CHAPTER : 5

DATA ANALYSIS AND INTERPRETATION

CHAPTER : 05

DATA ANALYSIS AND INTERPRETATION

Chapter: 5, 'Data Analysis and Interpretation', reports of the findings of the study from the checklist-cum-questionnaire. The present chapter focuses on the analysis of the hypotheses. Its demonstrations the idea teachers have related to the updated curriculum and assessment patterns. It further opens up the detailed evaluation from the checklist-cum-questionnaire via graphs, charts, and tables with the logical and theoretical explanations of the qualitative questions from the checklist-cum-questionnaire on the basis of adopting semester system into the curriculum and how the recommended syllabi for the Foundation Courses or Compulsory Courses in English by the UGC is implemented at UG Levels of the state universities of Gujarat. As the title of this chapter suggests, qualitative study has been provided though data tabulation, university-wise analysis, and cumulative analysis.

5.1   Cumulative Analysis

The section, 'Cumulative Analysis' elaborates the collection of data in a tabulation form with graphs and charts for eloquent understanding. It is a short description of the opinions and responses provided by the teachers by filling up the checklist-cum-questionnaire from all the selected state universities of Gujarat, collectively.

Table 5.1: Number of Responses Collected (Stream-Wise)				
	B.A.	B.Com.	B.Sc.	Total
Bhakta Kavi Narsinh Mehta University	11	10	10	**31**
Gujarat University	11	12	10	**33**
Hemchandracharya North Gujarat University	11	11	08	**30**
Krantiguru Shyamji Krishna Verma Kachchh University	14	12	08	**34**
Krishnakumarsinhji Bhavnagar University	09	10	11	**30**
Sardar Patel University	11	14	09	**34**
Saurashtra University	09	11	11	**31**
Shree Govind Guru University	13	09	10	**32**
The Maharaja Sayajirao University of Baroda	10	23	05	**38**
Veer Narmad South Gujarat University	10	11	10	**31**
Grand Total	**109**	**123**	**92**	**324**

Table 5.1 shows the total number of responses collected from the selected ten state universities of Gujarat. Table 5.1 depicts the number of responses 'stream-wise' viz., Arts, Commerce and Science. In total 324

responses were collected out of which 109 responses are from B.A., 123 from B. Com., and 92 from B.Sc.

Table 5.2: Number of Responses Collected (Gender-Ratio-Wise)				
	Male	Female	Trans	Total
Bhakta Kavi Narsinh Mehta University	20	11	00	31
Gujarat University	24	09	00	33
Hemchandracharya North Gujarat University	18	12	00	30
Krantiguru Shyamji Krishna Verma Kachchh University	14	20	00	34
Krishnakumarsinhji Bhavnagar University	14	16	00	30
Sardar Patel University	16	18	00	34
Saurashtra University	17	14	00	31
Shree Govind Guru University	17	15	00	32
The Maharaja Sayajirao University of Baroda	12	26	00	38
Veer Narmad South Gujarat University	16	15	00	31
Grand Total	168	156	00	324

The following table, Table 5.2, displays the total number of responses collected 'gender-ratio' wise, viz. Male, Female, and Trans. Inopportunely, we were not able to collect any responses from Transgender. Out of 324 responses, 168 responses were collected from Male and 156 from female. Following Table 5.2 demonstrations the Male : Female ratio (168 : 156). The results of the qualitative analyses are mainly advocated from the responses collected stream-wise and university-wise, following which the cumulative analysis of the total responses in presented.

The teachers were enquired about the factors that should be considered important while designing the syllabus for General English or Compulsory Foundation Course in English at UG level. They were requested to view their opinion through the rating of 01 to 05, from 01: being the least important to 05: the highest rank. Surveying through rating is a closed-ended question. By rating the attributes, the components can be measured in comparative forms. It is qualitative in nature. It follows the various aspects or components in the same question. They are further divided in ordinal scale and interval scale.

The components include the competence of the learners, competence of teachers, recommendations made by the UGC, teaching methods, teaching material, continuous evaluation, digital literacy, employability skills, infrastructural facilities, language intelligibility and moral values

among the students. Reponses are stated through tables and graphs collected, component-wise, from 5.3.1 to 5.3.11. Following tables and graphs mention the cumulative results of the responses collected.

Table 5.3.1 and Graph 5.3.1 demonstrate the component of competence among the students such as able to grasps the new knowledge, able to learn cooperation, teamwork, communication, and new skills, etc. The percentage ratio is approximately 33:33:34. The syllabi must include how to develop competences among the students for successful learning and acquiring the knowledge, to use it in practical situations or workplaces.

X			Y
Rating	Gain	Total	Percentage
5	105	324	32.4%
4	109	324	33.6%
3	110	324	34.0%
2	0	324	0.0%
1	0	324	0.0%
Table 5.3.1 Competence of Students			

Graph 5.3.1: COMPETENCE OF STUDENTS
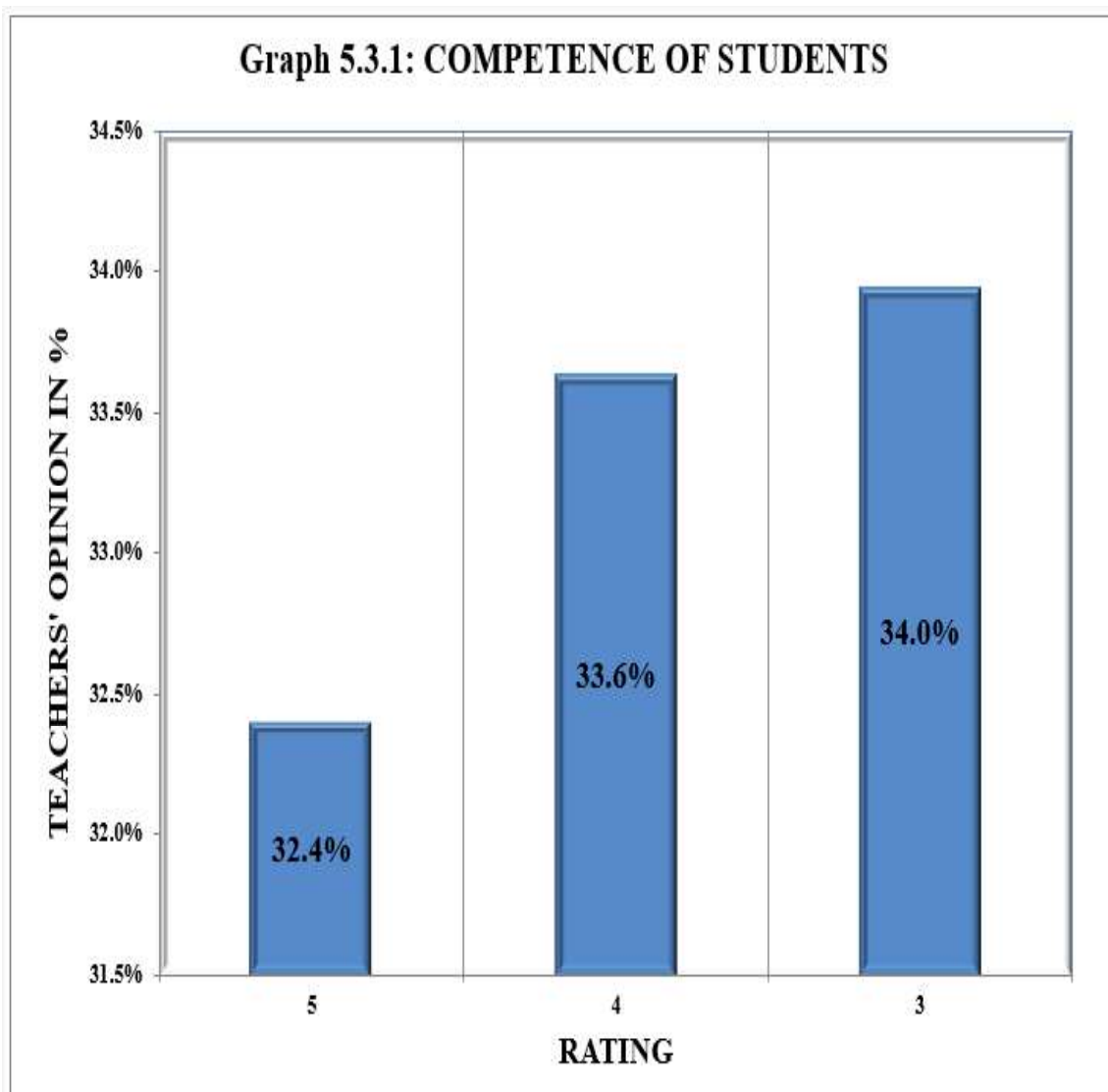
Following Table 5.3.2 and Graph 5.3.2 demonstrate the component of competence among the teachers such as able to share the new knowledge along with the input on how to apply the same in life situations, open-mindedness, skilful in the designated subject, encourage the students, patience, gratitude, responsible, able to communicate effectively etc. The percentage ratio is is highly differentiated i.e., 93:04:03.

X			Y
Rating	Gain	Total	Percentage
5	301	324	92.9%
4	13	324	4.0%
3	10	324	3.1%
2	0	324	0.0%
1	0	324	0.0%
Table 5.3.2 Competence of Teachers			

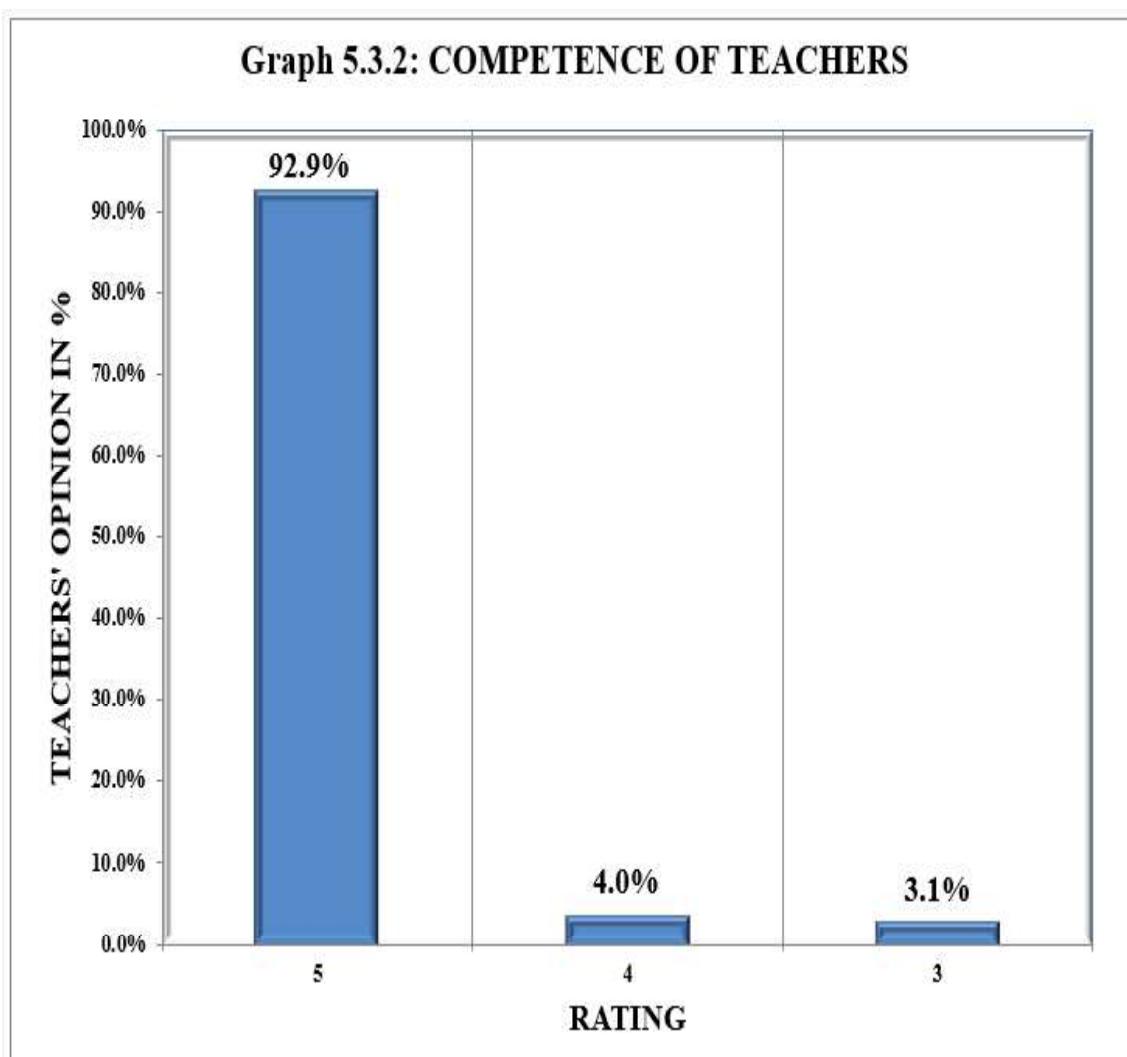

Graph 5.3.2: COMPETENCE OF TEACHERS

Table 5.3.3 and Graph 5.3.3 determine importance of the recommendations and guidelines provided by the University Grants Commission (UGC). University Grants Commission releases guidelines time-to-time to endorse about the reforms to the universities and colleges of India. The UGC under 'Quality Mandate', has taken many initiatives such as CBCS, LOCF, evaluation reforms, implementing ICT tools in the classrooms, Faculty Induction Programme for teachers and students, etc., to develop and maintain the quality of education in higher education institutions of India. The present study tries to high spot the importance of Communication Skills in English with a special reference to the recommendations and contributions by University Grants Commission (UGC) in Higher Education in India.

Consequently, it is also important what the educators think about the same. It also mentions whether the educators are aware about current reforms and guidelines provided by the UGC. this study consists of the document analyses of the notices, guidelines, recommendations, five-year plans, and e-publications published by the UGC. Thus, they are enquired about their current acquaintance with UGC guidelines and recommendations, like learning outcomes, whether the syllabus they teach includes the outcomes in the beginnings, whether the students are able to know what they are going to learn in a selected course, etc.

