



A Critical Analysis on ACS Lab Syllabus For Engineering Third Year Students Under JNTU-H: An Observation

KEYWORDS

Advanced communication skills, ACS Lab, Course content, Syllabus, Teaching methodology, evaluation.

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ABSTRACT *The present era of globalization has witnessed the latest advancements in the broad fields of science and technology. The significance of proficiency in English is always zenith importance in day to day life of professional students. The latest trends of learning effective communication skills in the higher academic halls of learning require substantial standards to bridge the gap between content and learners. The students of third year engineering especially in rural colleges need to be aware of obtaining effective and useful communication skills to get through in their professional careers.*

FORMATION

This present article reflects the observations on the various appropriate aspects for strengthening the learners advance communication abilities among third year engineering students. In fact in fast moving world the demand for the effective communication skills has been increasing in testing the competence of young engineering graduates helping them to get success in GRE, TOELF and IELTS examinations.

The course contents of the syllabus is designed for the third year engineering students with the prime aim of developing communication competence in the prescribed domains which is useful for overall development of the students. Keeping all the necessary initiatives for the better prospects of the students, the framers of the syllabus have laid special emphasis on real time learning by adopting all necessary measures with the active participation of large number of students and teachers in class room situation/regular interaction must be made to do utmost benefit for imparting effective communication skills among them. Identifying the importance of wide range of opportunities, various activities have also need to be designed and implemented for rural area engineering students.

VIEWS AND OBJECTIVES OF PRESCRIBED SYLLABUS

The objectives prescribed by the course framers in academic regulation course structure and detailed syllabus which is applicable for all the branches of engineering under JNTU-H for third year engineering students is tentatively mentioned below.

An observation on the objectives is brought out with perspective of skill orientation in ACS Lab is as in the prescribed domains of Listening, Speaking, Reading and Writing. To inculcate the variables of teaching in effective manner, a close study on the contents has been attempted according to their importance.

Speaking skill	Start up a conversation/modulation of voice
	Responding apparently and relevantly
	Using the right body language
	Fluently and coherence
	Pre interview planning/answering strategies/ interview through tele and video conferencing
	JAM sessions, seminars etc.
	Role-play/group discussion/oral presentation
Reading skill	Reading comprehension
	Reading of facts/Inferring meaning/Critical reading
	Guessing meaning from context
	Scanning
	Skimming
Writing skill	Structure and presentation
	Resume writing
	e-correspondence/technical report writing
	Portfolio writing
	Planning for writing
	Research abilities/data collection/organizing data
	Tool analysis
Improving ones writing skills	
Listening skill	Listening to a specific information
	Listening to words/speech
	Listening to technical information/general topic
	Listening to conversation/dialogues /recorded speeches etc.

The students require obtaining commendable vocabulary building in the sub contents of synonyms and antonyms, word roots, one word substitutes, prefixes and suffixes, study of word origin, analogy, idioms and phrases.

METHODOLOGY

The teachers who involve in teaching communication skills are much experienced the difficulty of pragmatic teaching in order to make sure their students adept in effective communication pattern. In this context many constrains are being faced by the colleges are such as lack of adroit faculty, infrastructural facilities, lack of motivational skills, un aware of need and importance of acquiring communication skills are a few obstacles among them.

RELIABILITY OF THE COURSE MATERIALS

The advanced English language communication skills course materials are introduced to the students to prepare themselves for their careers which may require them to listen to, read, speak and write in English both for their professional and interpersonal communication skills in the globalised context. The said course should be integrated theory and lab course to enable students to use good English and perform the following.

- Gather ideas and information
- To organize ideas relevantly and coherently
- Engage in debates
- Participate in group discussions
- Face interviews
- Write project/research reports/technical reports
- Make oral presentations
- Write format letters
- Transfer information from non verbal to verbal texts and vice versa
- To take part in social and professional communication

AECS LAB OBJECTIVES

The syllabus framers mentioned objectives of AECS lab as it focuses on using computer aided multimedia instruction for language development to meet the following targets such as students, fluency in English through a well developed vocabulary and enable them to listen to English spoken at normal conversational speed by educated English speakers and respond appropriately in different socio cultural and professional contexts.

