ANNEXURE : I

CHECKLIST-CUM-QUESTIONNAIRE

FROM CURRICULUM FRAMEWORK TO TESTING PRACTICES :
A CRITICAL EVALUATION OF FOUNDATION COURSES IN ENGLISH
AT UG LEVEL UNDER UGC'S CHOICE BASED CREDIT SYSTEM

Checklist – cum - Questionnaire

As a Partial Requirement for

The Degree of Doctor of Philosophy in English

By:

SHAHDADPURI DEEPALI DINESH

(Registration No.: FOA/ 1498; dated 18-07-2019)

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The Maharaja Sayajirao University of Baroda, Vadodara

Guide:

DR. HITESH D. RAVIYA

Professor and Head, Department of English

Vice-Dean, Faculty of Arts

The Maharaja Sayajirao University of Baroda, Vadodara

Checklist-cum-Questionnaire

Dear Teachers,

At the outset, let me introduce myself. I, Deepali Dinesh Shahdadpuri, have been pursuing my doctoral research under the guidance and supervision of Dr. Hitesh D. Raviya, Professor and Head, Department of English; Vice Dean, Faculty of Arts of the Maharaja Sayajirao University of Baroda, Vadodara, Gujarat.

The aim of this checklist-cum-questionnaire is to collect the data for my doctoral research titled "FROM CURRICULUM FRAMEWORK TO TESTING PRACTICES: A CRITICAL EVALUATION OF FOUNDATION COURSES IN ENGLISH AT UG LEVEL UNDER UGC'S CHOICE BASED CREDIT SYSTEM". This checklist-cum-questionnaire is designed to evaluate the syllabi of Foundation Courses in English (Compulsory English) at UG Level (B.A., B.Com., B.Sc.) with special reference to UGC's Choice Based Credit System in the selected State Universities of Gujarat.

Respondents are requested to select only one stream / branch to respond. If any educator is teaching in more than one stream / branch, they are requested to fill the same checklist-cum-questionnaire for a different stream, (once or twice again).

The information provided by you would be strictly used for research purpose only. There should be no misapprehension in your mind that the data may be misused. Do not, therefore, suppress any vital information you can provide in your response through this Checklist-cum-Questionnaire.

The researcher pledges never to compromise the confidentiality of your response. The personal details are required only for the classification of the data. The section carrying your personal information will be removed after being given a coded number. It is in our mutual interest that you provide your native responses to the items on this Checklist-cum-Questionnaire.

I humbly request you to extend your support for the same by responding to the questionnaire. Thank you.

Regards,
Prof. Hitesh D. Raviya
Professor and Head, Department of English,
Vice Dean, Faculty of Arts,
The Maharaja Sayajirao University of Baroda (Grade 'A+' by NAAC),
Vadodara, Gujarat, India - 390002.

Shahdadpuri Deepali Dinesh
Research Scholar,
Department of English
Faculty of Arts,
The Maharaja Sayajirao University of Baroda, Vadodara.

SECTION – I

Honorific:

	Mr.		Dr.
	Ms.		Prof.
	Mrs.		

Name: _____

Gender:

☐ Male   ☐ Female   ☐ Transgender

Designation:

☐ Professor

☐ Associate Professor

☐ Assistant Professor

☐ Temporary Assistant Professor / Ad hoc

☐ Temporary Teaching Assistants / Lecturers
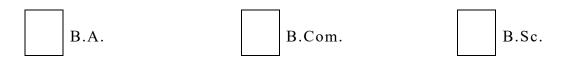
☐ Guest / Visiting Faculty

Teaching Experience:

	00-05 Years
	06-10 Years
	11-15 Years
	More than 15 Years

Educational Qualifications / Eligibility: (Check all that apply)

	M.A.
	M.Phil.
	Ph.D.
	SET / SLET / GSET
	NET
	UPSC / GPSC
	B.Ed.
	M.Ed.
	Certificate / Diploma in Teaching of of English

Name of the Stream / Branch Where You Teach the Foundation Courses in English:

	B.A.		B.Com.		B.Sc.

