

# A Study of Pedagogy and Students Learning Outcome in English Communication Skills Classes in the Management Colleges of Bihar

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**Abstract-**The main purpose of this study is to present an empirical study of the impact of pedagogy on learning outcomes in English Communication Skills. Learning of English no more remains a luxury in this highly competitive and commercial environment. The major context of this research is the lack of proficiency in English resulting in the poor performance during interview and to come up with recommendations in the teaching methodologies and assessment criteria which should be learning and learner centric instead of teaching and teacher centric. The success of teaching and learning practices lies largely on the factors like the level of student engagement, pedagogy and the learning, assessment tools. The study was taken up in Patna, the capital of Bihar. As students and teachers are the indispensable parts of the teaching and learning process, the views of both matter a lot. This study analyses the views of the students recorded during the pilot study. A further study will be taken up to record the views of the teachers.

**Keywords-** Communication skill, Pedagogy, Learning Outcome, Teaching Methodology,

## 1.0 INTRODUCTION

In the ever growing competitive and commercial environment the outcome of Education becomes one of the most important determinants in the quality of life to be spent by an individual. It is not only on the basis of high academic performance that students get selected to better courses of study, and better jobs. Professional degrees along with a good communication ability; to be more specific the ability to communicate in English Language has become a yardstick of self-worth and success.

Since the outcome of education determines the quality of life, progress and status of people living anywhere in the world ( (Devi, 2003) Mayuri & Devi, 2003), academics become a multifaceted activity. Research has consistently shown that academic achievement is not an outcome of any single factor; rather it is the result of the interplay of a large number of factors. Many reasons have been advanced as the cause of high rates of failure, including bad study habits, low IQ, social and economic disparities, the faulty teaching methods and erroneous assessment systems. This becomes more challenging in the case of language teaching especially when the language happens to be the second or a foreign language of the learners. Fortunately, English language in India has the status of both foreign as well as second language. However, it is only in the formal learning environment that a learner starts getting familiar with this language.

## 2.0 OBJECTIVE AND SCOPE

In the light of the extensive review of literature carried out, many research questions could be formulated which could form the basis of the study. Accordingly, the main objectives of the study were formulated as follows:

1. To analyze and list the influence of pedagogical tools on learning outcomes
2. To analyze the learners demographic profile influencing the pedagogical tools.
3. To analyze students perspective towards the pedagogical tools used in the management colleges. .

### 2.1 Hypothesis/ Research Questions:

In order to achieve the objectives of the study, various hypotheses, as listed below, were formulated. These hypotheses were formulated in such a way that their tenability could be tested using appropriate statistical procedures.

### Hypothesis for objective 2 (Relationship between pedagogy and learning outcome)

Ho: There is no significant influence of pedagogy on the learning outcome.

Ha: There is a significant influence between pedagogy and learning outcome.

### **Hypothesis for objective 3 (Demographic factors influences the pedagogical tools.**

Ho: There is no significant influence of demographic profile on the pedagogical tools

Ha: There is a significant influence of demographic profile on the pedagogical tools.

#### Hypothesis on gender

Ho: Gender does not influence the learning outcome

Ha: Gender has influence on the learning outcome

#### Hypothesis on age group

Ho: Age does not influence the learning outcome

Ha: Age has influence on the learning outcome

#### Hypothesis on Educational qualification

Ho: Educational qualification does not influence the learning outcome

Ha: Educational qualification has influence on the s learning outcome

#### Hypothesis on family income group

Ho: Family Income Group does not influence the learning outcome

Ha: Family Income Group has influence on the learning outcome

### **3.0 CONCEPT OF TEACHING:**

The act of teaching can be described as giving instructions to or sharing one's knowledge with another person. Teaching can be further described as a means for providing students with the knowledge and skills they need to function successfully in the world. In a very practical sense, teaching is diagnosing and prescribing. Teachers diagnose what the specific learning needs (or deficiencies) are, and then prescribe the particular strategies and activities to meet them. This is a very important factor in teaching. The ability to identify student learning needs and to design explicit lessons is what distinguished the professional teacher from a volunteer, an aide, or any other person who wants to teach.

#### *3.1 The Teaching and Learning Process*

Every student has a unique learning style and this notion has implications for different teaching strategies. To meet the requirements of the learners it becomes the matter of prime importance that teachers use a range of teaching strategies. **The teacher-centered strategy** places the teacher at the centre of classroom activity. Teacher-centred strategy is also known as direct instruction. Direct instruction relies primarily on the teacher to direct the students' thinking and participation and relies heavily on a structured content emphasis. Some examples include review, intensive drilling and practice, brief lectures, and student recitations. This approach is particularly useful for teaching a specialized body of knowledge in which specific facts or well-defined skills exist. For example, teaching science or social studies facts, map skills, grammar rules and concepts, foreign language vocabulary, math computations, and distinguishing fact from opinion are some appropriate examples where this strategy may be most useful. The teacher's role here is to present materials, guide students through initial practice sessions, and provide all students with frequent and high levels of practice.

