has stated that,

The correct order of teaching the skills is LSRW. It is a fact that reading and writing are partial skills and exercising them constitutes partial language experience

where as speaking and listening included are total language experiences (1971: 4S).

Among the four skills, Speaking and Writing are called productive skills, whereas Reading and Listening are called receptive skills. The textbooks under study are analysed in this backdrop.

### **Comprehension of the Text**

**Q.** Are the topics easy to understand, through the support material provided in your text?

**Response:** A majority of the students, about 68.33% of them are able to understand the text, to some extent. Even the students, who hail from rural areas and from the State Board, are able to comprehend it to some extent. This is the authentic value of the syllabus design. Some teachers might be unfamiliar with the scientific and technical topics, but this data has proved the usefulness of the textbooks in this aspect. As the topics are taken from the prescribed books for competitive examinations, the students find the text useful to some extent.

**Analysis:** As the topics start from General Communication Skills to Technical Communication Skills and finally to Vocabulary and Basic Language Skills, majority of the students are able to comprehend the textbook. The following are the findings from the first year students of Engineering Courses for the question

whether the topics are easy to comprehend. To supplement the above question the following question is designed to collect the actual data from the students.

### **Pictorial Presentations**

**Q.** Are there adequate picture, charts, graphs to understand the context/topics in the textbooks?

**Response:** From the collected data 72.22% of the respondents expressed that there are pictures, charts and graphs which help to understand the context in the text-books are inadequate.

**Analysis:** The textbook appears to be simple in Language presentation as the majority of students found it comprehensible. But their response was unenthusiastic to the question related to the presentation of pictures, charts and graphs. The Textbook for Engineering Students should have these aids as they deal with them in their optional subjects. Moreover “information transfer” from one medium to another is an important skill. Hence converting the text into a picture or graph or representing the material studied in the form of table improves not only the skill of the learner but also stimulates the learner to use his imagination. The course designer should have taken this point into consideration.

### Language Development through Tasks

Q. How do you rate these tasks?

**Response:** The finding shows that the tasks promote learning in a sequential manner. Except for a few students, to all the other students, the tasks seem to be not very difficult and easy. The slow-learners or the students from rural areas find it difficult to do the tasks, which amounts to a percentage of 8.33. Overall 83.88% of students find the tasks moderate and 7.77% find them easy.

**Analysis:** The textbook lists out a number of tasks, such as reading comprehension, paragraph and essay-writing, vocabulary, synonyms, one word substitutes, and spotting the errors. When the students are asked to do these tasks, they must be ready to take them up and not remain passive. The success of these exercises lies in their

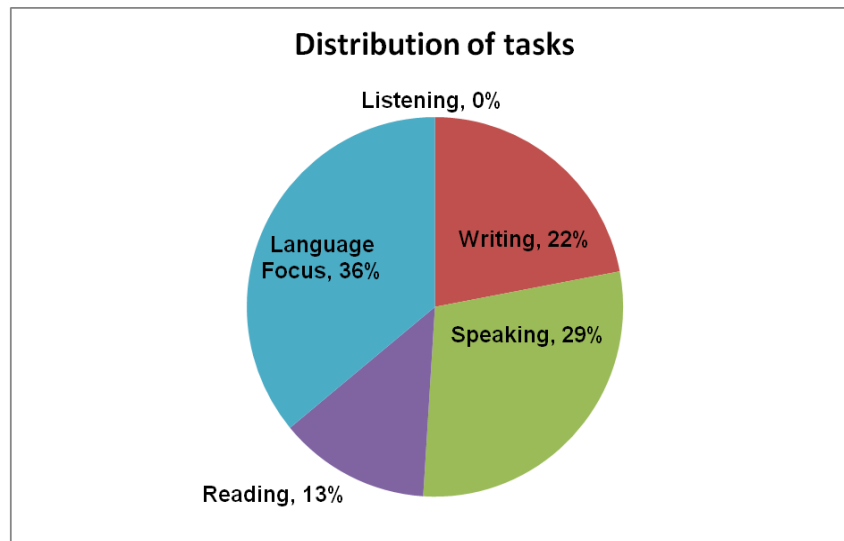
active participation and involvement. The latest methodology of language teaching does not believe in mere error-analysis. ELT experts feel that the time spent in discussing errors may be more gainfully and meaningfully spent in speaking the right forms. Hence, correction of sentences may be deleted from the list of language tasks.

