

Awareness of and Attitude Towards Learning of Non-English Foreign Languages Among Higher Secondary, Graduation and Post-Graduation Students in the City of Kolkata – An Empirical Study

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Abstract

The globalisation spree among the emerging economies is enhancing the integration of the economies of the world with their own economies. India is no exception as it is evidenced by the increasing FDI flow and cross-border mergers and acquisitions not only in monetary values but also in number of countries involved. This trend can be accelerated, if the work force of our country as well as those of other nations of the world become more appreciative of each others' cultural aspects. One way to augment mutual appreciation of each others' cultures is knowledge of foreign languages, i.e., languages of different nations. This facilitates cross-cultural management and synergistic utilisation of cultural diversities. With increasing degree of globalisation, more and more countries are coming in contact with each other through trade and commercial activities. The dependence on English as the global language is thus diminishing fast. Knowledge of different national languages offers significant benefits like harnessing overseas opportunities, accessing cultural riches of immigrant communities, and reducing cultural clashes. The benefits of knowing different foreign languages include assisting in grasping another way of thinking, enhancing memory, critical thinking, and study skills. In business, communication and negotiation skills improve with knowledge in foreign languages. Students form the future of any economy. This paper aims at assessing the awareness of and attitude towards learning non-English foreign languages among higher secondary, graduation and post-graduation students, both from professional and academic streams in the city of Kolkata and suburbs. The paper also suggests ways to motivate students to learn foreign languages along with their normal course of study. This will help them to enhance their employability not only in India but also abroad. Moreover, at a macro level, the quality of human capital in India will be held in higher esteem by the global community. Prospective sectors in India e.g. social work, medicine, law, international business, community organising, foreign service, journalism, hospitality, education, etc. will be highly benefited, if the linguistic capability of the work force is enhanced by the knowledge of other foreign languages as there will be more international participation both inward and outward in these sectors. This will pave the way for accelerated integration of the Indian economy with the global economy.

Keywords: globalisation, culture, cross-cultural management, cultural diversity, foreign languages, students, employability, quality of human capital

1. Introduction

Globalisation of commercial and economic activities is a world-wide trend at present. This is evidenced by the increasing foreign trade, rising FDI flow and more frequent cross-border mergers and acquisitions not only in monetary values, but also in number of countries involved.

Resources are not uniformly distributed among the nations of the world. Mutual sharing of resources for a symbiotic development of the different national economies is the central spirit of globalisation. In essence, globalisation is based on the free flow of goods & services, capital, technology and labour between the different countries of the world. With the development of information technology, certain categories of cross-border labour mobility, mainly in the service sector is possible today without physical relocation of the staff.

However, the free flow of the four aspects as mentioned above is facilitated by prompt and effective communication. In case of cross-border situations, difference in language stands as a hurdle in the way of such free flow.

Thus, along with technical capability, significance of multi-linguistic capability cannot be over-emphasized in case of cross-border business and economic transactions. Language is an important constituent of culture. Apart from bridging the gap of linguistic differences, multi-linguistic capability can catalyse mutual understanding between different cultures and reduce the possibilities of cultural clashes. Therefore, multi-linguistic capability can be a powerful tool in facilitating cross-cultural management and also in synergistic utilisation of cultural diversities.

Students of today are the work force of tomorrow. India is a country of different languages. Thus, knowledge of English as a common medium of communication is embedded within the curricular program of most educational courses in our country. Students have a feeling that knowledge of English alone would be sufficient in enhancing their employability as well as in entrepreneurship, should they opt for business as a career alternative. The importance of gaining proficiency in non-English

foreign languages as an enhancer of employability in the current business scenario is still not known to students, as it is evidenced by the number of admissions in foreign language courses compared to those in spoken English courses. As an ancillary benefit, knowing different foreign languages, include assisting in grasping another way of thinking, enhancing memory, critical thinking, and study skills.

Thus, considering the present trend in the globalised business scenario, increasing the employability of our future work force and enhancing the quality of our future human capital, multi-linguistic proficiency is an absolute must.