**Student-centered strategy** may be more suitable when information cannot be effectively transmitted by teacher-centred strategy and when goals include creative as well as critical thinking skills to be developed. Instruction in student-centred classrooms is usually less explicit.

### **4.0 PEDAGOGY**

Pedagogy is becoming a term of increasing importance in English language teaching and learning process. It is a more complex and extensive term than "teaching". Education theorist Roger Simon states that pedagogy refers to the integration in practice of particular content and design, classroom strategies and techniques, a time and space for the practice of those strategies and techniques and evaluation purposes and methods.

The word pedagogy has its origin in Ancient Greece. Rich families in Ancient Greece used to have many servants (often slaves). One dedicated servant was responsible to look after the children. These slaves would lead or escort the children to the place of education. The Greek word for child (usually a boy) is pais (the stem

of this is 'paid'), and leader is agog us - so a paid-agog us or pedagogue was literally a leader of children. Later, the word pedagogue became synonymous with the teaching of our young. (Wheeler, 2013). In this context, we would probably approve here that pedagogy is about children's education. This however confines us to a very limited understanding of what pedagogy is, or has the potential to become.

Pedagogy is leading people to a place where they can learn for themselves by creating environments and situations where people can draw out from within themselves, and hone the abilities they already have, to create their own knowledge, interpret the world in their own unique ways, and ultimately realise their full potential as human beings to be able to convert the potential into performance. It's certainly not about absolutes, but is more likely to be about uncertainties. Good pedagogy is about guiding students to learning. It's about posing challenges, asking the right questions, and presenting relevant problems for learners to explore, answer and solve.

Pedagogy, the science and art of teaching includes teaching strategies, teacher actions, and teacher judgments and decisions by taking into consideration theories of learning, understandings of students and their needs, and the backgrounds and interests of individual students. Pedagogy includes how the teacher interacts with students and the social and intellectual environment the teacher seeks to establish.

Professors of English usually know their subject but may be at times lack knowledge about students and of the teaching art they profess. Imparting of English communication skills in the educational institutes of India has been suffering from an out of date pedagogy and teacher dominated mode of presentation for more than a century. In this type of chalk and talk exam-oriented system of instruction, a teacher acts as a sage on the stage who infuses knowledge in to vessels through a parrot-like imitative process. This process in language classes are mostly run through a hybrid of grammar-translation method and audio-lingual methods. It entails translation, repetition, memorization, recitation and reproduction.

One main problem of this situation is that learners' needs are constantly being ignored. The fact that students are coming from different backgrounds, complicates the situation in language learning classes because their socio-cultural backgrounds creates huge gaps in their communicative competencies. The differences between their skills, learning style, learning strategies and activities are ignored. As a result, they lose their interest and lack motivation for learning their situation worsens. Some of the most commonly used methods and approaches of teaching English are mentioned below:

#### *4.1 Pedagogy used in English language teaching*

##### *4.1.1. Grammar-translation*

This is the oldest method of teaching English in our country. Learning here is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. Emphasis placed on developing oral ability is almost negligible. In grammar translation method, the teacher translates every word, phrase and sentence of English into the mother tongue for easy comprehension by the students. Most of the teachers of English in our country still use this method because of its convenience. This method makes excessive use of mother tongue which retards the progress. In this method the student thinks, imagines and understands through the mother tongue. According to Serperson "the translation swallows up so much that there is none left for learning the foreign language.'

##### *4.1.2 The Direct Method*

The teaching in this method is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation. According to Felix Frank, 'Direct Method of teaching English is the method of teaching in which a new English word or expression is connected in the pupils mind directly with what it stands for and not through the medium of mother tongue.'

##### *4.1.2 Audio-lingual*

The theory behind this method is that learning a language means acquiring habits. Much practice of dialogues of every situation is done here. New language is first heard and extensively drilled before being seen in its written form. When the child learns the mother tongue, he connects the meaning of words with his own experience because he learns the mother tongue in a real situation. Finally in this way, he grasps the situation or forms the concept in mind.

##### *4.1.3 The Structural Approach*

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. This means approaching to learn English on the basis of structures. In it, the teacher follows certain structures in a certain order. It is based on the assumption that language can best be learnt through a selection

and grading of structures. Structural approach is not a method of teaching but only an approach to the methods of teaching. Any new method of teaching can have a structural approach. **Brewington** writes that, ‘Structural approach is a scientific study of the fundamental structures of the English languages, their analysis and logical arrangement.’ **C.S. Bhandari** is of the view that, ‘The structural approach to English is teaching the learner certain selected structures in a certain order.’

