



Thakur Educational Trust's (Regd.)
THAKUR COLLEGE OF SCIENCE & COMMERCE **tcsc**

UGC Recognized * Affiliated to University of Mumbai
(NAAC Accredited with Grade 'A' [CPGA-3.10] * ISO 9001:2008)

**PROJECT REPORT ON:
A STUDY TO UNDERSTAND IF VERNACULAR MEDIUM
AFFECTS EMPLOYABILITY**

**SUBMITTED BY:
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SUBMITTED TO:

University of Mumbai



**PROJECT GUIDE:
MR. AAKASH DESHMUKH
ACADEMIC YEAR 2019-2020**



DECLARATION

I **AYUSHI RAJESH CHHEDA** from THAKUR COLLEGE OF SCIENCE AND COMMERCE STUDENT OF T.Y.BAF (ACCOUNTING AND FINANCE) SEM VI HEREBY SUBMIT MY PROJECT ON

"A STUDY TO UNDERSTAND IF VERNACULAR MEDIUM AFFECTS EMPLOYABILITY"

I ALSO DECLARE THAT THIS PROJECT WHICH IS A PARTIAL FULLFILLMENT FOR THE DEGREE **T.Y.BCOM(Accounting and Finance)** OFFERED BY **UNIVERSITY OF MUMBAI** IS THE RESULT OF MY OWN EFFORTS WITH THE HELP OF EXPERTS

AYUSHI RAJESH CHHEDA

DATE:

PLACE



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CERTIFICATE

THIS IS TO CERTIFY THE PROJECT ENTITLED IS SUCCESSFULLY
DONE BY **AYUSHI RAJESH CHHEDA** DURING THE THIRD
YEAR SIXTH SEMESTER FROM **THAKUR COLLEGE OF
SCIENCE AND COMMERCE KANDIVALI (EAST)**
MUMBAI

COORDINATOR

PROJECT GUIDE

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Enhanced communication skills in English shall not only improve a person's social life but also guarantee in better future prospects for employment.

Most Job interviews these days are started in English.

It doesn't just aid a person professionally



ACKNOWLEDGEMENT

To list who all have helped me is difficult because they are so numerous and the depth is so enormous.

I would like to acknowledge the following as being idealistic channels and fresh dimensions in the completion of this project.

I take this opportunity to thank the **University of Mumbai** for giving me chance to do this project.

I would like to thank my **Principal, Dr. C.T. CHAKROBORTY** for providing the necessary facilities required for completion of this project.

I take this opportunity to thank our **Coordinator, Dr. Nishikant Jha** for his moral support and guidance.

I would also like to express my sincere gratitude towards my project guide, **Miss. Ruchi Negi** whose guidance and care made the project successful.

I would like to thank my **College Library**, for having provided various reference books and magazines related to my project.

Lastly, I would like to thank each and every person on who directly or indirectly helped me in the completion of the project especially **my Parents and Peers** who supported

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Name of student _____

Task ID	Task Description	Task Duration in days	Start Date	End Date										
					02-Feb-20	09-Feb-20	16-Feb-20	23-Feb-20	02-Mar-20	09-Mar-20	16-Mar-20	23-Mar-20	30-Mar-20	
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2	Chapter No 2 Research Methodology													
3	Chapter No 3 : Literature Review													
4	Chapter No 4 : Data Analysis, Interpretation and Presentation													
5	Chapter No 5 : Conclusion and Suggestion													
6	Biblography, Appendix													
7	First Draft													
8	Second Draft													
9	Final Draft													
Students signature on No.Of Visits with date														

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ABSTRACT

Enhanced communication skills in English shall not only improve a person's social life but also guarantee in better future prospects for employment. It doesn't just aid a person professionally but also socially in countless ways for example building up confidence, self esteem and being able to express themselves in the best way possible. From Job Interviews to the actual corporate world being proficient in English means being able to express or one would say understand and communicate a lot more effectively.

Most Job interviews these days are started in English. While some interviewers are kind enough to know the language, the interviewee is able to talk in to be able to express himself, not everyone gets that liberty. Interviewers tend to quickly judge the person and always have given great importance to first impressions. Poor Skills in language can mean smaller chances of landing a job compared to someone with a better set of skills

The basic function of human language is to communicate which can mutually be understood among a group of speakers. If two monolingual speakers start communicating it is assumed that they can't understand what they're talking and no communication shall take place in any form. However if the two monolingual speakers agree to learn an international language like English which is in wider communication throughout the world it can be a much easier , simpler task in order to achieve their educational, personal and professional goals.

Hutchinson and Waters elaborate that the end of Second World War in 1945 had paved the way to expansion in every field , be it scientific, technical or economic activities throughout the globe. This kind of vast expansion resulted in a requirement of a common dominant language to Foster trade and international relations in every form. For various reasons, the economic power of the USA was high in post world war scenario making English the key to international currencies, economies and trade. One of the main reasons for English to be so widespread was colonization which resulted in the dominance there after. All kinds of literature, technological advancements, all of it was done in English. This paved the way to english's dominance in today's employment opportunities.

CHAPTER 1 : INTRODUCTION

1.1 VERNACULAR MEDIUM SCHOOLS

In simple terms, Vernacular medium schools are places where a local language is spoken by a community and that language is the medium of education in the particular school. A large number of vernacular medium schools are decreasing in number day by day in India and a lot of them are also being converted to English Medium schools due to the growing dominance of English language in today's needs.

But it is important to understand that for a country like India where a large number of the population strives to even fill their stomachs everyday, it is not possible for them to pay the high end fees of English medium schools so vernacular Medium schools being cheap and more accessible are kind of the only way for them to achieve basic education which is required to survive in today's world. But Vernacular medium schools aren't really getting the chance, the opportunity to prove their worth and therefore losing in numbers.

Vernacular medium schools are focused on teaching by using the mother tongue which is the first language of the child which obviously results in being the best known language in that particular region. This is completely associated with the subjective assessment of the individual with respect to the amount of languages he knows. The naturally acquired, first language is known to him due to his interactions in his early stages with the surrounding members of the family, neighbours, relatives, friends and so on.

1.2 STANDARD ENGLISH

The pronunciation of English language will always vary from region to region depending on the local or native language spoken in the particular area. These kinds of differences can result in improper standardization of English language making it difficult to set the bar. So is it the British English which was initially considered as the standard form of English or American English which is very dominant in the entertainment industry or Indian language which is influenced highly by the regional languages spoken in the country.

Strength of the American economy, its advancement in technology and science, its power over other countries and the popularity and emergence of e-language. American English is largely followed by all tech savvy countries as well as the countries which are quite dependent on the technology provided by these tech savvy countries.

1.3 TOOL FOR EMPLOYABILITY

Being one of the highest populated countries using English at such a large scale, India has contributed a good number of vocabulary to the modernized English language and that has resulted in it being part of the standard dictionaries. After the economic reforms of 1991, the private sector has grounded better and stronger in Indian economy. The level of competition in these times in the world economy the employees are always expected to be on toes.

Employees are expected to either work hard and show their performance or they can work hard but perish for not taking care of your professional growth. The ability to communicate effectively doesn't just help in sustaining in this competitive world but also helps in redefining one's personal image in front of his

employees and his heads. These effective communication skills will help him to remain employed for a longer period of time. One has to understand the need and importance of effective communication skills and body language and so on and so forth to be able to survive in this competitive corporate world.

Employability does mean the ability to remain employable as a result of the relevant skills one possesses to be employed. Communication skills are essential for one's professional growth. The ability to express fluently and confidently in both written as well as oral forms of language is way too essential for career growth.

English being one of the most dominant languages in the world , especially in the corporate world. The knowledge of being able to effectively communicate in English and write and read it acts as one of the very important employability skills in a person. But it's important to understand that speaking English as in speaking grammatically correct all the time does not contribute to th fact that you're skilled in communications. It has a lot to do with presentation skills, convincing power and being able to negotiate in difficult times and interpersonal skills for being able to use the language effectively.

1.4 EFFECTIVE COMMUNICATION SKILLS IN ENGLISH

Effective communication skills include not just oral skills like public speaking, presentations, negotiations, knowledge sharing , conflict resolutions but it also includes writing skills for reports, instruction manuals, proposals, notices, official correspondences, etc. It includes a combination of certain verbal and non verbal skills marked with distinct and proper articulation, voice modulation and appropriate pause. If the medium of communication is English then a certain amount of proficiency is required and needed from the person. As English for a lot of people can be their second language and definitely not our native or mother tongue is not constantly practised in their homes, followed by language lab sessions it has become the need of the hour.

If an educational institute wants their students to be well placed and have some kind of job security in future they need to focus on the need to properly educate and realize the importance of communication and overall cognitive development of the child which means their body language, confidence, persona, ability to manage so on and so forth. Language plays a very primary role in building the person's self image in front of other employees and the corporate world. It is here that an English Language Instructor / Trainer has an important role to play. Quality jobs really depend on the amount of knowledge the person has gained as of respective subject as on good communication skills.

