Abstract

The present research work attempts to look into the pedagogical concerns in management of English language teaching in Higher education in India. We have taken a close look at how we can evolve an effective pedagogy to suit the needs of the Indian students in their higher studies. Very little has been discussed about the pedagogy for the higher education as almost all research on the concept of pedagogy is for either primary or secondary/higher secondary education wherein the needs of almost all the students are similar. It is when they go in for higher education that they choose a specialised field and that is when needs analyses of what they actually need and how they would benefit gains primary importance.

Chapter-1 deals with all the terms used in the title of the thesis by explaining them individually and in depth. We have discussed pedagogy in some detail, and management in general and in specific terms of use. We have also taken into consideration the term language teaching and English Language Teaching and what it entails in teaching. Language teaching in particular would require a specialised way of dealing with the students when the language is second, third or fourth language for students. English language teaching would require greater care because it is not their mother-tongue but their second language and constitutionally our associate official language. It is in this context that we have discussed elaborately the aims and the objectives of Higher Education, especially in Indian context.

Chapter-2 relates to the review of related literature wherein we have discussed learning, psychological theories of learning, issues in cognitive psychology, teaching, various models of teaching, pedagogical content knowledge and framing, management, assessment and development of effective pedagogy, and critical pedagogy by looking into various researches that have been published on the subject. The aim was to identify what seems to be missing and needs to
be added in order to make it more beneficial.

Chapter-3 discusses the role of ‘The Teacher as a Manager’ by considering carefully various responsibilities that a modern-day teacher in higher education has to perform, right from teaching to research to counselling to guidance to consultancy and various extension activities to ensure larger good. A teacher has to be inclined towards making the society a better place by doing his/her duty with utmost dedication. It was only natural that we discuss various characteristics that would make a teacher successful in the modern higher educational setup. We believe that a teacher should possess all the qualities of an effective manager with regard to planning, organizing, leading and controlling the human potential (the use of the word potential rather than resource as is deliberate, for resources are nonliving whereas untapped potential is a human attribute. Our learners need a gentle push in the right direction and this is what a teacher can and must do.

In Chapter-4 we have shared our views on how to develop an effective pedagogy and the two major aspects that are important for developing it, two pillars of effective pedagogy as it were: creativity and motivation. Creativity in learning depends on direct active involvement in learning process and flexibility in teaching. Students participate responsibly in the learning process. The objective of this approach is to make students independent of teacher, that is, to liberate the learner from the teacher, the external agent and an impersonal body of knowledge. Motivation is a general psychological term used to explain behaviour initiated by needs and directed toward a goal. It is in this context that we have discussed how a teacher can be instrumental in enabling students to be creatively motivated so that teaching-learning as a process becomes means-oriented rather than remain end-oriented.

In the final chapter (Chapter-5) of this thesis, we have tried to provide possible answers to what and why of pedagogy, suggesting a point in time when a teacher can to go for it to get positive results. We end by arguing that pedagogy
has to change if achievement is to be actualized. It is here that we have made a humble attempt to provide some insight into the kind of change we feel is required for making *pedagogy* a more effective tool in helping teachers attain the objective.

In sum, we have tried to develop a pedagogy which would allow learners to challenge assumptions, make presentations or do group work as it is essential that our pedagogy enters a freer world of what good education is really about.