Journal of Engineering Education Transformations ,
Volume 39, No. 1 , July 2025 , ISSN 2349-2473, eISSN 2394-1707

10.16920/jeet/2025/v39i1/25120

The Role of Task-Based Collaborative Learning for Employability Among Technical Students of Madhya Pradesh

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Abstract- In recent years, teachers have become more interested in the use of Task-Based approaches in both foreign language and second language training. Additionally, the changing workforce demands creates new expectations for global citizens and future professionals who can operate in a team atmosphere and approach challenging issues. The purpose of this paper is to examine the contribution of Task-Based collaborative learning for the acquisition of employability skills among technical graduates. A quantitative method is used to analyze the study. For that, a questionnaire-based survey is conducted among 480 technical students across the state Madhya Pradesh, India. The questionnaire is likert-scale based that shows the opinion of respondents on various aspects.The data for this study was collected through a convenience sampling method. SPSS software is used to assess the data set. The statistical techniques such as Regression model, Pearson's chi-squared test and Cronbach's alpha test is performed for the comparison of variables, and to determine the internal consistency of variables, respectively. From the statistical analysis, it is evident that the p-value lies below 0.05 which shows the positive impact of Task-Based Collaborative learning in developing employability skills. Despite the limited research, the findings demonstrate that the Task-Based Language Teaching methodology through Collaborative Learning has greater effect on students' overall development and also it is a better approach than the conventional method.

Keywords— Collaborative learning; Employability; SPSS software; Task-Based approach; Technical students

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1. Introduction

In this age of globalization, being able to communicate effectively in English has become essential for success in any field. People are motivated to study English since it is the Lingua Franca of the world(Parupalli, 2019). Clearly, English has continued to be used as the primary language for international communication for a long period of time. A student's career is depending on their ability to communicate effectively in this language. In order to improve the employability of aspiring engineers, engineering colleges have placed a significant value on English language communication skills and have added soft skill courses to their curricula (Bansal et al., 2022). A set of generic skills should be developed to engineering English course syllabus in addition to technical skills for professional growth of graduating engineers.

Our students lack the patience or the motivation to attend English classes unless the curriculum is focused on the daily situations that they may encounter in their employment. This led to the idea of teaching languages for specific reasons rather than for general proficiency (Seven, 2019). So, the ultimate purpose of any English for Special Purpose education is to help learners become more communicatively competent in any environment.

In this context, Task-Based education is a form of integrated skills approach that exposes English language learners to learn language and challenges them to interact naturally in the language(Oxford, 2001). The most promising and effective method among recent advancements in the teaching of second languages is certainly Task-Based language instruction(Egele & Momoh, 2019). The language norms are learned by observation during communicative activities and it is widely used to support Task-Based instruction as an effective teaching strategy that is more effective than the traditional approach (Swan, 2005).

Similarly, Collaboration can have a significant impact on student learning, especially for underperformers. However, a number of variables, such as student characteristics, group structure, and task characteristics, may limit the effect of cooperation on student learning (Lai, 2011). The interactive teaching and learning pedagogies of collaborative learning and feedback can be employed to promote active learning. It is assumed that learning will proceed through teamwork; collaborative learning includes students working in groups and accepting responsibility for their work (Miyake, Naomi. Kirschner, 2014). Through peer collaboration, students develop their presentation and reasoning skills as well as their ability to evaluate the ideas of their peers(Golbeck & El-Moslimany, 2013). Students are encouraged to participate, listen to other's views, and come to an agreement on how to carry out and finish the task through the process of collaborative working.

The present paper aims at finding the enhancement of employability among technical students through Task-Based Collaborative learning.

2. Literature Review

In the 1980s, Task-Based language teaching became popular and was largely used to teach English in Asian nations like Japan, Korea, China, Thailand, Malaysia, Bangladesh, and Vietnam. Regarding its uniformity and application, the Task-Based approach is still the subject of heated discussion. According to Breen,Task-Based Approaches are process-oriented. He added that completing the entire process ensures the accomplishment of goals(P. Breen, 2009). Jobs have typically been defined by managers and presented in job descriptions as a collection of largely rigid tasks or activities carried out by employees (Berg et al., 2010). The purpose of language learning as per Task-Based Language Teaching, it is a subset of Communicative Language Teaching which is capable of conversing in a target language (Hox & Boeije, 2005). Task-Based language teaching is a method that uses task as the unit of investigation at all phases of programme design, implementation, and evaluation(Long, 2016). On the other hand, Task-Based language teaching merely adds tasks to standard language-based teaching strategies (Ellis, 2017). Students read with source cited that allows them to concentrate primarily on the text(Willis & Willis, 2010). Task can also help pupils' language abilities since it is a meaning-focused activity(Ellis, 2017). However, they should also concentrate on using grammatical skills to express meaning.