### Analysis of the Text book with Reference to Language Skills

The following table presents the status of distribution of tasks in the text, Objective English for Competitive Examinations (Third Edition) and Developing Language Skills-I. The tasks are given to improve the learners' Listening, Speaking, Reading and Writing skills, by providing them focus on English Language learning.

### Analysis of Number of Tasks for each Language Skill in the Prescribed Textbooks

Listening		Speaking		Language focus		Reading		Writing		Total	
No. of tasks	%	No. of tasks	%	No. of tasks	%	No. of tasks	%	No. of tasks	%	No. of tasks	%
0	0	124	29	151	36	53	13	91	22	420	100



### **Analysis of Percentage of Tasks for each Language Skill in the Prescribed Textbook**

The textbook, Objective English for Competitive Examinations aims at the development of the basic skills (LSRW) of language. Developing Language Skills-I, on the other hand, provides review exercises and a variety of practice exercises that assist the development of students' proficiency with Grammar, Reading, Writing, Spelling, Vocabulary, and Speaking; they have an enormous potential for classroom use or for homework assignments. Therefore, it becomes necessary to analyse the component skills dealing with in the textbook. The findings in the above pie diagram shows how the textbooks impart the four skills to the students, for developing their language – the focus seems to be more on Speaking and Writing and less on Listening and Reading.

### **Listening Skill**

Listening Skill, though a receptive skill, requires considerable practice, as listening is a prerequisite skill to Speaking. Normally, a listener can pay 100% attention continuously only for 10 minutes as it involves the entire attention of the nervous system. It is not only a cognitive understanding but it includes the analytical ability to understand the main theme, style, etc. in the given lesson or text. There is a need for an active involvement of the learner for effective performance of listening. But in the curriculum of the Engineering syllabus of ANU, one finds that Listening Skill is not given its due share along with the other skills.

In the textbooks Objective English for Competitive Examinations and Developing Language Skills-I, compared to other skills less attention has been paid to Listening Skills. The listening tasks

amount to “nil”, even though the total number of tasks are 420. It is surprising to note that among these 420 tasks listening tasks do not find a place.

Listening, in a second language learning situation, is training the ear, for, listening plays a significant role as a prerequisite skill to speaking. It has the following advantages:

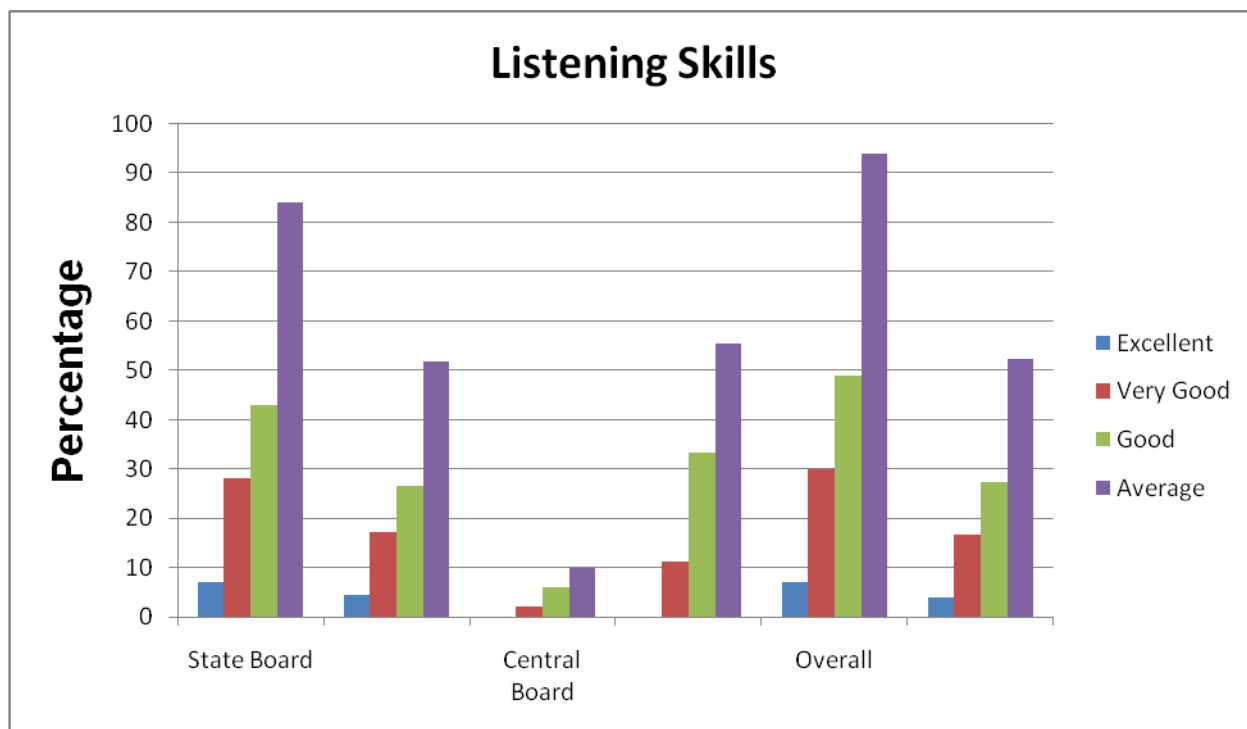
- i. It increases concentration on the use of language.
- ii. It provides attention on different items of language.
- iii. It improves comprehension ability.

- iv. It provides information.
- v. Listening demonstrates how a language is spoken: the pronunciation, the structures, the usage, the intonation and how the vocal aspects are manipulated to reflect various emotions of the speaker. Hence, the verbal and vocal aspects can profitably be learnt by a second language learner if he gets adequate exposure to listening.

### Overall Improvement in Listening Skills through the Textbook

Category Grade	State Board		Central Board		Overall	
	No. of Students	%	No. of Students	%	No. of Students	%
Excellent	07	4.32	--	--	07	3.89
Very Good	28	17.28	2	11.11	30	16.67
Good	43	26.55	6	33.33	49	27.22
Average	84	51.85	10	55.56	94	52.22
Total	162	100.00	18	100.00	180	100.00

### Overall Improvement in Listening Skills through the Textbook



As per the above survey, the overall improve of Listening skills through the use of the prescribed texts was such that only 3.89% of students could be ranked as 'excellent'. 16.66% as 'very good' and 27.22% as being 'good'. Only 4.32% of the State Board students were found to be 'excellent' in listening skills. The response of the students to the question on Listening Skill clearly indicates that they are totally unaware of the importance of Listening in a Language Learning Programme. If only the Textbook had given due importance to this skill, the students also would have not only learnt to improve their listening skills, they would have also continued their listening practice for further improvement more vigorously.

#### Speaking Skill

The word communication itself denotes that it is interactive; that means it is an exchange of ideas and thoughts. It denotes interaction between two or more individuals. The speaker should convey the message with clarity, brevity and with the correct choice of words and with right, intelligible pronunciation. The mastery of Speaking Skill enhances one's confidence. It is a systematic technique employed by a speaker to express his feelings and thoughts. So, it is an active, productive and creative skill.