1.5 ROLE OF SOFT SKILLS IN EFFECTIVE COMMUNICATION

It is true that communication skills do top the list of any employability planner out in the world, however many skills such as interpersonal and intrapersonal skills have become urgently important. Surveys have shown that a large number of professionals are being produced every year and it's surprisingly true but only 10% of them are actually employable in various industries. The candidates don't get selected or are deemed unsuitable or unfit for the job because they lack the soft skills required for employability.

Intrapersonal skills include the following things :

- ❖ Time Management
- ❖ Attitude

- ❖ Responsibility
- ❖ Ethics, Integrity and values
- ❖ Self confidence and courage
- ❖ Consistency

Interpersonal traits include the following things :

- ❖ Teamwork
- ❖ Empathy and Listening skills
- ❖ Self - awareness
- ❖ Leadership
- ❖ Communication and Networking
- ❖ Problem solving and Troubleshooting

1.6 NON VERBAL COMMUNICATION

There is a saying that Silence speaks better than words which has been proven true in so many cases. There should always be a congruity , rather a proper balance between verbal and non verbal communication. This balance not only reflects an individual's capabilities to deal with situations but also how effective and well managed and organized a person is. The following attributes are some of the most important aspects for non verbal communication :

- ❖ Eye Contact
- ❖ Gestures
- ❖ Facial expression
- ❖ Posture and Body orientation

By this we can clearly understand that personality traits and soft skills play a very significant role in one's career. It's not just mere education or basic knowledge about certain things. Its alot more than that, it's about one's overall development and making sure they can work and live a dignified life. In conjunction with hard skills and such domain expertise one may not just be getting prepared for interviews but also for subsequent career development and future prospects life will have to offer.

1.7 LANGUAGE SKILLS WHICH NEED TO BE ACQUIRED FOR BUSINESS

PURPOSES :

In English language when the word “language proficiency” is used it clearly means that it is about one’s ability to listen, write, read and speak in Standard English format. It is very necessary for one to understand this term to understand how important communication is for developing one person’s skills and efficiency.

❖ Listening

Listening is often neglected but it is one of the most important language skills . This however shouldn’t be very difficult to understand why. It is only when one listens he can understand the needs and requirements of the customer and fulfill the requirements so on and so forth. Active listening has proven to make a person more attentive and aware of his surroundings. Studies have revealed that a lot of business people spend 45% of their work time in listening which makes them better in their job.

❖ Reading

❖ Documentation

❖ Interaction

In everyday business world, we have to read numerous texts ranging from journals, e-mails, reports and books. any number of books you read for emails you read or journals also you come across you will always find that you might miss out on something. One requires grasping the meaning of what he reads and analyzing in details. Analysing such details from edited journals and news letters it can get a little difficult for people who are not accustomed to it. None of us can deny the need of having the important documents in the written form.

In official work written communication serves as an important documentation which is permanent and can be retrieved. Business letters, memos, proposals, brochure, manuals, notices, bulletins etc are time and again required to be drafted in an organization.

Possessing good command over English language in terms of speaking is found wanting in business houses. Nowadays companies look up for people who can interact successfully and make significant contributions during group-discussions, presentations and seminars. If one is able to put forward the points they were talking about which they had read in their previous reading habits it becomes easier for them to not only grasp knowledge but also put it to immediate use because of the absence of the language barrier which could have been possible if they have studied from a vernacular medium School where their English speaking ability may be an issue.

CHAPTER 2 : REVIEW OF LITERATURE

2.1 WHAT IS REVIEW OF LITERATURE?

The format of a review of literature may vary from discipline to discipline and from assignment to assignment.

A review may be a self-contained unit — an end in itself — or a preface to and rationale for engaging in primary research. A review is a required part of grant and research proposals and often a chapter in theses and dissertations.

Generally, the purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.

Define or identify the general topic, issue, or area of concern, thus providing an appropriate context for reviewing the literature.

Point out overall trends in what has been published about the topic; or conflicts in theory, methodology, evidence, and conclusions; or gaps in research and scholarship; or a single problem or new perspective of immediate interest.

Establish the writer's reason (point of view) for reviewing the literature; explain the criteria to be used in analyzing and comparing literature and the organization of the review (sequence); and, when necessary, state why certain literature is or is not included (scope).

Summarize major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction.

Evaluate the current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.

Conclude by providing some insight into the relationship between the central topic of the literature review and a larger area of study such as a discipline, a scientific endeavor, or a profession.

2.2 PURPOSE OF REVIEW OF LITERATURE

Place each work in the context of its contribution to understanding the research problem being studied. Describe the relationship of each work to the others under consideration. Identify new ways to interpret prior research. Reveal any gaps that exist in the literature. Resolve conflicts amongst seemingly contradictory previous studies. Identify areas of prior scholarship to prevent duplication of effort. Point the way in fulfilling a need for additional research. Locate your own research within the context of existing literature.

A literature review may consist of simply a summary of key sources, but in the social sciences, a literature review usually has an organizational pattern and combines both summary and synthesis, often within specific conceptual categories. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information in a way that informs how you are planning to investigate a research problem. The analytical features of a literature review might:

- Give a new interpretation of old material or combine new with old interpretations,
- Trace the intellectual progression of the field, including major debates,
- Depending on the situation, evaluate the sources and advise the reader on the most pertinent or relevant research, or
- Usually in the conclusion of a literature review, identify where gaps exist in how a problem has been researched to date.

2.3 REVIEW OF LITERATURE

Teaching English to Vernacular Medium Students through technology- Maria Joseph Savariappan, San Francisco, 2017.

After the independence in 1947, the government promised to spend 6 per cent of the Gross Domestic Product (GDP) for the development of the country's education systems but the spending always hovered around less than 4 percent (Lall & House, 2005). Lall and House (2005) attributed this to the lack of a common school system. Children were channeled into private and public schools on the basis of the ability to pay and social class. Murarka (2013) states the policy of the Indian government regarding the medium of education in Indian universities is uncertain.

According to Murarka, Mahatma Gandhi, who is the father of the nation, wanted basic education imparted through the mother tongue of the individuals in respective states. Murarka further adds that the Indian constitution provides facilities for primary education in one's mother tongue. As noted above, before India gained the independence, many schools had introduced regional languages in their schools.

Murarka argues that studying in one's mother tongue is important because it can develop a feeling of love and respect for one's own mother tongue. However, English has become a global language (Hammond, 2014). English has become the lingua franca even in India across the states (Khodorkovksy, 2013). If one state teaches in its own regional language, students cannot move across the Indian states for their education purposes (Gangopadhyay, 2012).

The problem of medium of instruction is still deep in universities. Generally, the medium of instruction in universities was and continues to be in English. In order to emphasize the regional languages, some states have decided to instruct their students in regional languages (Gangopadhyay, 2012). If regional languages are implemented, as mentioned above, the mobility of students across states will be curtailed and the process of education will be hampered heavily. Therefore, a dilemma exists regarding the medium of education (Murarka, 2013). Presently, the medium of instruction in Indian universities is primarily English, while primary, middle and secondary, and higher secondary schools have either regional language medium schools or English medium schools (Cheney, Ruzzi, & Muralidharan, 2005). This means that the students who are going through the regional medium schooling are at a disadvantage when it comes to the university education (Gangopadhyay, 2012)

Mother tongue as the medium of instruction at developing country universities in a global context - Aceme Niyika, Research Office, Faculty of Health sciences, University of Wiswaterseand Medical School, Johannesburg, South Africa.

Once of the factors attributed to poor performance of some indigenous students at universities in developing countries is the use of a second language - mainly English and to some extent French - as the language of instruction at the universities.

Consequently, policymakers in some developing countries have introduced, or are debating the idea of introducing, local vernacular languages as the official languages of instruction at their respective universities. Indeed, learning the official language of instruction as a second language is an additional hurdle, which to some extent hinders some students from performing well in their university studies.

Thus students whose mother tongue is used as the language of instruction at their universities have an advantage over students whose mother tongue is not the language of instruction at their universities. Policies regarding the medium of instruction at universities have a range of short-term and long-term implications, some of which may be easily overlooked yet they may have far reaching repercussions for current and future generations. In this paper, a repertoire of pertinent issues surrounding the use of vernacular languages at universities is explored.

These issues include performance of students, quality of graduates produced in terms of employability, university overall productivity, innovation, university competitiveness in the wake of globalisation, preservation of the vernacular languages and contribution towards national as well as global socio-economic development.

UNDERSTANDING THE IMPORTANCE OF VERNACULAR MEDIUM

SCHOOLS IN INDIA TODAY - Patil Nayana Pramod and Motiram Kad

Vernacular schools are focused on teaching mother tongue. The language of the mother is the first language acquired. Thus, native language is basically the best known language. Vernacular schools are focused on teaching mother tongue. The language of the mother is the first language acquired. Thus, native language is basically the best known language.