Language learning occurs in a natural learning environment, and when students engage in worthwhile activities using real materials, there is a better chance that language acquisition will be promoted(Yildiz, 2016). According to Willis & Willis, Task-Based teaching method is a learner-centered methodology in which participants engage in self-driven, group-based projects(Willis & Willis, 2010). Nunan has pointed out that the task is a classroom work that requires learners to recognize, use, create, or communicate in the target language(Nunan, 2004). According to Skehan, Task-Based language learning turns into a process that involves opportunities for learners to join in dialogue, where generating meaning is key. He has referenced Breen to explain that Task-Based language teaching can refer to any structured language-teaching activity that includes a clear objective, appropriate content, a specified working method, and a range of outcomes for the students who finish the task(Skehan, 2003). Nunan argued in favour of the concept that Task-Based language teachingdemands for the simultaneous use of speaking, reading, listening, and writing to solve a given problem. When this approach is used in the classroom, students typically does testing that provide them the chance to develop all of their language

skills(Nunan, 2004). According to Jeon and Hahn, TBLT has students' access to important content, suitable environments for communication, and obtaining feedback, resulting in much more opportunities for language use(Jeon & Hahn, 2006).

To learn the attitudes and perspectives of 132 secondary EFL educators about Task-Based language teaching, Xiongyong and Samuel performed a study(Xiongyong & Samuel, 2011). They developed a questionnaire with open-ended questions and items with a five-point Likert scale. The findings demonstrated that the participants' attitudes toward Task-Based language teaching were favorable. However, the results also showed that there were some challenges in putting Task-Based language teaching activities into practice, including challenges in adjusting to a classroom with a large student population, challenges in evaluating students' performance, and students' reluctance to participate in the tasks. Branden has pointed out that form-focused action in tasks should not be ignored as well. These factors show that the task should empower learners to use the target language effectively for communication(Van den Branden, 2006).

Along with Task-Based approach, Collaborative learning plays a vital role in classrooms. Any pedagogical method in which students cooperate in small groups to achieve a common objective is referred to as collaborative learning (Prince, 2004). Cooperative learning occurs when students work together to achieve common goals even while receiving individual feedback, and studies has shown that it improves students' sense of identity (Feden & Vogel, 2003)(Barbara J & Philip G, 1997). Peer collaboration teaches students how to express and justify their own ideas as well as how to respond to the opinions of their peers (Golbeck & El-Moslimany, 2013). Falcione has pointed out that collaborative learning facilitates task completion and activity explanation for assignments as well as clarifies the roles of the teacher and the students(Falcione et al., 2019).

Effective group collaboration among students is a key learning objective for higher education courses (Elgort et al., 2008). In order to give students, the chance to take part in their own learning rather than merely receive knowledge from their teacher, a myriad of active learning techniques may be used in the classroom. Roschelle has identified collaboration as an exercise in the development of shared meanings and she pointed out that research on conversational analysis has allowed participants to reach integration through the formation, maintenance, and restoration of shared knowledge(Roschelle, 1992). Students learn more actively and effectively in a collaborative instructional context as opposed to one that is inactive(Murphy et al., 2005). Bonwell and Eisonwho stated that active learning facilitates higher order thinking and promotes analysis, synthesis, and evaluation with popularizing active learning practices(Bonwell & Eison, 1991). Additionally, the employers prefer college graduates who can collaborate well with others and have refined their cooperation skills (Evans, 2000).

There are three theoretical approaches that support the concept of collaborative peer instruction. The first is the cognitive method, which argues that learning is enhanced when students act on information in ways that make it more meaningful such as organizing it, creating their own connections with it, and applying it to new situations. This approach is centered on information processing techniques(Svinicki, 1991).The motivational theory is the second perspective, that is focused on how learning is started and maintained. It encourages cutting-edge techniques and returning the responsibility for education to students (Forsyth & McMillan, 1991). Moreover, collaborative learning promotes student learning because it requires students to be engaged in their learning and to assume a high level of responsibility in an environment that fosters learning(Estebanez, 2017). The final perspective is social context; it is assumed to be the environments that promote interaction and cooperation that is the most beneficial for learning. Teachers must take accountability for the course with the students; either let them have the syllabus' specifics or allow them to design specific course portions, or make class presentations under the teacher's guidance, or to suggest and organise for discussion topics, etc(Billson & Tiberius, 1991). Collaborative learning represents a significant shift in students' learning approach, transitioning them from fast-paced, individualistic strategies to more in-depth and interactive engagement with peers, fostering the exchange of ideas and collective understanding (Bhat, S et al., 2020)