#### 4.1.4 Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as "Shut up", "Close your eyes", "Go to the door and open it." The method stresses the importance of aural comprehension.

#### 4.1.5 Communicative language teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

## 5.0 LEARNING OUTCOME

**“Pedagogy should at its best be about what teachers do that not only help student to learn but actively strengthens their capacity to learn.” David Hargreaves, *Learning for life*, 2004, p27**

Language learning progresses naturally with acquaintance and use of language in meaningful contexts. Learners notice and use language in and outside the classroom in order to become a proficient user of language. English language is taught and learnt as a second language in varied contexts and resources. At every stage, language learning is meaningful when it is connected with the immediate environment of the learners. The English language learning outcomes are intended to be achieved by every child so as to enable them to be proficient users of language in real life situations and make them ready to face the communication related challenges of the job market. Broadly, the goals of language learning which could be achieved include: Attainment of basic proficiency in language for effective communication and development of language for knowledge acquisition i.e. using language as a tool for learning the content subjects.

Pedagogical Processes along with the Learning Outcomes to emphasize the process of learning, and active participation of learners should work simultaneously. Assessment should be an integral part of the teaching-learning process and not a yearend examination, continuous and comprehensive evaluation can be helpful in attaining the desired learning outcome by implementing the remedial steps based on the result of the evaluation.

This study will request the teachers and learners to report their perceptions of their learning outcome in English Communication course. The teachers will be asked to reflect the learning objective and learning outcome of the English Communication course they teach. The students will be asked to mention their expectations, benefits activities and assignments and level of learning they achieved from the course. Based on their answers an ideal model of classroom practices will be suggested which can bring remarkable change in the learning outcome

#### 5.1 Learning outcome expected from English Communication Courses

Complete communication needs four skills. In our native language as well, we usually learn to listen first, then to speak, then to read and finally to write. These are the four language skills. These four skills of language are a set of four capabilities that allow an individual to understand produce spoken language for proper and effective interpersonal communication.

Learning Outcomes are assessment standards indicating the expected levels of learning that children should achieve for that class. These outcomes can be used as check points to assess learning at different points of time. The learning outcomes would help teachers to understand the learning levels of children in their respective classes individually as well as collectively. Learning outcomes should be the point of reference for conducting achievement surveys. The National Policy on Education 1986, and the Programme of Action 1992 emphasized that Minimum Levels of Learning (MLLs) should be laid down and children’s learning should periodically be assessed to keep a track of their progress towards ensuring that “all children acquire at least the minimum levels of learning”.

Language is not simply a means of communication. It is a medium through which most of the knowledge is gained and acquired. Thus the focus on proficiency for both formal and informal communication and sensitivity to the world around us is of prime concern.

Attitude of teacher and learner play an important role in any learning and language learning follows this in highest spirit. As language flourishes in each other’s company, a multi lingua classroom should be taken as a resource. Teachers need to create a wide range of attractive opportunities through which diverse learners from

diverse background may be encouraged to engage effectively with classroom activities. Language learning is acquiring the skills of:

- listening,
- speaking,
- reading,
- writing and
- thinking in an integrated manner.

Providing input rich communicational environment to facilitate language learning among the students is another important dimension of it. These inputs can be in the form of text books, story books, magazines, newspapers, audio visual materials etc as per the age, interest and cognitive level of the students.

Modalities of pedagogy which can be used in the process are

- visual,
- auditory and
- kinesthetic

Learning of any language comprises the four major skills. Learning to listen comes first as that is the first skill used by us out of four skills of communication. Then comes the ability to speak. Reading skill comes thereafter and finally it is the skill to write well. As in the case of first language acquisition we follow the above mentioned sequence, these skills are often called LSRW. Out of these listening and reading are brain input skill and writing and speaking are brain output skill. However other skill like pronunciation, grammar, vocabulary etc. also play a great role.

## 6.0 IMPACT OF PEDAGOGY ON LEARNING OUTCOMES

**“A school system can never be better than teachers teaching in it. If you want to start a revolution in education, make it happen in your own classroom”**

**Sir Ken Robinson**

The ancient Chinese philosopher Confucius (551 BC to 479 BC) expressed his belief in the importance of learning from experience as he mentions: "I hear and I forget/I see and I remember/I do and I understand." Confucius related the acquisition of understanding and knowledge directly to living and experiencing. This remains a research proven fact that we remember 20% of what we hear, 30% of what we see, 50% of what we see and hear, 90% of what we say and do and 100% of what pass on to others. Recent researches have explored new dimensions to it. Mentioning “when I learn, I evaluate; when I evaluate I imagine, create and innovate” will not be out of place here.

