

CHAPTER : 1

INTRODUCTION

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INTRODUCTION

*“The English language has been an elevating influence in our lives,
Raising our standards and broadening our outlook.”*

-The Maharaja Sayajirao Gaekwad III

Chapter: 1, ‘Introduction’ is mainly divided into two: ‘Evolution of English as a Language’ and ‘Formulation of the Research Idea’. The first part focuses on the brief history of English as a global language, emergence of the English language in India and its education system, especially in Higher Education Institutions. This chapter also elaborates the current scenario of English as a language in the state of Gujarat. The subsequent part discusses the formulation of the research idea, a statement of the problem, a brief explanation of the terminology used in the title. It also includes research objectives, hypotheses and questions, research design, limitations of the study and a list of the selected State Universities of Gujarat for the research.

1.1 Evolution of English as a Language

“For language students who wish to be able to communicate in English, the internet provides an important opportunity to learn English.

People all over the world get connected through internet to share information, experiences, and opinions.” (Raviya, 2013: 561).

It would not be an exaggeration to state that communication across boundaries without the English language would not be possible. Considering English as a ‘living language’, it continues to spread its roots globally, in different varieties and through different dialects. English, as a language, continues to develop its form and structure. Thus, the language incorporated itself as the *Lingua Franca* with around four-hundred native speakers of English, and an estimated two billion people who speak or understand English as a second or foreign language (non-native speakers). It is the official language of more than fifty-three countries now. Currently, the use of English in information technology for communication makes English as the language of the Internet.

“The Period from 1833 to 1853 is replete with the efforts to popularise English, both by the rulers and the Indians themselves. English became the sine qua non for the scholar, the job seeker and the affluent in the society.” (Sood: 1988, 24)

Undoubtedly, English has made its status as a ‘Language of Wider Communication’. As a ‘link’ as well as a ‘living’ language, English has its own journey from being a pidgin to prominence in all aspects. The origin

of the word ‘English’ can be mapped out from the place called *Engla land* (today’s England) where people spoke *Englisc* (English) around Fifth Century AD. The language continued to evolve, especially after the Norman Conquest of 1066 AD and the establishment of Universities like Oxford and Cambridge gave birth to English Literature. Hitherto, English as a Global Language did not appear until 1997 (Crystal, 2003). A transitory journey of English as a language in India as well as in the world is enlarged through the following points:

1.1.1 Panglish – “English for All”

English attained its status as the *Lingua Franca*, especially after the beginning of globalization in the 1990s for the well-known reasons such as the advancement in Science and Technology, Commerce, Education, and a need for communication globally. Globalization gave wings to English to fly across the borders with just around fifteen-hundred words with an intention to make everybody comfortable with the use of the language, thus making the language ‘Globish’ (Nerriere, 2005). It is one of the six official languages of the United Nations Organization (UNO).

Though as a ‘Global Language’, it is important to understand that the use of English language is not the same everywhere. A large variety of dialects have made English the *Panglish*. The word ‘pan’ in Greek means ‘all’. Thus, the blended word ‘Panglish’ (Pan + English) means “English for all.” This term was coined by Suzette Haden Elgin. “I don't see any

way we can know whether the ultimate result of what's going on now will be Penglish — single English that would have dialects but would display at least a rough consensus about its grammar—or scores of wildly varying Englishes all around the globe, most of them heading toward mutual unintelligibility,” (Keats, 2011).