India is an expanding market globally. Companies are finding it harder to obtain the qualified professionals they need, even in India, which generates huge number of engineers annually. Dunne

et al. has brought attention to the problem caused by the presumption in the contexts of school and employment(Elisabeth et al., 2000). Insufficient abilities are not the only problem with employability, according to Green and McIntosh and he pointed out that over qualification can also be a problem(Green & McIntosh, 2007).

There is a significant connection between the level of work in which information technology graduates could obtain their talents as measured by their foundational understanding of programming (Rahmat et al., 2012). They also considered the need to determine whether graduates' skills acquired during their academic experience are useful for performing in the current work market. In order to improve management graduates' employability and their chances of obtaining a job and retaining it, Pandey has discovered that life skills are one of the key elements(Pandey, 2013). Shah et.al examined the market expectations for management students and identified the aspects that contribute to their employability, highlighting the key competencies required(Shah & Srivastava, 2014). Chitra examined how employees and employers saw the employability skills needed by recent engineering graduates working for entry-level positions in global software firms(Chithra, 2013). The fundamental qualities Spowartdefined as soft skills such as communication and customer service, which are essential for success in the workplace that need to be covered in the hospitality curriculum(Spowart, 2011).

The teacher's job is to excite and stimulate students' interests along with helping them to realize their potential abilities for learning. The teacher should be able to go from simple to complex stages and support habit formation by using a practice pattern (Tamura, 2006). All workplaces are well aware of the strategic, proactive, and tactical value of soft skills. These abilities are the core of every professional career. Any company or organization's success depends on its workforce's strong soft skills (Gavin, 2019).

A. Task-Based language teaching: background

Crafting the classroom communication is the fundamental goal of educators who implement TBLT in the classroom. They believe that activities other than Task-Based ones are pseudo-communicative and have little impact on the context of the real world. According to Jane Willis, Task-Based language teaching consists of three levels(Willis & Willis, 2009). 'Pre-task' is the initial phase. The task's topic is introduced at this point. The second step is referred to as ‘Task-cycle’ or ‘while task’. Task planning occurs now, followed by the drafting of a report. 'Language emphasis' is the third step. The 'linguistic form' is the concern at this phase.

Nunan has pointed out that a task involves a primary focus on meaning. These have been referred as (i) Input, (ii) Goals, (iii) Activities, (iv) Setting, (v) Teacher's Role, and (vi) Student's Role(Nunan, 2004). The idea of tasks as a foundation for syllabus design has been advanced by many second language acquisition theorists. Task-Based curriculum design is primarily intended to support students' acquisition of second languages. However, according to Richards, the use of Task-Based curricula in language teaching is still very uncommon(Richards, 2013). In a Task-Based syllabus, instructional material is used to teach or learn communicative skills.

Breen and Candlinhas said that the TBLT approach is similar to the Communicative Language Teaching approach which puts more attention on the process than on mastery(Micheal P & Christopher N, 1980). According to Richards and Rodgers, Task-Based learning typically involves active participation from the students. They have the capacity to act as a group member, an observer, and an innovator. These responsibilities require active group participation, a focus on the form and purpose of the task, and the development of cognitive abilities including scanning, summarizing, defining, and articulating the primary concept(Klee et al., 1986).

The types of tasks chosen for the study are mentioned below. These tasks were performed among the engineering students aged between 18-22. All the tasks were performed in group. For the tasks like role-play and debate, students were given situations/topics at the spot and a five minute of prior preparation. They were asked to record their opinions in the questionnaire provided after the task. The relevance of these tasks is majorly categorized into 3 factors based on the development of language efficiency, concept and personality.

