ABSTRACT

NEEDS ANALYSIS OF SCHOOL LEARNERS OF ENGLISH:
TELESCOPING THE ENGLISH CURRICULUM OF CENTRAL BOARD
OF SECONDARY EDUCATION (CBSE) AND BIHAR SECONDARY
SCHOOL EXAMINATION (BSSE) BOARD

By

FAUZIA HAIDER

Background

There are over 662 Central Board of Secondary Education (CBSE) board affiliated schools in the state of Bihar. In addition to these CBSE schools, there are almost 1200 government-funded Bihar School Examination Board (BSEB) schools that offer high school certificates to the students. The Bihar State Education Board (BSEB) is sometimes also called Bihar Secondary School Examination (BSSE) board. Like CBSE, BSEB also includes classes from Primary to Senior Secondary. Almost 20 lakh candidates get qualified from Bihar Board every year. Students of these schools are offered English courses for eleven years that is from class two to class XII during their school program.

The aim of the English course is to enable students to learn certain macro and micro skills in the English language and use them effectively in different communicative situations, so that they can use English at their work places in future. However, it has been observed that students who have undergone the English course at the high school level are not proficient enough to communicate effectively in the language. This perceived problem of lack of specific language communication skills among high school students makes the researchers raise the following key questions:

1. Whether the English courses both in CBSE and BSEB boards reflect the needs and desires of the learners?

2. Whether there are other factors that affect the successful imparting of the skills
required by the target group?

It is presumed that there are problems in the teaching of English courses at schools resulting from inappropriate teaching materials and instructional techniques, lack of English language teaching (ELT) trained professionals and poor methodology.

In some of these schools, majority of students fail to develop communicative skills. However, in some of these schools, attention is paid to develop communicative skills in English. Those educational institutions which impart communicative skills among the students are successful in getting most of their students placed in top universities.

**Statement of the Problem**

The demand for talented students with better communicative skills in English is high in top Indian universities. There is a huge shortage of talented students with better communicative skills in English in India. The university administrations complain about fresh school graduates for not being university ready.

With the objective of increasing the communicative skills of the students and thus to bridge the gap between university expectations, needs and schools offering, there is a requirement to make a need analysis of the school curriculum. This may point out the top universities’ dissatisfaction with the ways school students are prepared in English communicative skills.

A number of technically sound school students have not been successful in placement interviews just because of their lack of communication skills. And there are cases of rank holders in schools who could not go for higher studies because of their lack of proficiency in English language. Many of these students fail to perform well in university because of their poor English communication skills.

The urgent need to improve students’ communication skills has been emphasized by educationists as well as linguists. For example, Chambers (1980: 29) says: “Thus needs analysis should be concerned primarily with the establishment of communicative needs and their realizations, resulting from an analysis of the communication in the target situation - what I will refer to from now on as target situation analysis (TSA) to identify this more restricted sense of needs analysis”.

2
Dudley-Evans & St John (1988) observes, communication needs come into attention when it is believed that what learners are taught should be specifically what they will really use, and that this should determine the contents of ESP courses (Munby, 1978; Dudley-Evans & St John, 1998).

Long, (2005a, 2005b) is of the view, that specific knowledge concerning English language alone is insufficient. The ability to communicate also involves understanding the discourse practices where the language is situated and in which learners must operate (Long, 2005a, 2005b; Orr, 2002).

It suggests that there is a need to bridge the gap by providing additional training to school students so that they can do better in university settings. Everyone knows that schools have a big job to do and too few resources to accomplish the work. Need Analysis is not the answer to this complex problem. But it can play a vital role in helping schools do much more with respect to addressing barriers to learning. From the front office to the classroom to the outside campus, before school, after school, and on weekends, volunteers can assist with a wide range of activities. And in doing so, they can ease the burden on staff, improve the students and their families and reap a host of benefits to themselves.

However, Need Analysis usually is not approached as a major programmatic concern at schools. This is unfortunate because, with relatively little expense, volunteers can

- become the backbone of a school's welcoming and social support activities for newcomers,
- assist with designated students in classrooms to minimize disruptions and facilitate positive performance,
- Help staff with before and after school recreational, enrichment, and tutorial programs, and provide general assistance to staff related to the countless everyday tasks that must be done.