A person who has acquired Speaking Skill in English has to possess the ability to produce the characteristic English speech sounds and sound patterns. He should know how to use the appropriate stress and intonation patterns, and the use of appropriate words and structures, to

express the intended meaning. He should be able to recall words and spontaneously organise his thoughts and ideas in a logical sequence and adjust his speech according to his audience, situation and subject matter. In brief, he should know “what” to say and “how” to say it.

The supplementary textbook Developing Language Skill-I consists of a number of speaking tasks in the form of oral communication and reading comprehension under Part-I of the book. Practice tests on oral communication and reading comprehension constitute Part-III of the workbook.

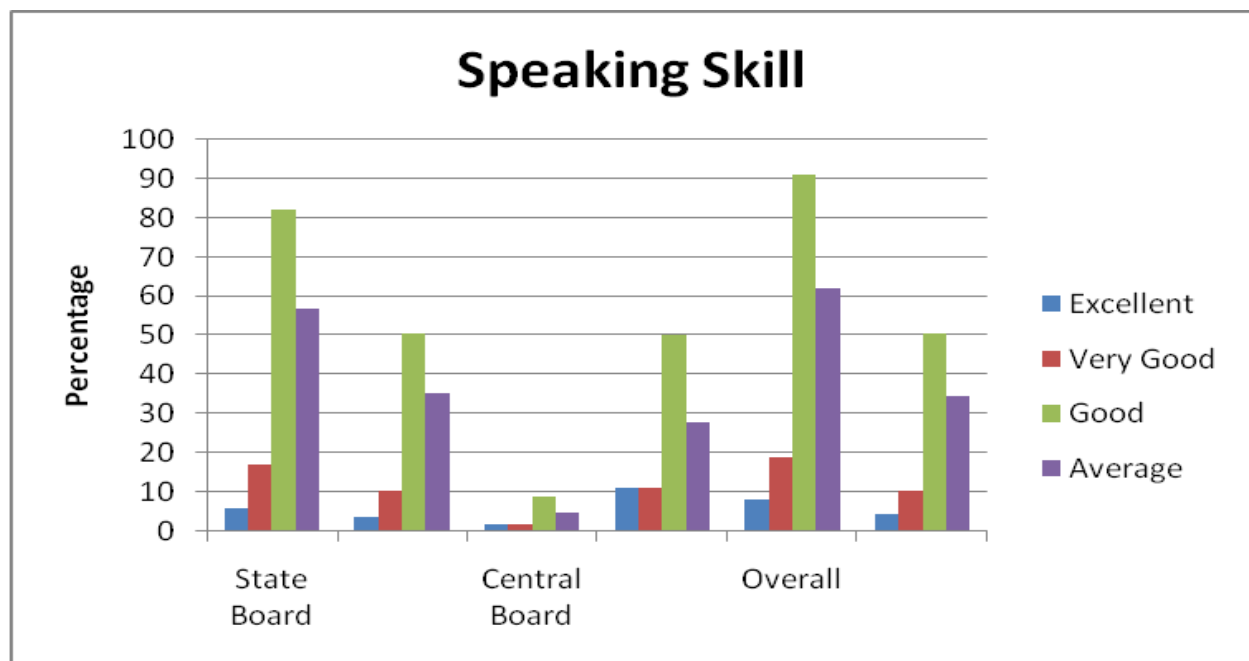
### Overall Improvement in Speaking Skills through the Textbook

Category Grade	State Board		Central Board		Overall	
	No. of Students	%	No. of Students	%	No. of Students	%
Excellent	6	3.70	2	11.11	8	4.44
Very Good	17	10.49	2	11.11	19	10.56
Good	82	50.62	9	50.00	91	50.56
Average	57	35.19	5	27.78	62	34.44
Total	162	100.00	18	100.00	180	100.00

The above survey conducted on the improvement of Speaking Skills through the use of the prescribed textbook has revealed that “Speaking Skills” do not find a place in either the syllabus or the examination, though the prescribed textbook, Developing Language Skills-I has an entire unit and workbook devoted to oral communication and speech patterns. This

defeats the very purpose of the prescribed textbook. The above table reveals that the overall improvement in the Speaking Skills of the students has been fairly good (50.56%). It would have been much better if the “Speaking Skill” component in the prescribed textbook, Developing Language Skills-I, found a place in the syllabus as well as the examination.

