

CHAPTER : 6

CONCLUSION

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Chapter: 6, 'Conclusion', is based on the data analysis and evaluation. The conclusions are drawn from the findings related to the hypotheses presented earlier. This chapter will also provide a summary of the main findings and offers implications, recommendations, and suggestions for further research scope. The extensive bibliography and annexures are attached for further readings.

6.1 Research Findings and Suggestions

Learning good written and oral communication skills in English are the most important concern for the non-native speakers of English. In the previous annual system, it was solitary repetition of the drills and was based on testing memory. Choice Based Credit System (CBCS) and Learning Outcomes Based Framework (LOCF) led to a major change in curriculum designing and evaluation. This also has given a space to develop accurate communication skills among the students with pre-specified learning outcomes. It has been detected that there is lack in developing listening skills while learning verbal communication skills. The focus is given on speaking skills rather than listening skills. Of course, in comparison with previous syllabi of Foundation Courses in English, the updated syllabi of Compulsory Foundation in English or

General English provided the inclusion of LSRW in the syllabus designing. Though, the colleges and the universities conduct written mode of examination most of the times. Furthermore, students do not practice speaking English with English native speakers...” (Jafre, 2013). This does not offer the learners an optimum amount of space to practice speaking or listening skills. Thus, the students may get expertise in formal writing, but lack the complete proficiency they require to meet the expectations of the present-day workplace competencies.

In their research work on “Factors Causes Students Low English Language Learning” in *English in Education*, Jafre and Sam discuss some factors that are may responsible for low performance of the students while learning English and communicating in English such as English teachers are “not well-trained” (Jafre, 2013)., However, with the multiple resources available, the teachers are now aware about the syllabus designing. Teachers are also trying to innovate the sessions to bring out more participation from the students. Most of the teachers know what learning outcomes are and the texts which are already provided for the teaching-learning process include activities and self-exercises for the students.

The only feasible concern for the teachers who teach Foundation Courses in English is the over-crowded classrooms. The overcrowded heterogeneous classroom bounds teachers to make use of pair or group work activities. Individual attention is also negligible due to the large

ratio of the students in Compulsory English course. Thus, it is preferable to make a class size compact.

With reference to UGC's provided strategies, on the types and tools of assessment, the continuous internal evaluation, and the integration of Mid-Sem and End-Sem 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. For the Science students, Sardar Patel University and Veer Narmad South Gujarat University take 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 Mid-Semester Examination and 35 Marks for End-Semester Examination. Saurashtra University, Rajkot, organises 30 : 70 ratios for IA and UA both, 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 Mid-Sem and 70 for End-Sem and 'Practical mode' of 50 marks.

Thus, the syllabi Foundation Courses in English or General English are per the guidelines of UGC model curriculum, yet improvement is

required in adopting the assessment tools for the evaluation. Knowledge delivery methods, mostly written modes of assessment, are used by the teachers of the universities. It helps to increase the knowledge of the students but does improve efficacy in speaking of the English language. Viva-voce or oral examination should be conducted, at least on Internal level to evaluate the performance of the students.

The structure and predicable paper pattern and the same format of the question papers of Foundation Courses in English lead students to predict the possible questions for the examination. Also, though the teachers are aware about the contains that need to be set in question papers, the covered topics are still is heavily loaded on testing the memory and does not give space for communication skills. Thus, the revision of the syllabi is must at least every three years for such courses.

The training programmes, workshops, seminars, faculty development programmes, must be conducted for the teachers for time-to-time updates. These will not only improve their language background but also boast them the confidence to tackle techno-savvy students. The teachers should also be provided a training for using ICT tools as per the requirements today. Along with this, the bilingual approach should be used by the teachers to minimal to provide a learning space for the learners. Class size should be reduced to minimal so that the instructor can pay attention to everyone. Timely feedback from the learners as well as the teachers is must.

Works Cited

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