EVALUATION PROCESS

The practical examination sessions for the ACS shall be conducted as per the university norms prescribed for the core engineering practical sessions. There shall be a continuous evaluation process for the English language lab sessions. The total marks allocated are seventy five, out of which twenty five marks for sessionals (internals) and fifty marks for end examination (external). Out of twenty five marks in the sessionals fifteen marks shall be awarded for day to day performance evaluated and remaining ten marks shall be given during internal lab exam (s) conducted by the examiner (the faculty) concerned with the help of another faculty member of the same department from the cluster college/same institution. The external examiner shall be allotted from cluster colleges. The internal shall be from the same institution.

In addition to these, some appropriate suggestions have also been mentioned besides a sample project to develop communication skills for the students.

SUGGESTIONS AND RECOMMENDATIONS

1. Creating more opportunities for the learners by en-

hancing time factor for learning and practicing more activities.

2. Need to organize regular seminars, workshops to acknowledge the latest updates in the specialization of English language and communication.
3. Motivating the faculty members for participating orientation and refreshment programs.
4. Need to develop creative writing of students by encouraging them besides technical competence.
5. The faculty members of English should encourage the students among themselves at least to communicate in English in class rooms and labs.
6. Conducting regular sessions especially on group discussions, debates and brain storming events to develop their speaking skills.
7. The colleges may duly start the college magazines to encourage students writing abilities.

SUGGESTED PROJECT FOR DEVELOPING ADVANCED COMMUNICATION SKILLS FOR THIRD YEAR ENGINEERING STUDENTS

WELL Project

Web Equipped Language Learning strengthens the collaborative learning. This aims at the students learning effective communication skills. The writing forms letter-writing; resume writing and report writing and short paragraphs, descriptive writing is needed to be improved. Their answers in the questionnaire expressed their enthusiasm to improve their writing skills through web activities.

Objectives of the project

- To enable the learners "self-motivated" to promote collaborative learning.
- To enhance teaching and writing skills through web based activities.
- To provide maximum opportunities for learners to acquire communication skills through "learning by doing".
- To create enthusiasm among the learners towards the wide use of internet.
- To develop analytical and critical thinking.
- To instill confidence towards creative thinking.

Apart from that, the learners are needed to be encouraged towards fluent speaking and developing their writing in acceptable manner.

Steps:

Web Equipped Language Learning (WELL) was brought out in different stages to develop communication skills among students. Various tasks can be performed by the participants with proper objectives in different stages.

Stage 1:

Task: Inter exchange of messages between the learners/ participants.

Topic: Sharing of participants feelings-thoughts-experiences-likes and dislikes-most memorable day in their life etc.

Objectives:

- To encourage learners free writing.
- To encourage freedom of thinking and sharing of experiences.
- To build mutual understanding.

Duration: 10 Days.

Stage 2:

Task: In this stage the participants are asked to join the group activity to discuss the topic on the need for developing communication skills for engineering students.

Phase-I: Reading

Phase-II: Preparing for oral presentation activity

Phase-III: Expressing views

Task: Group discussion on the topic "The Need for Effective Communication Skills for Engineering Students".

Objectives:

- To develop participants ability of speaking.
- To enable the students familiarize with social issues.
- To enable them to strengthen the skills of logical thinking and argumentation.
- To develop language proficiency and self-confidence.

Duration: 15 Days.

Stage 3:

Task: Expansion of e-club through internet-exchanging of mails through yahoo groups-discussing current events.

Objectives:

- To focus participants use of language skills.
- To develop communication skills through technology.

Duration: 15 Days.

The group learning imparts adequate information about the knowledge of current affairs of society. The participants familiarize with the authentic information that is useful.

CONCLUSION

This paper presents the critical analysis of the present ACS of JNTU-Hyderabad. Various aspects like content, material, methodology, evaluation are critically assessed. This is observed that the JNTU-H syllabus and the material is produced and executed methodologically keeping the students communication needs in view. The course content of the syllabi devotes to fulfill the academic needs of the learners. However, to fulfill the aims and objectives of the course material and effective language teaching always the role of the teacher is significant.

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