X			Y
Rating	Gain	Total	Percentage
5	140	324	43.2%
4	131	324	40.4%
3	53	324	16.4%
2	0	324	0.0%
1	0	324	0.0%
Table 5.3.3 Recommendation of the UGC			

Graph 5.3.3: RECOMMENDATION OF THE UGC
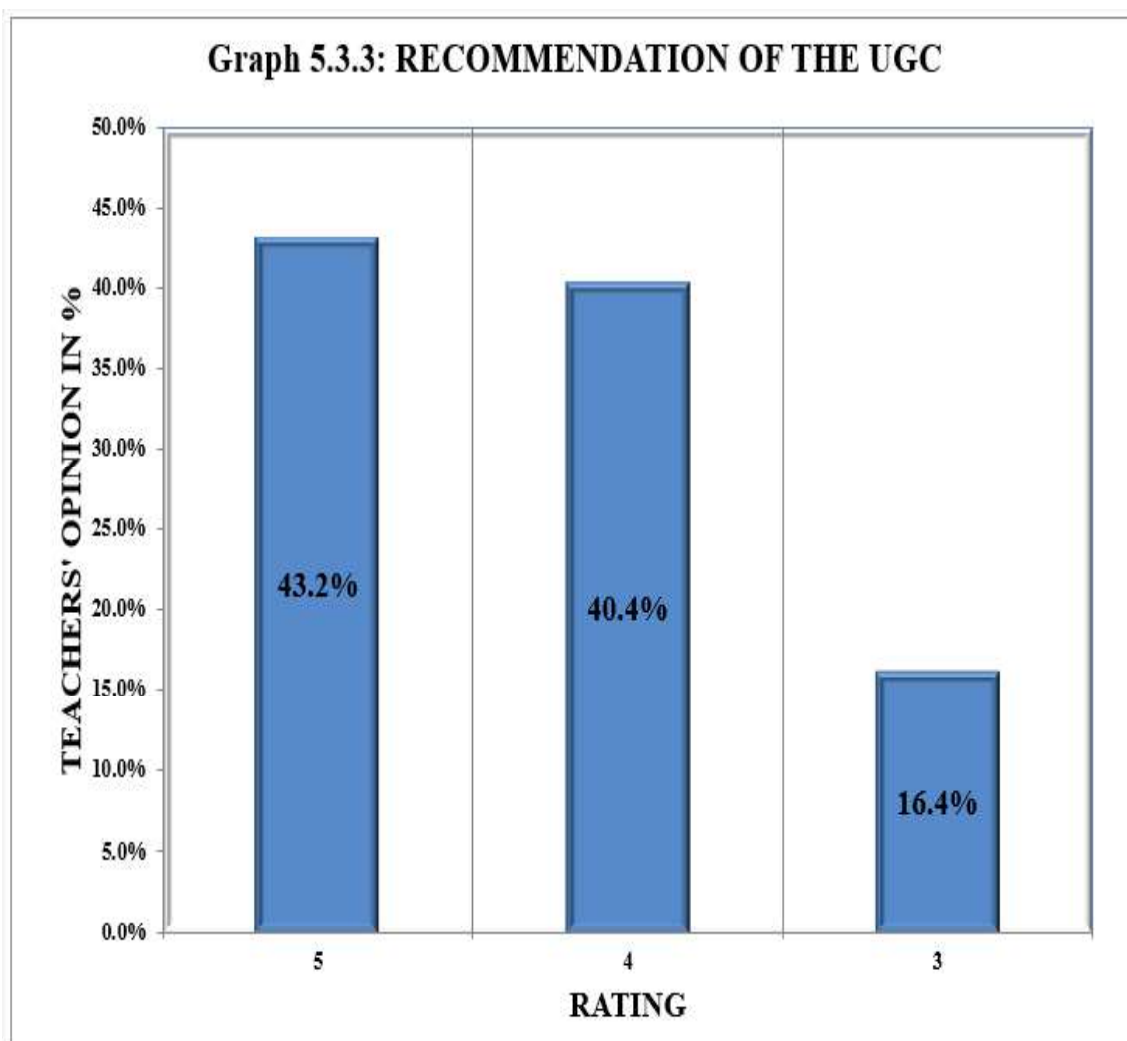
Following Table 5.3.4 and Graph 5.3.4 illustrate the importance of teaching methods. The UGC has also recommended various teaching methods according to the topic provided. A variety of "knowledge delivery methods" (*LOCF*: 12) to encourage more participation in the classrooms. It provides holistic development for the same by not only providing the information but also focusing on the application of the received knowledge. They are lectures, discussions, simulations, case studies, role playing, teamwork and study tours or field visits. With the ratio of 148 for rating 4 and 176 for rating 5, it is clear that even the teachers contemplate that the delivery methods play important role in designing and implementing the syllabus.

Graph 5.3.4: TEACHING METHODS
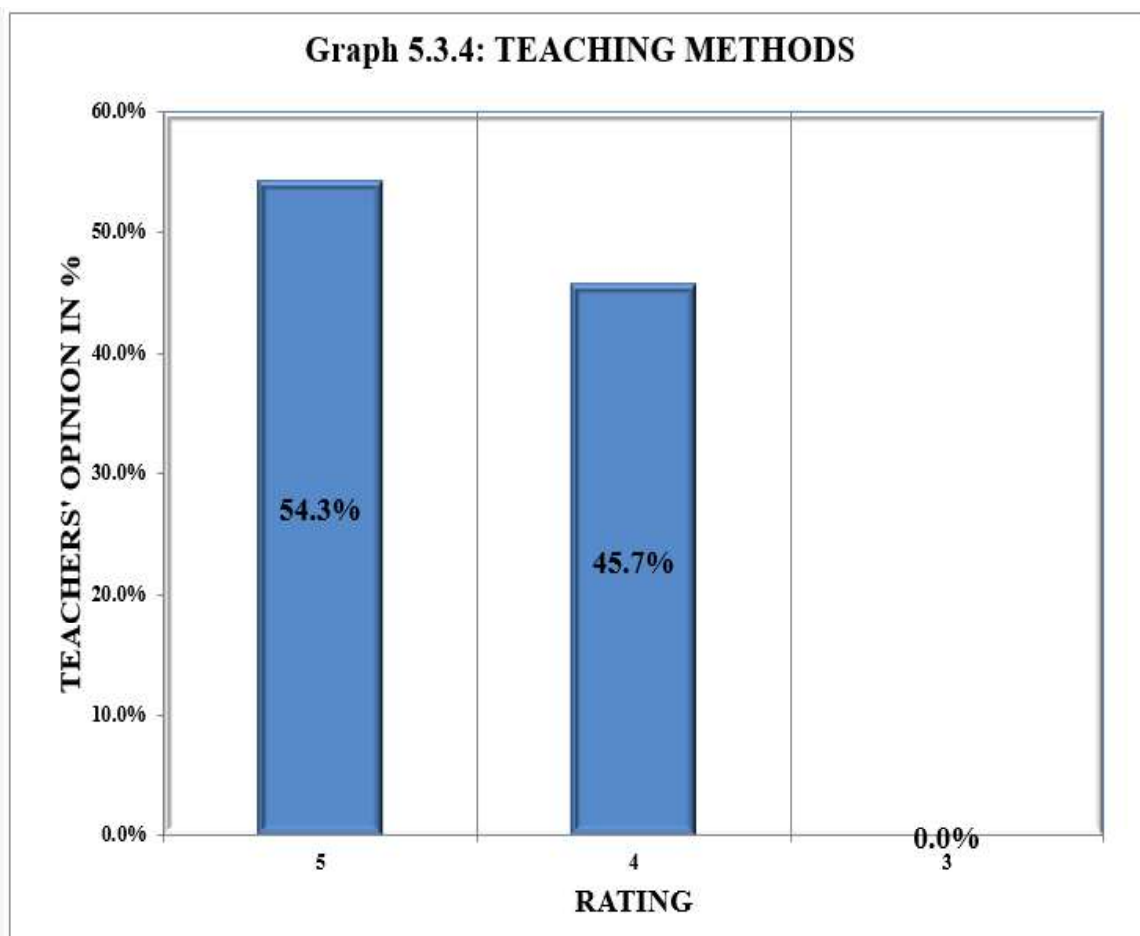
X			Y
Rating	Gain	Total	Percentage
5	176	324	54.3%
4	148	324	45.7%
3	0	324	0.0%
2	0	324	0.0%
1	0	324	0.0%
Table 5.3.4 Teaching Methods			

Table 5.3.5 and Graph 5.3.5 demonstrate whether the teaching materials are crucial part while planning the curriculum.

Graph 5.3.5: TEACHING MATERIALS
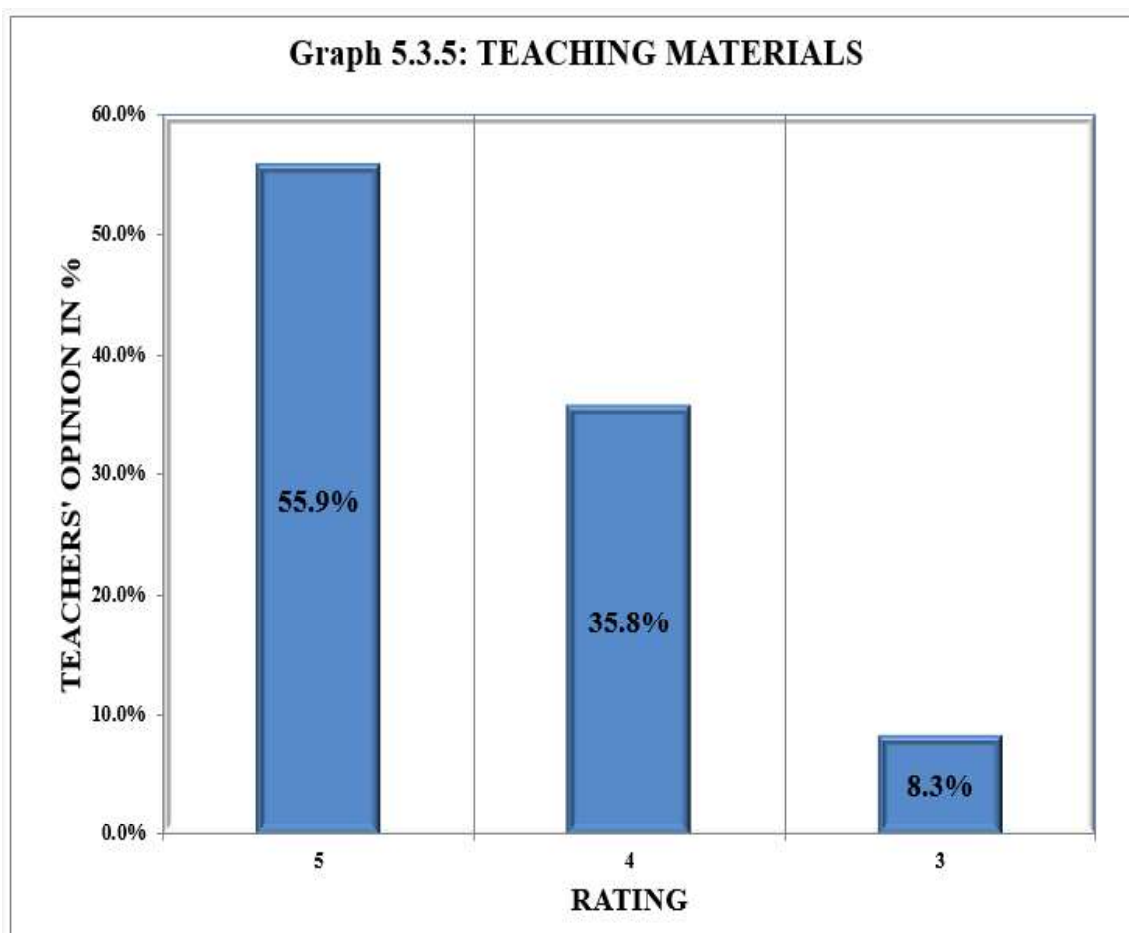
X			Y
Rating	Gain	Total	Percentage
5	181	324	55.9%
4	116	324	35.8%
3	27	324	8.3%
2	0	324	0.0%
1	0	324	0.0%
Table 5.3.5 Teaching Materials			

The UGC is endlessly making new initiatives to offer worth education to the undergraduates and to develop their competence according to the necessities of the job market today. To deliver transparency while assessing or evaluating and to ensure students' fair marking and grading, integration of both 'Continuous Internal' and 'End-of-Semester' examinations has been highly endorsed with 25-40 marks for the continuous internal and 75-60 marks for the end-semester. The range may vary universities-to-universities or colleges-to-colleges. With reference to UGC's provided guidelines, a detailed explanation is presented, such as assessment types and tools, continuous internal evaluation, and the integration of External and Internal Semester Examination. However, with 'continuous evaluation', there is a pressure to declare the results on time by the universities or colleges which lay a big question mark on the accuracy and reliability of the examiners. It also

pressurises the teachers to look into students' performance continuously. Thus, the teachers were asked whether they prefer continuous internal evaluation (Table 5.3.6 and Graph 5.3.6).

X			Y
Rating	Gain	Total	Percentage
5	131	324	40.4%
4	109	324	33.6%
3	84	324	25.9%
2	0	324	0.0%
1	0	324	0.0%
Table 5.3.6 Continuous Evaluation			

Graph 5.3.6: CONTINUOUS EVALUATION
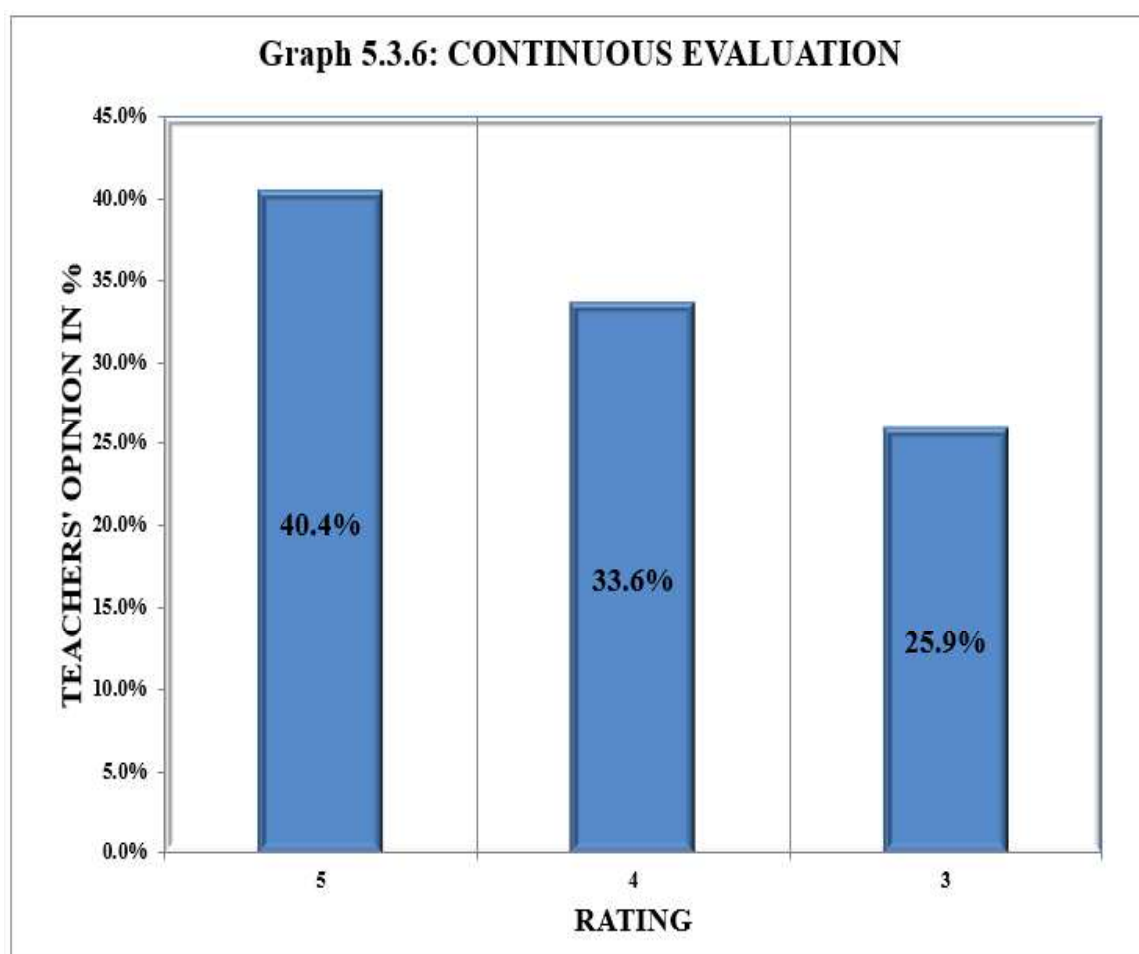
Table 5.3.7 and Graph 5.3.7 illustrate about the digital literacy among the students as well as the teachers. After the introduction of online learning and blended mode of learning, the teachers expect students to know basic knowledge about technology and ICT tools.

