

# ENGLISH LANGUAGE AS AN INDISPENSABLE TOOL TO UNBOLT THE SUCCESS IN VOCATIONAL EDUCATION

Meenu Pandey\*, B. Vedant Pandey\*\*

**Abstract** Choice Based Credit System (CBCS) has been known for dragging huge attention of the students and their parents, who wish to opt for vocational Education. CBCS has always been a preferred choice over the conventional pattern of education. Rajiv Gandhi Technical University (RGTU), MP, Bhopal has also launched CBCS for the Engineering students from the session 2015-16 to foster better levels of understanding of the subjects, in turn producing better hands on training, practical exposure and high scoring theory systems. English language being the medium of teaching-learning process occupies a special consideration in CBCS and has been given 4 credits. This paper studies, analyzes and investigates the opportunities and challenges of English Language, having 4 credits, in CBCS in case of engineering students.

**Keyword:** Choice Based Credit System, English Language, Engineering Students, Vocational Education, Rajiv Gandhi Technical University.

## INTRODUCTION

Choice Based Credit System (CBCS) has been known for dragging huge attention of the students and their parents, who wish to opt for vocational Education. CBCS has always been a preferred choice over the conventional pattern of education. Rajiv Gandhi Technical University (RGTU), MP, Bhopal has also launched CBCS for the Engineering students from the session 2015-16 to foster better levels of understanding of the subjects, in turn producing better hands on training, practical exposure and high scoring theory systems. This paper studies, analyzes and investigates the opportunities and challenges of English Language, having 4 credits, in CBCS in case of engineering students.

## WHAT IS CHOICE BASED CREDIT SYSTEM (CBCS)?

University Grants Commission has come up with the Choice Based Credit System (CBCS) programme in which the students have a choice to choose from the prescribed courses, which are referred as core, elective or minor or soft skill courses and they can learn at their own pace and the entire assessment is graded-based on a credit system. The basic idea is to look into the needs of the students so as to keep up-to-date with development of higher education in India and abroad. CBCS aims to redefine the curriculum keeping

pace with the liberalisation and globalisation in education. CBCS allows students an easy mode of mobility to various educational institutions spread across the world along with the facility of transfer of credits earned by students.

## FEATURES OF CBCS

- This is a uniform CBCS for all central and state and other recognized universities.
- There are three main courses: Core, Elective and Foundation.
- There are also non-credit courses available which will be assessed as 'Satisfactory' or 'unsatisfactory'. This is not included in the computation of SGPA/CGPA.
- All the three main courses will be evaluated and accessed to provide for an effective and balanced result.

## How Does it Work?

It has the following basic elements:

- **Semesters:** The assessment is done semester wise. A student progresses on the basis of the courses taken rather than time like three years for science, arts, commerce or four years for engineering etc. Each

\* Professor & Head, Department of Humanities, Lakshmi Narain College of Technology, Bhopal, Madhya Pradesh, India.  
Email: pmeenu91@gmail.com

\*\* B.E.(CSE), Lakshmi Narain College of Technology, Bhopal, Madhya Pradesh, India.

semester will have 15-18 weeks of academic work which is equal to 90 teaching days. There is flexibility in creating the curriculum and assigning credits based on the course content and hours of teaching.

- **Credit system:** Each course is assigned a certain credit. When the student passes that course, he earns the credits which are based on that course. If a student passes a single course in a semester, he does not have to repeat that course later. The students can earn credits according to his pace.
- **Credit transfer:** If for some reasons, he cannot cope with the study load or if he falls sick, he has the freedom to study fewer courses and earn fewer credits and he can compensate this in the next semester.
- **Comprehensive continuous assessment:** There is a continuous evaluation of the student not only by the teachers but also by the student himself.
- **Grading:** UGC has introduced a 10-point grading system as follows:
  - O (Outstanding): 10
  - A+ (Excellent): 9
  - A (Very Good): 8
  - B+ (Good): 7
  - B (Above Average): 6
  - C (Average): 5
  - P (Pass): 4
  - F (Fail): 0
  - Ab (Absent): 0

## How is the Credit Counted?

One credit per semester is equal to one hour of teaching, which includes both lecture (L) or tutorial (T) or two hours of practical work/field work (P) per week. A study course can have only L component or only T or P component or combination of any two or all the three components. The total credits earned by a student for each semester is L+T+P.

## In Compliance with the Global Grading System

All the major higher education institutions across the world are implementing a system of credits. For instance, we have the European Credit Transfer System (ECTS) in Europe's universities, the 'National Qualifications Framework' in Australia. There is the Pan-Canadian Protocol on the Transferability of University Credits. In the UK, we have the Credit Accumulation and Transfer System (CATS). Even the systems operating in the US, Japan, etc. are based on credit system.