### Overall Improvement in Speaking Skills through the Textbook



From the figure, it can be understood that the learners have been exposed to oral situations and they have participated in all of them. Though the learning situations are provided through the 124 tasks, they do not provide the necessary impetus, when compared to reading and writing. No inclusion of these tasks in the examination may be the chief reason for the indifference of the teachers and students towards this skill.

#### Reading Skill

Reading skill, which is called a receptive skill, is very important to the learners of a second language. Reading comprises three stages known as, Recognition, Structuring and Interpreting. In the first stage, the learner recognises a spoken word in a written form. In the second stage, the learner sees the systematic relationship between the items and thereby

understands the structural meaning of the syntactic units. In the third stage, the learner comprehends the significance of a word, a phrase or a sentence in the overall context.

Reading Comprehension tasks included in the Objective English for Competitive Examination textbook are arranged from simple to difficult or familiar to unfamiliar concepts. The explanatory note on techniques of IEI (Informative, Elimination and Inference) Formula, MLE (Motive, Location, Elimination) Formula and MIEI (Motive, Informative, Elimination and Inference) Formula, lend a helping hand to analyse the Reading Comprehension. The textbook, Objective English for Competitive Examination (Third edition), provides the necessary material to enhance the learners' ability to comprehend the questions. The primary aim of the questions is to test the

comprehending ability of the learner. The other textbook, Developing Language Skills-I, also contains many passages for

Reading Comprehension in Part-I of the textbook and the learners are instructed to read them and answer the related questions.

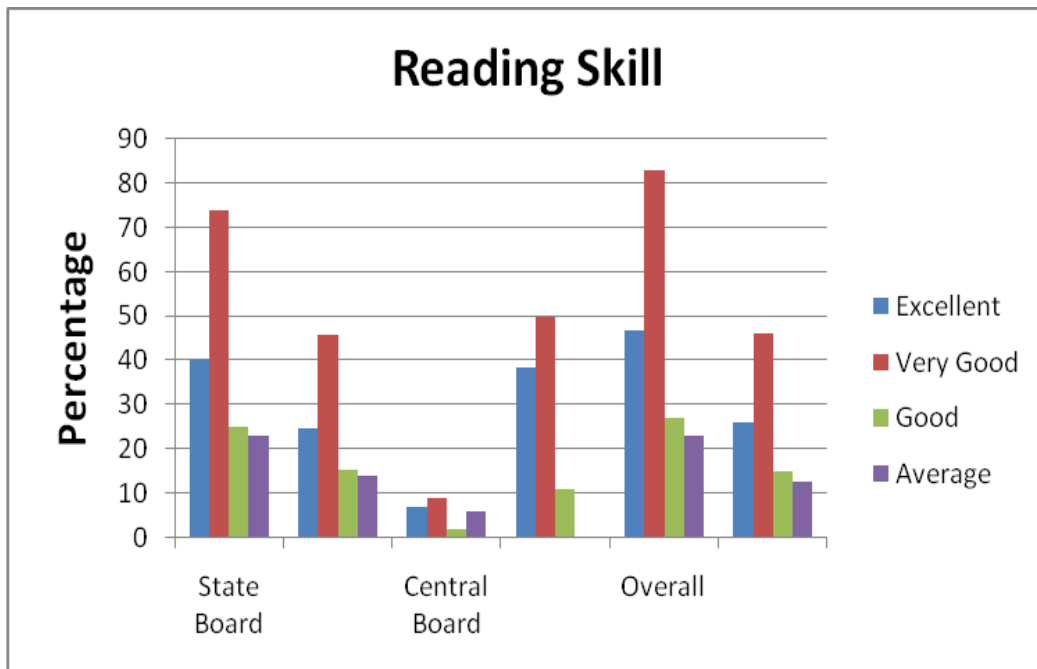
### Overall Improvement in Reading Skills through the Textbook