With the renewed interest in "Need Analysis" and "Curriculum Development," schools have a wonderful opportunity to capitalize on what will be an increasing pool of talent. The key to do so effectively is to make the need analysis part of a school's everyday agenda.
The term needs analysis (also known as needs assessment), according to Iwai (1999), generally refers to the activities that are involved in collecting information which will serve as the basis for developing a curriculum that will meet the needs of a particular group of students.

An English course for High School designed in consultation with professionals, ELT practitioners and students, is likely to be more effective than the one designed without consulting the stakeholders. Most of the English courses for High School courses have been found to be ineffective because they do not seem to reflect the learners’ present and target needs. It is probably because the majority of course designers and material writers seem to analyse the needs of students on the basis of their own experience and intuition. In this context, it is very essential to analyse the learners’ present and future communication needs first and then design the High School English courses based on the findings of the needs assessment.

This perceived problem of lack of specific language communication skills among school students makes the researcher raise key questions:

1. Whether the English courses in schools reflect the need of the learner?

2. Whether there are other factors that affect the successful imparting of the skills required by the target group?

Rationale

In the light of the problem stated above, the researcher evaluated the syllabi and the curriculum of the CBSE and BSEB schools in view of the fact that evaluation of any curriculum or syllabus is essential for the improvement of the teaching program. Evaluation is a very constructive and powerful activity, as it analyzes the stimulating factors of the teaching programs. It provides a chance to focus on what has been going well and to ask what have been the most significant contributing factors so that less successful can be modified (Dudley-Evans, 1998).

It further suggests that there is a need to teach communicative skills to school students as they are required to communicate effectively in different communicative situations, think creatively and critically, demonstrate good interpersonal and team skills. Therefore, the English courses in CBSE and BSEB schools should be modified based
Research Questions

The thesis is an attempt to find out answers to the following research questions:

i. Do school students have the necessary communicative skills in English?

ii. If no, what could be the reasons for the lack of such skills?

iii. What specific skills are looked for in the prospective students?

iv. Do the school students deliver the skills the higher study providers want?

v. If no, what should be done to produce good communicators?

vi. What are the strengths and limitations of the school English courses?

vii. What changes should be brought about in the English curriculum at CBSE and BSEB to improve students’ communication skills and thus prepare them for the higher studies?

Hypothesis

The hypothesis of this study is that if the English courses in the schools are re-designed or modified based on the expectations of the universities and the job markets, then the courses will achieve their goal by instilling confidence in the students and preparing them for higher education, campus recruitments and thus for the workplace.

Review of Literature

The literature review on needs analysis of ESL learners in the thesis highlights several types of need analysis, methods, forms, approaches, format and ways to carry out needs analysis. This survey foregrounds that whatever be the format or method of needs analysis, the main purpose is to determine what the actual needs of the learner are and what they actually want to learn. The review discusses several research works which have been undertaken on needs analysis of English learners at different levels and in different places. Furthermore, literature related to ELT, needs analysis, communicative and Linguistic needs of secondary and high school students, and
theories of syllabus design are also reviewed in the first chapter of the thesis.

It is very well said by Hutchinson and Waters (1987) that, “if learners, sponsors and teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited” (Hutchinson and Waters, 1987:53). It is believed that any course should be based on an analysis of learners need. The result of the analysis may be different but the questions for the analysis will remain the same. Hutchinson and Waters (1987) made a basic distinction between target needs and learning needs. According to them, target needs are what the learner needs to do in target situation and on the other hand what the learner needs to do in order to learn are termed as learning needs. “Target needs is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lacks and wants” (Hutchinson and Waters 1987:55). Need Analysis is the process of identifying and evaluating needs in a community or other defined population of people. The identifications of needs is a process of describing “problems” of a target population and possible solutions to these problems.

“There are two situations in which the learning of a second or foreign language typically take place. The first is where the individual, usually but not inevitably a child, lives in an environment in which more than one language is used under conditions which lead to that individual becoming in some degree bilingual….in contrast, the other situation is one in which the learning is tutored, typically as part of the curriculum of an educational establishment. This is a typical foreign language learning of schools and colleges” (Wilkins, 1990:518).

All researchers and Linguists focus mainly on tutored learning because it is fully dependent on the given curriculum of an educational establishment. Wilkins (1990) believes that we should not ignore the natural bilingualism because people are always influenced by the ways in which natural learning takes place, learners hope to be taught in the same way.

