



**National Conference on Recent Trends in Engineering, Science,
Humanities and Management (NCRTESHM – 2023)**

29th January, 2023, Kolkata, West Bengal, India.

CERTIFICATE NO : NCRTESHM /2023/C0123182

Enhancing Engineering College Teaching Methods with Soft Skills

Dr. G. Ramamurthy

Professor of English, Pune Institute of Business Management (PIBM), Pune, India

ABSTRACT

The rapid evolution of the engineering industry has highlighted a significant gap between graduates' technical expertise and the soft skills demanded by employers. This study explores the enhancement of teaching methods in engineering colleges by integrating soft skills development within English language instruction. A quasi-experimental mixed-methods design was employed with 200 third-year engineering students from four engineering colleges. Participants were divided into experimental and control groups. The experimental group received specially designed English courses that incorporated soft skills training through interactive methodologies such as group discussions project-based learning role-playing public speaking exercises critical thinking activities and collaborative problem-solving tasks. The control group continued with conventional grammar and technical English focused instruction.

Pre and post-intervention assessments were conducted using standardized soft skills inventories English proficiency tests and rubrics measuring communication teamwork leadership time management and adaptability. Quantitative data were analyzed using paired t-tests and ANCOVA while qualitative insights were gathered through student focus groups and instructor interviews. Results demonstrated statistically significant improvements in the experimental group across all measured soft skills domains. Communication skills showed the highest gains with an average increase of 28 percent followed by teamwork and critical thinking. Students in the enhanced program exhibited greater confidence in professional English usage higher engagement levels and better preparedness for workplace scenarios.

These outcomes indicate that integrating soft skills into engineering English teaching methods creates more holistic learning experiences that bridge academic knowledge with professional competencies. The approach not only strengthened language proficiency but also fostered essential employability attributes highly valued by the industry. The study underscores the effectiveness of learner-centered interactive pedagogies in transforming traditional engineering education. Implications for curriculum designers include the systematic embedding of soft skills modules in English for Specific Purposes courses for engineering students. Teacher training programs should prioritize capacity building in facilitating soft skills development. Limitations of the study include the short intervention period and regional sample suggesting the need for longer-term multi-institutional research. Future directions recommend exploring digital tools and industry partnerships to further strengthen soft skills integration. Overall this research provides compelling evidence that enhancing teaching methods with soft skills in engineering colleges significantly improves student outcomes and career readiness while advancing the role of English language education in technical institutions.

Keywords: soft skills, engineering education, teaching methods, student development