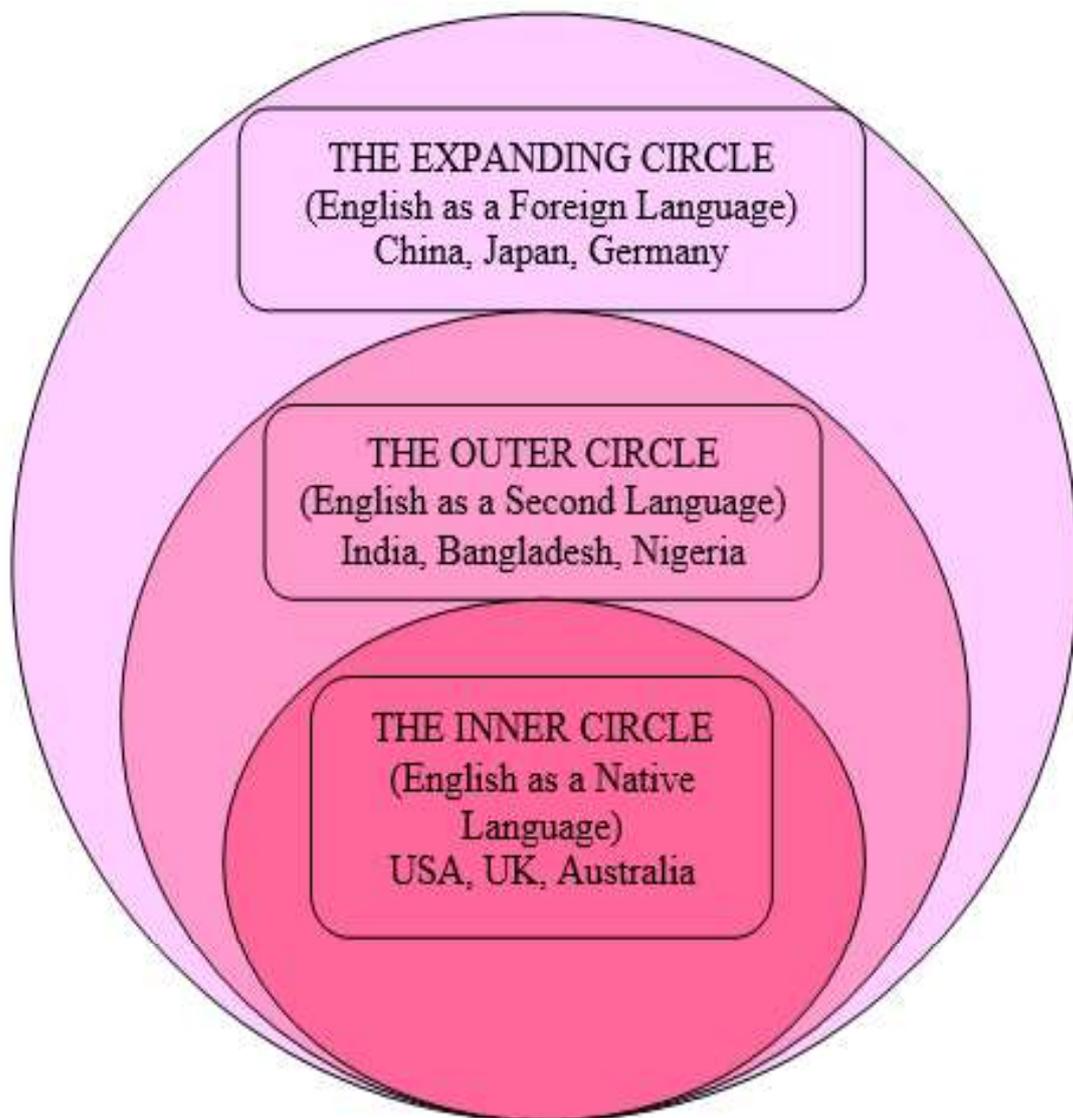


Figure 1.1: Braj Kachru’s “Three Circle Theory” of English

Furthermore, “Three Circle Theory” was developed by an Indian Linguist, Braj Kachru in 1983, which divided the speakers of the English language into three parts: ‘The Inner Circle’, ‘The Outer Circle’ and ‘The Expanding Circle’. Kachru rightly prophesied, “If the spread of English continues at the current rate, by the year 2000, its non-native speakers will out-number its native speakers” (Kachru, 1985:3). ‘The Inner Circle’ includes the countries where people use English as a first or native language such as United States of America, United Kingdom, Australia, Canada, and New Zealand. ‘The Outer Circle’ comprises of the countries like India, Bangladesh, Nigeria, Singapore, Malaysia, Pakistan, Sri Lanka, etc. where English is considered as a second language or an official language. ‘The Expanding Circle’ refers to those countries where English is taught as a ‘foreign language’ to communicate internationally. China, Japan, Korea, Saudi Arabia, Thailand, Indonesia, etc. are such countries that come under the category of ‘The Expanding Circle’.