X			Y
Rating	Gain	Total	Percentage
5	82	324	25.3%
4	123	324	38.0%
3	119	324	36.7%
2	0	324	0.0%
1	0	324	0.0%
Table 5.3.7 Digital Literacy			

Graph 5.3.7 DIGITAL LITERACY
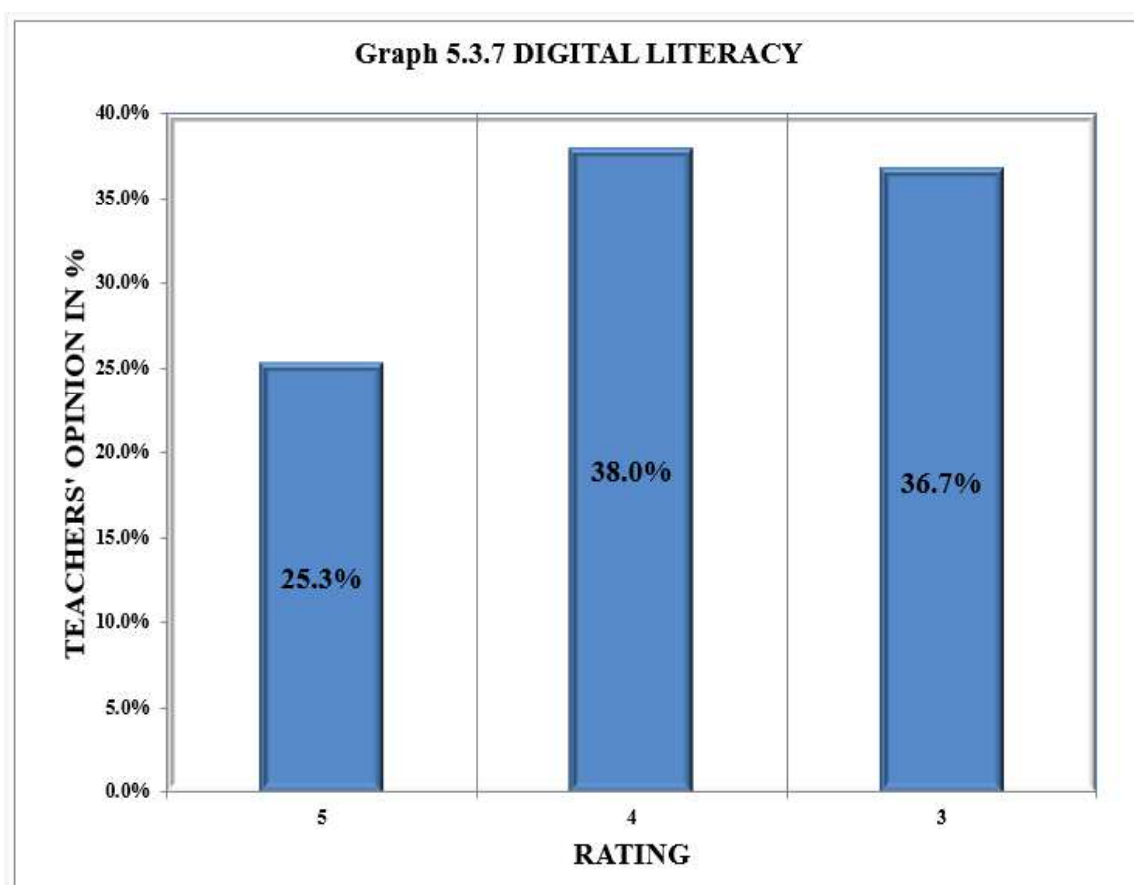
To boost the employability skills among undergraduate students, the UGC under Quality Mandate acquainted the Outcome-Based Education where, the current job and corporate market necessities should be focused on, before framing the set of courses for UG Level. The language plays a key role to provide an opportunity to study further in other countries, creates employability and boasts the confidence in a workspace environment. The Government of Gujarat has been taking productive steps addressing the changing aspects of employability in the globalized market-based economy and bridging the industry-academia or the corporate-campus divide when it comes to enhancement of language and communication skills among the youth of Gujarat.

Outcome Based Education (OBE) points the redesigning of the 'future-focused' curriculum where the apprentices already know what they are going to learn from a course and how they can stand by themselves in employability or job-market today. The schemes like "Equal Opportunity Cell" and "Remedial Coaching for SC/ST/OBC Minorities Community Students" were taken into consideration to develop employability skills among the students through cultivating the academic skills and language proficiency. Learning Outcomes Based Curriculum Framework and evaluation reforms are also the part of the same initiative of 'Quality Mandate'. One of the objectives of the Quality Mandate is to improve the graduate outcomes for the students to access employability for the future.

X			Y
Rating	Gain	Total	Percentage
5	128	324	39.5%
4	107	324	33.0%
3	89	324	27.5%
2	0	324	0.0%
1	0	324	0.0%
Table 5.3.8 Employability Skills			

Graph 5.3.8 EMPLOYABILITY SKILLS
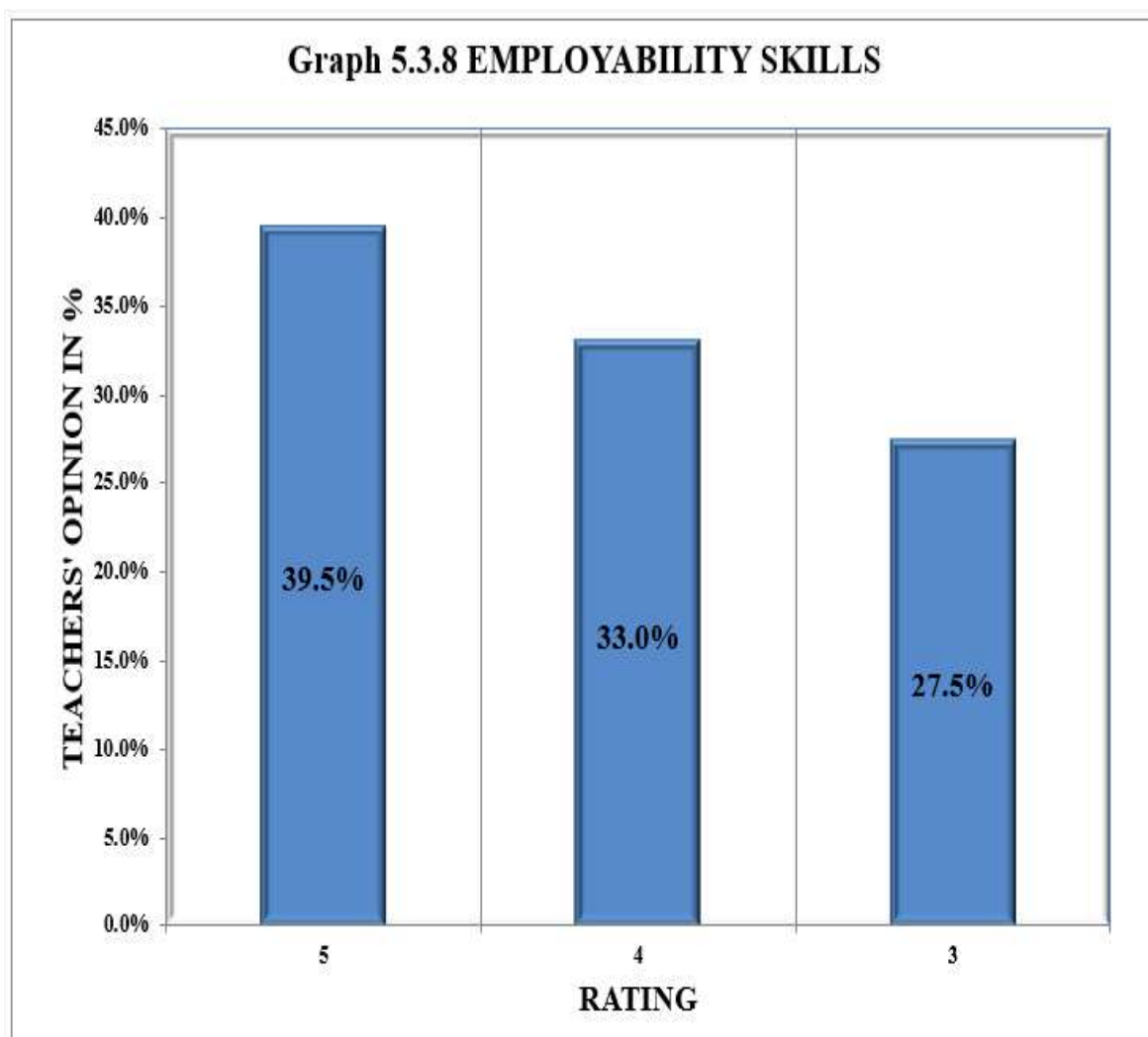
Lack of digital labs and other infrastructure facilities are also one of the lacunae of the current education system. To encourage active participation from the students, the teachers were asked whether it is importance of infrastructural facilities (Table 5.3.9 and Graph 5.3.9). The UGC also recommends developing ICT tools to bring digital literacy among the students. It recommends the teaching-learning ratio of 20:30:50 (Ibid: 12), viz., twenty percent of hearing (delivering knowledge or information), thirty percent of visuals (use of audio-visual method), and fifty percent of practice (experiencing).

Graph 5.3.9 INFRASTRUCTURAL FACILITIES
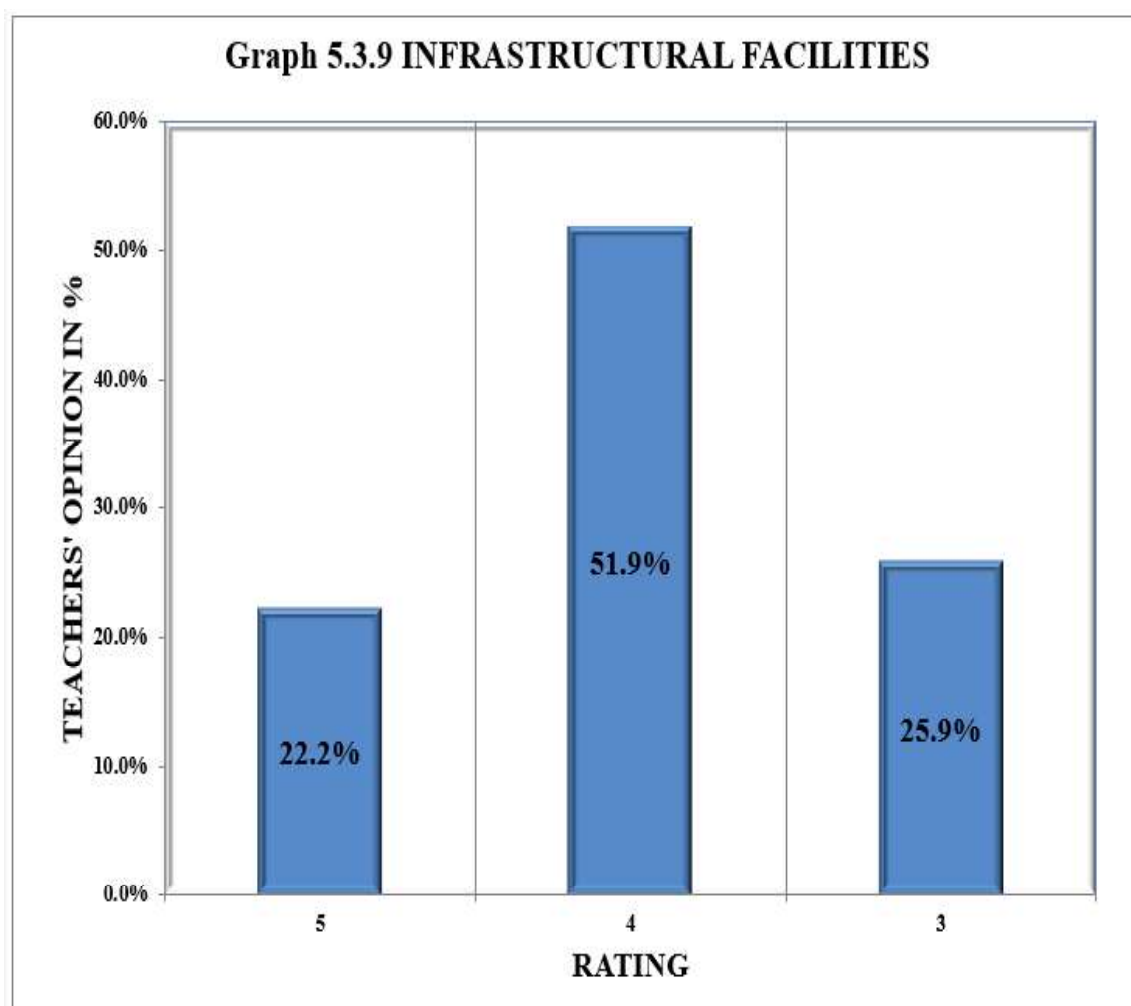
X			Y
Rating	Gain	Total	Percentage
5	72	324	22.2%
4	168	324	51.9%
3	84	324	25.9%
2	0	324	0.0%
1	0	324	0.0%
Table 5.3.9 Infrastructural Facilities			

Graph 5.3.10 and Table 5.3.10 display the factor of developing language intelligibility with which the learners can understand the words and speech sounds to bring accuracy in pronunciation.