2. Motivation for the Study

It has been observed that with the increasing globalisation process throughout the world, multi-linguistic proficiency has opened up some new career opportunities besides enhancing employability for job aspirants. This is evidenced by comparatively higher compensation packages and better career opportunities offered by some MNCs operating in India to their employees and/or job aspirants having multi-linguistic proficiency in non-English foreign languages. This is more prominent for those MNCs who are based in non-English speaking countries and follow ethnocentric style of management. Cross-border mobility is also enhanced by knowledge of foreign languages which also raises opportunities for overseas trade. A lucrative self-employment opportunity of acting as interpreters is fast increasing these days, when foreign delegates from non-English speaking countries visit India for different purposes and interpreters are needed to facilitate communication. Demand for trained teachers in foreign languages is also rising in the institutes conducting courses on foreign languages. These facts motivated to carry out the study as a pilot study in Kolkata and suburbs.

3. Literature Survey

The literature survey for this paper has been done with the objective of probing into the views of scholars on the role of multi-linguistic proficiency in facilitating

cross-cultural management, synergistic utilisation of cultural diversities, enhancing career opportunities, and overall enhancement of quality in human capital. Works of scholars like Ansari (1995), Gupta (1998), Hamdorf (2006), Norales (2006), Dogra (2009), Bhattacharya (2010, 2012), De Bono and Heijden. (2011), Edwards (2011), Madhavan (2011) and Maude (2011) have been referred to in this paper. Moreover, reports of NEA Research (2007) and AACSB International (2011) have also been referred.

4. Objective of the Study

The objective of this paper is two fold. Firstly, this paper aims at assessing the awareness and attitude towards learning non-English foreign languages among higher secondary, graduation and post-graduation students, both from professional and academic streams in the city of Kolkata and suburbs. Secondly, this paper also suggests ways to motivate students to learn foreign languages along with their normal course of study.

5. The Methodology Adopted for the Study

5.1 Identification of the Respondents and the Variables

A preliminary survey was conducted within the city limits of Kolkata and suburbs through informal discussion, on a few students of higher secondary and different streams of graduation and post-graduation courses regarding the awareness and attitude towards learning any non-English foreign language along with their current academic pursuits.

Based on the inputs received from the survey, certain attributes were identified which could be determinants of awareness and attitude of students towards non-English foreign languages, i.e.,

- i. their career objectives
- ii. their gender
- iii. their current academic pursuit and
- iv. their reliance on English as a sufficient second language to enhance career opportunities

Four prominent areas of application of multi-linguistic proficiency were also identified, i.e.,

- i. enhancement of employability in MNCs
- ii. augmenting overseas business opportunities
- iii. career opportunity as a language instructor in training institutes conducting foreign language courses and
- iv. self-employment opportunity as interpreters

These four attributes and four potential areas application constitute the parameters of this study.

5.2 The Population

The present competitive scenario in the job market compels the students to enhance their employability right from their higher secondary stage. Based on this fact and on the profile of the students taking admission in various institutions conducting courses on foreign languages, the population for this study has been determined to consist of students of higher secondary, graduation & post-graduation courses, both academic and professional.

5.3 Area of the Study

The city of Kolkata in West Bengal and suburbs has been chosen for the study. In Kolkata, there are several institutions conducting higher secondary and graduation and post-graduation courses in various streams, both academic and professional.

5.4 The Questionnaire

The questionnaire has been developed on the basis of the eight parameters mentioned above. The questionnaire consisted of objective type closed ended fixed choice questions. The questionnaire is contained in the Annexure.

5.5 Sampling Methodology

Institutions and coaching centers were visited on judgment basis all over the city of Kolkata and suburbs. Students were approached outside the college premises after college hours. They were informed about the study and its objectives. Willing students were asked the questions from the questionnaire and their verbal responses were noted by the enumerators. Some students chose to fill up the questionnaire themselves and they were allowed to do so. Neither did they allow their contact details to be taken nor did they disclose their identities.

5.5.1 The Sample

The sample was collected from Kolkata as well as from suburbs covering students of both genders. The sample was collected so as to cover higher secondary, graduation and post graduation courses, both from academic and professional streams. A total of 120 samples were collected of which 73 were male and 47 were female students. The sample consists of 17 higher secondary students, 44 graduate students of academic streams, 17 graduate students of professional streams, 22 post-graduate students of academic streams and 20 post-graduate students of professional streams.

5.5.2 Methodology of Analysis

Simple percentage calculations have been carried out to get an indication of the overall view of the students' awareness and attitude. To test whether such attitude and awareness are associated, such findings need subsequent test for independence of attributes. Hence, χ^2 test has been used to test all the hypotheses. The hypotheses have been tested both at 5% as well as 1% levels of significance.