“Language teaching methodology in the broadest sense is concerned with what it is that learners have to learn and with how they will learn it….and what the aims of
language teaching are, either in general or in a specific situation”. (Wilkins, 1990: 534)

Later Wilkins (1990) made it clear that languages are learned primarily for the purpose of communication. He explained communication as any language activity in which a message composed by one person can be received and understood by another and encompasses, for example, reading and writing as well as spoken interaction. By the acceptance of communication as the primary aim of learning language there was a need to focus on how communicative competence in a second language is acquired.

And here comes the major role of the syllabus but “others have seen matters of syllabus as largely irrelevant or ineffective and have seen the achievement of communicative aims as depending much on the nature or quality of the linguistic experience that the learner undergoes. Viewed in conventional terms these are matters of method and technique, not content” (Wilkins, 1990:534), and that content here refers to the content of the syllabus. However, he further gives an overview of the developments in syllabus design. It is believed that “syllabus is a key instrument of educational planning” (Wilkins, 1990: 534-535).

Seedhouse (1995: 64) concluded his article ‘Needs Analysis and the General English Classroom’ that “Course design and materials design can be based directly on needs analysis in the general English classroom.” It is often argued that the needs of the general English learner, for example the schoolchild, are not specifiable. In fact, this is the weakest of all arguments, because it is always possible to specify needs, even if it is only the need to pass the exam at the end of the school year. There is always an identifiable need of some sort. What distinguishes ESP from General English is not the existence of a need as such but rather an awareness of the need (Hutchinson and Waters 1987:53, cited in Watanabe, 2006).

Among the huge literature of need analysis there is one way of conceptualizing needs analysis which distinguishes between ‘objective’ and ‘subjective’ needs.

Objective needs provide information about students’ background and his level of language proficiency. Subjective needs are also as important as objective needs. Unless subjective needs are taken into account, objective needs may not be met. As Brindley (1989) points out subjective needs are derivable from information about
affective and cognitive factors such as personality, confidence, attitude, motivation, learners’ needs and expectations with regard to the learning of English and learning strategies. The present study has analyzed the students’ overall proficiency in English through a set of questionnaire for the students of class IX and X. The questions have been chosen so as to entice the responses of students regarding the curriculum of Bihar School Education Board (BSEB) and Central Board of Secondary Education (CBSE) and also to find their needs of English language and methodologies and instruction they wanted to have in their curriculum. Different students have different needs and the information gathered through needs assessment can help course designers to make choices as to what to teach and how to teach it. Keeping in view the importance of subjective needs assessment the needs of learners of English in Bihar has been analyzed in this study to get a clear idea about what learners want and expect to learn.

**Research Instrument**

A set of questionnaire for the students of class IX and X were designed and developed. The questions were chosen so as to entice the responses of students regarding the curriculum of BSEB and CBSE and also to find their needs of English language and methodologies and instruction they wanted to have in their curriculum. A set of questions was also adapted from Nunan 1999 for the comparative analysis of BSEB and CBSE students.

The questionnaire consisted of seven sections.

I. **Student Profile:** The first section of the questionnaire was based on students’ profile it consisted of six biographical questions like name, age, gender, class, regional and educational background.

II. **Objective Needs:** The second section of the questionnaire consisted four questions. The purpose of these questions was to get information about students’ background and his level of language proficiency.

III. **Self-Assessment/ Language Ability:** The third section deals with respondents’ self-assessment of their language ability and their self-esteem. This section consisted 19 questions with three options; Yes, Sometime and No.
IV. **Learning Strategies/ Ways of Learning:** The fourth section was designed to gather information about the likes of the respondents regarding various learning strategies and ways of learning.

V. **Instruction/Method of Teaching:** The purpose of this fifth section was to know about the existing teaching methodology and the pattern of teaching in their classroom.

VI. **Questions on Syllabus:** This section consisted of five questions regarding the curriculum of the English course taught in their classroom. The purpose was to get information about the syllabus pattern and to analyze whether the learners are satisfied with the existing syllabus or not.

VII. **Comparative Need Analysis Of BSSE And CBSE Students:** This section has five questions and also a set of questionnaire adopted from Nunan (1999) which has 25 questions individually. These questions were selected in order to analyze the subjective as well objective needs of the students and to compare the needs and ability of BSEB and CBSE students.