There are two categories or ‘varieties’ for non-native speakers of English in India, as defined by Kachru (1983) – *‘the institutionalised variety and the performance variety’*. The one where English has some pedagogical value and we use the language for education purposes is defined the institutional variety, such as in formal education like school, colleges, universities and other education and academic institutions. Performance variety, on the other hand, can be defined as the use of

English for special purposes like in trade, commerce, communicating internationally and tourism.

1.1.2 English in India – From Exploration to Institutionalization

*I'll have them fly to India for gold,
Ransack the ocean for orient pearl,
And search all corners of the new-found world
For pleasant fruits and princely delicate.*

- Act-I, Scene-I (Marlowe, 1604)

From Macaulay to Mahatma Gandhi, English has played a vital role in the lives of Indians during the British rule and continues to expand its roots not only in India but all over the world as the *Lingua Franca*. It is believed that Thomas Babington Macaulay laid the foundations of English Education in India through his “Minutes” of 1835. He successfully Anglicized the Indian-ness of India as a British Colony: “A class of persons Indian in blood and colour, but English in tastes, in opinions, in moral and in intellect,” (Macaulay, 1835: 1-9). However, the hints of the emerging English language in Education in India can be comprehended far before Macaulay’s arrival in the country.

The arrival of the British and the settlement of the East India Company in the 1600s were for trading purposes. During the first 200

years of settlement, the British did not consider introducing English to the Indians. The foundations of the British Empire were established after their victory in the Battle of Plassey (1757). The first blueprint on English Education in India was set by Charles Grant in 1767. He wrote "Observations on the State of Society among the Asiatic Subjects of Great Britain" in 1792 (first printed in 1813 by the House of Commons) in which he suggested a policy to carry out the changes in Indian society. He recommended the adopting of English as the official language in the country for the flexibility in communication between the Government and the Subjects.

“The acquisition of a foreign language is, to men of cultivated minds, a matter of no great difficulty. English teachers could therefore be sooner qualified to offer instructions in the native languages, than the Indians would be prepared to receive it in ours” (Grant: 1813, 77).

Kachru (1994) explored the four stages that introduced English in Indian Education System, viz. ‘Exploration’, ‘Implementation’, ‘Diffusion’ and ‘Institutionalization’. According to Kachru, the ‘exploration’ commenced from the acceptance of Macaulay’s “Minutes” in Indian Educational System. By 1882, more than 60% of the primary schools had adopted English as a medium of instruction (Nink, 2008). In the third stage, however, Kachru did not consider ‘diffusion’ to take place

chronologically, rather it happened before and along with the first two stages. “It is closely linked with the control of the region by the British,” (Nink, 2008). Similarly, the fourth stage, i.e., the ‘institutionalization’ of the language started along with the introduction of the English language in the education system in India, ended up becoming one of the global languages as well as the ‘link’ language.