Category Grade	State Board		Central Board		Overall	
	No. of Students	%	No. of Students	%	No. of Students	%
Excellent	40	24.69	7	38.39	47	26.11
Very Good	74	45.68	9	50.00	83	46.11
Good	25	15.43	2	11.11	27	15.00
Average	23	14.20	6	---	23	12.78
Total	162	100.00	18	100.00	180	100.00

From the above Table, it can be understood that nearly half of the students (46.11%) were found to be 'very good' in Reading Skill, that they have more improvement in Reading Skill than all other skills. 26.11% were found to be 'excellent', while only 12.78% were found to be 'average'. From the above data, the inference can be made

that through the 53 tasks they were drilled to improve their reading comprehension exercises, the students' performance was found to be satisfactory. A variety of tasks were administered to the students to make them think critically, make them analyse, give titles to the paragraphs and to argue and justify their answers.

### Overall Improvement in Reading Skills through the Textbook



### Writing Skill

Writing skill is essential in many social and professional situations and this is one of the productive skills. Especially it is an everyday requirement to an Engineer. He should be able to put together words in the correct word order, use the correct form of verbs, vocabulary, style, distinct ideas and make the text coherent. As Tim Bowen and Jonathan Marks have rightly put it, “Writing is an individual effort but is more rule-bound” (1994:52)

According to T.C. Baruah, writing is an extension of all skills.

Being a different mode of communication, writing also serves another pedagogic purpose in second language teaching, it can be used to fix the structures and vocabulary already taught (2004:245).

The very process of writing consists of three stages, namely, manipulation, structuring and communication. These three are parallel and correspond to the three stages of reading: recognition, structuring and interpretation. Development of all these stages will take the learner forward, ultimately leading to the art of self-expression in writing mode.

In the textbook, Developing Language Skills-I, one can observe many writing tasks. They include narrating past events, describing objects/places/people/processes, transferring information, making applications and answering advertisements etc. When the question is asked on what is the position of Writing Skill, among all the skills in language learning, many students have stated that it has the first place.

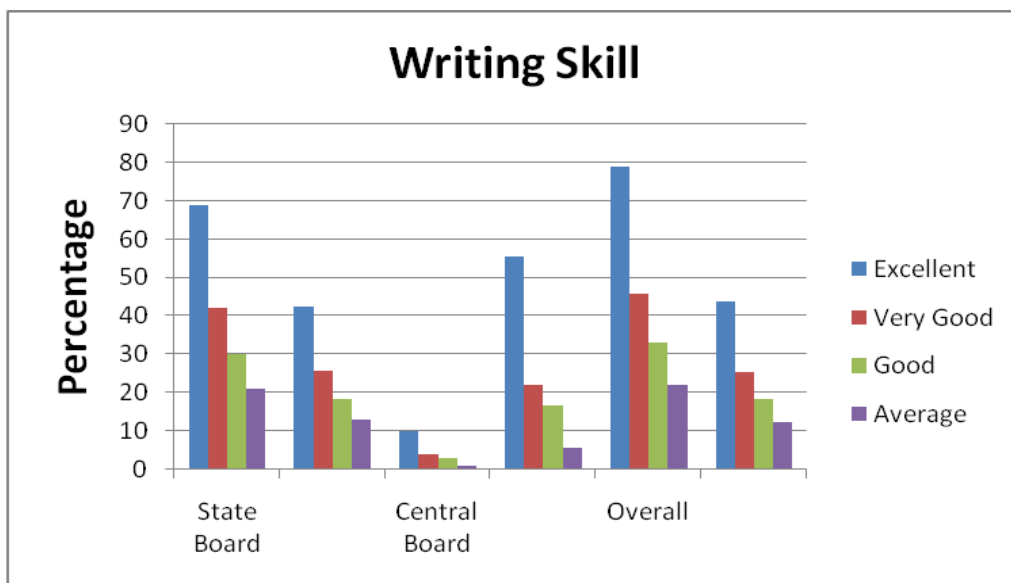
### Overall Improvement in Writing Skills through the Textbook