Teaching and learning process entails attending to people’s needs, experiences and feelings, making special interventions in the form of questioning, listening, sharing information, demonstrating a skill, assessing the understanding and capacity and facilitating learning activities like note taking, discussion, assignment writing simulation and practice. A teacher enables the learners to listen, speak, communicate, interact, participate, read, write, apply, think, pair, share, analyze, synthesize, organize, evaluate, imagine, research, discover, explore and solve a problem. Through adequate tools and techniques the objective of the lesson can easily be converted to the learning outcomes among the students.



As stated above, it is only in the formal learning environment that a learner in India starts getting familiar with English language; the problem lies with the quality of teaching and learning at the initial level. Bihar has been a major centre of learning and home to the universities of Nalanda and Vikramshila. But it could not sustain its early lead on educational front in the post-independence era. The inadequate educational infrastructure of Bihar led to a huge mismatch between the academia and professional world. As a result the longing for higher education among the students of Bihar led to the migration of youth community to different parts of the country. This however does not bring an end to their career related issues due to the lack of English language proficiency and poor communication skill exhibited during placement interviews. The students enrolled in the professional colleges of Bihar are in majority of from rural areas who have gained their school education either through regional language or Hindi. Though these students are energetic, enthusiastic, and sharp at their quantitative and are quite willing to put in extra effort to hone their language proficiency, they at times fail to retain their interest level owing to the factors like poor understanding, hesitation, pressure of technical papers etc.

The urgent need of improving the communication skill of the students is quite often raised by the academicians and the employers. The importance of the knowledge base cannot be denied but the execution of the knowledge acquired through books and classroom teaching necessarily takes a language as a medium and English being the language of the professional world enjoys the status of a queen language and take a place of pride amongst other languages. Thus it goes without saying that initiating the step to address the challenge is a major issue for both academia and industry. Here it becomes the matter of prime importance that the educationists design a customized syllabus based on their background and adopt teaching methodologies to bridge the existing gap. The last decade has witnessed a revolutionary change in industry requirements and technological enhancement. However the educational environment does not cope with the pace of change owing to the lengthy process of the syllabus revision and other related decisions which normally take a long route.

In this context the relevance of the study is quite justified which aims at providing a technique to retain the interest of the student by creating a learner centric environment through the use of innovative pedagogy to impact the learning outcome. Learning outcome in the context of this study will be in the form of the four basic skills of communication i.e. listening, speaking, reading, writing skill developed during the course of study which is of prime importance in the professional scenario. These four skills are required in the professional life of almost everyone, irrespective of the nature of job or the industry.

## 7.0 LITERATURE REVIEW

(Placeholder1)English language is being taught and studied in India for over two centuries and despite the fact that the British ruled over us for two hundred years, Indians are still far away from being able to speak and listen effective English. According to a survey conducted by [www.worldcolleges.info](http://www.worldcolleges.info), it is found that there are 336 colleges in Haryana. Out of these 60 percent colleges are situated either in a rural or near a rural area. This means nearly 200 colleges are in rural areas and an average 10,000 students pass out every year from these institutions. But only a few of them manage to pursue English in their professional and personal lives. Rests of them are left with no other option out to grapple with language adjustments. It has been observed that there is less awareness of the importance of English as a global language among the rural students as compared to their urban counterparts

(Skinner, Skinner (1957) )accounted for language development by means of environmental influence. He argued that children learn language based on behaviourist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child grasps the communicative value of words and phrases. Skinner's account was soon heavily criticized by Noam Chomsky.

**Noam Chomsky**, the world's most famous linguist to date, in the spirit of cognitive revolution in the 1950's, argued that children will never acquire the tools needed for processing an infinite number of sentences if the language acquisition mechanism was dependent on language input alone. Chomskian (1965) approach to language acquisition has inspired hundreds of scholars to investigate the nature of these assumed grammatical categories and Chomsky also proclaims that there is a genetically determined "window of opportunity" for language acquisition. He claims that language is in large part genetically determined including the speed and age-dependence of acquisition. The teacher's role in the transmission of learning is to keep the children engaged in the learning process and interested in exploration and independence. The focus is on the students learning rather than the teachers teaching (Chomsky, 1992)

Corresponding to Chomsky's criticisms of structural theories of language (Chomsky, 1957), linguists and teachers raised questions for both approaches as merely focusing on the mastery of structures, with mechanical practices such as drilling being considered as insufficient in terms of enhancing the real-life communicative proficiency of language learner (McDonough and Shaw, 1993). This sought the attention of applied linguists to

focus on the functional and communicative potential of language and raised the issue of how to articulate learners' linguistic knowledge and actual communicative performance effectively with a new approach.