Graph 5.3.10 LANGUAGE INTELLIGIBILITY
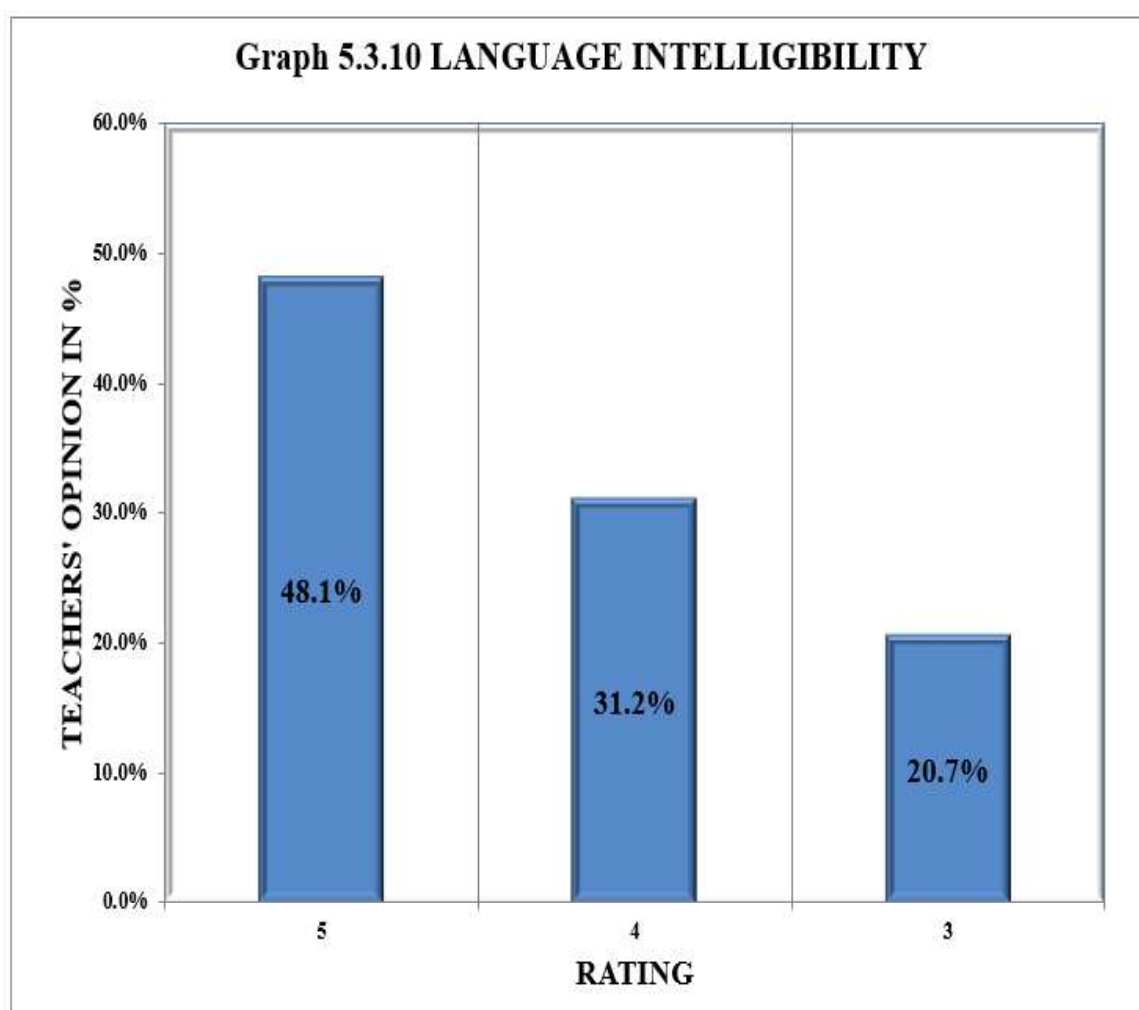
X			Y
Rating	Gain	Total	Percentage
5	156	324	48.1%
4	101	324	31.2%
3	67	324	20.7%
2	0	324	0.0%
1	0	324	0.0%
Table 5.3.10 Language Intelligibility			

The last component to take into consideration while designing the syllabi is the focus on developing moral values among the students (Table 5.3.11 and Graph 5.3.11). National Education Policy 2020 also lay emphasis on holistic learning, where the students are provided the guidance in correct skillsets along with their specialized degrees. Students will gain confidence not only in professional competency but also in emotional competency. Through this, it is evident that professional and communication skills are given much more importance to develop the performance of the learners.

Thus, the main objective of this model curriculum is to improve the graduate outcomes; and moral and ethical awareness among the students are also included. It is preferable to not only teach the subject matter but also bring empathy, kindness, integrity, compassion, and cooperation to build a student's character with caliber.

X			Y
Rating	Gain	Total	Percentage
5	189	324	58.3%
4	135	324	41.7%
3	0	324	0.0%
2	0	324	0.0%
1	0	324	0.0%
Table 5.3.11 Moral Values in Students			
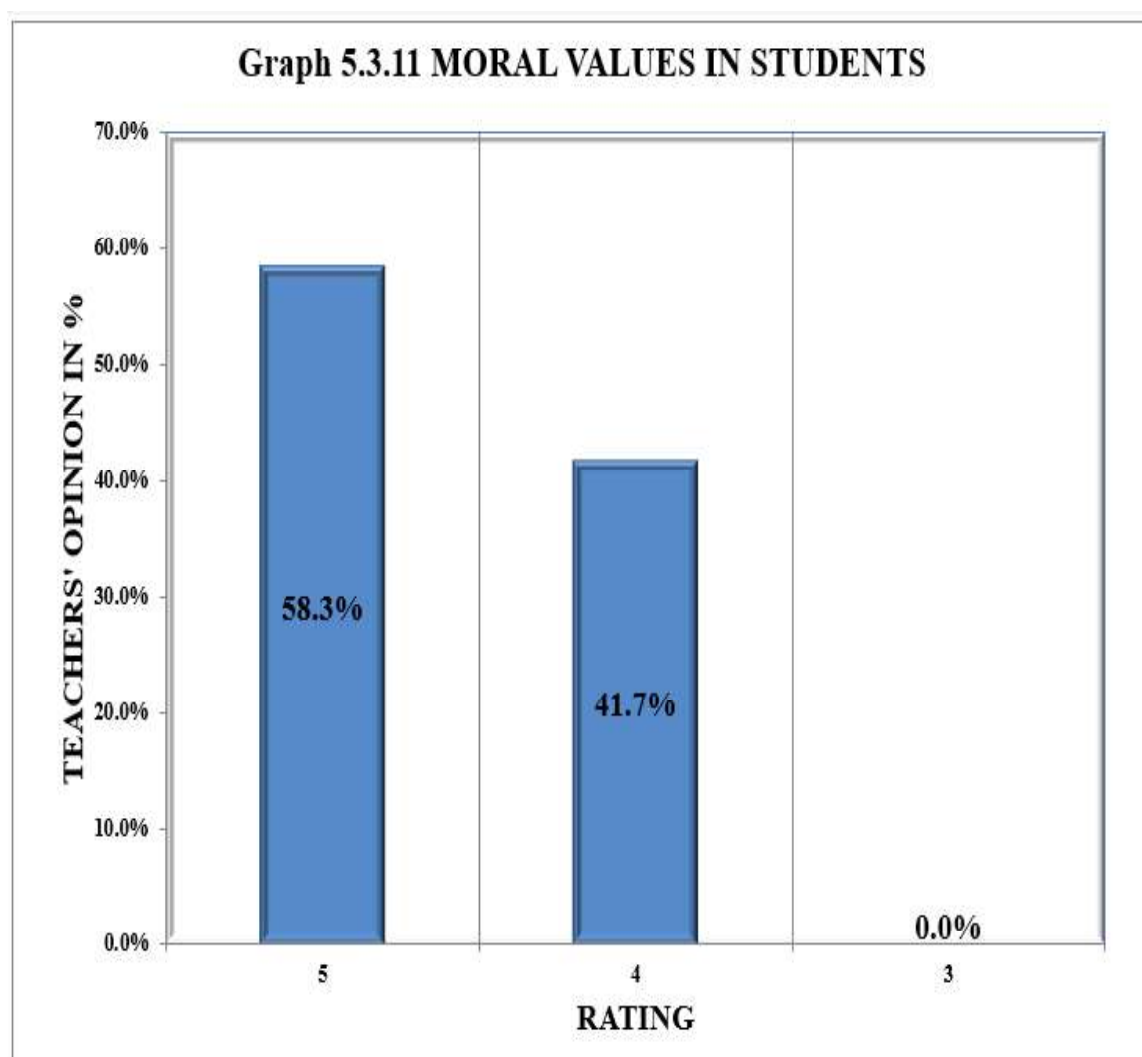
Graph 5.3.11 MORAL VALUES IN STUDENTS

Learning Outcomes based Curriculum Framework (LOCF) for English as Generic Elective for Undergraduate Programme, published by UGC in 2019 simplifies the universities and colleges of India with the suggestive model prospectus of the undergraduate courses. For the Compulsory Foundation Courses in English, the commission endorses to include the following courses for undergraduate students (Ibid: 04):

- Basic English Communication Skills

- Advanced English Communication Skills

- Dictionary and Study Skills

- Creativity Through Language

- Appreciating Literature

"It is found that many students across disciplines are not very good at communication and generally lack the proficiency that they require to meet the growing demands of the present-day workplace competencies."   (Raviya, H.D. 2010, 112)

The objective of introducing 'Basic English Communication Skills' to the students is to make them familiar to the structure of the English language through grammar, listening, speaking, reading, and writing. At the end of the course, the learners would be able to understand the important of communication skills in English, oral and written both for academic as well as professional purposes.

'Advanced English Communication Skills' focuses on the further development of LSRW, where the learners are able to read and write long and critical texts. It also includes, note taking, note making, report, summarizing, paraphrasing, brainstorming, and peer writing.

'Creativity Through Literature' encourages the learners to escalate and identify the different types of literature. They are introduced with the texts where language can be used creatively, such as in figures of speech, phrases, idioms, and proverbs. The students also learn about different dialects, jargons, through poetry or prose. It helps to develop their own competence in language creativity.

'Dictionary and Study Skills' highlights about how the language is learned through the use of dictionary and thesaurus. The second part, i.e., study skills encourage students to improve their writing and thoughtful skills. It makes them independent learners.

'Appreciating Literature' supports the learners to get in touch with variety of forms of literature and genres. It develops critical thinking and interpretative skills among the learners. The teachers were asked out of which of the mentioned components, they prefer to prescribe while designing the syllabus.

Following Table 5.4 and Graph 5.4, focuses on the above-mentioned criterion that can be prescribed in the syllabi of Foundation Courses in English:

Table 5.4: Prescribed Components for Foundation Courses in English			
X			Y
Components	Gain	Total	Percentage
Basic English Communication Skills	324	324	100.0%
Advanced English Communication Skills	324	324	100.0%
Dictionary and Study Skills	248	324	76.5%
Creativity Through Language	204	324	63.0%
Appreciating Literature	109	324	33.6%

Graph 5.4: Prescribed Components for Foundation Courses in English
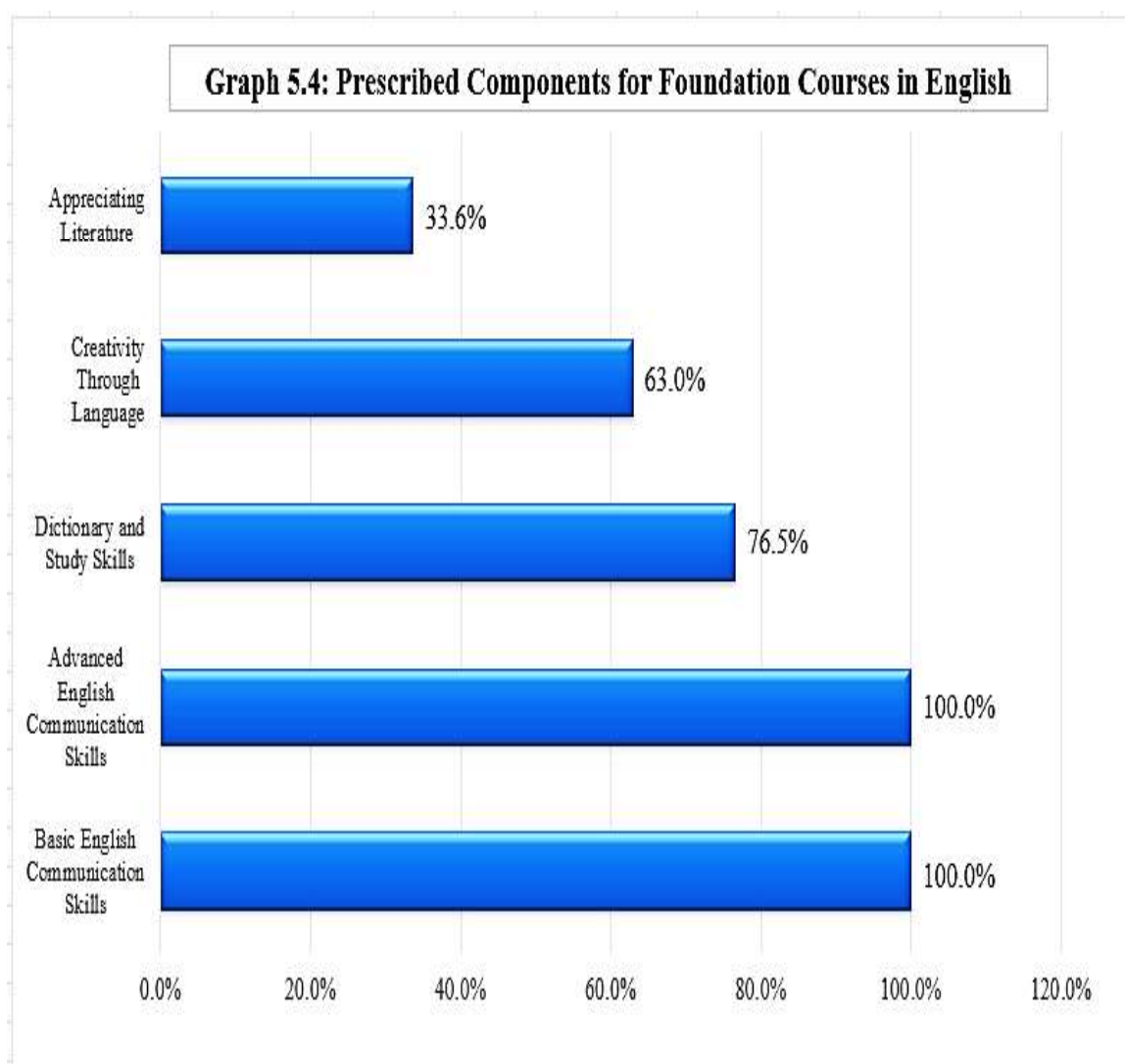
The learning outcomes are designed to help students understand the objectives of the course provided to them. It is a framework based on the expected learning outcomes (such as disciplinary knowledge, communication skills, critical thinking, problem solving, analytical reasoning, research related skills, etc.) that are expected to be attained by the students at the completion of their graduation. The UGC has recommended to mention 'Learning Outcomes' in the beginning of the Programme (PLO) and the Course (CLO). This way, the learners would be able to know what they already know and what they are going to learn by the end of the selected paper or subject. Furthermore, the students will be able to decide what courses to opt for by perceiving the contents of the syllabi from the list of subjects provided, Table and Chart 5.5.1; Table and Chart 5.5.2.

Table 5.5.1: Learning Outcomes – I			
Are you aware of the term "Learning Outcomes" in designing the syllabus of Foundation Courses in English?			
X			Y
Category	Gain	Total	Percentage
YES	188	324	58.0%
NO	67	324	20.7%
NOT CERTAIN	69	324	21.3%

Chart 5.5.1: Learning Outcomes – I

Are you aware of the term "Learning Outcomes"
in designing the syllabus of Foundation Courses in English?

■	YES
■	NO
■	NOT CERTAIN

Table 5.5.2: Learning Outcomes – II Do you think it is important and significant to state the specific learning outcomes of the course while designing a syllabus of Foundation Courses in English?			
X			Y
Category	Gain	Total	Percentage
YES	249	324	76.9%
NO	14	324	4.3%
CANNOT SAY	61	324	18.8%

Chart 5.5.2: Learning Outcomes – II
Do you think it is important and significant to state the
specific learning outcomes of the course while designing a
syllabus of Foundation Courses in English?