**Data Collection**

This kind of research problems requires the collection of quantitative data. The samples of the proposed study has been taken from a finite population where the numbers of entities is fixed and countable. The sample has been taken in the hope that the result will be generalize to the population of the subjects. The sample for the present study are the students of class IX and X from the Bihar School Examination Board (BSEB) and Central Board of Secondary Education (CBSE). The focal point in the proposed study is that it includetwo groups of students from BSEB and CBSE. It must be pointed out that English is taught as a second language in the Schools of India. It is also important to point out that learning of English does not take place in natural setting simply because of the absence of the native community. The presence or absence of the native community is found to be decisively important in developing proficiency levels. The students are exposed to English only in the classroom, with an exception of a very limited exposure through mass-media. Despite these difficulties there has been an increasing demand to master English.

**Organization of the Thesis**
The findings of the research are presented in the following chapters:-

1. Chapter one is an introduction to the research work presented in the thesis. It not only includes the background and the review of literature but also includes statement of the Problem, rationale, research questions, hypothesis of the research and scope of the present study.

2. Chapter two exclusively explored the context of Needs analysis and theoretical issues regarding needs analysis. Moreover it also provides a closer look at the historical background of needs analysis. Definitions of needs analysis by several Linguists, types of Needs Analysis, importance of Needs Analysis, theoretical framework of Needs Analysis are also presented in this chapter. Furthermore a brief discussion on Target Situation Analysis (TSA), Present Situation Analysis (PSA), Pedagogical Needs Analysis, Register, Discourse and Genre Analysis has been done. This chapter also attempts to discuss on theories of syllabus design, distinction between curriculum and syllabus, place of syllabus in language teaching and some of the important types of syllabi.

3. Chapter three dealt with the close observation and analysis of the syllabi of English followed in CBSE and BSEB affiliated schools. It comes to the conclusion that CBSE syllabus gives enough time for the improvement of the English language. Though the syllabus does not treat all the four skills equally, still it was found that CBSE syllabus is better than BSEB syllabus because CBSE focus on all the four skills and teach English as a language not only as a subject while BSEB syllabus has completely ignored the speaking and listening skills and taught English only as a subject not as a language. Syllabus of BSEB could not make the students competent enough to become a proficient English speaker. In CBSE affiliated schools, students are being assessed for their speaking and listening skills while there is no such kind of assessment in the BSEB schools. It furthersuggests that there is a need to teach communicative skills to school students as they are required to communicate effectively in different communicative situations, think creatively and critically, demonstrate good interpersonal and team skills. Therefore, the English courses in CBSE and BSEB schools should be modified
based on the needs of the students and expectations of the university administration.

4. Chapter four provides at length the findings of the empirical investigation and their significance in a given situation. Besides, it also furnishes the aim, nature and methodology adopted for the data collection, analysis and the graphic representation of the findings. This chapter is divided into three sections:

A. Statistical Analysis of the Data Elicited from the CBSE Students.
B. Statistical Analysis of the Data Elicited from the BSEB Students.
C. Comparative Need Analysis of BSEB and CBSE Students.