Mother tongue is psychologically significant to students, especially children. It helps develop perspective as language and thought are connected and it is impossible to think without knowing language. Vernacular language is important socio-culturally. The usage of mother tongue as teaching medium improve cognitive abilities as it is easier for a child to understand a lesson in its mother tongue. This leads to faster learning.

It has been found through research that changing the learning medium from mother tongue to a different language makes students insecure and leads to low self esteem. Students stop liking school, education and teachers. Ranging from primary education to higher education, teachings should be based on local or native language. Changing the medium of instruction to English language will be problematic.

One can find that in the depth of the problem, the public schools are providing education through English. The ideal solution for this is that, in Primary education and higher education, the medium should be English language. But, the local / native language should be used in explanation. Students will gain skills in the English language and will also be able to reconcile the national and international scene. Local / native language should be taught as a subject.

BajpaiAmita – (1991).

this study attempts to identify an educational intervention curriculum for value-development and its facilitative effect upon the development of moral Judgment. To investigate whether development of moral Judgment in children can be enhanced through an intervention programme. To observe the role of the following attributive variables in development of moral Judgment in children: intelligence, sex, academic achievement, school adjustment, family structure, birth-order and mother's level of education.

ChockoAnnamma – 1979

A Study to find out the influence of the reading interests of IX th standard students on their performance in writing English composition. (A study limited to ten English medium schools in Goa).to find out whether there is a positive co-relation between reading interest and the written performance of the ninth standard students of Goa.

To gauge certain factors connected with home and school environment, which may have some bearing upon the children's reading interests and consequently on their written performance. To assess the written performance of the ninth standard students of Goa

.The socio-economic and cultural background of the home with the occupational and educational level of the parents, influence to a great extent, the reading of young people, which in turn influences their written performance. The scope of the topic being very vast, the investigator decided to begin with informal casual talks with English teachers and students, enquiring about the library facilities offered by their schools, visiting the libraries wherever they existed and discussing the topic with the librarian. The pilot study was conducted on 10 students and 2 teachers.

After making the necessary modifications and refinement, the final form of the questionnaire was drawn, one for the students and another for the teachers.The socio-economic and cultural background of the home with the occupational and people.

Gupta K.M. – (2011)

The study tries to assess the stage structure of teacher educators in India in moral Judgment.To find out the moral Judgment profile of teacher educators. To determine the Principled Morality index according to sex and qualifications. HJ.,C.Ed., May 1975-KUM. Viegas Amy Philip To observe the learning of English in classroom situations with a view to identifying their problems.To understand the backwardness in English by implementing a questionnaire.To specify problems, in different domains of learning English.

The sample survey method was used in this study. For that purpose, two questionnaires were prepared which consisted of open-ended and reliable. Before administering the questionnaire, the investigator had pilot testing. A stratified sample of ten English unrcatholic schools was selected for the purpose of investigation of the problem understudy. Forty students of standard ix were selected at random from each of theselected schools. The samples also consisted of 20 teachers teaching English to these students. The data us collected was systematically classified and analyzed.

From analysed data, it is clear that 'a' poor foundation at the beginning stages forms the main reason of backwardness in the fact that 43 percent of the students fall beyond the average age of standard ix proves that the students have stagnated in their studies.

Kalamani M. – (1991).

This is an attempt to study the adolescents problems in the personal, family, socio-emotional and educational areas as well as to see their value system. To study the problems of adolescents in the personal, socio-emotional and educational areas. To study whether adolescents differ in their aesthetic, theoretical, religious, political, social, economic and hedonistic values To find out the preferred categories of values of adolescents.

Padmanaban T. – (1992).

Problem: - This study attempts to assess the values of high school pupils to understand their value-pattern in the present-day social and educational environment and to offer a few suggestions for the improvement of values to Higher Secondary School in the light of the present findings. To find out the value-pattern of pupils studying in standard IX. To find out if there is any significant difference between boys and girls in respect of their theoretical, economic political, social, aesthetic and religious values.

To see if there is any significant association between pupils caste and religion, is any significant association between pupils caste and religion, and their most preferred value. To observe if there is any significant association between parents socio-economic factors and the pupils most preferred value. To find out if there is any association between pupils self – concept and their most preferred value.

Pratibha- (1988).

This is an attempt to study moral development in children. To study the moral Judgement of children according to sex, intelligence and religion. To develop a programme and instructional material for moral education at the end of primary education. To study the effect of the proposed programme and instructional material upon the level of moral Judgment of children according to sex, intelligence and religion. To validate the effectiveness of programme and the instructional material. To develop new approaches for the effective moral training to the youngsters.

Shah, HansaMalukchand- (1992).

This study attempts to investigate the values of the higher secondary schoolstudents a Saurashtra. To prepare and standardize a value scale covering knowledge, economic, esthetic, social, humanistic, political, religious and moral aspects. To study value-pattern of students studying in standards XI and XII of the Saurashtra region. To study the difference between the value-patterns of boys and girls belonging to urban and rural areas, studying in the general stream and the science stream of higher secondary Higher Secondary School.

Sheela- (1988).

It attempts to study the change in teaching behavior as a function of inculcation of values predicting teachers effectiveness. To identify the most effective and the least effective teachers at he secondary level through a multi- dimensional criteria oft eacher effectiveness. To identify the values that best discriminate the high-effective teachers from the low-effective teachers, through master ranks of values of each subgroup. To inculcate the identified values in student-teachers, which are indicator sof teacher’s effectiveness and are termed as educational values? To test the effect of inculcation of values of the teaching behavior of student-teachers.

2.4 NEED FOR THE STUDY

Skills deficit, besides being a burning problem in itself, is a major reason for presence of other labour market problems such as occupational segregation and wage inequalities. Workers' proficiency in the English language is today regarded as an important skill-set influencing employability and human capital since the international and inter-state trade and markets are greatly connected by the English language.

A British Council report states that 2 billion people will be studying English in the world by 2020. The importance and utility of the English language in India as a medium of business- and official-communication is well-known as its criticality has been reinforced due to India's colonial legacy, linguistic diversity and the rapid growth of globalisation. According to a 2013 study of economist Aimee Chin and co-authors, being fluent in English (compared to not speaking any English) increases hourly wages of men by 34%, which is as much as the return from having completed secondary school and half as much as the return from having completed a Bachelor's degree.

Chin et al also find more experienced and more educated workers receive higher returns from English skills, and only the more educated among young workers earn a premium for English skills, whereas older workers across all education groups do.

The Indian labour market, however, lacks the required number of workers with good English language skills, as workers are observed to be considerably heterogeneous in their ability to speak in English. For instance, in a nationally-representative household survey data called the India Human Development Survey 2012, we see 21.1% of the respondents can converse in a little English, 5.2% reported they could speak fluent English. So, only a small fraction of those who are learning English can actually speak English well.

To put things in perspective, 8.8% of the households reported that their children are being taught English from the first standard and 4.7% of the households who reported that their children are enrolled in English-medium schools. i.e., schools in which English is the language of instruction. Moreover, the quality of English language learning in our education system is also an issue of concern. The average quality of English language learning across the states has been disheartening as the periodic ASER and other surveys reveal.

One big reason for the tardy progress in developing and increasing the good-in-English workforce is that public policy on the optimal medium of instruction in public education has been subject to confusions and controversies across the states.

There is always a political and economic tussle between the state's own language and English as the medium of instruction. On one side, regional politics asserts the primacy of the state's language in education as it is part of cultural heritage. On the other, the globalised job market compels the usage of English in education and administration. For example, the Uttar Pradesh government has announced that it will convert 5,000 existing primary schools into English-medium institutions after giving thorough training to teachers and providing English books—those 'English-medium' schools will start functioning from the coming academic session.

English-language fluency enables an educated person to secure white-collar jobs in the middle and upper echelons of the job hierarchy. Many students sort themselves into different career streams depending on their relative level of proficiency in subject content written in the English language. The level of success in higher education, to a degree, depends upon English proficiency.

As English is not the native language of 99% of the Indian population, the main exposure to English for children would be via schools—most of these follow the “three language formula” recommended by the Union government.

Students’ enrolment in English-medium schools is on the rise in India, and private English-medium schools are mushrooming in towns and rural areas. In many states, government schools fail to match the aspirations of parents who send their wards to private schools which they suppose are good at imparting learning in English language.

Both vernacular and English-medium private schools in rural and suburban areas pay meagre salaries that are often half of what the government school teachers would earn. In such a situation, it is not surprising that these schools face an acute shortage of good-quality teachers, ones who can teach correct and effective English.

The parent’s aspirations often do not match they can afford, and private schools, on their part, blame on the lower fees they get from parents. Substandard teacher quality is at the heart of low incidence of fluent English-speaking in the hinterland. There is also a paucity of English-medium schools beyond the primary school level in many rural parts of the country. Consequently, students who have been educated in English medium schools till seventh standard are forced to enroll in the vernacular high schools.