- ■ YES
- ■ NO
- ■ CANNOT SAY
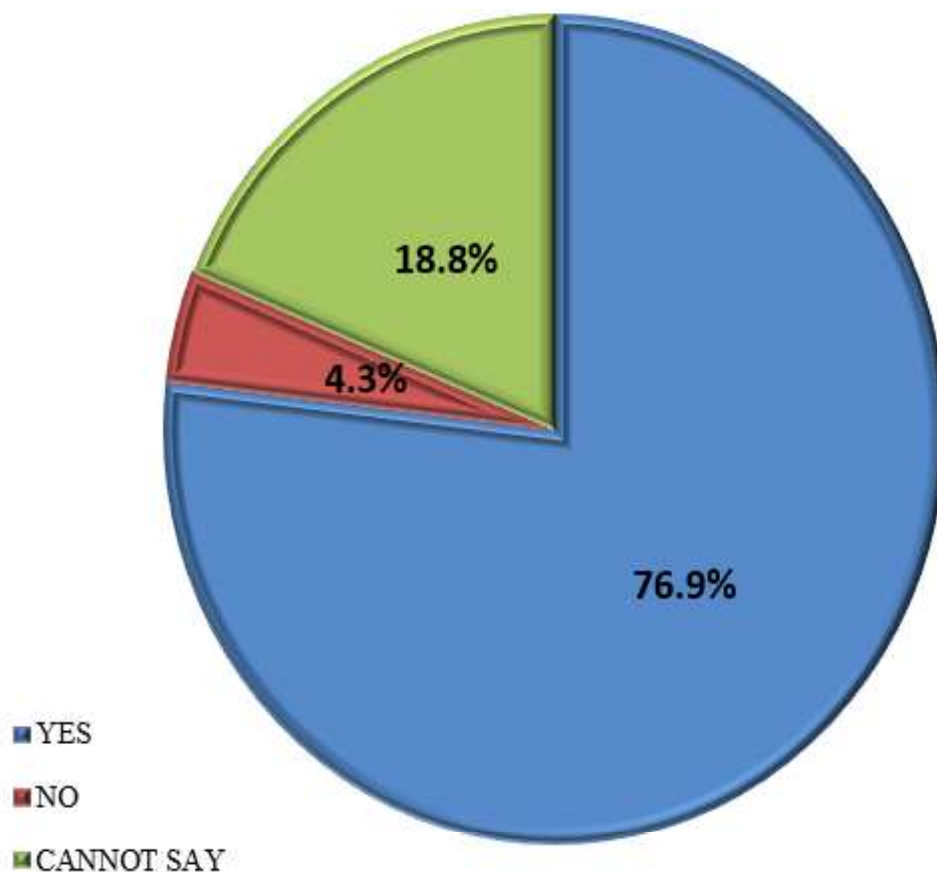
The teachers are asked what they wish learning outcomes should include like to develop higher level of language competence, to impart knowledge about the literature, to develop the ability to interpret the text and to teach language and literature, communicate effectively and efficiently, the learners become proficient in writing skills, to become familiar with speaking skills and foreign culture, and ability to get required jobs (Table 5.6 and Graph 5.6).

Table 5.6: Prescribed Learning Outcomes for Foundation Courses in English			
X			Y
Prescribed Learning Outcomes	Gain	Total	Percentage
To develop higher level of language competence	324	324	100.0%
To impart knowledge of literature	207	324	63.9%
To develop the ability to interpret literary texts	287	324	88.6%
To develop the ability to teach English Language and Literature	320	324	98.8%
To enable the learners to communicate effectively	324	324	100.0%
To make the learners proficient in English Writing	324	324	100.0%
To make the learners familiar in English Speaking	324	324	100.0%
To make the learners familiar with foreign culture	154	324	47.5%
To develop the ability to get jobs where English is required	246	324	75.9%

Graph 5.6: Prescribed Learning Outcomes for Foundation Courses in English

Learning Outcome	Percentage
To develop the ability to get jobs where English is required	75.9%
To make the learners familiar with foreign culture	47.5%
To make the learners familiar in English Speaking	100.0%
To make the learners proficient in English Writing	100.0%
To enable the learners to communicate effectively	100.0%
To develop the ability to teach English Language and Literature	98.8%
To develop the ability to interpret literary texts	88.6%
To impart knowledge of literature	63.9%
To develop higher level of language competence	100.0%

With the 'learner-centric' view, Outcome Based Education (OBE) suggests Knowledge Delivery Methods (KDM) to encourage more participation in the classrooms and provides holistic development for the same. They are lectures, discussions, simulations, case studies, role playing, teamwork and study tours or field visits. (*LOCF for English as Generic Elective*, 2019: 12-13). This promotes 'process-based' learning.

Lectures should be in a communicating way where students can learn new perceptions about the selected subject. Most of the time, it is one-way process, where the teacher speaks, and the learners are passive listeners. Thus, group activities, pair work, must be appreciated for encouraging active participation from the students. Besides, developing reasoning and critical thinking among the students, it is also important for them to understand that every idea matters. One should accept and respect each other's points of view and to express the ideas on the platform must be provided to the learners to build their competency and performance. For this, discussion method is one the best feasible ways.

Along with developing creativity, simulations are also required to understand real-life scenarios and circumstances. The New Education Policy 2020 focuses on the holistic development of the students. Case studies are also useful at the same time to develop scientific temper amongst the apprentices to bring the best possible solutions to the obstacles. To enhance decision-making skills, role-playing is the best knowledge delivery method where through the role-plays, the learners

would be able to know the impact of their decisions. This will develop their decision-making skills.

To test classroom learning outside, study trips or filed trips are must. Lastly, teamwork, group projects, pair-and-share kindles the empathy and compassion among the learners and will be accommodating to develop communication and collaborative skills. The teachers were enquired about their preference mode of knowledge delivery among seven modes; Table: 5.7 and Chart: 5.7.

Table 5.7: Knowledge Delivery Methods			
X			Y
Methods	Gain	Total	Percentage
Lectures	324	324	100.0%
Discussions	293	324	90.4%
Simulations	104	324	32.1%
Case Studies	241	324	74.4%
Role Play	213	324	65.7%
Team Work	256	324	79.0%
Study Visits	271	324	83.6%

Chart 5.7: Knowledge Delivery Methods
(Teachers' Preference)

Legend:
- Lectures
- Discussions
- Simulations
- Case Studies
- Role Play
- Team Work
- Study Visits
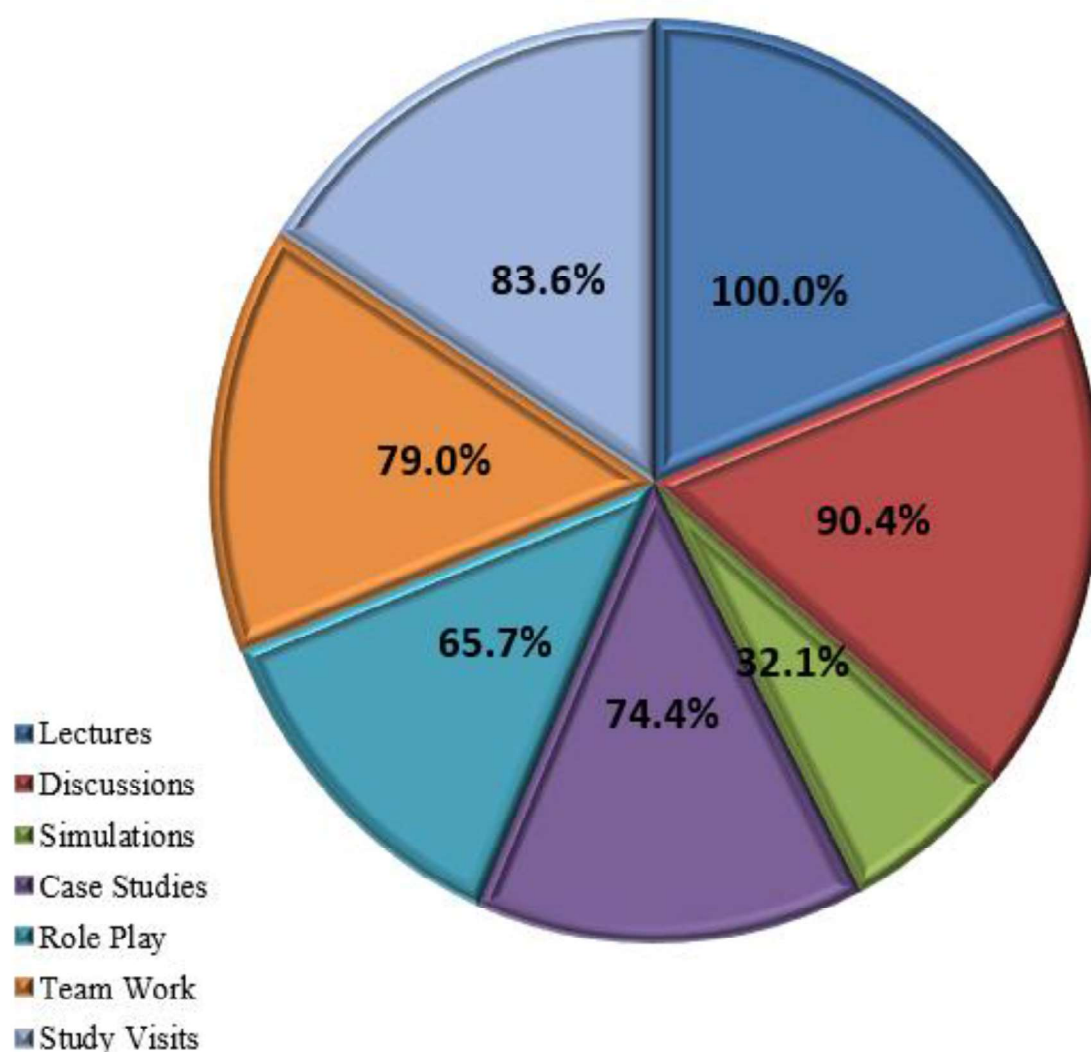
With the reassurance and the guidelines provided by the University Grants Commission (UGC), Semester System was successfully implemented in the universities and colleges across the country. With the implementation of CBCS in Higher Education Institutions, there is a shift in focus to student-centric education. Since the implementation of Choice Based Credit System, which ultimately marked as the major change,

initiated by the University Grants Commission (UGC) in the whole history of Higher Education in India, Table 5.8 and Graph 5.8:

Table 5.8: Major Changes through the Implementation of CBCS			
X			Y
Category	Gain	Total	Percentage
YES	307	324	94.8%
NO	17	324	5.2%

Graph 5.8: Major Changes through the Implementation of CBCS (Teachers' Opinion)
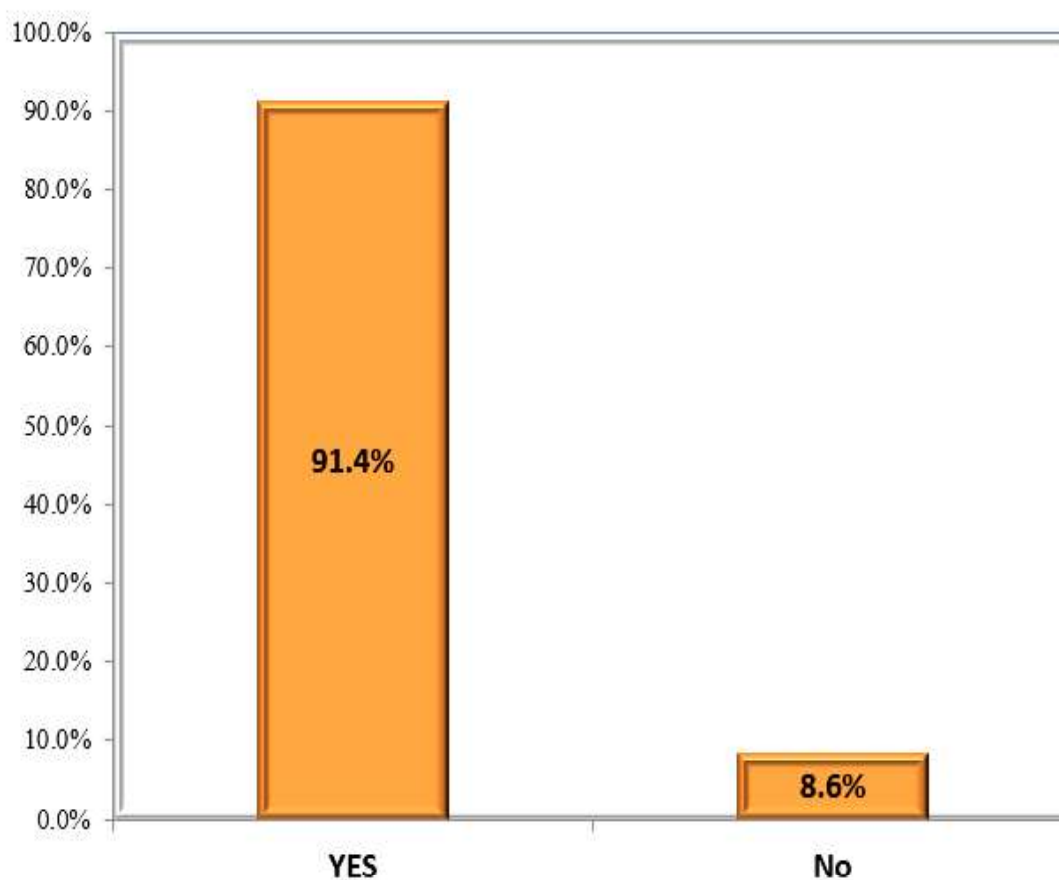
With reference to UGC's provided guidelines, a detailed explanation is presented, such as assessment types and tools, continuous internal evaluation, and the integration of External and Internal Semester Examination. For current examination system, most of the universities of the Gujarat prefers the integration of Continuous Evaluation and End-Semester Examinations, by provided 30% to 40% of Internal Assessment (IA) and 70% to 60% percent of University (External) Assessment (UA) respectively. Thus, the proportion of the Internal Evaluation (IE) and External Evaluation (EE) for the undergraduate students is 30:70 or 40:60.