5.5.3 Limitations of the Study

The study for this paper is subject to certain limitations. Firstly, ensuring examinations and reluctance of the students to participate limited the size of the sample. Secondly, though there are various determinants of awareness and attitude towards learning foreign languages, only a few of them as mentioned above have been considered in this study.

5.5.4 The Working Hypotheses

The working hypotheses have been formulated keeping in view the identified attributes and also to test the associatedness of such attributes to guide the awareness generating program. The main research questions for the paper are:

1. *whether the intention to learn foreign language is related with the career objectives of the students*
2. *whether the intention to learn foreign language is related with the gender of the students*
3. *whether the intention to learn foreign language is related with the present academic/professional pursuit of the students and*

4. *whether the intention to learn foreign language is related with the dependence of the students on English as a sufficient second language option to enhance career opportunities*

The ancillary research questions for the paper are:

1. *whether the awareness of foreign language as an enhancer of job opportunities in MNCs is related with the career objectives, gender and current academic/professional pursuit of the students*
2. *whether the awareness of foreign language as an enhancer of job opportunities as trainers in institutions conducting foreign language courses is related with the career objectives, gender and current academic/professional pursuit of the students*
3. *whether the awareness of foreign language as an enhancer of overseas business opportunities is related with the career objectives, gender and current academic/professional pursuit of the students and*
4. *whether the awareness of foreign language as an enhancer of self-employment opportunities as interpreters is related with the career objectives, gender and current academic/professional pursuit of the students*

Accordingly, the following sixteen working hypotheses have been formulated.

Hypotheses regarding the main research question:

1 st Hypothesis:	H ₀ 1: There is no association between the intention to learn foreign languages and the career objectives of the students
2 nd Hypothesis:	H ₀ 2: There is no association between the intention to learn foreign languages and the gender of the students
3 rd Hypothesis:	H ₀ 3: There is no association between the intention to learn foreign languages and the present academic/professional pursuit of the students
4 th Hypothesis:	H ₀ 4: There is no association between the intention to learn foreign languages and the dependence of the students on English as a sufficient second language option as enhancer of career opportunities

Hypotheses regarding the ancillary research question:

5 th Hypothesis	H ₀ 5: There is no association between the awareness of foreign language as an enhancer of job opportunities in MNCs and the career objectives of the students
6 th Hypothesis	H ₀ 6: There is no association between the awareness of foreign language as an enhancer of job opportunities in MNCs and the gender of the students

- 7th Hypothesis H₀7: There is no association between the awareness of foreign language as an enhancer of job opportunities in MNCs and the current academic/professional pursuit of the students
- 8th Hypothesis H₀8: There is no association between the awareness of foreign language as an enhancer of job opportunities as trainers in institutions conducting foreign language courses and the career objectives of the students
- 9th Hypothesis H₀9: There is no association between the awareness of foreign language as an enhancer of job opportunities as trainers in institutions conducting foreign language courses and the gender of the students
- 10th Hypothesis H₀10: There is no association between the awareness of foreign language as an enhancer of job opportunities as trainers in institutions conducting foreign language courses and the current academic/professional pursuit of the students
- 11th Hypothesis H₀11: There is no association between the awareness of foreign language as an enhancer of overseas business opportunities and the career objectives of the students
- 12th Hypothesis H₀12: There is no association between the awareness of foreign language as an enhancer of overseas business opportunities and the gender of the students
- 13th Hypothesis H₀13: There is no association between the awareness of foreign language as an enhancer of overseas business opportunities and the current academic/professional pursuit of the students
- 14th Hypothesis H₀14: There is no association between the awareness of foreign language as an enhancer of self-employment opportunity as interpreters and the career objectives of the students
- 15th Hypothesis H₀15: There is no association between the awareness of foreign language as an enhancer of self-employment opportunity as interpreters and the gender of the students
- 16th Hypothesis H₀16: There is no association between the awareness of foreign language as an enhancer of self-employment opportunity as interpreters and the current academic/professional pursuit of the students

6. Findings of the Study

6.1 Simple Percentage Calculations

The number of the students vis-à-vis their answers to the questions designed according to the sixteen hypotheses stated above are appended below:

1st Hypothesis:

Intention to Learn Foreign Language	Career Objectives			Total
	Service	Business	Not Sure	
No	9	8	2	19 (15.83%)
Not Sure	14	3	3	20 (16.67%)
Yes	46	26	9	81 (67.50%)
Total	69 (57.50%)	37 (30.83%)	14 (11.67%)	120

2nd Hypothesis:

Intention to Learn Foreign Language	Gender		Total
	Female	Male	
No	7	12	19 (15.83%)
Not Sure	6	14	20 (16.67%)
Yes	34	47	81 (67.50%)
Total	47 (39.17%)	73 (60.83%)	120

3rd Hypothesis:

Intention to Learn Foreign Language	Present Academic / Professional Pursuit					Total
	Higher Secondary	Graduation - Academic	Graduation - Professional	Post-Graduation - Academic	Post-Graduation - Professional	
No	1	8	3	4	3	19 (15.83%)
Not Sure	4	10	3	2	1	20 (16.67%)
Yes	12	26	11	16	16	81 (67.50%)
Total	17 (14.17%)	44 (36.67%)	17 (14.17%)	22 (18.33%)	20 (16.66%)	120

4th Hypothesis:

Intention to Learn Foreign Language	English is sufficient as 2 nd Language to enhance career opportunities			Total
	No	Not Sure	Yes	
No	4	3	12	19 (15.83%)
Not Sure	3	8	9	20 (16.67%)
Yes	24	17	40	81 (67.50%)
Total	31 (25.83%)	28 (23.33%)	61 (50.84%)	120

5th Hypothesis:

Learning Foreign Language can enhance job opportunity in MNCs	Career Objectives			Total
	Service	Business	Not Sure	
Agree	42	23	6	71 (59.17%)
Disagree	12	3	2	17 (14.17%)
Not Sure	15	11	6	32 (26.66%)
Total	69 (57.50%)	37 (30.83%)	14 (11.67%)	120

6th Hypothesis:

Learning Foreign Language can enhance job opportunity in MNCs	Gender		Total
	Female	Male	
Agree	29	42	71 (59.17%)
Disagree	6	11	17 (14.17%)
Not Sure	12	20	32 (26.66%)
Total	47 (39.17%)	73 (60.83%)	120

7th Hypothesis:

Learning Foreign Language can enhance job opportunity in MNCs	Present Academic / Professional Pursuit					Total
	Higher Secondary	Graduation - Academic	Graduation - Professional	Post-Graduation - Academic	Post-Graduation - Professional	
Agree	16	24	6	15	10	71 (59.17%)
Disagree	0	5	6	2	4	17 (14.17%)
Not Sure	1	15	5	5	6	32 (26.66%)
Total	17 (14.17%)	44 (36.67%)	17 (14.17%)	22 (18.33%)	20 (16.66%)	120

8th Hypothesis:

Learning Foreign Language can enhance job opportunity as instructors in Institutions conducting foreign language courses	Career Objectives			Total
	Service	Business	Not Sure	
	Agree	33	18	
Disagree	20	5	2	27 (22.50%)
Not Sure	16	14	6	36 (30.00%)
Total	69 (57.50%)	37 (30.83%)	14 (11.67%)	120

9th Hypothesis:

Learning Foreign Language can enhance job opportunity as instructors in Institutions conducting foreign language courses	Gender		Total
	Female	Male	
	Agree	26	
Disagree	6	21	27 (22.50%)
Not Sure	15	21	36 (30.00%)
Total	47 (39.17%)	73 (60.83%)	120

10th Hypothesis:

Learning Foreign Language can enhance job opportunity as instructors in institutions conducting foreign language courses	Present Academic/Professional Pursuit					Total
	Higher Secondary	Graduation - Academic	Graduation - Professional	Post-Graduation - Academic	Post-Graduation - Professional	
	Agree	7	23	5	12	
Disagree	6	5	6	4	6	27 (22.50%)
Not Sure	4	16	6	6	4	36 (30.00%)
Total	17 (14.17%)	44 (36.67%)	17 (14.17%)	22 (18.33%)	20 (16.66%)	120

11th Hypothesis:

Learning Foreign Language can enhance overseas business opportunities	Career Objectives			Total
	Service	Business	Not Sure	
	Agree	49	28	
Disagree	9	1	4	14 (11.67%)
Not Sure	11	8	3	22 (18.33%)
Total	69 (57.50%)	37 (30.83%)	14 (11.67%)	120