Equipping students to easily navigate between their mother-tongue and English in the course of their study is a policy imperative as many undergrads burn out midway and drop out to enter low-pay occupations due to a relatively low grasp of English. Many states have introduced teacher assessment tests lately, something which should be made regular and not just a one-off accreditation. If teacher-quality in schools is improved and teacher attendance and effort are effectively monitored, this would solve one big aspect of the problem.

In the learning process, students should be trained to seamlessly translate their thoughts and words so that they would be adroit in English. Smooth transition from the vernacular-medium at the senior secondary school level to English-medium education in college should attain policy-focus.

Development and upgrading of employable skills of the burgeoning young workforce is critical to exploiting the demographic dividend. In a dualistic labour market, with an all-important informal sector, skill development (such as English skills) is a way to escape the low education- high unemployment trap as high-productivity and high-wage jobs need sharper skill-sets. Students, parents and policymakers must try for a harmonious balance between education in vernacular language and English skills so that rural or local-language speaking students can excel in studies and careers. This will bring down wage gaps and economic inequalities.

English as a language plays a vital role in shaping one’s personality. Starting from academia to industry the necessity of English is inevitable. The need of the hour is to have certain modifications in the education system which will address the needs of the changing economy and take suitable measures at providing mandatory training in communicative English with a view to have the youngsters gainfully employed. This will ultimately benefit all the stakeholders, industry, government and economy by increasing the productivity and resulting in a higher GDP of the nation.

CHAPTER 3 : RESEARCH METHODOLOGY

3.1 OBJECTIVES

The study revolves around two main objectives, they are :

1. To understand the importance of English language in the future especially targeting vernacular medium students.

The first objective clearly specifies the need of the study that how vernacular medium students who come across this paper will realise how important English language can be for their future. it will help them understand the significance of communication and confidence and other soft skills required to Ace in the chances to achieve good employability. one may not understand the importance of English language in the early stages due to certain distractions or family problems or financial instability.

They may realise that the financial issues the upbringing the distance around them and the school makes a lot of difference in one's entire personality communication and their respective towards the world. certain psychological studies show that vernacular medium students tend to be hesitant to accept the fact that they may or may not possess certain important qualities with other students from private sector schools have received. this may indicate show the difference of how wealth gap also affects the employment opportunities students may get.

This paper primary focus is on the early education of students because education plays an important role on what choices a student will make in the future. it becomes extremely important to understand how vernacular medium students behave what has been the education system prevailing in India and other countries, how different countries have taken the situation of different sources of regional language an important international language to be studied for better placements job opportunities and over all unemployment improvement in the country.

It has been noticed in terms of interviews and job articles that English proficiency has been very important for 1 to get a job in any field he or she must be fluent and this has resulted in biased towards those who are not proficient in speaking English the complete the rely on the skill set on the abilities they have learnt accept communication now one May be very fluent India regional language as they have been studying in vernacular medium their local business sense and they are understanding of the region might be very very useful for companies for local businesses in the market to provide them employment but for them to reach to a multinational company level they might have to focus on the the importance of learning English and making sure there fluent in it.

2. To understand the current requirements of the employer from recent graduates during interviews.

This study clearly States all the skills required from a graduate to Ace any kind of interview or employment opportunity they come a cross in the near future. every little skill like listening , communicating, reading, understanding the client, understanding the seniors, being well versed with the current affairs and updates one is working in a particular field.

Employers are looking for experienced graduates for graduates have been interest in bringing about a change or 1 May specify a unique change to the business or to the outlook of the company which will intern be very profitable for the person the company and the overall field. If someone wants affair chance at making sure the get into a high paying job one must understand the importance of internships extra seminars good academic background co curricular activities reading and other such activities which may show the efficiency of the employee which will help him or her to pursue what they really want.

3.2 HYPOTHESIS

The hypothesis for the following study is :

- YES, Vernacular Medium does affect Employability.
- NO, Vernacular Medium does not affect Employability.

3.3 SCOPE OF THE STUDY

To understand two different perspectives to this problem, The education and the employment of a vernacular medium student.

More emphasis on the education has been made to understand the student better making it useful for employers to be more considerate about students from this background and allowing them the same opportunities as any other student would get.

3.4 SIGNIFICANCE OF THE WORK

University education in India is predominantly in English at all places of prominence (Shohamy, 2004). This leads to a situation where students need to learn a new language in a very short frame of time. Since the level of language comprehension required at this level is of advanced competency, therefore it proves to be a struggle for students who haven't been well acquainted with the language. This happens mostly for students who have completed their school level education in vernacular mediums but is not only limited to this set. However, for this study the focus is on this group only.

Colonization and western imperialism have had the most disastrous cascading effect on the world; this was true for all aspects of society and human life. Similar was the case with language. English language was given a hegemonic status around the world (Mullen, 1995). With vernacular language specially in colonies like India losing their vigour and virtue. Overtime this has led to the phenomenon where English is the accepted medium of instruction at all places of prominence.

This paper thus tried to understand and bring forth the various ordeals faced by students studying in such places of higher learning where English is the sole medium of instruction. It also shed some light on the various coping mechanisms which these individuals use to overcome these factors and excel in their individual lives.

Moreover, the role of institutional and social support from peers and instructors is paramount in order to enable these individuals to bridge the language barrier. Once they are able to realize their potential it becomes easy for them to score well academically; and to have a fulfilling social life.

This paper thus emphatically and unequivocally seeks to put forth the life experiences and ordeals faced by these individuals so that institutions of higher learning and society at large takes into cognizance the issues faced by them. And also, in order to provide positive motivation to millions of such youth who have done their schooling in vernacular mediums.

RESEARCH METHODOLOGY

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability.

3.5 PROBLEM STATEMENT

This study clearly tries to find the relationship between employment and education of a Vernacular medium student. It tries analysing the problems faced by Vernacular medium student and tries understanding the growing demands of the current employment situation in the country.

To understand something like that there are various amount of tools and methods used to classify, segregate and understand the data collected be at primary or secondary.

This is a qualitative study. The particular method employed is cross-sectional observation and analysis (Lazaraton, 1995).

3.6 OVERVIEW OF RESEARCH DESIGN

- **Research Site :** The study mainly was focused in Mumbai, Maharashtra and the interviewees work also based in Mumbai. the interviews were taken enclosed confined spaces of the teacher and the employer for the study. Whereas the remaining data was collected by Google forms a survey method used to gather information in an easier manner.
- **Subject population :** the subject population of this study was very general it mainly targeted students and teachers and people involved in the education sector. The only different subject over your is the employer whose interview was taken.
- **Data collection :** The database collected in two forms one by an interview and second by an online questionnaire on Google forms. the interview of the teacher was taken to understand the educational importance and perspective whereas the employers interview was taken to understand the requirements of the employees from today's students or recent graduates when they go out job hunting. The interview with the employer was about 16 minutes and 5 seconds and the interview with the teacher was 30 minutes and 22 seconds. the online questionnaire on Google forms was active for about three days before the site was closed . The interviewers have agreed to disclose their names for the study.

- **Validity :**

Thick description : The researcher was extremely careful so as to provide immense care while listening to and recording the experiences of the individuals. Also, the correct contextual and social meanings were put into perspective before coming to any analysis, inference or conclusion

Ethical procedures followed : Ethical procedures followed — the recruitment for the participants of the study was done in an extremely ethical and anonymous manner. Informed consent was obtained after the successful recruitment of the individuals and before the initiation of the interview. the participants for completely anonymous and no one except except the researcher will know about their personal identity and every other name given has been given out of complete consent of the participant.

- **Sample Size :** There were 2 professionals and 136 students. All of them except the employer belonged to the education system to understand the reason for such a viewpoint given out in the market. The employer belongs to Suzlon energy limited and is the senior general manager over there.

3.7 DATA SOURCES

After identifying and defining the research problem and determining specific information required solving the problem, the research task is to look for the type and sources of the data, which may yield the desired result. There are two type of data available to researcher, these are

1. Primary data.

2. Secondary data

Primary Data are generated when particular problem in hand is investigated by researcher employing a mail questionnaire, telephonic surveys and personal interview

The primary data in this study has been 136 responses on an online questionnaire filled out on Google forms and two interviews taken of a teacher and an employer respectively. The online questionnaire was a bunch of questions regarding the basic perspective a one person when fluency in English and Vernacular medium students and employment all three factors are considered.

Secondary data is the kind of data collected from previous works newsletters articles and journals written on the study or topics similar to this study a lot of this journals in samples for used to come to certain conclusions and viewpoints.

CHAPTER 4 : RESULTS AND DATA ANALYSIS

4.1 PRIMARY DATA ANALYSIS

The primary data collected was to find the connection between the three factors which are Vernacular medium students education and employment in the current scenario.