Category Grade	State Board		Central Board		Overall	
	No. of Students	%	No. of Students	%	No. of Students	%
Excellent	69	42.60	10	55.55	79	43.89
Very Good	42	25.92	4	22.22	46	25.55
Good	30	18.52	3	16.67	33	18.33
Average	21	12.96	1	5.56	22	12.23
Total	162	100.00	18	100.00	180	100.00

The Table and the Diagram show that the second language learners have benefited more through writing because of the conducive atmosphere in the classrooms. 55.55% of the Central Board students secured an ‘excellent’ grade for the

improvement in their Writing skill. Approximately, a majority had improvement in the Writing Skill and an average of 43.89% had learnt to write, with better organisation and in the correct form.

**Overall Improvement in Writing Skills through the Textbook**



**Communicative Aspects**

Several of the objectives when it comes to the Communicate Aspect have

been realised. The majority of informants stated that they could understand the text, and only a few could not comprehend the text. In the objective of language learning, with respect to grammar, most of the students feel that they have gained improvement in grammar. It is pertinent to note that while the students have improved in Grammar, through the tasks assigned, there were still grammatical mistakes in their expression. Among the four skills, observed earlier, there has been a total neglect of Listening Skills and then Speaking Skills exercises were provided, but not practised, whereas 70% of them improved their reading and Writing Skills to a satisfactory level. But the learners need to improve their use of language in other situations.

A small percentage of students are confident of using language in other situations while the various levels of language proficiency achieved by the respondents/students show their improvement in some aspects of language, it does not mean that they are able to use the language in other situations. So one may conclude that,

- i) The course design for the first year Engineering students does not take into consideration the entry level behaviour of the students.
- ii) The English course is not comprehensive enough to impart all

the language skills, assigning due importance to each of them.

- iii) The mistakes in English or the language deficiency of the students is not paid attention to.
- iv) There is no judicious attention to all the skills of language.

The analysis above reveals that

- i) The students are unaware of what skills their future careers demand.
- ii) The teaching is to a large extent examination-oriented and not skill-oriented.
- iii) A majority of teachers feel that they need intense training in delivering the prescribed syllabus successfully and also in supplementing the deficient syllabus of English Courses.

### **Communication Skills Laboratory**

The B.Tech. students of Acharya Nagarjuna University have the additional advantage of the Communication Skills Laboratory, with its special emphasis on LSRW skills, during their II and III year of study. Further they are exposed to soft skills, during the Second Semester of the II year of the course. An analysis of the advantages of a Communication Skills Laboratory and the use of Soft skills was made, and it has been observed that 73.34%

of the I year students expressed the need for exposure to the Communication Skills Laboratory in the I year of the course itself.

### **Conclusion**

The present study aims at identifying students having an opportunity to reinforce their basic communication skills, enabling them to acquire industry specific knowledge and skills, such as soft skills, management and employability skills. In view of the demands of the 21<sup>st</sup> century and its world-class education, professionals and the University academicians have been designing course work and textbooks to meet the challenges of the new-millennium. Such of these texts focus on the latest methods and approaches, especially the use of modern software and innovative methods available in the market to help improve the proficiency in language and communication skills of the students. This study aims at finding out how far these textbooks have been helping the students to equip themselves with the knowledge and skills that are considered pre-requisites for employment today.

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