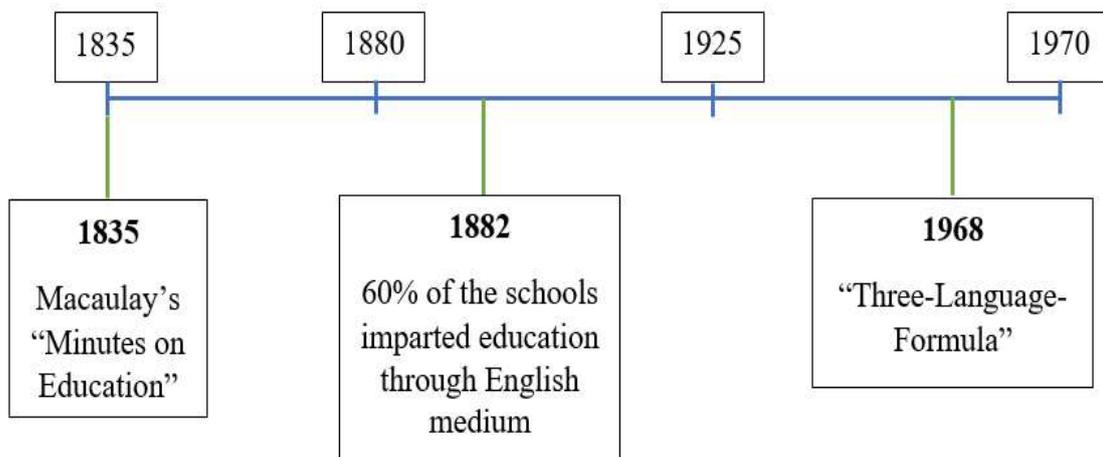


Figure 1.2: English in India – From Exploration to Institutionalization

One could not disregard the fact that English Language Education was not enforced on Indians, rather the natives probed for it by themselves. Raja Ram Mohan Roy, though he was not in favor of introducing English as a medium of instruction permanently, advocated to impart the knowledge of the English language so that the natives could learn new subjects like philosophy, anatomy, natural sciences, etc. which

were already taught to European countries. The results of a research study conducted by Vanikar, Dalal and Desai in 1984 demonstrate that the non-native speakers of English in India have expressed the need to learn the English language for academic, social, cultural, and professional purposes.

“English is not necessarily the vehicle of distinctly British or American cultural values, it may well be the means of expressing those of the country where it has been adopted.”

(Krishnaswamy., Aziz: 95).

Of course, after independence, there was a strong reaction against using English as a language in academics and as an official language. However, being a ‘link language’, it was soon recognized by the people of the country that they could not just do away with or eliminate the language as it was the only source for them to connect with the outside world. Knowing English has increased the opportunities where the knower takes it to connect and communicate across the globe.

“What Sanskrit did an Indian during her long and silent centuries in the past, what Latin did in Europe though divided into many states and nationalities, English is doing now in India, but it is the language that unites all different regions of India into one and

India with herself, with the rest of the world. It serves as the continuous vehicle that brings into its life the best from all parts of the civilized world”. (Rajagopalachari, 1962)

“Learning English in India, by Indian learners, really does not involve taking on a new culture”, Kachru (1976). The “Indianization” of English must do very little with British cultural and social traits. Thus, gradually, English was accepted in Education System in India as a ‘Library Language’. The ‘Three-Language-Formula’ was introduced in 1961 where the learners are able to learn their mother/native or regional language, Hindi and English, or any other European language. With this initiative, English became one of the official languages of the country. As an ‘Associate Official Language’ of the country, most of the Indian universities have English as a medium of instruction. The need of English as a language has amplified, thus giving rise to many educational institutions to facilitate English as a medium of instruction in their systems.

1.1.3 English in Gujarat – From Marginalization to Elevation

“English is a language which is rich in literature, humanistic, scientific, and technical. If under sentimental urges, we should give up English, we would cut ourselves off from the living stream of ever-growing knowledge.” (Mishra, 2009:08)

When Gujarat, as a separate state, came into existence in 1960, the idea of introducing English into education was rejected. Thinkers like Mahatma Gandhi, Morarji Desai and Manubhai Pancholi laid emphasis on teaching and learning of the students in their mother tongue or native language rather than in English. Karthik Venkatesh in the article “Mahatma Gandhi and Language Games” states, “English, in his (Mahatma Gandhi) view, could function as the language of international communication but was a blot on the Indian character, to the extent that later in life he tersely stated in one of his writings that “it is we, the English-knowing Indians, that have enslaved India”.” This resulted in the late introduction of English education in Gujarat as compared to other states in India.