**Summing up of the results and findings of the data collected from CBSE students.**

- CBSE schools in Bihar provides medium of instruction as English.
- 54% students in CBSE schools were proficient enough to understand the courses taught in English and 47% of the students feel that they are not proficient enough to understand courses taught in English.
- 94% of CBSE students feel they are slower in improving their speaking skill as compared to the other skills that are reading, writing and listening skills.
- 86% CBSE students found themselves most deficient in speaking skill.
- It was found that 85% CBSE students think that they have ability to listen and understand an English program.
- 94% CBSE students believe that they have the ability to listen and understand when their friends speak in English.
- 87% CBSE students believe that they can listen and understand their English teacher.
- 74% students believe that they can listen and understand TV news.
- Majority of CBSE students believe that sometime they are able to repeat English songs sometimes could not.
- 95% CBSE students admitted that they have problem in oral communication.
- 60% CBSE students believe that they do not have problem in using words. 40% CBSE students have problem in using words.
- Only 33% CBSE students were confident that they do not have problem in pronunciation rest of the students had problem or they were not confident.
• Majority of CBSE students were found that they were not confident in sentence formation.
• It was found that CBSE students were conscious about grammar but they were not hesitant due to grammar.
• It was found that only 52% CBSE students were confident that they do not have problem in tense. Rest of the students either had problem or they were not confident in tense.
• 72.7% CBSE students believe that they can pronounce sounds correctly.
• It was found that majority of CBSE students feel shy when they speak in English with their teacher.
• It was also observed that CBSE students get nervous when they speak in English with their teachers.
• Only 68.2% CBSE students admitted that they speak in English.
• Majority of CBSE students have problem in presentation, viva-voce.
• Majority of CBSE students believe that grammar is useful to improve their English speaking proficiency.
• Majority of CBSE students want to have grammar in their English course.
• Majority of CBSE students want to have conversation practice in their classroom.
• It was noticed that majority of CBSE students want to have video classes.
• Majority of CBSE students want to learn by computer.
• 62% CBSE students like to learn by listening to cassettes. Rest were against this strategy of learning.
• Majority of CBSE students like to learn by writing.
• Majority of CBSE students also show their like for learning by reading.
• Majority of CBSE students like learning vocabulary.
• Majority of CBSE students believe that getting home work will help in their learning.
• It was found that majority of CBSE students like to do group work.
• It was found that most of the teachers do not speak in English in CBSE schools.
• Majority of students confessed that sometime their teachers help in translation while sometime they do not.
• It was found that group study is not practiced in CBSE schools.
• It was found that group discussion is not regularly done in the CBSE schools.
• It was found that teachers do not focus on building vocabulary of the learners. Although teachers help in reading/writing and speaking.
• It was revealed that 85% CBSE students were satisfied with their syllabus only 15% students were found unhappy.
• It was also calculated that majority of CBSE students believe that their syllabus is helpful in improving their communicative skills.
• It was confirmed that there is grammar in CBSE syllabus and they do not have translation exercises in their syllabus.
• The result declares that the school syllabus gets completed during their course period.

Summing up of the results and findings of the data collected from BSEB students.

• BSEB affiliated schools in Bihar provide only Hindi as the medium of instruction.
• 54.1% BSEB believe they are not proficient enough to understand the courses taught in English.
• Majority of BSEB students found their improvement slower in reading and speaking skills.
• Majority of the BSEB students were found most deficient in speaking skill.
• Only 30% BSEB students believe that they have an ability to listen and understand an English programs.
• Only 48% BSEB students were found that they have an ability to talk in English with their friends.
• Only 54% BSEB students believe that they can listen and understand their English teacher.
• Only 42.1% BSEB students were confident that they can listen and understand TV news.
• 42.5% BSEB students believe that they can repeat English songs.
• Only 19.3% BSEB students admitted that they do not have problem in oral communication. Rest of the students need to improve their oral communication.
• Only 32.2% BSEB students were confident that they can use words properly. Rest of the students need to improve their ability of using words properly.
• Majority of BSEB students confessed that they have problem in pronunciation/accent.
• Majority of BSEB students admitted that they have problem in sentence formation.
• Majority of BSEB students were found conscious and hesitant due to grammar.
• 42.1% BSEB students admitted that they have problem in tense.
• Only 42.2% BSEB students responded that they can pronounce sounds correctly.
• Majority of BSEB students confessed that they feel shy when they talk in English with their teachers.
• Majority of BSEB students confessed that they get nervous when they talk in English with their teacher.
• It was found that only 30% BSEB students speak in English.
• Majority of BSEB students have been found with problem in presentation, viva-voce.
• Majority of BSEB students believe that grammar is useful in improving their English speaking proficiency.
• Majority of BSEB students like to have grammar in their English course.
• Majority of BSEB students like to have conversation practice in their classroom.
• Majority of BSEB students like to have video classes.
• Majority of BSEB students want to learn on computer.
• Majority of BSEB students believe that listening to cassettes will help them in learning.
• It was found that BSEB students like to learn by writing and reading.
• It was found that majority of BSEB students were in favor of learning vocabulary.
• It was calculated that BSEB students were in favor to get homework.
• It was calculated that majority of BSEB students like to do whole class work.
• It was found that teachers in BSEB affiliated schools do not speak in English.
• 67% BSEB students found that their teachers help them in translation. Rest of the students need more attention.
• Only 58.8% BSEB students responded that they study in group.
• Majority of BSEB students responded that they have group discussion in their classroom.
• It was found that teachers in BSEB schools do not help in building vocabulary of the students.
• It was calculated that 85.5% BSEB students are satisfied with their syllabus.
• It was confessed by the students of BSEB schools that their syllabus do not help them in improving their communicative skill.
• It was found that there is grammar and translation in the BSEB syllabus.
• Around 37% students of BSEB confessed that in their schools, syllabus do not get completed during the course period.