12th Hypothesis:

Learning Foreign Language can enhance overseas business opportunities courses	Gender		Total
	Female	Male	
	Agree	35	
Disagree	4	10	14 (11.67%)
Not Sure	8	14	22 (18.33%)
Total	47 (39.17%)	73 (60.83%)	120

13th Hypothesis:

Learning Foreign Language can enhance overseas business opportunities courses	Present Academic / Professional Pursuit					Total
	Higher Secondary	Graduation - Academic	Graduation - Professional	Post-Graduation - Academic	Post-Graduation - Professional	
	Agree	13	31	7	19	
Disagree	0	4	6	1	3	14 (11.67%)
Not Sure	4	9	4	2	3	22 (18.33%)
Total	17 (14.17%)	44 (36.67%)	17 (14.17%)	22 (18.33%)	20 (16.66%)	120

14th Hypothesis:

Learning Foreign Language can enhance self-employment opportunity as interpreters	Career Objectives			Total
	Service	Business	Not Sure	
	Agree	42	25	
Disagree	15	2	3	20 (16.67%)
Not Sure	12	10	5	27 (22.50%)
Total	69 (57.50%)	37 (30.83%)	14 (11.67%)	120

15th Hypothesis:

Learning Foreign Language can enhance self-employment opportunity as interpreters	Gender		Total
	Female	Male	
	Agree	31	
Disagree	8	12	20 (16.67%)
Not Sure	8	19	27 (22.50%)
Total	47 (39.17%)	73 (60.83%)	120

16th Hypothesis:

Learning Foreign Language can enhance self-employment opportunity as interpreters	Present Academic / Professional Pursuit					Total
	Higher Secondary	Graduation - Academic	Graduation - Professional	Post-Graduation - Academic	Post-Graduation - Professional	
	Agree	12	24	8	15	
Disagree	3	9	5	1	2	20 (16.67%)
Not Sure	2	11	4	6	4	27 (22.50%)
Total	17 (14.17%)	44 (36.67%)	17 (14.17%)	22 (18.33%)	20 (16.66%)	120

6.2 Synopsis of the Above Observations

Attributes	Attitude with corresponding percentage of respondents			
Intention to learn foreign languages	Willing	Unwilling	Not Sure	Total
	67.50%	15.83%	16.67%	100%
Proficiency in foreign languages can enhance job opportunities in MNCs	Agree	Disagree	Not Sure	Total
	59.17%	14.17%	26.66%	100%

Proficiency in foreign languages can enhance job opportunities as instructors in institutions conducting foreign language courses	Agree 47.50%	Disagree 22.50%	Not Sure 30.00%	Total 100%
Proficiency in foreign languages can enhance overseas business opportunities	Agree 70.00%	Disagree 11.67%	Not Sure 18.33%	Total 100%
Proficiency in foreign languages can enhance self-employment opportunity as interpreters	Agree 60.83%	Disagree 16.67%	Not Sure 22.50%	Total 100%

It transpires from the above synopsis that majority of the respondents are willing to learn foreign languages and are aware of the prospects of gaining proficiency in foreign languages. However, only in the case of career opportunity as instructors in institutions conducting courses in foreign languages, it has been observed that slightly less than 50% of the respondents exhibited positive attitude. This is attributable to the low number of such institutions in Kolkata and suburbs and the resultant low potential of job opportunities as instructors in such institutions.