**Wilkins (1972)** highlighted the significance of understanding of the underlying systems of meanings in communicative uses of language and classified such meanings into two types, namely, notional categories (time, location, sequence, frequency, etc) and communicative functions (requests, offers, complaints, etc). His book entitled *Notional Syllabuses* (Wilkins 1976) was at that time, and has been subsequently acknowledged as a great contribution to the development of CLT.

Based on the theoretical ground proposed by Wilkins, along with other scholars such as Widdowson, Candlin, Brumfit, Christopher Amala Dason and Littlewood, work on the theoretical framework of a communicative or functional approach mushroomed, and this work was widely accepted by theorists, teachers, textbook writers and curriculum designers. The rapid acceptance of this work exerted a huge influence on the ELT profession worldwide, and the principles presented became known collectively as the Communicative Approach (widely known as Communicative Language Teaching, or – in the early days – the notional-functional approach or functional approach) (Richards and Rogers, 1986). (Rogers, 1986). The differential impact of a basic communication course on perceived communication competencies in class, work, and social contexts, examines the impact of the basic public speaking course on students' perception of their communication competence in the classroom, at work, and in social settings. The results are gathered from three hundred and forty-four students at a large public university in 1991. The students perceived that their communication competence was greater in all of the above stated contexts. The most dramatic improvements in communication competence were seen in four specific areas: (1) feeling confident about oneself, (2) feeling comfortable with others' perceptions of you, (3) reasoning with people, and (4) using language appropriately.

According to **Richards and Rogers (1986)**, the design level of Communicative Language Teaching touches upon the aspects of objectives, syllabus, learning and teaching activities, instructional materials, and roles of learner and teacher.

**Piepho (Piepho, 1995)** summarized five levels of objectives in Communicative Language Teaching:

1. An integrative and content level (language as means of expression)
2. A linguistic and instrumental level (language as objective of learning)
3. An affective level of interpersonal relationships and conduct (language as means of expressing values)
4. A level of individual learning needs (remedial learning based on error analysis)
5. An educational level of extra-linguistic goals (language learning within curriculum).

These levels were then considered by (Jack C Richards, 1986) as umbrella objectives that can be applicable to general teaching as well, however, these objectives do mirror the nature and function of language from a communicative perspective. In addition, these objectives identify the importance of the curriculum being practically tailored to replicate learning needs in given context.

**NCERT (2014)** broadly classifies the goals of language learning while mentioning the curricular expectation as below:

- Attainment of basic proficiency in language for effective communication
- Development of language for knowledge acquisition

Language curriculum broadly has three domains

- Language, knowledge and comprehension
- Attitude, values (sensitize children for their environment)
- Dimensions (skills)

Learning outcomes can best be defined as statements of what a learner knows, understands and is able to do after completion of learning.' This clearly illustrates a difference between outcomes and their predecessors: the shift towards framing education in terms of learners and their development, rather than in terms of what is to be taught and who is to teach.

Neuman (Neumann, 1996) in his paper "Authentic Pedagogy and Student Performance" focuses upon students being enabled to construct meanings grounded in their experience through Active Learning Methodologies. This establishes a relationship between the pedagogical tools implemented and learning outcomes attained. The authentic academic achievements and specific standards for pedagogy and student performance in all the subjects has been the major highlight in the paper.

Minglin (Minglin Li, 2011) recognizes the fact that new curricula or curriculum policies alone cannot suffice the purpose of bring the desired changes in language learning. Investigating the context and constraining factors is the need of the hour

(Eva Bernat, 2005) talks about the belief, attitude and meta cognitive knowledge that students bring with them, difficulties faced in language learning, and students expectations about teaching methodologies and achievements as important contributing factors in language learning

The study of **Abdulkarim Fadhl Mahmood** (Mahmood, 2007) recommends the methods, strategies and techniques of improving listening through activities like short conversations, discussions, debates and language games

One lesson can consist a number of techniques like teacher centred, learner centred, production centred , comprehension centred and some clustering together to form a task. (Mascolo1, 2009) The teacher (a) is the dominant leader who establishes and enforces rules in the classroom; (b) structures learning tasks and establishes the time and method for task completion; (c) states, explains and models the lesson objectives and actively maintains student on-task involvement; (d) responds to students through direct, right/wrong feedback, uses prompts and cues, and, if necessary, provides correct answers; (e) asks primarily direct, recall-recognition questions and few inferential questions; (f) summarizes frequently during and at the conclusion of a lesson; and (g) signals transitions between lesson points and topic areas .