## Advantages of Choice Based Credit System

- The CBCS offers a 'cafeteria' approach in which the students can choose courses of their own choice.
- The credit system allows a student to study what he prefers in his own sequence as per his interests.
- They can learn at their own pace.
- They can opt for additional courses and can achieve more than the required credits.
- They can also opt for an interdisciplinary approach to learning.
- Inter college/university migration within the country and outside becomes easy with the transfer of Credits. This means that it will be easier for foreign universities to come and offer courses in India.
- Can opt for one part of the course in one institute and the other part in another institute. This will help in making a clear choice between good and bad colleges/institutes.
- The students have more scope to enhance their skills and more scope of taking up projects and assignments, vocational training, including entrepreneurship.
- The system improves the job opportunities of students.
- The system will help in enabling potential employers assess the performance of students on a scientific scale.

## Disadvantages of CBCS

- Not very easy to estimate the exact marks.
- Teachers' workload may fluctuate.
- Needs proper and good infrastructure for a universal spread of education.

## IMPORTANCE OF ENGLISH LANGUAGE IN SYLLABUS OF ENGINEERING

The main objective of the course is to develop students' communication skills and send them for campus placement or recruitment. It would help not only for the rural and regional medium background students but also English medium students to improve their communication skills. Many students are in hesitation and worry to come on the dais to present a paper. This paper gives a detailed picture of the English lab syllabus, objectives and advantages to students by lab which make develops students' communication skills in English, the problems of the students and the role of teacher in guiding students in the English lab.

Like Intermediate English course, the first-year *Engineering English* course has also focused on reading and writing skills. Final examinations are based on only the student's these skills. In this context, it was decided that students should be trained in the skills which recruiters look for engineering students who prepare for on-campus recruitment so English language communication skills laboratory was introduced in August 2005.

## OBJECTIVES

1. To expose the students to a variety of self-instructional, learner-friendly modes of language learning.
2. To help the students cultivate the habit of reading passages from the computer monitor, thus providing them with the required facility to face computer-based competitive exams such GRE, TOEFL, GMAT etc.
3. To enable them to learn better pronunciation through stress on word accent, intonation, and rhythm.
4. To train them to use language effectively to face interviews, group discussions, public speaking.
5. To initiate them into greater use of the computer in resume preparation, report writing, format-making etc.
6. To maintain good linguistic competence - through accuracy in grammar, pronunciation and vocabulary.
7. To enrich the discourse competence, to prepare the learner to be able to produce contextualize written text and speech.
8. To acquire strategic competence to use both spoken & written language to use in a wide range of communication strategies. To get a job in companies for engineering students, they should have communication skills in English. The student's communication skills are noticeable in an interview by the panel of judges. Students can easily learn English by using the communication lab which helps them to speak with exact pronunciation. Many students in India have lack of communication skills in English. Even though they are good at English, their stage fear and poor body language make them outside from the companies. Some people may be good at communicating through writing but they may have problems speaking in front of an audience. Some may be good at interpersonal

communication, but may not feel comfortable making presentations.

## CONCLUSION

It is too early to say whether CBCS will be successful or not. The UGC has always initiated measures to bring efficiency and excellence in the Higher Education System of India. Students having rural background and medium of instruction uptill 12<sup>th</sup> std, face challenges studying English language. CBCS has offered a bit easy way to promote students of same class by revising syllabus of English. The basic motive is to expand academic quality in all aspects, right from the curriculum to the learning-teaching process to examination and evaluation systems. However, so far multiple methods are followed by different universities across the country towards examination, evaluation and grading system. Considering this diversity, the implementation of the choice based credit system seems to be a good system in assessing the overall performance of a student in a universal way of a single grading system.

## REFERENCES

- JNTU. (2009). Academic regulations course structure and detailed syllabus, Hyderabad.
- Jain, A. K., Sheikh, A. M., & Bhatia, P. S. R. (2001). *Professional communication skills*. New Delhi: S. Chand & Company Ltd.
- Rizvi, M. A. (2005). *Effective technical communication*. The McGraw-Hill Companies
- Raman, M., & Sharma, S. (2014). *Technical communication*. Oxford University Press.
- <http://www.mapsofindia.com/my-india/education/what-is-cbcs-orchoice-based-credit-system-how-does-it-work>
- <http://ijerme.rmodernresearch.com/wpcontent/uploads/2016/06/47.pdf>
- <http://pioneerinstitute.net/courses-offered/ug-courses/bachelor-of-computer-application-bca/3111-bachelor-of-computerapplication.html>
- <http://www.eurasiareview.com/12092015-indias-controversial-choicebased-credit-system-cbcs-oped/>
- [http://collegesat.du.ac.in/UGC\\_credit\\_Guideline.pdf](http://collegesat.du.ac.in/UGC_credit_Guideline.pdf)