The types of Tasks

a) Vocabulary worksheet

Tasks that require pairing words with their

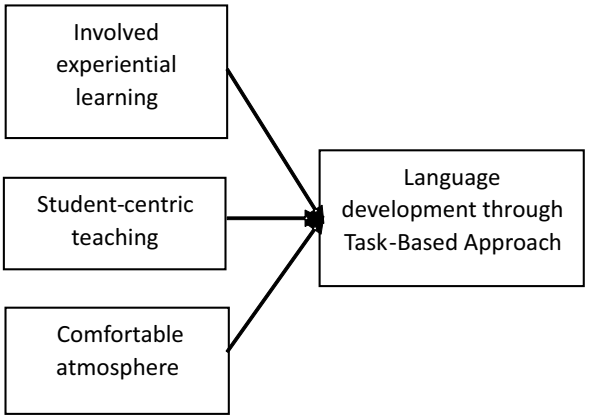


Fig. 1 : Theoretical framework foracquiring English language through Task-Based approach

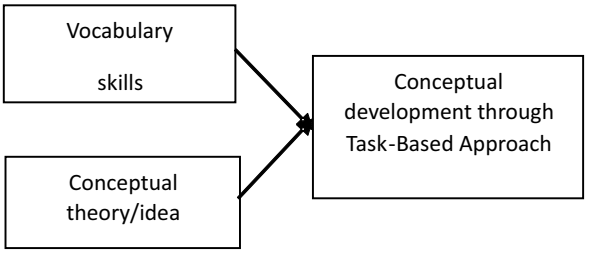


Fig. 2 : Theoretical Framework for Developing a Concept Through Task-based Approach

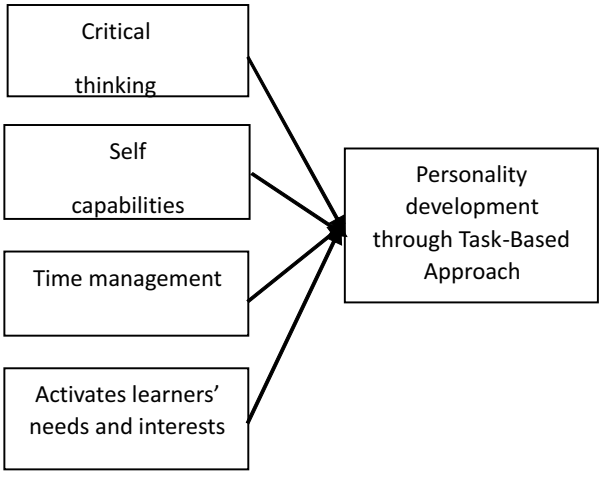


Fig. 3 : Theoretical Framework For The Growth Of An Individual Through Task-based Approach

definitions, filling in sentences with suitable vocabulary terms, or grouping words into categories according to their meanings.

b) Role-Play

The task that involve students engaging in simulated conversations or situations where they practice applying language rules and vocabulary in context.

c) Unstructured Debate

A conversational format where participants freely exchange ideas and thoughts without strict guidelines or predetermined subjects.

The questions that were provided to the students were based on the three factors that determine the effectiveness of Task-Based Approach which is depicted through a framework in Fig I, Fig II and Fig III. The three determiners are language development, conceptual development and personality development. In order to make the aim possible, the institutions have to update the curriculum where students find it established for job opportunities. Moreover, Nunanhas pointed out that the concept of task has impacted English as a Second Language (ESL) and English as a Foreign Language (EFL) since it is regarded as a crucial component in syllabus design, classroom instruction, and learner assessment(Nunan, 2004).

B. Collaborative Active Learning

Active learning approach works well, but it's essential to carefully consider how to integrate them into the curriculum. It cannot be assumed that all students have had experience with this form of instruction or have the necessary skills. Among the many active learning strategies, collaborative learning and peer teaching stand out. This helps them to develop their critical thinking, problem-solving, and communication skills(Williams, 2011).

The employers are constantly turned in for people who work effectively with others(Riebe et al., 2017). Universities and business schools must promote collaboration and innovation in order to give graduates some of the skills that are most in demand by employers. Modern higher education trends rely on teaching methods, creative learning, and career outcomes (Epure, 2017).

The questions of the study were framed to identify the significance of Collaborative Learning for the development of three major factors and they are conceptual, language and personality. Students were made to record their opinion through a questionnaire after the task performance. The theoretical framework of Collaborative Active Learning to enhance soft skills based on the three aspects are illustrated in Fig IV, Fig V and Fig VI.