Name of the University to which your Institute / College is Affiliated:

☐	Bhakta Kavi Narsinh Mehta University, Junagadh
☐	Gujarat University, Ahmedabad
☐	Hemchandracharya North Gujarat University, Patan
☐	Krantiguru Shyamji Krishna Verma Kachchh University, Bhuj-Kachchh
☐	Krishnakumarsinhji Bhavnagar University, Bhavnagar
☐	Sardar Patel University, Vallabh Vidyanagar, Anand
☐	Saurashtra University, Rajkot
☐	Shree Govind Guru University, Godhra
☐	The Maharaja Sayajirao University of Baroda, Vadodara
☐	Veer Narmad South Gujarat University, Surat

Please Mark the Below Agreement:

All the relevant particulars provided above are true to the best of my knowledge. The response to items in this Checklist-cum-Questionnaire reflects my opinion. I have no objection to the data being used for research purposes, if confidentiality is maintained, as promised.

Section – II

Section-2 is a checklist-cum-questionnaire based on the curriculum framework recommended by UGC and especially focuses on the syllabus designing of Foundation Courses in English at UG Levels.

Choose whether the Foundation Courses in English at UG Level are compulsory or optional:

	Compulsory	Optional	Not Applicable
Semester – 01			
Semester – 02			
Semester – 03			
Semester – 04			
Semester – 05			
Semester – 06			

State the number of 'Credits', allotted to the Foundation Courses in English per semester, in your university syllabus. (1 Credit = 15 Hours)

	01 Credits	02 Credits	03 Credits	04 Credits	Not Applicable
Semester – 01					
Semester – 02					
Semester – 03					
Semester – 04					

Semester – 05					
Semester – 06					

Which factors should be considered important while designing the syllabi for Foundation Courses in English (Compulsory English) in B.A. / B.Com. / B.Sc.? (Rate Scale: 05-the most; 01-the least)

Ranks/Rating:	01	02	03	04	05
Competence of Students					
Competence of Teachers					
Recommendation of the UGC					
Teaching Methods					
Teaching Material					
Continuous Evaluation					
Digital Literacy					
Employability Skills					
Infrastructural Facilities					
Language Intelligibility					
Moral Values in Students					

Which of the following components would you like to be prescribed in the syllabus of Foundation Courses in English at UG Level (B.A. / B.Com. / B.Sc.)?

Check all that apply.

☐	Basic English Communication Skills
☐	Advanced English Communication Skills
☐	Dictionary and Study Skills
☐	Creativity through Language
☐	Appreciating Literature

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

    Yes   No   Not Certain

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

Have the learning outcomes been stated in the syllabus of Foundation Courses in English of your university?
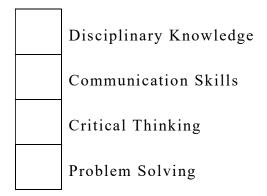
    Yes   No   Not Certain

Which of the following should be the learning outcomes in Foundation Courses in English?

Check all that apply.

☐	To develop higher level of language competence
☐	To impart knowledge of literature
☐	To develop the ability to interpret literary texts
☐	To develop the ability to teach English Language and Literature
☐	To enable the learners to communicate effectively
☐	To make the learners proficient in English Writing
☐	To make the learners familiar in English Speaking
☐	To make the learners familiar with foreign culture
☐	To develop the ability to get jobs where English is required

As per the recommendations given by UGC in CBCS and LOCF, following are the attributes that a graduate should demonstrate. Which of these following are fulfilled in your university syllabus? Check all that apply.

☐	Disciplinary Knowledge
☐	Communication Skills
☐	Critical Thinking
☐	Problem Solving

	Analytical Reasoning
	Research-related Skills
	Cooperation / Teamwork
	Scientific Reasoning
	Reflective Thinking
	Information / Digital Literacy
	Self-Directed Learning
	Multicultural Competence
	Moral and Ethical Awareness
	Leadership Qualities
	Lifelong Learning

Do you think that the credits allotted to the Foundation Courses in English comply with the graduate attributes that the students are expected to demonstrate?