6.3 Findings of Hypotheses Testing:

Hypotheses	χ^2 Calculated	At 5% Level of Significance		At 1% Level of Significance	
		χ^2 Tabulated	Decision	χ^2 Tabulated	Decision
1 st	3.57 DF = 4	9.488	H ₀ Accepted	13.277	H ₀ Accepted
2 nd	1.02 DF = 2	5.991	H ₀ Accepted	9.210	H ₀ Accepted
3 rd	6.24 DF = 8	15.507	H ₀ Accepted	20.090	H ₀ Accepted
4 th	5.30 DF = 4	9.488	H ₀ Accepted	13.277	H ₀ Accepted
5 th	4.32 DF = 4	9.488	H ₀ Accepted	13.277	H ₀ Accepted
6 th	0.23 DF = 2	5.991	H ₀ Accepted	9.210	H ₀ Accepted
7 th	18.70 DF = 8	15.507	H ₀ Rejected	20.090	H ₀ Accepted
8 th	5.71 DF = 4	9.488	H ₀ Accepted	13.277	H ₀ Accepted
9 th	4.34 DF = 2	5.991	H ₀ Accepted	9.210	H ₀ Accepted
10 th	9.07 DF = 8	15.507	H ₀ Accepted	20.090	H ₀ Accepted
11 th	7.58 DF = 4	9.488	H ₀ Accepted	13.277	H ₀ Accepted
12 th	0.95 DF = 2	5.991	H ₀ Accepted	9.210	H ₀ Accepted
13 th	16.23 DF = 8	15.507	H ₀ Rejected	20.090	H ₀ Accepted
14 th	7.31 DF = 4	9.488	H ₀ Accepted	13.277	H ₀ Accepted
15 th	1.37 DF = 2	5.991	H ₀ Accepted	9.210	H ₀ Accepted
16 th	7.35 DF = 8	15.507	H ₀ Accepted	20.090	H ₀ Accepted

6.4 Observations: All the hypotheses have been accepted at both 5% & 1% levels of significance with the exception of hypotheses numbers 7 and 13 which have been rejected at 5% level of significance. This shows that there is no significant association between the attitude

of the respondents towards foreign languages and their demographic attributes.

7. The Way Forward

The findings and analysis thereof portray a favorable situation where majority of the students exhibited awareness about the prospects of learning foreign languages and indicated their intentions to learn foreign languages. The unwilling students and those who are undecided in the matter need to be counseled appropriately.

Educational institutions conducting academic and professional courses should arrange for periodic seminars where delegates from industries, foreign consulates as well as institutions conducting courses in foreign languages would apprise students about the opportunities of learning foreign languages and motivate them to gain multi-linguistic proficiency. The absence of association with the attitude of students and their demographic attributes, as proven by the hypotheses testing mentioned above makes the process easier as the motivating process need not be a differentiated approach for different groups. A uniform approach would be just as effective.

Working executives having exposure to foreign business deals should be encouraged by their employers to learn foreign languages.

8. Conclusion

The demographic profile of India has a unique characteristic. A large portion of our population is in the young age groups who have a long career path ahead of them. If this work force gains multi-linguistic proficiency, then the quality of human capital in India would get enhanced. As a sequel, India would become the preferred location for foreign MNCs which would be a boon to our national economy. Moreover, Indian workers would find enhanced employment opportunities abroad.

However, there remains scope of further research in the field considering more attributes and larger samples from different places of the country to validate the findings of this study.

Annexure

QUESTIONNAIRE

1. What is your career objective? [Please tick only one option]

Service Business/Independent Profession Not Sure

2. Do you feel that doing other short term courses is essential for enhancing job/business prospects? [Please tick only one option]

Agree Not Sure Do not Agree

3. Please award marks (out of 10) to each of the following short term courses:

Computers languages Spoken English Learning other Foreign Languages

4. Please award marks (out of 10) to the following modes of learning spoken English:

Joining a spoken English course Read English dailies/journals regularly

Watch English TV Channels/Movies Converse in English with others

5. Do you feel that expertise in spoken English is enough as far as communication skills in industry is required? [Please tick only one option]

Yes Not Sure No

6. How can the skill in foreign languages help you in your career: [Please tick only one option]

It enhances my chance in getting a job in MNCs Agree Not Sure Disagree

I can be a teacher in institutes teaching foreign languages Agree Not Sure Disagree

Enhances business opportunities as I can communicate with foreign customers Agree Not Sure Disagree

I can operate as a free lance interpreter Agree Not Sure Disagree

7. Please award Marks (out of 10) to the following foreign languages as enhancers of employability/business prospects:

French Spanish German Chinese Japanese Russian

8. Do you wish to learn a foreign language? [Please tick only one option]

Yes Not Sure No

9. Something more about you: [Please tick only one option against each question]

a. **You are a student of:** HS Polytechnic BBA B.A. B.Sc. B.Com
 B.E./B.Tech/B.Pharm

b. **You are:** Male Female

c. **Your Domicile:** City Urban Periphery Rural

d. **Your medium of education:** English Bengali Hindi Urdu Others

e. **Your mother tongue:** Bengali Hindi Urdu Others

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