Two different ways were used to collect the data for this particular topic. One is Interview and another is a questionnaire method.

Two interviews were taken for this particular topic.

INTERVIEW 1

This interview is of a Teacher who has been teaching at a Vernacular Medium School for the past 30 years of her life. Her name is Mrs. Sangeeta Mistry and she currently teaches English at Balbharti School, SV Road, Kandivali West, Mumbai. The interview was as follows :

1. May I please know your name, profession and qualification for the accuracy of my data?

- My name is Mrs. Sangeeta Mistry and I have been teaching since 30 years at Balbharti School and I teach at Secondary level. I am a graduate and also have a B.Ed degree.

2. What is the impact of English language on the current education system in our country?

- These days if I have to say, English has not only become important but compulsory. Now, what shall a child do if he skips learning English, something as basic as learning how to use a computer or even try to use a mobile phone, every technological advancement can be used only if a person knows to read and understand English.
- One can't get a job without these basic technical knowledge so English plays a very important role. If we look at the status of children in general in mind, and then have a look at the Vernacular medium students coming through if we compare their financial conditions with non vernacular medium students it is very low.
- As students from well off families, or from a creme background, or anyone who can afford decent education have all opted for English medium schools and in these times one will choose that as it has become a necessity, that one should study in English as if you want to grow up and do something you need to know it. Be it as simple as playing with a toy, even the instructions are in English so one has no choice there. So yes, English has a very strong impact on the current education system

3. How does one tend to choose which school their child shall be educated in? As in shall it be a Vernacular medium school or English medium school?

- Educational costs or I would say fees play a major role here. There is a huge social and financial gap between students now as in the extremely financially weak category like the Feriwalas , where the parents just can't afford decent education in any form how are they supposed to send their kids to English medium schools.
- Now the kind of students who come to Vernacular medium schools are those who are financially very very weak. Vernacular medium is no longer a choice but the only way left for them to provide decent education to their kids by doing their best. Even those parents know by working three shifts a day even if they increased it to five shifts a day they still wouldn't be able to afford the education provided by English medium schools.
- Some do hold the mentality that Vernacular medium might be a better choice as they will be able to keep a check on their child's studies but in most cases this isn't the case. The environment of the house plays a very important role. A language can be learned only if the people close to the young child talk, that's how they adapt a certain language. This kind of environment results in low confidence among not just students but also the parents. Probably out of 20 maybe one child has the confidence that they can study well even at a Vernacular medium school no matter what.

4. How has education changed in the last 15 years?

- It has changed drastically. Even the courses and the syllabus offered has changed drastically. Even a change in syllabus can result in certain changes in one's morals and values. It all has an effect on a young mind. For example the poems being taught back in the day be it in English or any other language , it's very emotional, nurturing very relatable and something you can learn from. It was those kinds of poems. Something which is so deep it creates a good moral presence in a child.
- Nowadays, it's plainly about Buildings, gutters, slums, these are the kind of poems in English textbooks of Vernacular medium students. This is the kind of thing we have to teach them. Even at lower primary level base kids tend to learn from outside instead of referring to their own textbooks because of the quality of content.
- The kind of values and morals which we could inculcate back in the day from our books has now decreased a lot. The quality of content in their English textbooks has clearly degraded.

5. What is the difference between students back in the day from vernacular medium schools and now?

- Kids now sit with a guide for their textbooks, they read the paragraph, and its comprehensive exams so all the answers are already in the passage. These systems result in kids not trying to take efforts to learn in anyway as they already know it's going to be all spoon fed to them. English is now just a foreign language to them which they have to study for the sake of it to pass their exams.
- Earlier students would try to read, understand whatever they had to from their books, make an effort. Now they simply don't. It is not just English language, but the focus has been reduced from all languages due to the current paper pattern.
- We as teachers don't enjoy the fact that students learn for the sake of it. We don't feel we teach anymore, that the morals and values once taught to kids back then and being taught now. We liked it when kids used to question back in the day, showed their interest and curiosity it would help us understand how much did the child understand what he did not and how could we help them.
- Back in the day also parents were illiterate in fact they were a lot more than now yet students prospered because of the willingness and the sincerity they upheld as youngsters which resulted in them being better individuals.
- The system back then was very clear if a child didn't score 35 marks they failed. But students these days hardly fail, they have hardly ever seen an F on their marksheet. They already are aware they won't be failed so easily, with minimal efforts they shall pass and now no one can even hit them. They have become the kings of their education. Leniency in the system has resulted in students taking it lightly.
- Back in the day they had fear of failing, fear of the society. Fear of their parents hitting them and scolding them if they failed. It is important to understand that one must learn to listen to a NO.
- Today's students don't care as they already know they will have a passage in their exams and they will clear the exam anyway. Now the rules have become extensive can't hit and all, capital punishment is now an offense and so on but students from lower income class families, their parents are so worried about the child's education they are okay if we have to hit, but there is no point in hitting if there is no guilt or shame for it. As parents work all day, they have entrusted the kid's entire development in our hands and thereby allow us to do what we feel is right for their betterment.

6. Does this difference have anything to do with teaching or the mindset of the society? Does these issues affect the child once they've grown up, looking out for jobs ?

- It is everything you said. One of the major factors is the environment and the families they are from. Vernacular medium schools right now mainly have children from lower income group families. They clearly can't give proper attention to their children due to their excessive labour which they have to for survival. So when a parent drops off a child at the school, they believe their child's entire

cognitive development, everything now has been taken care of. Vernacular medium schools are not just a place for education but for nurturing a child in absence of their family.

- It is so bad right now that there are times when students come to class starving, no proper uniform, they just fall asleep which results in them not paying attention to anything being taught at school. They end up getting swayed away later and this affects their growth, starts creating insecurities within them, demotivates them from within. A starving child can never learn and sadly this is the condition at a lot of Vernacular medium schools today.
- So in these conditions for a child to learn, that too a foreign language to be precise, it's very difficult as their health is not in the right condition. All of this simply results in a child being scared of things, being less confident of himself due to all these problems. As I earlier said, the social issues also matter. Children now can't listen to a no. This affects them deeply when they go for interviews where there is always a chance one might reject them and this can demotivate a child to an extent that they might choose immoral paths.
- Total development is necessary, that is education and that currently is not happening. Just tossing away books, and reading pre prepared notes and just leaving it all . The kind of language also spoken by kids these days is so informal, no proper ethics and formalness is present.
- These things will clearly affect their future job opportunities, the parents of these kids are busy and they just want their child to be safe until they are back from work. These schools have now not remained schools but day care facilities for parents and their kids. Teachers are being expected to babysit instead of teach. Yes we have been given the freedom by the government to check on the things the child has learned, what is their current level of understanding and so on and then decide if i want to omit certain chapters which won't be useful for them in any way. But the values also end up getting omitted.
- So what are we really teaching? It hurts us as we can't go beyond a point and that definitely has replications on the child's future which results in hampering their growth . So yes Vernacular medium currently does affect the Employability of the student .

INTERVIEW 2

This interview is of a Senior General Manager working at a company named Suzlon Energy Ltd. The name of the Interviewee is Mr. Lancy Tauro and he has been working at the company for the past 12 years. The Interview was as follows :

1. May I know your full name, your qualifications, your company name and your post at the company for the accuracy of my data?

- My name is Mr. Lancy Tauro and I work for Suzlon Energy Ltd. We are basically into manufacturing wind turbines and we have got a presence in PAN India, working in 8 states and presence in 32 countries around the world.
- I am heading the Marketing and Operation Department and I am the Senior General Manager over there, working there for the past 12 years.
- My qualification is Mechanical Engineering from Father Agnel College, Bandra and then I pursued Management study in Import Export.

2. Have you studied in a Vernacular Medium School?

- No, An English Medium School.

3. What are the first 5 things you see in a person when you hire them?

- First five things would be the area in which I want to recruit, the role in which I would like to keep the employee whether those criterias are matching or the Employee perspective when he is on , the qualifications and the experience that he holds and what is the background of the companies in which he has been working and overall what is the aptitude of the person, nature of the person and basically his family History.

4. Is Fluency in English an important aspect, if it is or isn't then why so?

- No, He should be able to understand first of all. He should be able to read, grasp the things and not necessarily the ability for fluency in which he would like to speak. That is not a bottom line for me.

5. In today's world vernacular medium students are constantly said to work on their fluency and communication skills. Do you think this creates a negative pressure on the students?

- Yes, It will create. It depends on the person on how he takes the interview. He can react and tell the interviewer that does the language really bother the role which is desired by the organization.
- If a company is a Global Company then it definitely matters. Otherwise I personally don't feel he or she should worry. The quality of the role doesn't define the area of English . I don't think there should be any area where the interviewer or interviewee should have a problem. They should be upfront about it, if they are not comfortable they should upfront say it to them. That would be a better option.