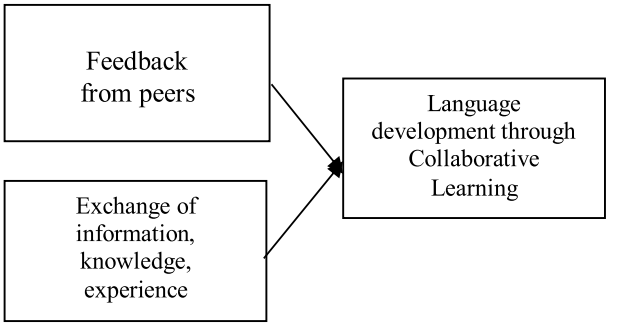


Fig. 4 : Theoretical Framework Onthe Impact Of Collaborative Learning For Language Skills

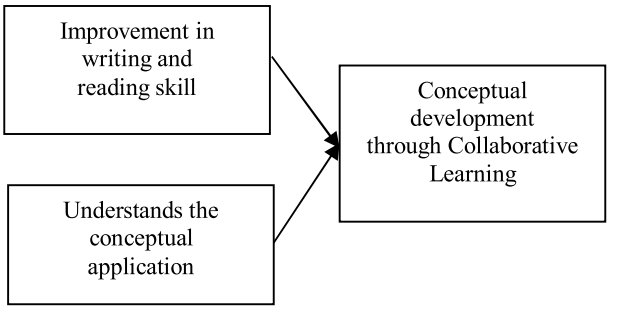


Fig. 5 :Theoretical Framework on the Conceptual Learning Through Collaborative Learning

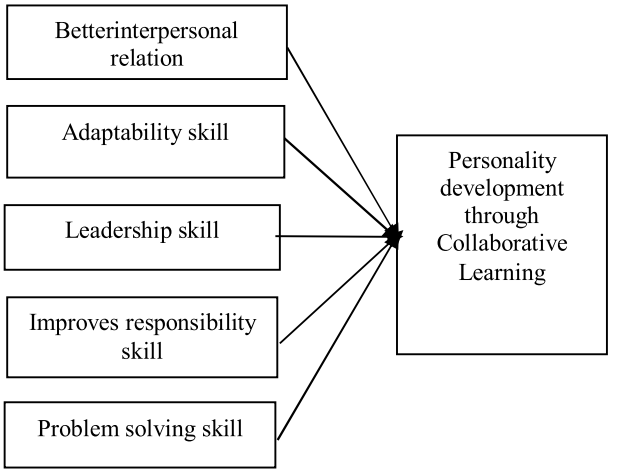


Fig. 6 : Theoretical Framework of the Growth of Personal Traits Through Collaborative Learning

C.The status of technical graduates in today's workplace

The number of engineering institutions in India has grown significantly over the past ten years, and thousands of engineering students graduate from various universities around the nation each year without having required employability skills. Out of the eight lakh engineers who graduated from technical institutes across India, more than 60% are still seeking employment, according to the All India Council for Technical Education (AICTE). The expected ability level and the skill sets that students bring to class are radically different from one another. To represent the changing technological and non-technological requirements of the industry, the engineering curriculum must stay up with current trends(Ghatak, 2022).

The demand for engineering universities to train students who are prepared for the workplace has increased due to globalization. Additionally, organizations are under more pressure than ever to manage their employees, and engineering graduates successfully. This necessitates a level on the development of the entry-level engineering graduates' technical, communication, problem-solving, general, and application abilities. Additionally, the standards of education and job profiles have increased as a result of globalization.

In light of the aforementioned, it is necessary to modify the methods and procedures used by engineering colleges to provide their students with training and job prospects. The need to adopt a suitable employability framework for engineering students in India has increased due to the changing market environment and of course the speed at which businesses now operate.

In order to compete in a varied market, technical universities must start engaging actively with the employability framework, including career development and self-management skills. Students need to be able to build fundamental skills and practical knowledge through connections with the society, as well as to imbibe a professional attitude.

Objectives

1. To explore the possibilities of implementing Task-Based approach to enhance the soft skills among technical students

2. To find out the effectiveness of collaborative learning for developing employability skills

Hypotheses

H0: There is no significant difference to obtain employability skills with or without Task-Based approach

H1: There is a significant difference to obtain employability skills with Task-Based approach

H0: There is no significant difference with a judicious use of collaborative learning approach in attaining employability

H2: There is a significant difference with a judicious use of collaborative learning approach to attain employability

The figure below shows the proposed model of the study:

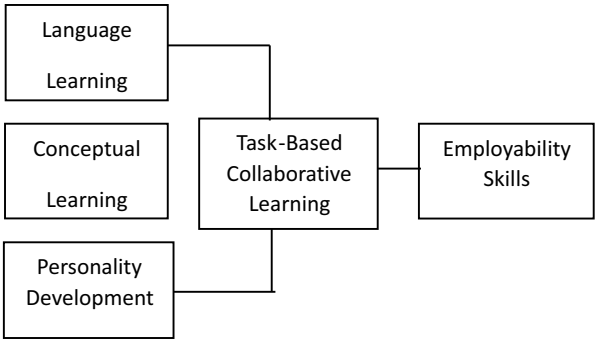


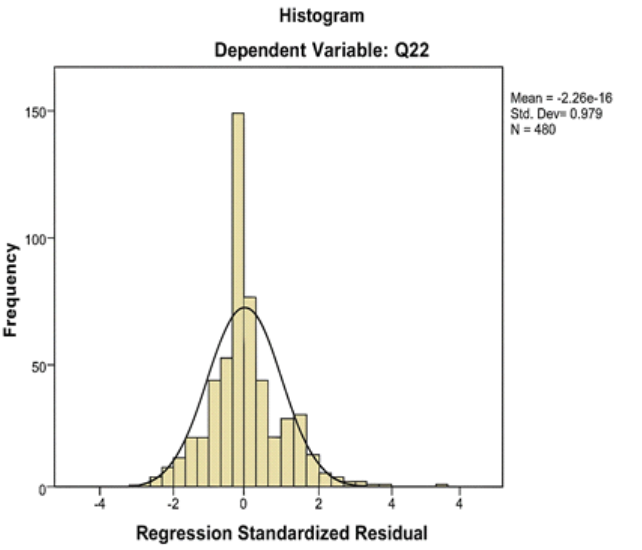
Fig. 7 : The Proposed Model

Methodology

The study is analyzed using quantitative method. The data of 480 students is collected through google form in order to meet the study's objectives. As only a few research studies have examined the effect of Task-Based Approach in engineering colleges, the present study is carried out in different engineering college located at Madhya Pradesh state. A large portion of the information used in the chapter is first-hand, and substantial details were obtained from the responders. An observation check sheet and a questionnaire surveyof 23 questions were the main instruments used to collect data. The data for this study was collected through a convenience sampling method. The study examines the vocabulary skills as well as personal abilities of the students that helps to improve their soft skills. Using SPSS software, the data set is coded and tested. The data is coded in 5-point likert scale ranging from 1 to 5 (1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree). As the data is collected from different geographical locations of Madhya Pradesh state, it is coded in 3-point likert scale ranging from 1 to 3 (1-Urban, 2-Rural, 3-Semi-urban). This data is also coded according to the different categories of gender in 3-point likert scale ranging from 1 to 4(1-Female, 2-Male, 3-Prefer not to say, 4-Others). The data is analyzed using different statistical techniques such as Regression model, Pearson's chi-squared test and Cronbach's alpha test in order to find the fitness of the proposed model, comparison of variables and internal consistency of variables respectively. Based on the results and the findings, conclusions are drawn.

3. Figures And Tables

The histogram and P-P plot depicts that data is distributed normally across the population.



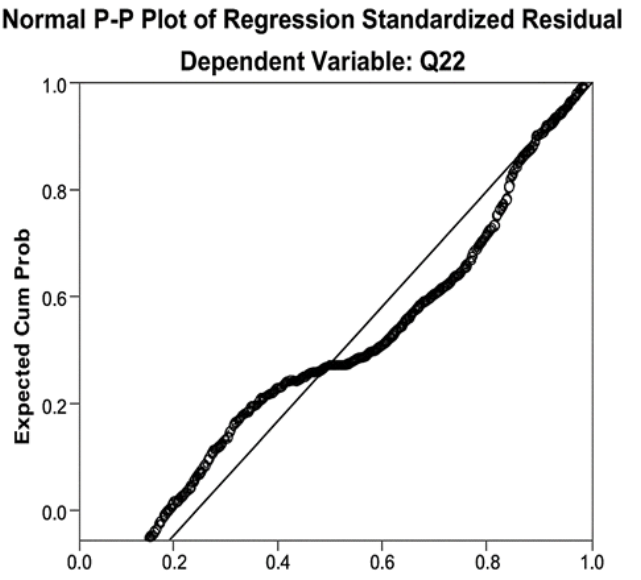


Fig. 8 : The P-P plot depiction of data distribution

1. Demographic details

Table I :
The Table Shows the Demographic Data of the Participants

	Frequency	Percentage
Qualification B.Tech	480	100%
Age 18-22	480	100%
Gender		
Male	370	77.1%
Female	110	22.9%

The table I shows the demographic details of the participants. The percentage of the qualification and age is 100% which says that all participants are from technical background and are between 18-22 years. The percentage of the gender of participants are 77.1% of male and 22.9% of female.