In the last several years, the office of the Commissioner of Higher Education, Government of Gujarat, has initiated three different programmes to improve the expertise of English language among the students of Gujarat, namely, DELL (Digital English Language Laboratory), SCOPE (The Society for Creation of Opportunity through Proficiency in English) and KMPF (Knowledge Management Programme for Faculty).

DELL is an English Language Laboratory, which helps to improve not only grammar and vocabulary but also lays emphasis on professional skills and soft skills. SCOPE, which was established in 2007, in Gujarat, to inculcate competencies in English language in order to enhance the

employability of the learners. KMPF is a program for teachers to develop the knowledge in computer and internet for research and teaching.

1.1.4 English Empowering as a Compulsory Language

“To serve socially, if not physically, skill in more than one language is a necessity”, (Gardner, 1985). However, one cannot ignore the fact that learners of English in India come from heterogeneous backgrounds differentiated by language, education, medium of instruction and examination, socio-economic categories as well. The stratification of class, financial bearings, exposure to education are some of the determinants that contribute to the cause and need of learning English. The language plays a key role to provide an opportunity to study further in other countries, creates employability and boosts the confidence in a workspace environment.

The initial syllabi of English in the universities of India were ‘imitations’ of the syllabi in British universities (Paranjape, 1993: 54). The literature part of the syllabus, which plays an important role in learning the language, presume that the learners already know the language. This drawback force students to mug the readymade material and notes which are available in the market to pass the examinations without understanding the context.

Here, the Indianization of English is a need of an hour. To a certain extent these factors can also be the impediments in the journey of

teaching-learning English despite being aware that English is the language of opportunity. The vicious cycle governed by these factors creates a divide- of haves and have nots which gets reflected in the heterogeneous classrooms. Thus, a plausibly perfect ‘blueprint’ of the curriculum addressing the practical and ground realities seems to be a distant thought.

Government of Gujarat has been taking constructive steps addressing the changing dynamics of employability in the globalized market-based economy and bridging the industry-academia divide when it comes to enhancement of language and communication skills among the youth of Gujarat. Gujarat continues to give prominent place to English in the curricula of the undergraduate courses as a ‘compulsory’ subject because it serves as a library language. The same was recommended by the Kothari Commission in 1968.

1.2 Formulation of the Research Idea

Not only in Gujarat but also in many states of India the undergraduate students of various faculties are not able to communicate in English very effectively. The curriculum used at the Undergraduate Level in Foundation Courses in English in the universities of Gujarat as well as the low performance of the students in Foundation Courses in English has been a major subject of concern. Most of the Foundation Courses in English aim at helping students to develop their –

“Communication skills which is required to articulate thoughts and ideas clearly/effectively using oral and written communication skills, and to present information and explanations in a well-structures and logical manner.” (Learning Outcomes Based Curriculum Framework, 2018).

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, there is a need of a rock-hard research in this area.

1.2.1 Statement of Research Problem

“It is felt that the general English course for students at the undergraduate level does not bring them to the required competence in all areas of the language at the end of their graduation. 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)

It is needless to say that accurate developed communication skills are requisite for the job market today. With the spread of globalization and constant enhancement of international contacts in various fields such as commerce, education, science, etc. in India, a great deal of attention is

being paid to redesign and restructure the curriculum framework that can prepare the learners for “accurate developed communication skills” (LOCF, 2018).

Although, it is felt that the Foundation Courses in English or the Compulsory Courses in English for students at the undergraduate levels (B.A., B.Com. and B.Sc.) do not bring the required proficiency and competency in the students, in all areas of the language at the end of their graduation. It is observed that though students have the knowledge of their specialized fields at the completion of their graduation, they lack to perform well as they are not proficient enough in communication skills in English. The curriculum used at the Undergraduate Level in Foundation Courses in English in the universities of India as well as the low performance of the students in English has been a major subject of concern. It is observed that the curriculum is heavily loaded towards testing memory rather than equipping the learners with effective communication skills.