6. One of the biggest companies while hiring has taken fluency in English as one of the most important aspects while hiring, like some well known CA firms too. Do you feel that the corporate world is biased towards those with better fluency compared to those who aren't? The opportunities shall be different?

- If you see all The Ca firms like Big Four, KPMG, PWC and so on definitely they are into the global market scenario, the effect of the person interaction will definitely matter to them also so maybe the criteria they look into any of the employee firstly how good they are at communicating, second is the core subject , it is financial company so its about their competitors. So it will matter eventually. I personally haven't seen CA students weak in English, personally haven't come across those.

7. With these many years of experience. It's pretty sure you've seen a change in the current needs and demands from people being hired back then to people being hired now. What exactly has changed ? How and what new is one supposed to expect when looking for a job these days?

- The employer's demand and expectations are very very huge. They would like to have everything yesterday. That is what is required by every employer. So. what we did in that moment of time and now it, a tremendous amount of change has happened.
- During our time there weren't a lot of computers and all, now there is a lot of advancement in technology and in other areas. So the demand of the employer is very high, not what we were having back in the day.

8. Do you think students back then were way better than students right now?

- No not really, students back in the day are old and now a lot more experienced. It is always that experience which counts way more. Studies and whatever core domain knowledge both the generations have will remain the same only with the experience the older people are there they will get a slightly better option.

- For example, If i compare myself with any youngster or anyone my experience will count way more than the student's education. The basics and competency might match but the experience is lacking with them but with over a period of time they will gain it.

9. At such a post you definitely have employees under you which may or may not be from Vernacular medium schools and would have been nervous while communicating with other clients in English. So what would be your advice to them in such situations?

- Yes I have seen that people get sad, or slightly tensed or nervous by all that but we can judge the person very well. We only try to encourage them and see that he has taken it positively. If there is any mistake or something gone wrong we try to cover them , maybe in front of the meeting we might not bulldoze them but after the meeting we will definitely tell him where he went wrong or mistaken.
- It is a very sensitive thing , first one should think and then reply or come up with any solution. Mistakes are bound to happen, we have to make sure we don't bulldoze them so that in future they will gain the ability to make a decision. If decisions aren't made, they will never move forward.

10. What would you like to say to students right now going for interviews, especially vernacular medium students?

- Nothing counts on whether you are a topper or whether you speak very very brilliantly and all that. I will tell you there are people or students who were behind me who have gone up. There are toppers who are behind me . So there are cases like that. So when a fresher goes for an interview , he should be calm and well versed with the subject or the company where he is going for the interview
- . First basic know how you should know about the organization, a brief study. Secondly, the role in which they will like to take you as a fresher that role should also be slightly clear . You should be very open and upfront in telling the interviewer if you know the answer or if you don't know the answer. You should not beat around the bush. Whatever is the case, for freshers it is always basic questions so try and judge the surrounding and give appropriate answers which can pinpoint what he requires.
- Be specific on the answers. Vernacular medium clearly is not going to affect the employability, it is the skill set, posture and your knowledge that will determine your job.

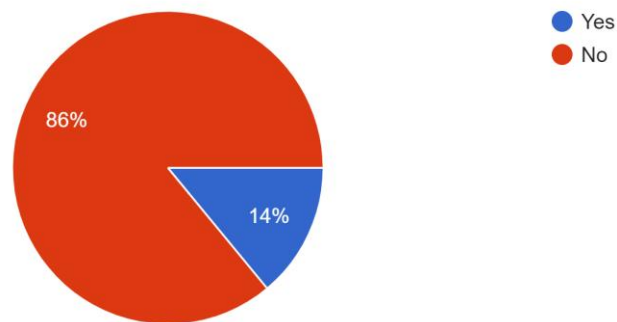
SURVEY

A survey was conducted to understand what students really think about the condition of vernacular medium students, opportunities and the current Employment Scenarios. A total of 136 students have taken the survey ranging from the age of 18-25 years old. The following data was collected by conducting the survey :

1.

Are you a Vernacular medium student?

136 responses



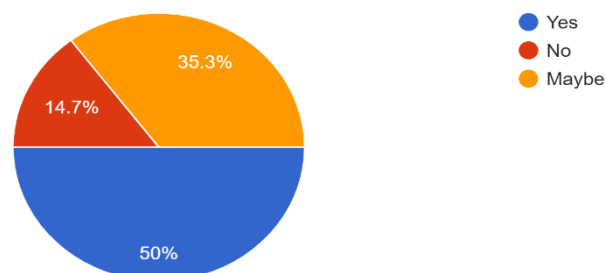
This graph clearly

represents the amount of Vernacular medium students who had taken the interview . Which is 19 studentas out of 132.

2.

Do you feel vernacular medium affects a person's communication skills?

136 responses

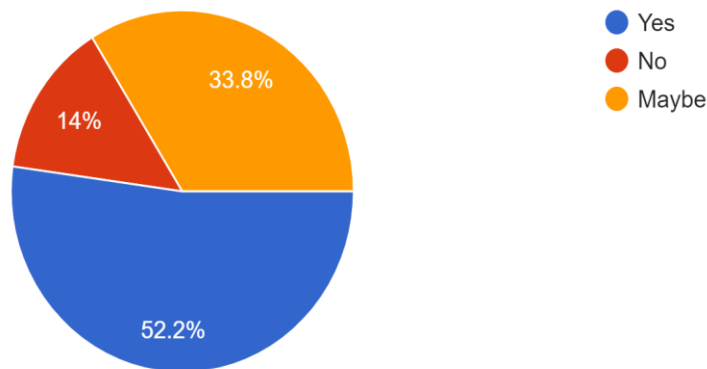


This pie chart determines the mindset of the students right now. 50% of the students strongly believe that Vernacular medium affects how one speaks. This shows the difference in thought. However 36.3% of students are unsure about which shows a scope of change in the way people think now. 14 students who had given this survey were Vernacular medium students and they have opted for a Yes which clearly shows how their earlier stages of education have impacted their overall personality and growth now. Even from the Non vernacular medium students side, the majority have opted for a Yes which again puts emphasis on the ground of all this, the education opportunities and the environment provided to the students which frames their current mindset.

3.

Do you think a person's skill sets matter more than their communication skills?

136 responses

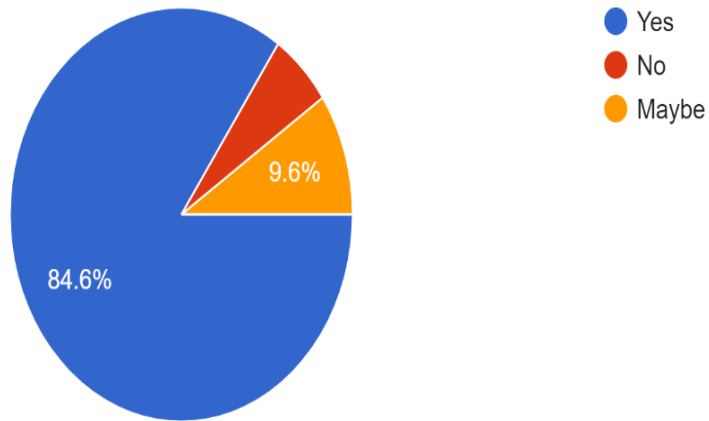


One of the most valid arguments among people as to whether the skill set matters more or communication as one who needs to be able to communicate his skill sets too but also one must not just be all talk and no show. This Pie chart shows the difference which leans towards the skill set side more than the communication skills showing that now students do understand skill sets play a major role in their employment opportunities. With a large number of people being academically weak but extremely talented or gifted have made their careers without the need for extreme fluency which has become one of the major contributions as to why majority of students have opted for a Yes.

4.

Do you feel fluency in English has gained extreme importance in today's employability situation?

136 responses

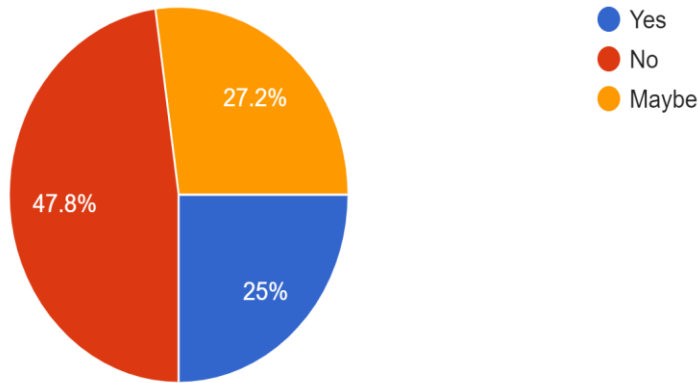


The need to be fluent has now become a necessity as the pie chart clearly states how students have been educated and trained with the mindset that their ability to speak English will very much hamper their opportunities in future. The current method of hiring has made a lot of students see the rising Dominance of English in today's world. The global dominance of English in today's economy is clearly shown in effect here.