2. Regression test

Table II :
Model Summary Between Dependent Variable and Independent Variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	$df1$	$df2$	Sig. F Change
1	.606	.367	.340	.588	.367	13.325	20	459	.000

From the table II, it is evident that the significant F statistics is 0.000 which is less than 0.05 and it shows that the proposed model is significant.

Table III :
The Anova Summary Table

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	92.194	20	4.610	13.325	.000[b]
	Residual	158.787	459	.346		
	Total	250.981	479			

The sum of the squares between the variables is 92.194 at degree of freedom 20. The F-static value is 13.325 at the significant value 0.000 which shows that the model is significant.

3. Chi-square tests

Table IV :
Chi-square Test For the Variables Task-based Approach and Language Learning.

		Value	df	p-value
Q1	Pearson Chi-Square	219.809	12	.000
Q6	Pearson Chi-Square	100.849	16	.000
Q11	Pearson Chi-Square	162.739	16	.000
Q12	Pearson Chi-Square	187.243	16	.000

In the table IV, the value of Pearson Chi-square ($\chi 2$) is 219.809, 100.849, 162.739, and 187.243 with degree of freedom 12, 16, 16, 16, respectively. Here, the significance level or p-value is 0.000 which is less than 0.05. This shows the significant correlation between the developments of a learner in language learning through Task-Based approach. It shows that Task-Based learning is a student-centered method as well as provides a comfortable environment to experience the holistic growth of language learning with involvement.

Table V :
Chi-square Test for the Variables Task-based Approach and Conceptual Learning of English Language.

		Value	df	p-value
Q2	Pearson Chi-Square	57.147	9	.000
Q13	Pearson Chi-Square	138.393	9	.000

The table V depicts the Pearson's Chi-square value as 57.147, 138.393 with degree of freedom 9, 9 respectively. The p-value is 0.000 which is less than 0.05 and that shows the significant correlation between the conceptual learning through Task-Based method. Here, it is evident that Task-Based method helps in understanding a concept and thus improves vocabulary skills of a learner.

Table VI :
Chi-square Test For The Variable Task-based Approach and Development of Personality.

		Value	df	p-value
Q3	Pearson Chi-Square	72.030	9	.000
Q4	Pearson Chi-Square	80.240	12	.000
Q5	Pearson Chi-Square	63.772	12	.000
Q14	Pearson Chi-Square	157.424	9	.000

The table VI shows Pearson's Chi-square value is 72.030, 80.240, 63.772, and 157.424 with degree of freedom 9, 12, 12, 9, respectively. The p-value is 0.000 which is less than 0.05 and this shows the significant correlation between the Task-Based method and personality development of a student. Here, it is shown that Task-Based approach helps to think deeply and understand one's own capability. Further, it activates a learner's needs and interests along with proper use of time as a factor.

Table VII :
Chi-square Test For The Variables Collaborative Learning And Language Learning.

		Value	*df*	p-value
Q8	Pearson Chi-Square	211.400[a]	16	.000
Q19	Pearson Chi-Square	173.782[a]	12	.000

The table VII shows the value of Pearson's Chi-square as 211.400, 173.782 with degree of freedom 16 and 12 respectively. The p-value is 0.000 which is less than 0.05 and that depicts the significant correlation between collaborative learning and language acquisition. It shows that in Collaborative Learning, feedbacks from peers foster the knowledge and experience that improved language learning.

Table VIII :
Chi-square Test For The Variables Collaborative Learning and Conceptual Learning of English Language

		Value	*df*	p-value
Q10	Pearson Chi-Square	119.458[a]	12	.000
Q15	Pearson Chi-Square	78.749[a]	12	.000
Q18	Pearson Chi-Square	105.293[a]	12	.000

The table VIII shows the Pearson's Chi-square value is 119.458, 78.749, and 105.293 with degree of freedom 12, 12, 12, respectively. The significant value is 0.000 which is less than 0.05 and it shows the significant correlation between the conceptual developments of a learner through Collaborative Learning. In Collaborative Learning, conceptual thinking improved writing and reading skills.