Chart 5.9 Assessment Pattern

- Internal / Mid-Semester Evaluation
- End-Semester Evaluation
- Both (Integration of Internal and End-Semester Examination)

4.0%

96.0%
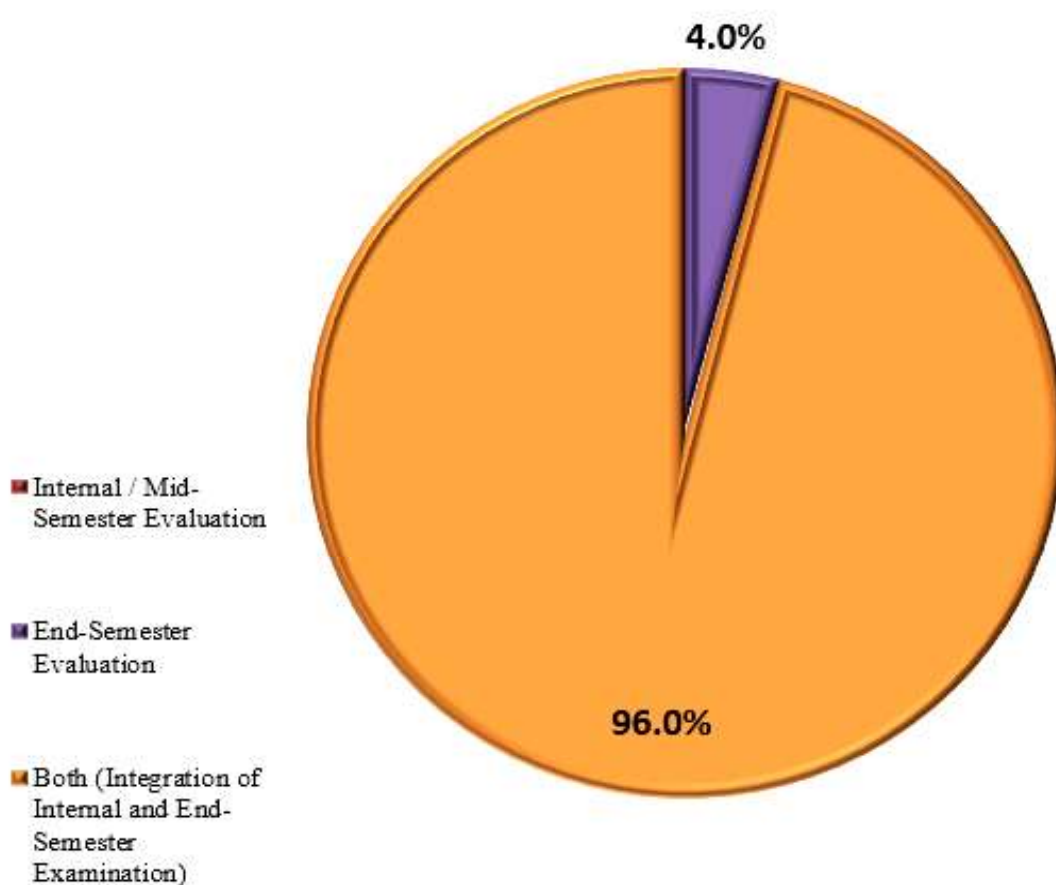
Table 5.9: Assessment Pattern			
X			Y
Category	Gain	Total	Percentage
Internal / Mid-Semester Evaluation	00	324	0.0%
End-Semester Evaluation	13	324	4.0%
Both (Integration of Internal and End-Semester Examination)	311	324	96.0%

A framework of the assessment modes is provided for the teachers to decide, such as, written mode, oral mode, practical mode, and integrated mode. Essay-type questions, article writing, reports, portfolios, dissertations, KWL, book review, assignments, class tests, open book test, etc. are the example of written mode of assessment. Oral mode of assessment is appropriate to evaluate individual performance. It enhances speaking skills and performance among the learners. Though, the similar interrogations may lead to the later examinee being prepared. Group disccisions, debates, role play, authentic problem-solving technique encourages the teamwork and collaboration among the learners. In most of the colleges and universities, teachers use the integrated mode i.e., the integration of oral and written mode of assessment.

Following tables, Table 5.10 and Table 5.11 demonstrate the written mode of assessment and oral mode of assessment, followed by the graphs, Graph 5.10 and Graph 5.11. It provides the teachers' opinions on which

mode they prefer and what type of assessment. Most of the teachers are comfortable with the traditional external examination and also providing the objective types of questions to the students in their examinations. Sometimes, due to time constraints, it is difficult to put designed course or the syllabus into practice. As the Foundation Courses in English is the common subject for all the specialised courses, the increasing number of students per classroom is also the subject of apprehension.

Table 5.10 Written Mode of Assessment			
X			Y
Categories	Gain	Total	Percentage
External Examination (Traditionally Essay - Type)	324	324	100.0%
Internal Exams / Class Tests	287	324	88.6%
Open Book Exams - Allow to Use Books of Students' Choice	25	324	7.7%
Self-Test (Online or Conventional)	208	324	64.2%
Writing Essay / Articles	212	324	65.4%
Quizzes / Objectives Test / Multiple Choice Questions	324	324	100.0%
Class Assignment	87	324	26.9%
Dissertations	22	324	6.8%
Case Studies	94	324	29.0%

Graph 5.10 Written Mode of Assessment

Assessment Mode	Percentage
Case Studies	29.0%
Dissertations	6.8%
Class Assignment	26.9%
Quizzes / Objectives Test / Multiple…	100.0%
Writing Essay / Articles	65.4%
Self-Test (Online or Conventional)	64.2%
Open Book Exams - Allow to Use Books of…	7.7%
Internal Exams / Class Tests	88.6%
External Examination (Traditionally Essay -…	100.0%
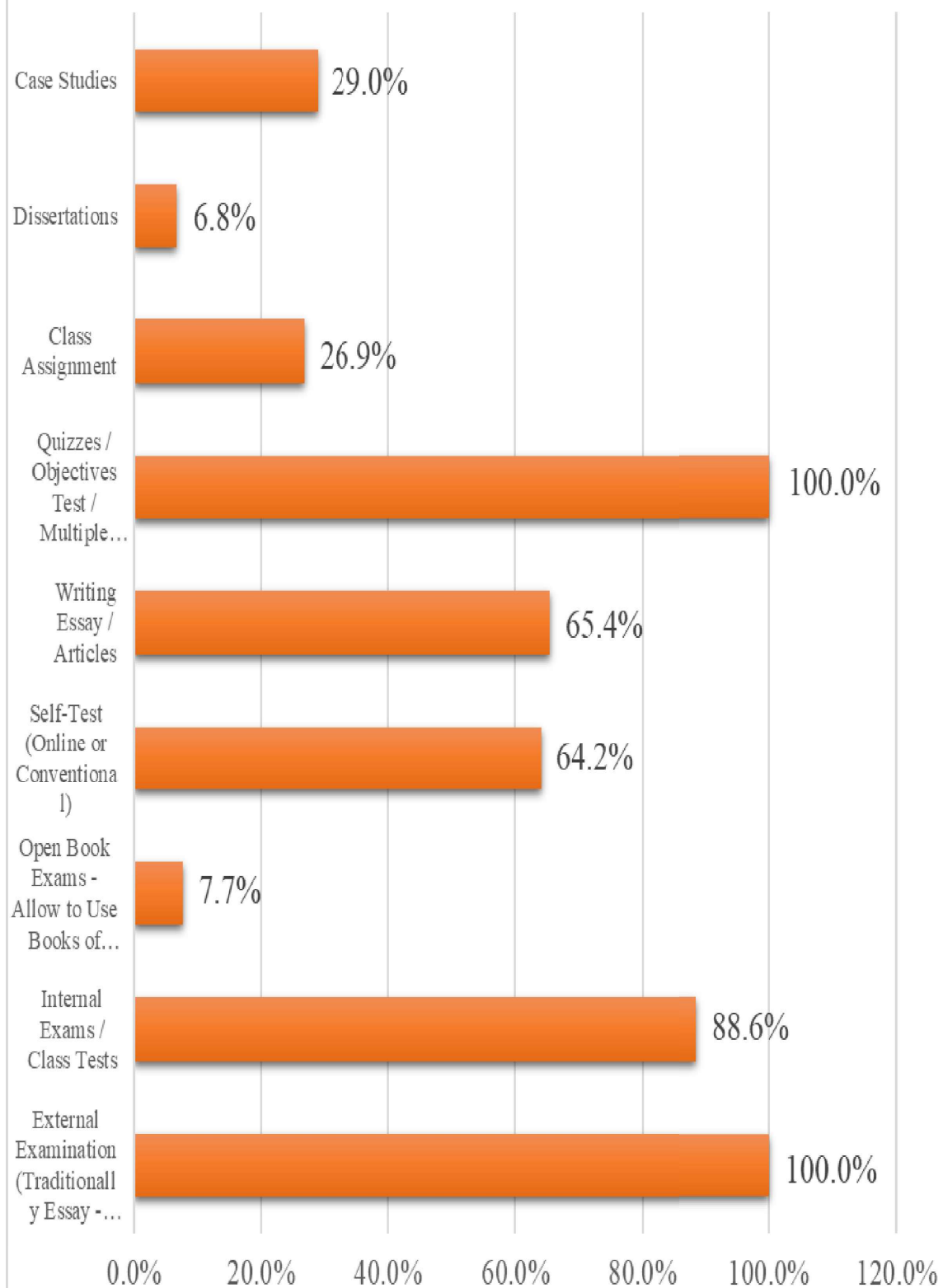
Oral mode of assessment is appropriate to measure individual performance. It improves speaking skills amongst the learners. The major objective should be that, by the end of the course, the learners would be able to comprehend the important of communication skills in English, oral and written both for academic as well as professional purposes. Oral mode for the assessment is used during the continuous internal evaluation and written mode for the assessment during end-semester examinations.

Table 5.11 Oral Mode of Assessment			
X			Y
Categories	Gain	Total	Percentage
Viva / Oral Examination	324	324	100.0%
Group Discussions / Fishbowl Technique	324	324	100.0%
Role Play	122	324	37.7%
Authentic Problem Solving	141	324	43.5%
WSQ (Watch, Summarize, Questions)	183	324	56.5%
End of the Class Quiz	324	324	100%
Rapid Fire Questions	68	324	21.0%
KWL (Know-Want to Know-Learned)	134	324	41.4%

Graph 5.11 Oral Mode of Assessment

Mode of Assessment	Percentage
KWL (Know-Want to Know-Learned)	41.4%
Rapid Fire Questions	21.0%
End of the Class Quiz	100.0%
WSQ (Watch, Summarize, Questions)	56.5%
Authentic Problem Solving	43.5%
Role Play	37.7%
Group Discussions / Fishbowl Technique	100.0%
Viva / Oral Examination	100.0%
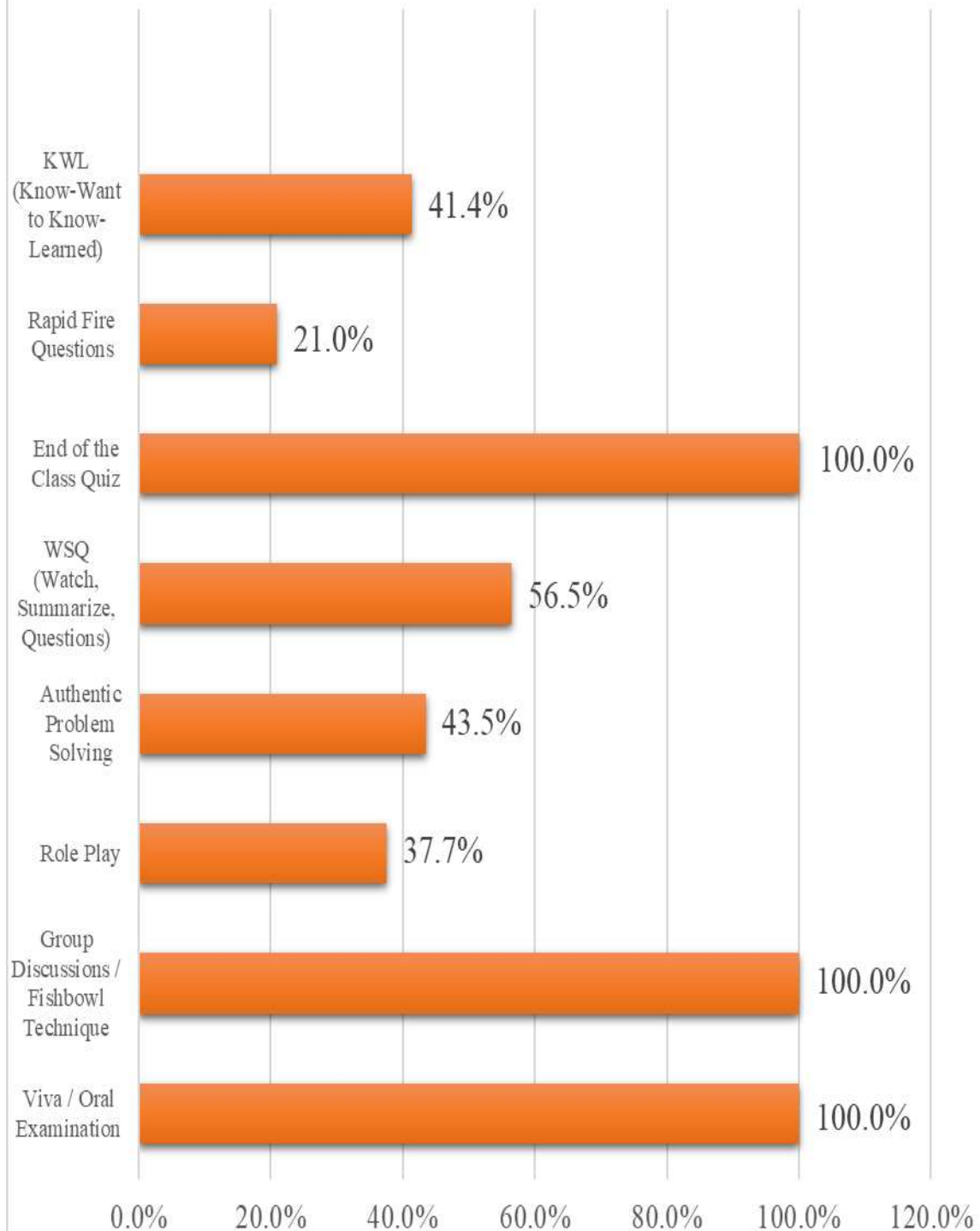
Table 5.12: Question Paper at UG Level Do you think that the question papers at UG Level for Foundation Courses in English in your university follow the recommendations made by UGC?			
X			Y
Category	Gain	Total	Percentage
YES	198	324	61.1%
NO	00	324	00.0%
NOT CERTAIN	126	324	38.9%