5.

Do you feel a vernacular medium student and a non vernacular student get the same preferences during their training at a company?

136 responses

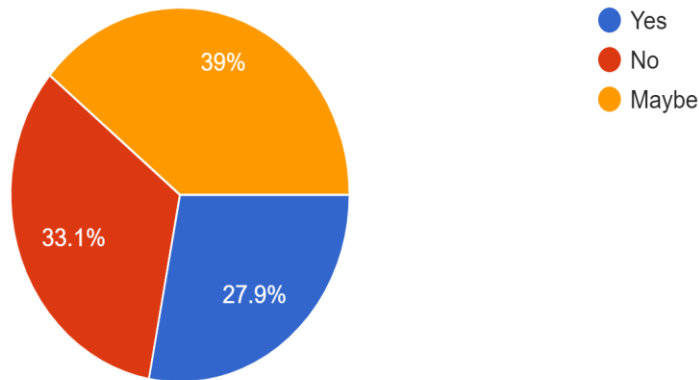


This question is asked to a bunch of students who are mostly unemployed. This was asked to understand what is their belief right now regarding what happens in a company. This data shows how the rumours or experiences the students have listened to have created an impact in their judgement about the corporate world without even being a part of it. A majority have said No which clearly implies the fear of biasness or partiality among students when they will start working.

6.

Do you feel that vernacular medium students are more hardworking than non vernacular medium students?

136 responses

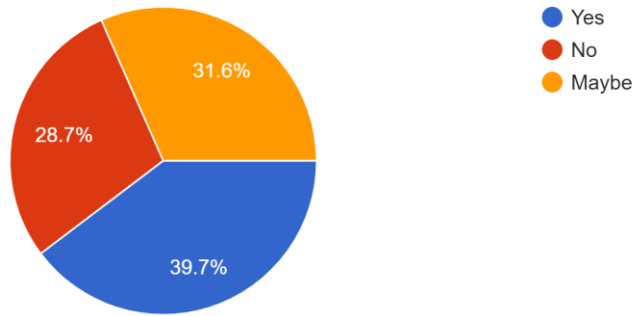


A constant rumour heard by a lot of people. With personal experience from studying higher secondary education at a college with an attached vernacular medium school, A Lot of teachers kept making this statement. It is assumed that because they have difficulty in grasping in English they work harder to achieve which for a non vernacular student might be easier. The pie chart figures are also very close to each other which indicates this is a very common misconception among students right now.

7.

Are our current employment opportunities not biased towards students in any form?

136 responses



One of the most important questions to be asked right now is to understand how the the mindset of the students work. The data clearly indicates a Major chunk of students opting for a Yes and thereby believe that the opportunities they will get will be purely based on their merit and skills and not because of any other reason which is a good sign and much more optimistic approach for them to move forward with.

4.2 SECONDARY DATA ANALYSIS

Secondary data analysis is the analysis on all the information used in gathered to understand the study and all the research work done before the study was made. All auto viewpoints and perspectives have been used in the introduction and the review of literature which shall be explained as follows.

A Research study on difficulties faced by students from Vernacular medium backgrounds - An Article written by Swarnava Sayan bhadra .

This study tries to understand the various ordeals and difficulties faced by students from vernacular medium, which means, students who have done their schooling in languages other than English. University education in India is predominantly in English at all places of prominence (Shohamy, 2004). This leads to a situation where students need to learn a new language in a very short frame of time.

Since the level of language comprehension required at this level is of advanced competency, therefore it proves to be a struggle for students who haven't been well acquainted with the language. This happens mostly for students who have completed their school level education in vernacular mediums but is not only limited to this set. However, for this study the focus is on this group only.

Colonization and western imperialism have had the most disastrous cascading effect on the world; this was true for all aspects of society and human life. Similar was the case with language. English language was given a hegemonic status around the world (Mullen, 1995). With vernacular language specially in colonies like India losing their vigour and virtue. Overtime this has led to the phenomenon where English is the accepted medium of instruction at all places of prominence.

This paper thus tried to understand and bring forth the various ordeals faced by students studying in such places of higher learning where English is the sole medium of instruction. It also shed some light on the various coping mechanisms which these individuals use to overcome these factors and excel in their individual lives.

Moreover, the role of institutional and social support from peers and instructors is paramount in order to enable these individuals to bridge the language barrier. Once they are able to realize their potential it becomes easy for them to score well academically; and to have a fulfilling social life.

This paper thus emphatically and unequivocally seeks to put forth the life experiences and ordeals faced by these individuals so that institutions of higher learning and society at large takes into cognizance the issues faced by them. And also, in order to provide positive motivation to millions of such youth who have done their schooling in vernacular medium.

Teaching English to Vernacular Medium Students through technology- Maria Joseph Savariappan, San Francisco, 2017.

After the independence in 1947, the government promised to spend 6 per cent of the Gross Domestic Product (GDP) for the development of the country's education systems but the spending always hovered around less than 4 percent (Lall & House, 2005). Lall and House (2005) attributed this to the lack of a common school system. Children were channeled into private and public schools on the basis of the ability to pay and social class. Murarka (2013) states the policy of the Indian government regarding the medium of education in Indian universities is uncertain.

According to Murarka, Mahatma Gandhi, who is the father of the nation, wanted basic education imparted through the mother tongue of the individuals in respective states. Murarka further adds that the Indian constitution provides facilities for primary education in one's mother tongue. As noted above, before India gained the independence, many schools had introduced regional languages in their schools.

Murarka argues that studying in one's mother tongue is important because it can develop a feeling of love and respect for one's own mother tongue. However, English has become a global language (Hammond, 2014). English has become the lingua franca even in India across the states (Khodorkovksy, 2013). If one state teaches in its own regional language, students cannot move across the Indian states for their education purposes (Gangopadhyay, 2012).

The problem of medium of instruction is still deep in universities. Generally, the medium of instruction in universities was and continues to be in English. In order to emphasize the regional languages, some states have decided to instruct their students in regional languages (Gangopadhyay, 2012). If regional languages are implemented, as mentioned above, the mobility of students across states will be curtailed and the process of education will be hampered heavily. Therefore, a dilemma exists regarding the medium of education (Murarka, 2013).

Presently, the medium of instruction in Indian universities is primarily English, while primary, middle and secondary, and higher secondary schools have either regional language medium schools or English medium schools (Cheney, Ruzzi, & Muralidharan, 2005). This means that the students who are going through the regional medium schooling are at a disadvantage when it comes to the university education (Gangopadhyay, 2012).

Mother tongue as the medium of instruction at developing country universities in a global context - Aceme Niyika, Research Office, Faculty of Health sciences, University of Witwatersrand Medical School, Johannesburg, South Africa.

One of the factors attributed to poor performance of some indigenous students at universities in developing countries is the use of a second language - mainly English and to some extent French - as the language of instruction at the universities. Consequently, policymakers in some developing countries have introduced, or are debating the idea of introducing, local vernacular languages as the official languages of instruction at their respective universities.

Indeed, learning the official language of instruction as a second language is an additional hurdle, which to some extent hinders some students from performing well in their university studies. Thus students whose mother tongue is used as the language of instruction at their universities have an advantage over students whose mother tongue is not the language of instruction at their universities.

Policies regarding the medium of instruction at universities have a range of short-term and long-term implications, some of which may be easily overlooked yet they may have far reaching repercussions for current and future generations. In this paper, a repertoire of pertinent issues surrounding the use of vernacular languages at universities is explored.

These issues include performance of students, quality of graduates produced in terms of employability, university overall productivity, innovation, university competitiveness in the wake of globalisation, preservation of the vernacular languages and contribution towards national as well as global socio-economic development.

UNDERSTANDING THE IMPORTANCE OF VERNACULAR MEDIUM

SCHOOLS IN INDIA TODAY - Patil Nayana Pramod and Motiram Kad

Vernacular schools are focused on teaching mother tongue. The language of the mother is the first language acquired. Thus, native language is basically the best known language. Vernacular schools are focused on

teaching mother tongue. The language of the mother is the first language acquired. Thus, native language is basically the best known language.

Mother tongue is psychologically significant to students, especially children. It helps develop perspective as language and thought are connected and it is impossible to think without knowing language.

language is important socio-culturally. The usage of mother tongue as teaching medium improve cognitive abilities as it is easier for a child to understand a lesson in its mother tongue. This leads to faster learning.

It has been found through research that changing the learning medium from mother tongue to a different language makes students insecure and leads to low self esteem. Students stop liking school, education and teachers. Ranging from primary education to higher education, teachings should be based on local or native language.

Changing the medium of instruction to English language will be problematic. One can find that in the depth of the problem, the public schools are providing education through English. The ideal solution for this is that, in Primary education and higher education, the medium should be English language. But, the local / native language should be used in explanation. Students will gain skills in the English language and will also be able to reconcile the national and international scene. Local / native language should be taught as a subject.