Yes   No   Not Certain

In order to achieve focused process based learning and holistic development, following is a list of knowledge delivery methods recommended by UGC. Which of the following methods do you use the most while implementing the syllabus in the classroom? (Rank 1 - 7; 1-Highest, 7-Lowest)

Rank 1-7				Case Study
	Lectures			Role Play
	Discussions			Team Work
	Simulations			Study Visits

SECTION – III

Section-3 is a checklist-cum-questionnaire based on the testing practices recommended by UGC for Foundation Courses in English at UG Levels.

Do you think that the implementation of CBCS and LOCF has brought major changes in the Testing Practices?

Yes   No

Which of the following assessment pattern is carried out by the university, for the evaluation of students' performance?

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

If your university carries out both, Internal and End-Semester Examinations, what is the ratio of marks? (100 Marks)

	Internal (30) : End-Semester (70)
	Internal (40) : End-Semester (60)
	Internal (50) : End-Semester (50)
	Only End-Semester (100)
	Other: Please, Specify. _____

Following are the significant tools recommended by UGC for 'Written Mode' in Assessment. Which of the following do you prefer the most for written mode of examination? (Choose any five.)

	External Examination (Traditionally Essay - Type)
	Internal Exams / Class Tests
	Open Book Exams - Allow to Use Books of Students' Choice
	Open Notes Exams - to Encourage Good Note Taking
	Self-Test (Online or Conventional)
	Writing Essay / Articles
	Quizzes / Objectives Test / Multiple Choice Questions
	Class Assignment

	Home Assignment
	Annotated Bibliographies
	Reports
	Portfolios
	Dissertations
	Book / Article Review
	Journal Writing
	Case Studies

Following are the significant tools recommended by UGC for 'Oral Mode' in Assessment. Which of the following do you prefer the most for oral mode of examination? (Choose any five.)

	Viva / Oral Examination
	Group Discussions / Fishbowl Technique
	Role Play
	Authentic Problem Solving
	WSQ (Watch, Summarize, Questions)
	One Question Quiz

	End of the Class Quiz
	Think-Pair-Share
	Socratic Seminar
	Rapid Fire Questions
	KWL (Know-Want to Know-Learned)

Following are the significant tools recommended by UGC for 'Practical Mode' in Assessment. Which of the following do you prefer the most for practical mode of examination? (Rank: 01, the highest; 05, the lowest)

Rank	
	Lab Work
	Computer Simulations / Virtual Lab
	Craft Work
	Co-Curriculars
	Work Experience / Internships

Following are the significant tools recommended by UGC for 'Integrated Mode' (Written + Oral / Practical) in Assessment. Which of the following do you prefer the most for integrated mode of examination? (Rank: 01, the highest; 06, the lowest)

Rank	
	Paper Presentations / Seminars
	SWOC Analysis
	Problem Solving
	Field / Project Assignments
	Poster Presentations
	Portfolios

A range of assessment types for evaluating the students is recommended by UGC for the teachers. Which of these following modes are widely use in your university? (Rank: 01, the highest; 04, the lowest)

Rank	
	Written Mode
	Oral Mode
	Practical Mode
	Integrated Mode

Do you think that the question papers at UG Level for Foundation Courses in English in your university follow the recommendations made by UGC?

Yes   No   Not Certain

Do you think that students find the question papers of Foundation Courses in English predictable?

          Yes   No   Sometimes

Do you have to follow a pre-decided paper pattern while preparing a question paper for Foundation Course in English?

          Yes   No   Sometimes

Do you try to innovate the questions while preparing a question paper for Foundation Course in English?

          Yes   No   Sometimes

Do you think that most of the questions test memory rather than the understanding of the course?

          Yes   No   Sometimes

Which of the following learning objectives do most of the questions address? Rank (01 - the highest; 06 - the lowest)

Rank				Analyzing
	Remembering			Evaluating
	Understanding			Creating
	Applying			

Please write a short description of a standard question paper (Paper Pattern) of Foundation Course in English / Compulsory English.

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