Summing up of the comparative analysis of the data collected from BSEB and CBSE students.
• It was calculated from the comparative graph that the ability to understand questions raised by other students and to follow class discussions was opted as the most important sub-skills of the listening comprehension by CBSE and BSEB students.
• It was observed that BSEB students found that an ability to raise questions in the class is most important sub-skill for them while CBSE students believe that an ability to present oral-reports in classroom is the most important sub-skill of the speaking skill for them.
• It was calculated that BSEB students found reading newspaper as the most important reading sub-skill for them while CBSE students has opted reading story books/novels as the most important sub-skill of reading.
• Writing class notes was found most important sub-skill of writing by the students of CBSE and BSEB. Although CBSE students found other two skills equally important for them; writing personal letters and writing test answers.
• The findings suggest that majority of CBSE students believe that they are ‘very good’ in listening skill while majority of the BSEB students feel they are only ‘good’ in listening skill, none was found very good in listening skill.
The findings show that CBSE students are better in speaking ability than the BSEB students and it suggests that BSEB students need to improve their speaking ability.

The findings show that ratio of weak and very weak students in BSEB schools are higher than the CBSE schools. Hence it suggests that BSEB students need more practice to improve their reading ability.

The findings suggest that BSEB and CBSE students are quite good in writing skill as compared to the other skills. Some of the students were found weak and very weak from both the boards, they need to be guided properly.

Majority of students whether belong to any of the boards BSEB or CBSE were interested in talking about their opinion, way of thinking, lifestyle, likes and dislikes.

Majority of CBSE students were found more interested in studying content from other subjects (science, geography, history, etc.) than the students from BSEB.

It was found that students from BSEB schools were more interested to talk about music, movies, television, comics and popular culture as compared to the students from CBSE schools. Majority of CBSE students were found neutral.

The findings suggest that CBSE students were more interested in talking about recent news, current events, etc. as compared to the BSEB students. But it was also observed that majority of 98 students out of 233 BSEB students responded ‘agree’, it shows that they were interested but not as much as CBSE students where 157 students out of 245 responded ‘strongly agree’.

It was found that CBSE students were found more interested in the controversial topics and international problems as compared to the BSEB students.

It was found that BSEB students were more interested in studying about other countries customs and cultures as compared to CBSE students as the majority was not seen in any category.

It was found that majority of students like to study themselves whether they belong to any schools from CBSE or BSEB affiliated.

Majority of CBSE students were found more interested in studying from
textbooks, vocabulary books, etc. as compared to BSEB students.

- Majority of students like listening to teacher stories and explanation, so I believe it should be kept in mind while writing instructions for teachers to make classes more interesting.

- It was found that most of the students from BSEB and CBSE show their strong interest in watching videos in their classroom.

- It was found that CBSE students show their strong agreement to improve their listening skill but BSEB students were found neutral. It was observed that CBSE students realize that they lack in listening skills through assessment so they want to improve their listening skill but BSEB students could not judge their ability because they were not assessed for listening ability so were found neutral.

- Furthermore the findings also suggest that CBSE students need more classes or practice to improve their listening skills.

- Majority of students from CBSE and BSEB want to improve their speaking skills. It is also observed that CBSE students were more interested than the BSEB students because they have to face the assessment test so they need to improve their speaking skills to get better marks.

- The findings reveal that BSEB students feel that they need to improve their reading skills in particular while CBSE students do not feel so.

- It was observed that CBSE students show their strong agreement to improve their grammar in particular on the other hand majority of BSEB students opted agree not strongly agree to improve their grammar in particular. Therefore it suggested that CBSE students need more practice in grammar.

- The findings suggest that CBSE students feel that they need better pronunciation while BSEB students could not judge themselves and majority of them were found neutral as they were not being assessed for speaking skills also.

- It was found that majority of students from CBSE as well as from BSEB need to know English language so that they may use internet in English out of the classroom.

- It was found that some of the students from CBSE and majority of BSEB students want to know English so that they could speak in English with
foreigners out of the classroom.

- The findings reveal that majority of CBSE students as well as BSEB students need English language to talk with their classmates in English out of the classroom.