In the table IX, Pearson's Chi-square value is 92.546, 101.434, 167.171, 142.211 and 181.697 with degree of freedom 12, 12, 12, 12, 12, respectively. The p-value is 0.000 which is less than 0.05 that shows the significant correlation between Collaborative Learning and personality developments. Through

Table IX :
Chi-square Test for the Variables Collaborative Learning And Personality Development.

		Value	*df*	p-value
Q7	Pearson Chi-Square	92.546	12	.000
Q9	Pearson Chi-Square	101.434	12	.000
Q16	Pearson Chi-Square	167.171	12	.000
Q17	Pearson Chi-Square	142.211	12	.000
Q20	Pearson Chi-Square	181.697	12	.000

Collaborative Learning, the learner improves interpersonal skills and enhances adaptability skills. The personal traits such as leadership quality, problem-solving ability and being responsible are developed through Collaborative Learning.

4. Cronbach's alpha test

In the table X, the alpha coefficient for 23 items based on Task-Based Collaborative Learning is .915 which is greater than 0.75, suggesting that the items have relatively high internal consistency and fit for the study.

Table X :
Reliability Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.914	.915	23

Results And Discussions

The present study is carried out with two objectives, the first is pertaining to the relevance of Task-Based Approach in attaining employability skills and the second is pertaining to the application of tasks in a collaborative learning environment to enhance the employability skills. The findings for the objectives are formulated below: -

From the statistical analysis for objective one states that the learners are more efficient to learn the English language with involvement through tasks. From Pearson's Chi-square test, the significance value of the categorical variables in Task-Based approach is 0.000, which is less than 0.05 and it shows that Task-Based approach enhances language learning skills, conceptual skills and personality development. Moreover, the Task-Based approach seems to be an

effective teaching methodology to enhance the soft skills in a classroom.

From the statistical analysis for objective two states that the learners improve their own needs and interests through Collaborative tasks. From Pearson's Chi-square test, the significance value of the categorical variables in Collaborative Learning is 0.000, which is less than 0.05 and it shows that Task-Based approach enhances language learning skills, conceptual skills and personality development. It is evident from the data analysis that Collaborative Learning is an effective method of learning among students to enhance the employability skills.

Heng and Yehfound that Task-basedprojects is a one way of helping students to develop transferable skills that support students to acquire the competencies that they will require in employment(Heng & Yeh, 2024). Similarly, Roy et al. pointed out that there is a beneficial effect in enhancement of soft skills through collaborative learning such as interpersonal skills, cognitive skills and self-learning. Therefore, they suggest that academic institutions should create and foster an environment that supports this development(Roy et al., 2020). According to Shahabadkar, P. K et al., the institute must direct greater emphasis towards enhancing specific skill areas, including group discussions, communication abilities, aptitude, and technical competencies (Shahabadkar, P. K et al., 2021)

Combining these together, this study shows that Task-Based Collaborative Learning can be implemented in higher education to equip students capable for workforce demands. The role of educators in enhancing the skills of students is vital. Educators have the flexibility to create cohesive modules that combine Task-Based Approach (TBA) and Collaborative Learning. For example, group assignments can take the form of intricate tasks for technical proficiency, critical thinking, and successful teamwork. The rotation of roles during these tasks exposes students to diverse responsibilities, promoting adaptability and a more extensive range of skills. Integrating both individual and group sessions offers a thorough insight into personal development and the dynamics of collaborative efforts.

Conclusion and Future Scope

The goal of engineering has always been to offer solutions to a wide range of issues. Engineers must solve problems that are more complex than ever before as societies quickly advance and populations reach unprecedented levels. To do this, engineers need more than just the technical and analytical skills that have traditionally been taught in engineering programs. To ensure alignment with the same aims and results, several technical specificities and multidisciplinary approaches are needed. The findings of the present study emphasize that Task-Based Language Teaching methodology has greater effect on students' overall development and also it is a better approach than the conventional method. At the same time, Collaborative Learning has a positive role in tasks among students to develop self-capabilities. When combining both the methods in a classroom, the study shows its relevance to attain employability skills.

The study is limited to questionnaire with analysis of 480 students' response. The study can be broadened to increased data and that gives more accuracy. In this study, Task-Based Collaborative Learning (TBCL) is implemented in technical colleges to analyse the acquisition of soft skills. Further, the study can be extended to non-technical colleges in different possible methodologies that can be a part to improve soft skills. The future scope of this study can be extended by investigating methods to align Task-Based activities with the needs and expectations of the industry. Along with this, the emerging technologies such as Artificial Intelligence (AI) can improve technical skills and replicate real-world work situations.

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