“It is found that many students across disciplines are not very good at communication and generally lack the proficiency they need to meet the growing demands of the present-day workplace competencies. Students at the completion of their graduation end up having excellent technical skills, however, lacking in effective communication.” (Dayal, 2005).

Z.A. Jafre and Rany Sam in their research work on “Factors Causes Students Low English Language Learning” in *English in Education* (2013) 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)., teachers cannot perform well to attract the interest of students. The present research, in this regard, shows how well teachers know about the learning outcomes from a course.

Along with this, “...students lack English foundation background. Students lack confidence to use English because they are afraid of mistakes and shy feeling. The curriculum is inappropriate for helping students to improve their English proficiency. Finally, English language is difficult to learn due to students are not well-motivated, encouraged and gained learning strategy.

Furthermore, students do not practice speaking English with English native speakers...” (Jafre, 2013). The over emphasis on teaching of grammar and writing skills while developing the syllabus of ‘English Language Skills’ leading to rote learning further creates a psychological block and aversion to speaking of English, believing that learning of grammar is synonymous to learning of English, and in this process the two primary skills listening and speaking that contribute the most in acquiring any language get neglected. The undergraduate students of various faculties are not able to communicate in English very effectively. Thus, in

this research study, the researcher will examine whether the above-mentioned factors are true or not.

1.2.2 Terminology Used in the Research Title

This sub-section predominantly centres on the brief account of key words that are mentioned in the Ph.D. thesis title. They are:

‘Curriculum Framework’,
‘Testing Practices’,
‘Foundation courses in English’ and
‘Choice Based Credit System’.

1.2.2.1 Curriculum Framework

Curriculum is a set of courses offered in a particular field of study that enable learners to acquire specific skills and knowledge. ‘Curriculum Framework’ is a systematic plan which summarizes the contents to be learned by the students. It clarifies what a learner should know.

Syllabus is a part of curriculum, it is “a description of the contents of a course of instruction and the order in which they are to be taught,” (Jack C. Richards, John Platt, and Heidi Platt, 1991: 90). It is perceived to be a set of course offered to the learners to acquire specific knowledge. It plays an important role in developing students’ language skills emphasizing the phrase, “Well planned is half done”. Curriculum design

offers a ‘blueprint’ to teachers as well as students offering objectives, implementation plan and the possible outcomes by the end of a specific course.

It has been also observed that developing the curriculum in English is a priority in education in Gujarat. The significance of curriculum framework and syllabus designing is ascertained in catering to the needs of the learners and identifying the possible learning outcomes, then planning of instructions and learning process.

“Syllabi are too often simply handed to faculty members to teach, with little room for any creativity or innovation in presentation, content, assignments, or assessment.” (NEP, 2019: 256).

The syllabus often does not match the curriculum or are not based on LOCF. The objectives are not clearly specified. If specified, then the question arises here is, whether they are designed as per the guidelines of UGC model curriculum. Thus, the research analyses teachers’ perceptions of curriculum framework in Foundation Courses English at the undergraduate level in the universities of Gujarat and how the curriculum is implemented in classroom.

1.2.2.2 Testing Practices

After syllabus, the next focus of the researcher will be on teaching and testing practices. As stated earlier what A. Rahman says regarding teaching methods, the researcher will focus on how the university teachers implement the syllabi given to them, in classroom. With the implementation of CBCS in Higher Education Institutions, there is a shift in focus from teacher-centric to student-centric education, yet students lack proficiency in communication skills.

There is a need for strong and relevant assessment of the examination. With this view, this research also put emphases on the attempts made by the Quality Mandate under UGC for the reforms in evaluation system in undergraduate courses. 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.

Learning Outcomes-Based Approach requires a shift from passive learning to active learning (from teacher-centric to learner centric). "Teaching methods, guided by such framework may include lectures supported by group tutorial wok, field-based learning, the use of prescribed textbooks and e-learning resources and other self-study materials, etc." (LOCF, 2018: 07).