Graph 5.12 Question Papers at UG Level
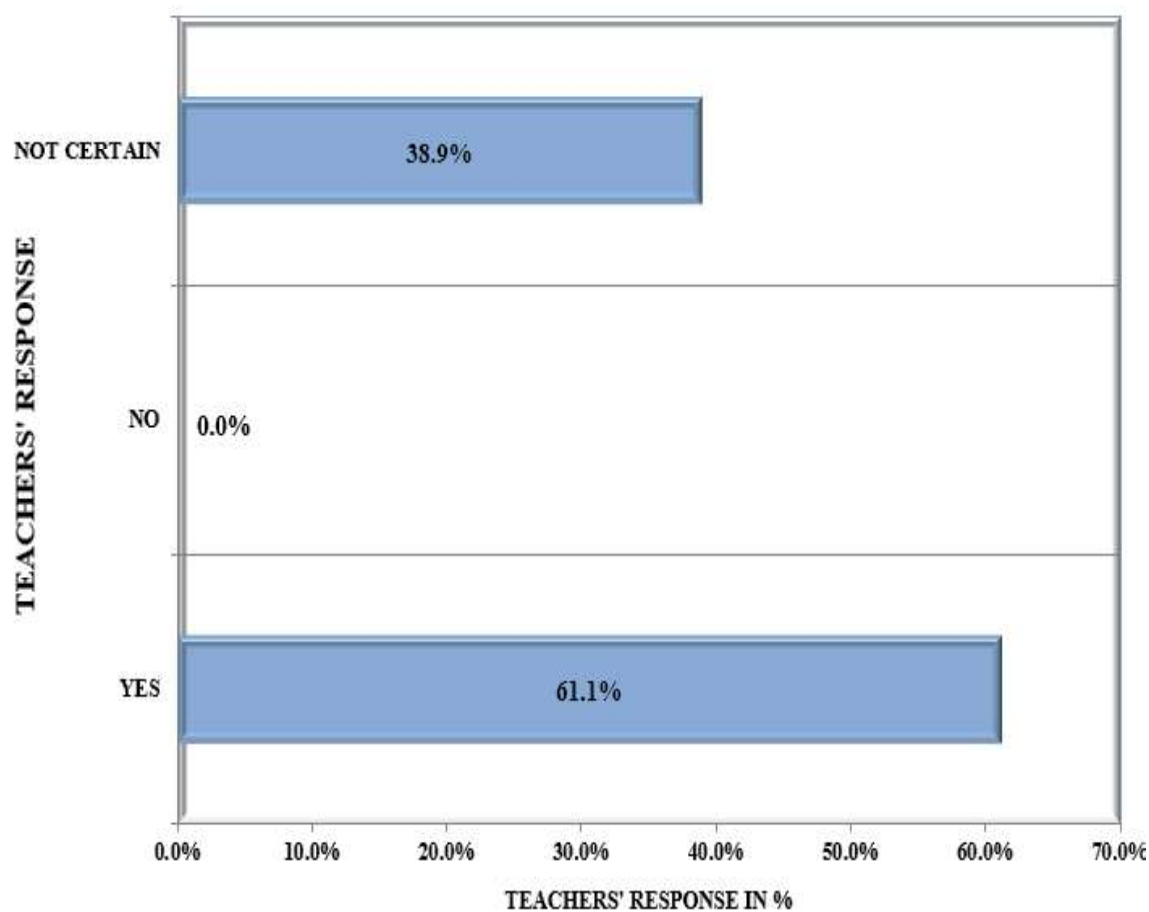
Table 5.13: Predictable Paper Pattern for the Students			
Do you think that the students find the question papers			
Of Foundation Courses in English predictable?			
X			Y
Category	Gain	Total	Percentage
YES	167	324	51.1%
NO	29	324	9.0%
SOMETIMES	128	324	39.5%

Graph 5.13 Predictable Paper Pattern for the Students
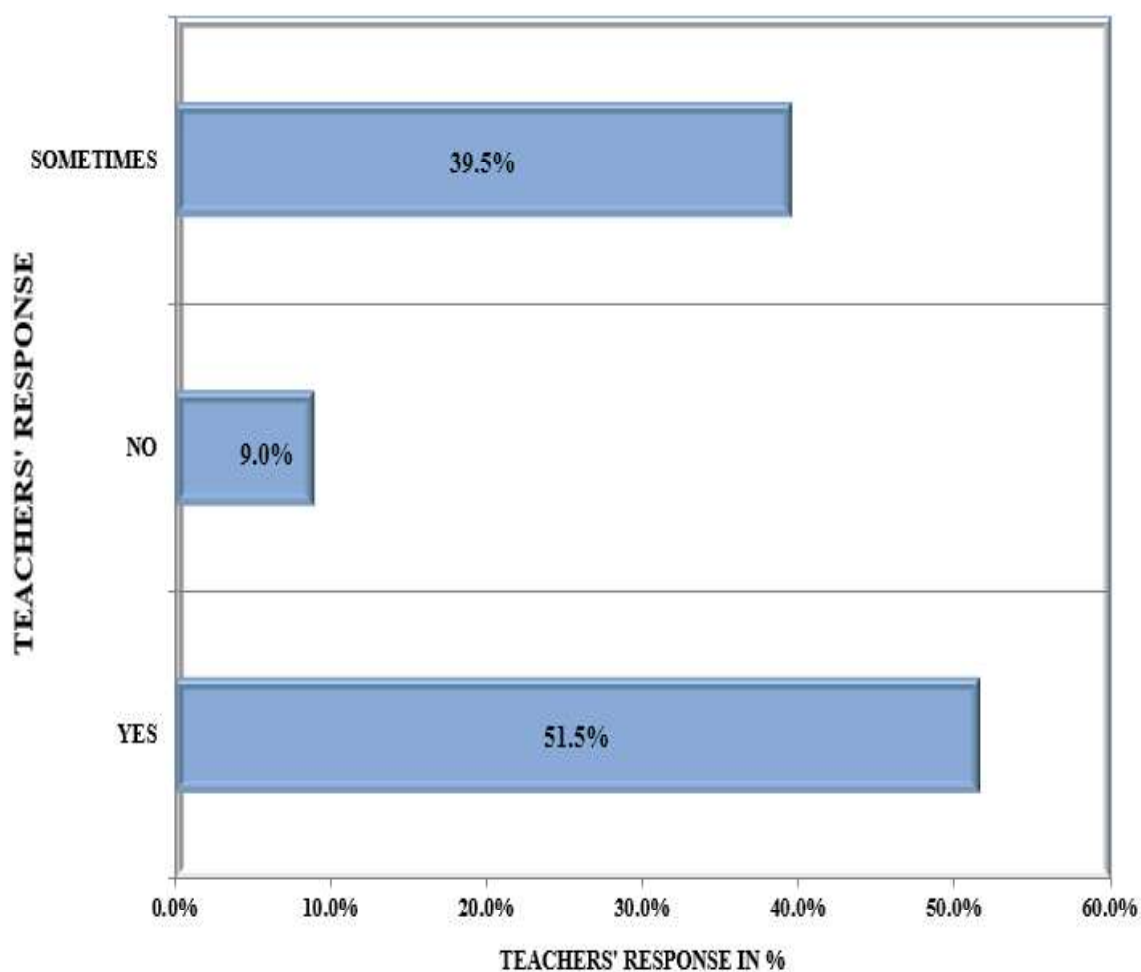
Table 5.14: Pre-Decided Paper Pattern Do you have to follow a pre-decided paper pattern while preparing a question paper for Foundation Courses in English?			
X			Y
Category	Gain	Total	Percentage
YES	208	324	64.2%
NO	00	324	0.0%
SOMETIMES	116	324	35.8%

Graph 5.14: Pre-Decided Paper Pattern
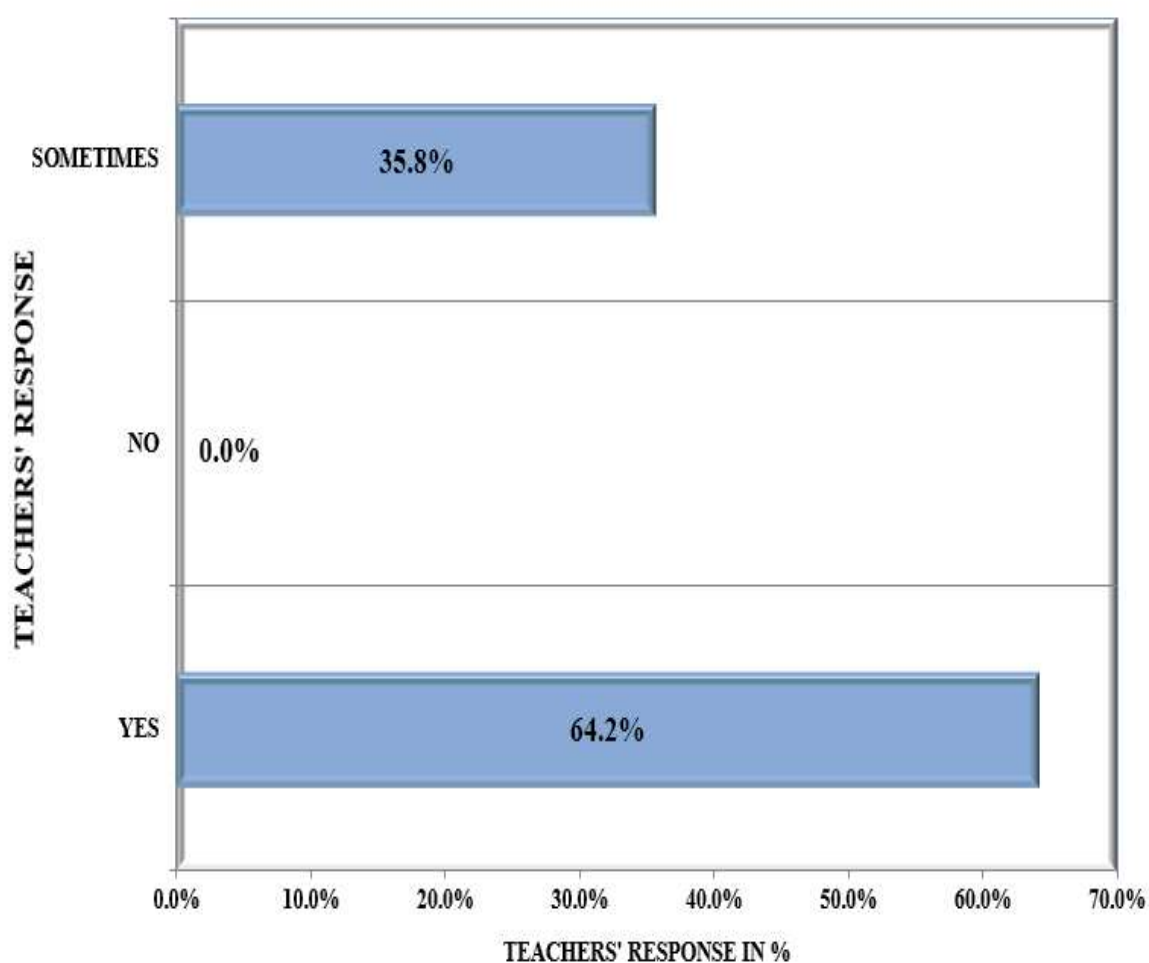
Table 5.15: Preparing Questions			
Do you try to innovate the questions while			
preparing a question paper for Foundation Courses in English?			
X			Y
Category	Gain	Total	Percentage
YES	189	324	58.3%
NO	00	324	0.0%
SOMETIMES	135	324	41.7%

Graph 5.15: Preparing Questions
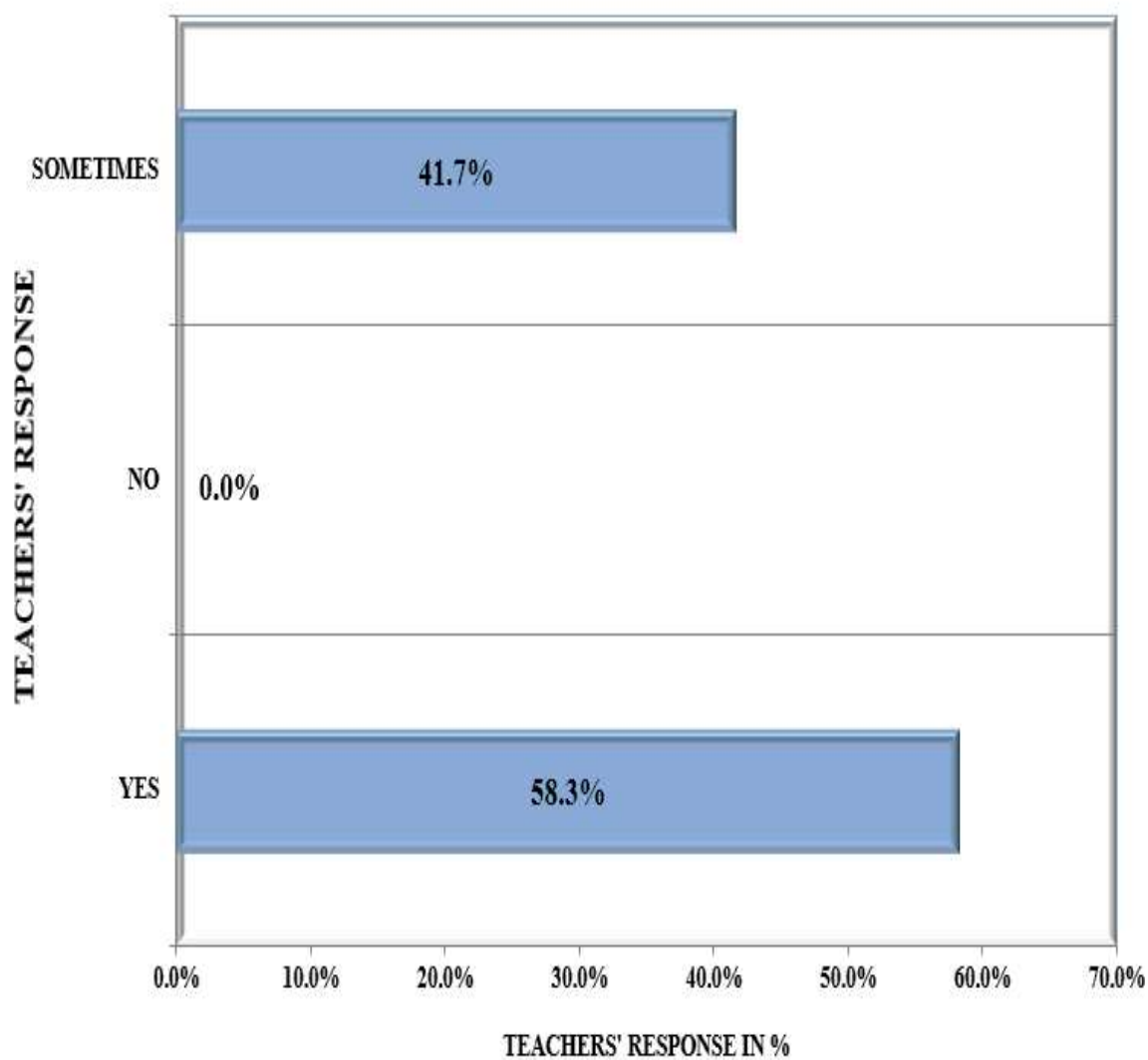
Table 5.16: Testing Memory rather than Understanding Do you think that most of the questions test memory rather than understanding of the course?			
X			Y
Category	Gain	Total	Percentage
YES	169	324	52.2%
NO	47	324	14.5%
SOMETIMES	108	324	33.3%