**Rhea Handa** (Handa, 2018) **has highlighted gaps in school instruction and has shown the dire need for innovations in pedagogy and curriculum to improve student learning. This paper assesses the long-term impact of one such pedagogy, called Teaching at the Right Level (or TaRL), in the districts of five states of India via an ordered probit model and linear regressions.**

### 7.1 Research Gap

**Pedagogy:** Three basic components of pedagogy can be traced out to be

- Curriculum or the content of what is being taught
- Methodology or the way in which teaching is being done
- The assessment system; whether assessment of learning or for learning

**Learning Outcome** Language learning is acquiring the skills of:

- listening,
- speaking,
- reading,
- writing

The learning outcome in the present context would be acquiring these four macro skills where listening and reading are receptive skills or the brain input skills and writing and speaking are productive skills or brain output skills. Skills like pronunciation, grammar, vocabulary and spelling have very important role to play in the context of effective communication.

**Sudhanshu K Mishra** (2 (Mishra, 2016) shares his experience in his article “Bihar’s Education System in Shambles” as how the lack of proficiency in English limits the job market of Bihari students and also that an average Bihari graduate cannot write a quality essay on common topics in English . The government policies names the government run welfare programmes as aimless and shameless. He cites an example of Mid-Day Meal which was aimed at encouraging the students to go to schools and seek knowledge which ultimately engaged the students and teachers to come to the school to prepare and seek the guaranteed mid - day meal. As per a report 30% of the students in class VI cannot read a paragraph taken from a class II textbook

(Priya Ranjan and Nishith Prakash, 2012)

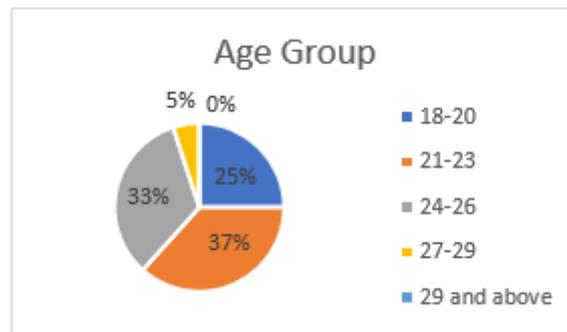
Most of the studies mentioned above have been able to establish the importance and benefits of English language in professional life, student engagement, learning oriented assessment, the problems faced by the teachers and learners of English and the huge demand and supply mismatch of ELT. The available literatures recognize the gap between demand and supply chain of job market due to the lack of English language proficiency. **However, the space for the students of Management colleges of Bihar in context of the topic i.e. the reason behind the inability to acquire the required level of proficiency in English language is still untapped.**

The BLISS (Bihar Language Initiative in Secondary School 2017) (British Council (2016) Social Attitudes towards the English Language in Bihar. , 2016) Project established that “Proficiency in the learner is needed for the spontaneous and appropriate use of language in different situation” and that the “Learners are very responsive to new activities, technology and ways of learning when these are experienced”. However, this too was confined to the school level and no study so far has explored the same in terms of the management colleges of Bihar. **My research aims at exploring the same dimensions at post-secondary level of education with special reference to the management colleges in Bihar.**

18-20	15	25
21-23	22	36.7
24-26	20	33.3
27-29	3	5
29 and above	0	0
Total	60	100

### Demographic Distribution

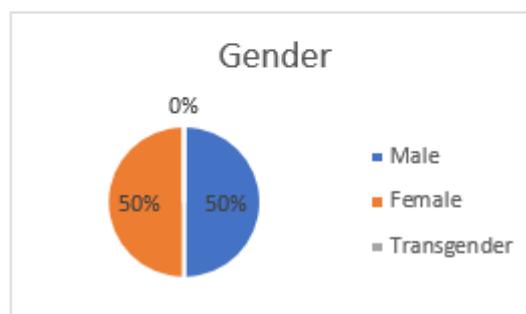
#### ➤ Age Distribution



The above data shows the demographic distribution of age in the undertaken study. For the ease and convenience of the study the variable is coded in five age brackets i.e; 18-20 ,21 to 23, 24 to 26, 27 to 29 and 29 and above. The above table shows the frequency of times each age cohorts appear in the study. The highest number of students belonged to the age group of 21 to 23 (36.7%) followed by 24 to 26 (33.3%). The students from the age group 18-25 also formed a sizable respondent. It comprised of 25 % of the studied population. This implies that most of the students are from the age of 21 to 26.