CHAPTER 5 : FINDINGS, CONCLUSIONS AND SUGGESTIONS

5.1 FINDINGS

- The respondents of the survey conducted were mainly graduates or undergraduates between the age group 18 to 25 years
- Most respondents was studying commerce under Mumbai University.
- The findings have been very clear that a lot of people assume that Vernacular medium can affect a person's communication skills.
- The findings have discovered that 50% of the respondents feel that proper skill sets can be more important than communication skills which shows emphasis on the fact that times are changing and now people are more focused towards a person skills than what they can speak and present.
- The need to be fluent has now become a necessity as the server clearly States how students have been educated and trained with the mindset that their ability to speak English will very much hamper the opportunities in future . The current method of hiring has made a lot of students see that drives in dominance of English in today's world the global dominance of English in today's economy is clearly shown in effect.
- The data has shown how the rumours or experiences the students have listened to have created and impact India judgement about the corporate world without even being a part of it. Even before entering the market the survey clearly implies the fear of biasness or partiality among students when they will start working.
- The findings have cleared the misconceptions about the fact that Vernacular medium students tend to be more hard working than non Vernacular medium students. the percentage is have been so close that it can be assumed that this is a very common misconception among students right now.
- With the current change in market trends it can be said that the current employment opportunities are trying to not be biased towards students in any form they are trying to to focus more on the skill set of a person than their communication skills so as to every kind of student no matter what the background shall get the opportunity to work and do better in the respective field.

5.2 SUGGESTIONSz

To understand this scenario better one must realize the fact that Vernacular medium students never choose to be in that school it has always been that due to financial issues or family pressure or both. students who have seen their parents struggling for even one course or one meal in a day tend to run towards job opportunities which can give them Quicker income so as to fill their family stomach instead of focusing on themselves and their personality to acquire a better job in the future.

Such quick income can result in distractions from their education which can intern result in their grades being low, the personality being underdeveloped and their skills not being accurate for the job market. Parents have misunderstood the fact that, if they choose, Vernacular medium for their child they will be able to keep a track on the child's studies but in most cases, this isn't the case. The environment of the house plays a very important role if a child has been brought up learning, reading his native language only then he or she may not be confident in approaching different schools, different job opportunities and so on.

However the education system has drastically changed and in the syllabus offered has changed. this change results in a significant amount of difference in the morals and values grasped by a child in a Vernacular Medium School compared to a non Vernacular Medium School. crescent observations made from teachers it has been very clear the kind of values and morals which one could inculcate back in the day from English textbooks now it is clearly not the case.

The current paper pattern has made it difficult for students to even take language subject seriously. students are no longer curious to learn and apprehend more than what's there in the textbook because of the paper pattern of the exams. the already know they will get a guide for the text books to read the paragraph and it is a comprehensive exam so all the answers are already in the passage.

These systems result in case not trying to take efforts to learn in any way as they already know is going to be all spoonfed to them English is now just foreign language to them which they have to study for the sake of it to pass our exams.

One may see that all these problems are mainly psychological and depend clearly of the students perspective. if one wants to try really hard he or she may overcome all these barriers and actually be efficient in communication skills and personality depending on how much curiosity e or interest do they have in learning.

the interview with the employer clearly stated that all these things are now in the past. even employers aana looking for talented individuals who can think out of the box instead someone who can just speak and not do the job.

If the candidate is clear about the job requirement the role he is about to play and the company is English speaking skills may not be as important as they may seem in the beginning. A little planning and preparedness can boost the confidence of the graduate or the candidate in front of the interviewer if he or she listens to what the interviewer is asking and what are their basic requirements from the candidate.

The root cause of such observations or rumours spread among students and teachers and even employers in the corporate world can be the reason a lot of students being demotivated before the event try to apply for a job.

5.3 CONCLUSION

- From the above data it can be concluded that, Vernacular medium does not affect employability supporting hypothesis number 2.
- It is very visible the psychological and the financial factors which affect a child's education can be overcome by the child's curiosity to do better with what they have. If a candidate understands his skills and works on them he or she can easily get into any job they like ok with the right amount of research and confidence to nail the interviews.
- A lot of significant changes have been made in the employment sector in the past few years which has result in increased diversity among candidates allowing each and everyone with a chance to prove themselves worthy of the post in the market.

- The employer's demand and expectations from the current generation have been very huge. They would like to have everything yesterday so what we do in that moment of time can result in a tremendous positive change.
- A way to make sure that the candidate's background is not a problem is by being very open and upfront to the interviewer if they know the answer or not, if they start to beat around the bush they may lose the interest of the interviewer.

All these points clearly have indicated the fact that, Vernacular medium does not affect the employability of a candidate. One should simply focus on what they have been provided with the education and the opportunities they come across and make best use of whatever they can learn.

5.4 LIMITATIONS OF THE STUDY

- As this study is a qualitative type of study, the suggestions and viewpoints may differ from person to person.
- Every student is different therefore the students capability to learn and grasp the knowledge they receive can result in difference in the outcome when they finally go job hunting.
- The present study is only limited to one employer and one teacher. it also is limited to only 136 respondents for the questionnaire.
- This data is only applicable for the current times of the education sector and the employment sector. It can vary in the future with different development and progress made in both the sectors.

5.5 SCOPE FOR FURTHER STUDY

In this study limited parameters were taken into consideration like only one teacher and one employer. If more employers and people from the human resources department were interviewed a lot more perspective and viewpoints could be gathered for the same study. It can also take into consideration other factors like the wealth gap, society's behaviour, exploitation of freshers at workplaces and so on.

The study can be expanded by increasing the number of general respondents to the questionnaire by making it up to 500 or even more depending on the scale of this study to ensure you get about the certain rumours and to get a more accurate figure on what people really think about certain issues related to Vernacular medium students

If a large number of respondents and a lot more interviews were taken a lot more in depth understanding of this problem and the solution for this problem can be generated. By researching on the changes made in the education sector a lot of possibilities can be uncovered which can explain the behavioural changes of students from back in the day up till now by using that data

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APPENDIX

INTERVIEW QUESTIONS

First Interview : Thesis based questions were asked to a teacher teaching at a Vernacular medium school to understand the root cause of the problems faced by Vernacular medium students and how it affects their future opportunities.

Questions :

1. May I please know your name, profession and qualification for the accuracy of my data?
2. What is the impact of English language on the current education system in our country?
3. How does one tend to choose which school their child shall be educated in? As in shall it be a Vernacular medium school or English medium school?
4. How has education changed in the last 15 years?
5. What is the difference between students back in the day from vernacular medium schools and now?
6. Does this difference have anything to do with teaching or the mindset of the society? Does these issues affect the child once they've grown up, looking out for jobs.

Second Interview : Thesis based questions were asked to Senior General Manager of a company who often goes for mass recruitments or college placement interviews to understand the Employer's perspective on the topic.

Questions :

1. May I know your full name, your qualifications, your company name and your post at the company for the accuracy of my data?
2. Have you studied in a Vernacular Medium School?
3. What are the first 5 things you see in a person when you hire them?

4. Is Fluency in English an important aspect, if it is or isn't then why so?
5. In today's world vernacular medium students are constantly said to work on their fluency and communication skills. Do you think this creates a negative pressure on the students?
6. One of the biggest companies while hiring has taken fluency in English as one of the most important aspects while hiring, like some well known CA firms too. Do you feel that the corporate world is biased towards those with better fluency compared to those who aren't? The opportunities shall be different?
7. With these many years of experience. It's pretty sure you've seen a change in the current needs and demands from people being hired back then to people being hired now. What exactly has changed ? How and what new is one supposed to expect when looking for a job these days?
8. Do you think students back then were way better than students right now?
9. At such a post you definitely have employees under you which may or may not be from Vernacular medium schools and would have been nervous while communicating with other clients in English. So what would be your advice to them in such situations?
10. What would you like to say to students right now going for interviews, especially vernacular medium students?

THESIS SURVEY

To understand whether vernacular medium affects employability or not a survey conducted to understand the mindset of the students in general regarding their employment opportunities, communication skills and so on. The age group of the students lies between 18-25 year old and a total of 136 responses were taken for the same.

Questions :

1. Are you a Vernacular medium student?

- Yes
- No

2. Do you feel vernacular medium affects a person's communication skills?

- Yes
- No
- Maybe

3. Do you think a person's skill sets matter more than their communication skills?

- Yes
- No
- Maybe

4. Do you feel fluency in English has gained extreme importance in today's employability situation?

- Yes
- No
- Maybe

5. Do you feel a vernacular medium student and a non vernacular student get the same preferences during their training at a company?

- Yes
- No
- Maybe

6. Do you feel that vernacular medium students are more hardworking than non vernacular medium students?

- Yes
- No
- Maybe

7. Are our current employment opportunities not biased towards students in any form?

- Yes
- No
- Maybe