Graph 5.16: Testing Memory rather than Understanding
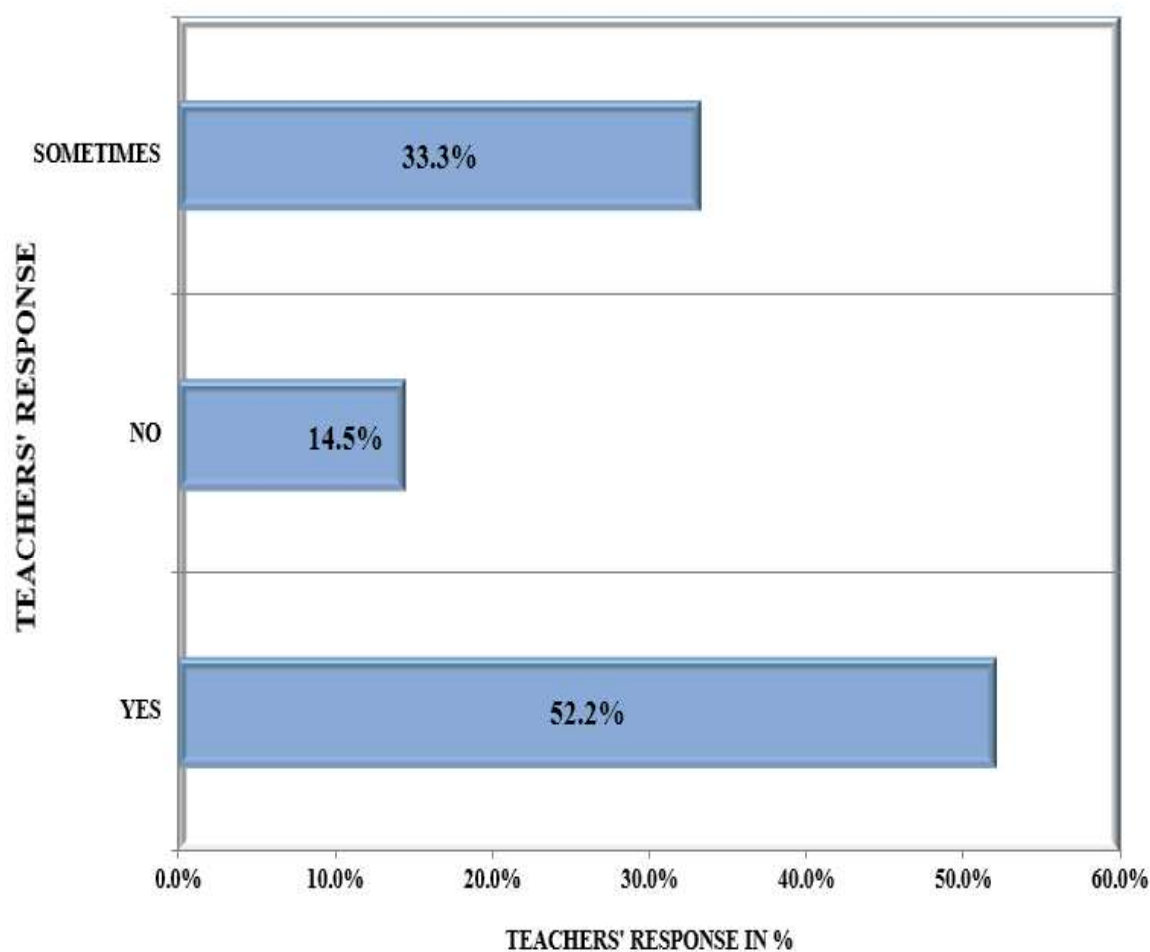
5.2 University-Wise Analysis

The Checklist-cum-Questionnaire focuses on the curriculum designing of B.A., B.Com., and B.Sc. of the selected state universities of Gujarat. The first two questions of the checklist-cum-questionnaire focuses on the number of credits provided to the papers of Foundation Courses in English. The UGC has listed fifteen Graduate Attributes (GA) that the apprentices should possess by the end of their graduation, such as lifelong learning, decision making, reasoning, critical thinking, co-operation and teamwork, leadership qualities, disciplinary or specialized knowledge, communication skills, and research related skills.

Guidelines are provided to the syllabi makers to look for graduate attributes and qualification descriptors before confirming the syllabus. This will also help the learners to be able to evaluate what they are going to study in their selected course. In how many semesters at the UG level are dedicated to the foundation paper of Compulsory or Optional English. If provided, how many credits are given per paper. Most of the state universities of Gujarat provide three to four credit courses at their undergraduate level per semester. It is recommended to at least provide 08 credits to Foundation Courses in English at UG Level. The university-wise responses and implementations are as follows:

Note:

C = Compulsory (Foundation Course)

O = Optional (Generic Elective / Open Elective)

NA = Not Applicable

Table 6.1: Foundation Courses in English (Semester-Wise) (2019-2021)

Bhakta Kavi Narsinh Mehta University, Junagadh

	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	C	C	C	C	C	C
B.Com.	C	C	C	C	C	C
B.Sc.	C	C	C	C	NA	NA

Gujarat University, Ahmedabad

	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	C	C	C	C	C	C
B.Com.	C	C	C	C	C	C
B.Sc.	C	C	C	C	C	C

Hemchandracharya North Gujarat University, Patan

	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	C	C	C	C	C	C
B.Com.	C	C	C	C	C	C
B.Sc.	C	C	C	C	C	C

Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj

	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	C	C	C	C	C	C
B.Com.	C	C	C	C	C	C
B.Sc.	C	C	C	C	NA	NA

Maharaja Krishnakumarsinhji Bhavnagar University, Bhavnagar

	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	C	C	C	C	C	C
B.Com.	C	C	C	C	C	C
B.Sc.	C	C	C	C	NA	NA

Sardar Patel University, Vallabh Vidyanagar

	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	C	C	C	C	C	C
B.Com.	C	C	C	C	C	C
B.Sc.	C	C	C	C	NA	NA

Saurashtra University, Rajkot

	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	C	C	C	C	C	C
B.Com.	C	C	C	C	C	C
B.Sc.	C	C	C	C	C	C

Shree Govind Guru University, Godhra

	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	C	C	C	C	C	C
B.Com.	C	C	C	C	C	C
B.Sc.	C	C	C	C	C	C

The Maharaja Sayajirao University of Baroda, Vadodara						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	C	C	C	NA	NA	NA
B.Com.	C	C	O	O	O	O
B.Sc.	C	C	NA	NA	NA	NA

Veer Narmad South Gujarat University, Surat						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	C	C	C	C	C	C
B.Com.	C	C	C	C	C	C
B.Sc.	C	C	C	C	C	C

Most of the state universities of Gujarat have successfully implemented the suggestion made by the University Grants Commission. The Foundation Courses in English are compulsory in all the UG level programmes of B.A., B.Com., and B.Sc for the First Year, across the affliated institutesa and colleges. Bhakta Kavi Narsinh Mehta University has made Foundation English madatory in all the years of B.A. and B.Com. For B.Sc., Foundation English is compulsory from semester I to IV. The same pattern is also followed by Krantiguru Shyamji Krishna

Verma Kachchh University, Bhuj; Maharaja Krishnakumarsinhji Bhavnagar University, Bhavnagar; and Sardar Patel University, Vallabh Vidyanagar.

Gujarat University, Ahmedabad; Hemchandracharya North Gujarat University, Patan; Saurashtra University, Rajkot; Shree Govind Guru University, Godhra; and Veer Narmad South Gujarat University, Surat have made Foundation English madatory in all the years of B.A., B.Com and B.Sc. However, the allotment of the credits per paper is diverse. For example, in Gujarat Univeristy, 02 credits per paper is allotted for B.A. and B.Sc. and 03 Credits per paper for Compulosry English for B.Com. students. Hemchandracharya North Gujarat University and Shree Govind Guru University have allotted 02 Credits per paper for Foundation Courses in English for all the semesters in B.A., B.Com. and B.Sc.; and Veer Narmad South Gujarat University has fixed 02 Credits for B.Sc. in all semesters and 03 Credits in B.A. and B.Com. The Maharaja Sayajirao University of Baroda, Vadodara has chosen a different trail, where for B.A., it provides Compulsory Foundation Courses in English for three semesters with 04 credits each paper. For, B.Com., it provides Compulsory English for the first two semesters and English as an interdicplinary elective or open elective for Second and Third year students. In B.Sc., General English is compulory the first two semesters.

The allotted of credits for the courses vary from university to university. Table 6.2 demonstrates the allottment of credits per paper / per semester.

Table 6.2: Foundation Courses in English (Semester-Wise) (2019-2021) Allotted Credits per Semester (University-Wise)

Bhakta Kavi Narsinh Mehta University, Junagadh

	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06	Total Credits
B.A.	03	03	03	03	03	03	**18**
B.Com.	03	03	03	03	03	03	**18**
B.Sc.	03	03	03	03	NA	NA	**12**

Gujarat University, Ahmedabad

	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06	Total Credits
B.A.	02	02	02	02	02	02	**12**
B.Com.	03	03	03	03	03	03	**18**
B.Sc.	02	02	02	02	02	02	**12**

Hemchandracharya North Gujarat University, Patan						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06	Total Credits
B.A.	02	02	02	02	02	02	**12**
B.Com.	02	02	02	02	02	02	**12**
B.Sc.	02	02	02	02	02	02	**12**

Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06	Total Credits
B.A.	03	03	03	03	03	03	**18**
B.Com.	03	03	03	03	03	03	**18**
B.Sc.	03	03	03	03	NA	NA	**12**

Maharaja Krishnakumarsinhji Bhavnagar University, Bhavnagar						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06	Total Credits
B.A.	03	03	03	03	03	03	**18**
B.Com.	03	03	03	03	03	03	**18**
B.Sc.	02	02	02	02	NA	NA	**08**

Sardar Patel University, Vallabh Vidyanagar						
	Sem-01	Sem-02	Sem -03	Sem-04	Sem-05	Sem-06	Total Credits
B.A.	03	03	03	03	03	03	**18**
B.Com.	03	03	03	03	03	03	**18**
B.Sc.	02	02	02	02	NA	NA	**08**

Saurashtra University, Rajkot						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06	Total Credits
B.A.	03	03	03	03	03	03	**18**
B.Com.	03	03	03	03	03	03	**18**
B.Sc.	05	05	05	05	NA	NA	**20**

Shree Govind Guru University, Godhra						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06	Total Credits
B.A.	02	02	02	02	02	02	**12**
B.Com.	02	02	02	02	02	02	**12**
B.Sc.	02	02	02	02	02	02	**12**

The Maharaja Sayajirao University of Baroda, Vadodara						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06	Total Credits
B.A.	04	04	04	NA	NA	NA	12
B.Com.	03	03	03	03	03	03	18
B.Sc.	03	03	NA	NA	NA	NA	06

Veer Narmad South Gujarat University, Surat						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06	Total Credits
B.A.	03	03	03	03	03	03	18
B.Com.	03	03	03	03	03	03	18
B.Sc.	02	02	02	02	02	02	12

After the introduction to the Learning Outcome Based Education in all the universities and colleges, the subsequent step is to laid emphasis on the examination system with continuous internal assessment. The attempts were made by the 'Quality Mandate' under UGC for the reforms in evaluation system in undergraduate courses such as assessment types and tools, 'Continuous Internal Evaluation' and the 'Integration of Mid-Sem and End-Sem Examination'. Assessment can be based on the purpose

– formative, summative; the nature of data – qualitative, quantitative; the domain – curricular, co-curricular; and the measuring standard – criterion referenced, norm referenced, self-referenced.

For current examination system, most of the universities of the Gujarat prefers the integration of Continuous Evaluation and End-Semester Examinations, by provided 30% to 40% of Internal Assessment (IA) and 70% to 60% percent of University (External) Assessment (UA) respectively. Thus, the proportion of the Internal Evaluation (IE) and External Evaluation (EE) for the undergraduate students is 30:70 or 40:60. Bhakta Kavi Narsinh Mehta University, Gujarat University, Krantiguru Shyamji Krishna Verma Kachchh University, Maharaja Krishnakumarsinhji Bhavnagar University, Sardar Patel University, Shree Govind Guru University, and the Maharaja Sayajirao University of Baroda follow that pattern of 30 : 70 for the evaluation, i.e., 30 Marks of Internal / Mid-Semester Evaluation. It is also known as Continuous Internal Assessment; and 70 Marks of examination (mostly in 'written mode') is provided to the students by the University Assessment (UA).

For the Science students, Sardar Patel University arranges 50 Marks of End-Semester Examination. Veer Narmad South Gujarat University organizes 50 Marks of End-Semester Examination for B.A., B.Com. and B.Sc. students. The same pattern is followed by Hemchandracharya North Gujarat University as well, however 15 Marks out of 50 is a part of Internal Assessment and 35 Marks for External Assessment. Saurashtra

University, Rajkot, organises 30 : 70 ratios for Internal Assessment and External Assessment for B.A. and B.Com. students. For the students of B.Sc., examination is held of the total marks of 150; ratio of 30 : 70 : 50. The examination is divided into 'Theory' of 100 marks, 30 for IA and 70 for UA and 'Practical' of 50 marks.

Furthermore, the evaluation pattern is illustrated through Table 6.3:

Table 6.3: Foundation Courses in English

(Semester-Wise) (2019-2021)

Evaluation Pattern

(IA : UA)

Bhakta Kavi Narsinh Mehta University, Junagadh						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Com.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Sc.	30 : 70	30 : 70	30 : 70	30 : 70	NA	NA

Gujarat University, Ahmedabad						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Com.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Sc.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
Hemchandracharya North Gujarat University, Patan						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	15 : 35	15 : 35	15 : 35	15 : 35	15 : 35	15 : 35
B.Com.	15 : 35	15 : 35	15 : 35	15 : 35	15 : 35	15 : 35
B.Sc.	15 : 35	15 : 35	15 : 35	15 : 35	15 : 35	15 : 35
Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj						
	Sem-01	Sem-02	Sem-03	Sem-04	Sem-05	Sem-06
B.A.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Com.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Sc.	30 : 70	30 : 70	30 : 70	30 : 70	NA	NA

Maharaja Krishnakumarsinhji Bhavnagar University, Bhavnagar						
	Sem-01	**Sem-02**	**Sem-03**	**Sem-04**	**Sem-05**	**Sem-06**
B.A.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Com.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Sc.	30 : 70	30 : 70	30 : 70	30 : 70	NA	NA

Sardar Patel University, Vallabh Vidyanagar						
	Sem-01	**Sem-02**	**Sem-03**	**Sem-04**	**Sem-05**	**Sem-06**
B.A.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Com.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Sc.	00 : 50	00 : 50	00 : 50	00 : 50	NA	NA

Saurashtra University, Rajkot						
	Sem-01	**Sem-02**	**Sem-03**	**Sem-04**	**Sem-05**	**Sem-06**
B.A.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Com.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Sc.	30:70:50	30:70:50	30:70:50	30:70:50	30:70:50	30:70:50

Shree Govind Guru University, Godhra						
	Sem-01	**Sem-02**	**Sem-03**	**Sem-04**	**Sem-05**	**Sem-06**
B.A.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Com.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Sc.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70

The Maharaja Sayajirao University of Baroda, Vadodara						
	Sem-01	**Sem-02**	**Sem-03**	**Sem-04**	**Sem-05**	**Sem-06**
B.A.	30 : 70	30 : 70	30 : 70	NA	NA	NA
B.Com.	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70	30 : 70
B.Sc.	30 : 70	30 : 70	NA	NA	NA	NA

Veer Narmad South Gujarat University, Surat						
	Sem-01	**Sem-02**	**Sem-03**	**Sem-04**	**Sem-05**	**Sem-06**
B.A.	00 : 50	00 : 50	00 : 50	00 : 50	00 : 50	00 : 50
B.Com.	00 : 50	00 : 50	00 : 50	00 : 50	00 : 50	00 : 50
B.Sc.	00 : 50	00 : 50	00 : 50	00 : 50	00 : 50	00 : 50

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