#### ➤ Gender Distribution

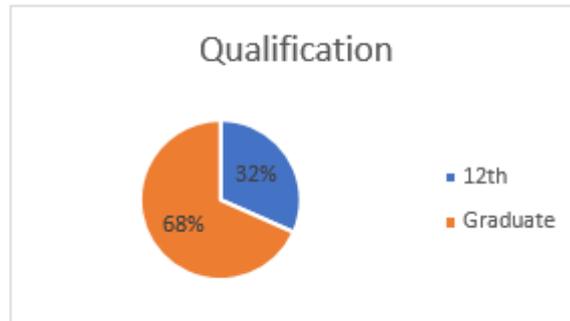
Gender	Frequency	Percent
Male	30	50
Female	30	50
Transgender	0	0
Total	60	100



The demographic variable gender is coded as male, female and transgender. Both male and female forms the equal number of respondents i.e. 50% each and it is found that none of the respondents have marked themselves as transgender. This shows that the data is quite balanced in terms of gender and thus we can find on the perception of both male and female respondents equally.

#### ➤ Qualification Distribution

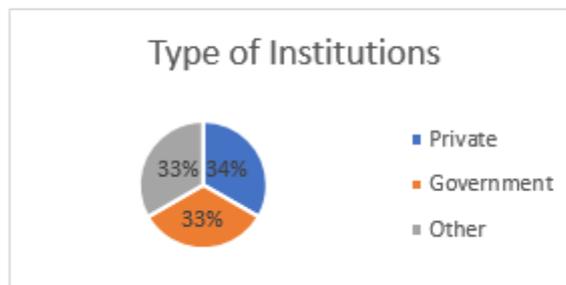
Qualification	Frequency	Percent
12 <sup>th</sup>	19	31.7
Graduate	41	68.3
Total	60	100



➤ **College Distribution**

As the respondents were students from UG and PG courses, so the qualification was coded as 12th and graduation pass in the instrument. It was found. It was found that the frequency of the graduate students was higher than the 12th passed students. It was found to be 68%.

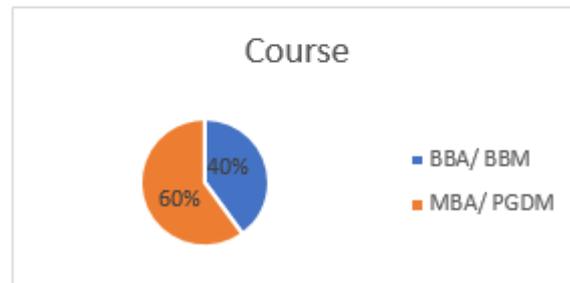
College	Frequency	Percent
Private	20	33.3
Government	20	33.4
Other	20	33.4
Total	60	100



Data was taken from private, govt and various autonomous colleges and it is quite balanced in terms of data collection as the percentage frequency of occurrence is 33.3%, 33.4% and 33.4% respectively.

➤ **Course Distribution**

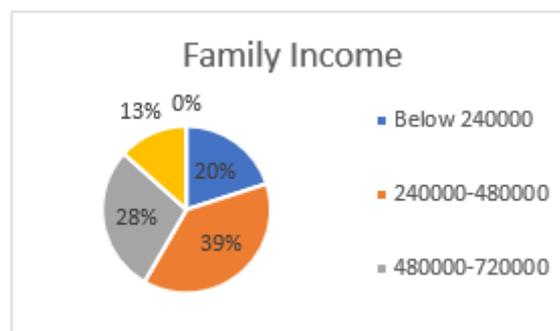
Course	Frequency	Percent
BBA/ BBM	24	40
MBA/ PGDM	36	60
Total	60	100



The course asked to the respondents were UG (BBA/BBM) and PG (MBA/PGDM). Most of the students were MBA/ PGDM with a frequency occurrence of 60% in the studied sample. The BBA/BBM students were 40% in the studied sample so they also form a sizeable number and cannot be ignored.

#### ➤ Family Income Distribution

Family Income	Frequency	Percent
Below 240000	12	20
240000-480000	23	38.3
480000-720000	17	28.3
720000-120000	8	13.3
120000 and above	0	0



To check the schooling background which depends on the financial condition of the students, the family income is an important variable and we for the ease of our study we have coded the income in five categories i.e Below 240000, 240000-480000, 480000-720000, 720000-120000 and 120000 and above. Most of the students are coming from the family income of 240000-480000, which is around 39%. Then around 28% were coming from the background where the family income is 480000-720000. It was also found that almost 20% of the students marked that they come from a family with an annual income less than 2, 40,000.