- The findings show that majority of students did not strongly agree but they agree that they like watching English movies and TV. Therefore it suggested that some of the students want to know English so that they may watch English programs on TV.

- The findings show that students were not in majority to show their interest in listening English music neither they were completely against it, so it suggests that listening to English music is not their choice.

- The findings suggest that majority of CBSE students want to be evaluated by their teacher even BSEB students agree to this but they did not express their strong agreement.

- The findings suggest that teachers should correct students’ mistakes and give suggestions in the classroom whenever required as majority of students believe they can check their progress by being corrected by their teachers in class.

- The findings suggest that majority of students support the idea of self-evaluation to check their own progress.

- The findings suggest that majority of the students either from CBSE or BSEB feel that they cannot check their progress by peer comments and evaluation.

5. Chapter five presents a brief summary of the research work. It finally, brings out the major conclusions of the research work. It also includes the limitations of the study and suggestions in brief.

**Conclusion of the study**

This research comes to the conclusion that school students lack in the necessary communicative skills in English. The reason behind their inefficiency to speak fluently in English are discussed in chapter 3 and 4. The syllabi were analyzed in chapter 3 and it was found that syllabus does not match with the wants, necessities and lacks of the learners as it was revealed by the results and findings discussed in
chapter 4. The study also found that only some of the CBSE students were able to deliver the skills in the higher studies providers want but none from BSEB schools were up to the expectations. The limitations of the school English courses were also discussed in chapter 3. The study reveals that majority of CBSE students confessed that they are conscious about grammar. They are proficient enough to listen and understand what is taught in English by their English teacher. The findings presented in the table 90 in chapter four declared that although BSEB syllabus was not perfect as the shortcomings of the syllabus were discussed in the chapter three still majority of BSEB students were satisfied with their syllabus.

The findings discussed in chapter four suggested that CBSE students felt that they need better pronunciation while BSEB students could not judge themselves and majority of them were found neutral may be because they were not being assessed for speaking skills. Majority of CBSE students felt shy when they speak in English with their teacher. Majority of CBSE students as well as BSEB students need English language to talk with their classmates in English out of the classroom. Majority of CBSE students wanted to be evaluated by their teacher and BSEB students also displayed inclination for similar sought of evaluation but they did not show their strong agreement. The result suggested that some of the students from CBSE and majority of BSEB students wanted to know English so that they could speak in English with foreigners out of the classroom. It was also revealed that CBSE students were more interested in studying from textbooks, vocabulary books, etc. as compared to BSEB students. BSEB students were more interested in studying about other countries customs and cultures as compared to CBSE students. It was found that BSEB and CBSE students are quite good in writing skill as compared to the other skills. The findings in table 17 in chapter four suggested that majority of CBSE students believe that they can pronounce sounds correctly. The findings revealed that CBSE students strongly agreed to improve their grammar in particular. The majority of CBSE students found their syllabus helpful to improve their communicative skills. It was observed that majority of students like listening to teacher’s stories and explanations, so researcher consider that it should be kept in mind while writing instructions for teachers to make classes more interesting.
Limitations of the study

The present research took place at the secondary school level. In few cases certain shortcomings were observed regarding responses of the young learners. Some of the problems can be listed as follows:

- The learners have limited awareness of the possible activities.
- The learners are perfectly happy to let the teacher teach.
- Learners’ wants are only a small part of learners’ needs.
- The needs of the learners are too diverse to reach agreement.
- Cultural expectations make learners reluctant to negotiate with the teacher.

(Nation & Macalister, 2010:156)

The data was collected only from two districts of Bihar. The responses may vary if data for CBSE schools would also be collected from other states and more schools.

In addition, need analysis was conducted on some group of students from one session but when this group of students will leave the school, new students with their different subjective and objective needs will take their place. So researcher believe that need analysis should be an ongoing process.

Suggestions

The research undertaken in the present thesis may be expanded into a bigger sample from other state boards of education as this was not possible due to limited scope of the present research. Such an elaborate survey and analysis may be taken as part of collaboration with state agencies, government bodies, NGOs and language experts. This can be used to frame policies and create materials for the learners according to their needs.
BIBLIOGRAPHY


Dincay, T. 2010. ‘Designing a learner-centered ESP course for adults on evidence from a questionnaire and incorporating the learners’ aims into situational-based syllabus’. *Ekim Kasim-Aralik*. 150/7-20