*The tool used for this study was a questionnaire developed by the researcher herself based on her teaching experience in many management colleges in Bihar. The questionnaire is attached as Annexure 1.*

## 8.0 CONCLUSION

The students of Bihar are appreciated for their quantitative, passion and hard work at their workplace once they are able to grab a job opportunity. On the contrary they struggle a lot at the entry level and to some extent throughout for their lack of adequate level of proficiency in English. Till recent past English was not a

compulsory subject for the students of Bihar in board exam. During the year 2003-04 and 2005-06, English was optional for the students of classes 1 to 5 in the government schools. Thus an entire generation in the state was robbed off a vital skill. Possessing good communication skill has become indispensable part of both personal and professional life and it cannot be left to chance alone for it to grow simultaneously as an outcome of 10+2+3+2 years of school and college education. Though there have been many changes recently, there needs to be a focused approach to reap the maximum benefit of the efforts put in by the teachers and the educational institutions to meet the ever growing challenges of the job market.

One of the common finding was that the students of Bihar have a genuine inclination toward learning of English language. Also, the preferred the use of modern technology instead of the traditional Chalk and Talk method. Active Learning Methodologies (ALM) was commonly accepted by the learners as they strongly believed in the impact such methods in the learning of a language.

## ANNEXURE 1

No	Question		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Dev.
1	The Chalk and Talk Method adopted in the classrooms enhances the attention span of listening.	Frequency	7	27	2	15	9	2.87	1.334
		Percent	11.7	45	3.3	25	15		
2	The Chalk and Talk Method adopted in the classrooms gives opportunities to express my views and thoughts.	Frequency	11	15	10	17	7	2.90	1.324
		Percent	18.3	25	16.7	28.3	11.7		
3	The Chalk and Talk Method adopted in the classrooms gives adequate stuff to pen down my thoughts.	Frequency	4	25	5	10	16	3.15	1.388
		Percent	6.7	41.7	8.3	16.7	26.7		
4	The Case Study Method gives exposure to a variety of relevant texts and improves the comprehension level.	Frequency	0	0	4	17	39	4.58	0.619
		Percent	0	0	6.7	28.3	65		
5	The Case Study Method enables us to organize our thoughts and is helping in producing the real life situations in written form.	Frequency	0	0	0	25	35	4.58	0.497
		Percent	0	0	0	41.7	58.3		
6	The organized thoughts while solving a Case Study instill confidence prepares us to present our thoughts properly.	Frequency	0	0	0	25	35	4.58	0.497
		Percent	0	0	0	41.7	58.3		
7	Summer Internship Project is a great opportunity to have industry interaction.	Frequency	0	7	12	12	29	4.05	1.080
		Percent	0	11.7	20	20	48.3		
8	Summer Internship Project prepares us well to explore professional writing style.	Frequency	0	19	18	23	0	3.07	0.841
		Percent	0	31.7	30	38.3	0		

9	We get to listen to many people from industry during our Summer Internship Project.	Frequency	0	19	24	17	0	2.97	0.780
		Percent	0	31.7	40	28.3	0		
10	During the Workshops conducted on various topics we have an opportunity to get into the practical components of communication.	Frequency	0	3	5	21	31	4.33	0.837
		Percent	0	5	8.3	35	51.7		
11	The handouts provided during the Workshops are helpful in being a proficient user of English Language.	Frequency	6	17	25	8	4	2.78	1.027
		Percent	10	28.3	41.7	13.3	6.7		
12	Active participation in Workshops are essential for improving the communication skills.	Frequency	0	4	11	16	29	4.17	0.960
		Percent	0	6.7	18.3	26.7	48.3		
13	Use of teaching aids like LCD and Projector improves the learning of a language.	Frequency	6	4	12	19	19	3.68	1.269
		Percent	10	6.7	20	31.7	31.7		
14	Teaching aids like audio and video clips creates interest in the learners and makes learning a fun	Frequency	0	0	2	19	39	4.62	0.555
		Percent	0	0	3.3	31.7	65		
15	Language labs as one of the teaching aids plays an important role in enhancing the language proficiency. Language laboratory should be made mandatory in every college or academic institute to impart adequate training and drilling of English language.	Frequency	0	0	3	24	33	4.50	0.597
		Percent	0	0	5	40	55		
16	The better designed course content or curriculum can improve the learning outcome in terms of English language proficiency.	Frequency	0	0	0	40	20	4.33	0.475
		Percent	0	0	0	66.7	33.3		
17	Active Learning methodology	Frequency	0	0	10	39	11	4.02	0.596

	has a better impact over the learning of English language	Percent	0	0	16.7	65	18.3		
18	Assessments for learning or formative assessments work as a remedial step to enhance the learning outcome in English language proficiency.	Frequency	0	0	4	28	28	4.40	0.616
		Percent	0	0	6.7	46.7	46.7		

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