1.2.2.3 Foundation Courses in English

“Communication skills - both verbal and written - have become increasingly important in the modern world. People spend much of their daily lives communicating messages, requests, questions, opinions, feedback, anecdotes, and more - both in person and in written or digital form. Numerous surveys of employers around the world reveal that verbal communication skills are ranked first among potential job candidate’s “must-have” skills and qualities. The ability to speak, listen, question, discuss, and write with clarity and conciseness – and with confidence, eloquence, friendliness, and open-mindedness - is considered a truly essential skill for all managers and leaders.” (National Education Policy, Draft 2019: 90)

‘Foundation Courses in English’ / ‘Foundation English’ / ‘Compulsory English’ / ‘Communicative English’ / ‘Communication Skills in English’ / ‘English Language Skills’ / ‘English for Specific Purposes’ are specially meant for the development of the four skills among the students viz., Listening, Speaking, Reading, and Writing (LSRW). Listening and Speaking Skills can be acquired directly through the environment or the surroundings where the people communicate in English. Reading and Writing is learned through formal education. However, the language is usually taught in formal educational set up,

resulting to lack in confidence in students to perform well. Quality Mandate of UGC suggest applying at least 04 Credits for Foundation or Compulsory English in an undergraduate course.

1.2.2.4 Choice Based Credit System

Choice Based Credit System (CBCS) in Higher Education aims at overall development of the students providing them to choose the courses of their own choice from the given or prescribed subjects. The courses in a programme are divided into three kinds: Core course i.e. the main subject and a compulsory requirement of a programme; Elective course is a complementary course which is intended to enrich the study of core subjects, allowing students to specialize in one or more branches of the subject area; and last, Foundation Courses which are of two kinds: Elective Foundation which focuses on Value Education and Compulsory Foundation i.e. English (on which the researcher focuses on in this research study).

University Grant Commission (UGC) under Ministry of Human Resource Development (MHRD), Government of India has already submitted the final draft under “Quality Improvement Programme, 2018” aim at the development of “Learning Outcomes based Curriculum Framework (LOCF)” at UG and PG Levels. “The Quality Mandate of UGC has given thrust on Curriculum Reforms on Learning Outcomes based

approach with an aim to equip the students with knowledge, skill, values and attitude.” (LOCF, 2018).

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 fundamental premise of LOCF is to specify what graduates completing a particular program of study are expected to know, understand and to be able to do at the end of their programme of study. This approach of learning makes the student an active learner; the teacher a good facilitator and together they lay the foundation for lifelong learning.” (QIP, 2018)

Along with this, from time-to-time improvement in the Higher Education System in India, the UGC has formulated various regulations and guidelines to bring the desired uniformity in grading system. The research covers the study the curriculum study from 2008 onwards, with special reference to CBCS - Choice Based Credit System. To understand the expectations of UGC from the universities and vice-versa, following are the revised research objectives, hypotheses, and questions:

1.2.3 Research Objectives

- i.** To understand the skills requirements and the expectations of the corporate world from the graduate students with respect to English Language Skills.
- ii.** To examine the present curriculum framework recommended by UGC.
- iii.** To examine whether the syllabi Foundation Courses in English at UG Level of the state universities of Gujarat are designed as per the guidelines of UGC.
- iv.** To look at the Knowledge Delivery Methods recommended by UGC to achieve focused process based learning and holistic development among the UG Level students.
- v.** To investigate the use of significant assessment tools recommended by the UGC for evaluating the students.
- vi.** To examine whether the structure of the question papers of state universities of Gujarat are reliable.

1.2.4 Research Hypotheses

- i.** Students lack the proficiency they require to meet the expectations of the present-day workplace competencies.
- ii.** English teachers are unaware about the present curriculum framework designed by the UGC.

- iii. The syllabus Foundation Courses in English is not designed as per the guidelines of UGC model curriculum and the “Learning-Outcomes Based Curriculum Framework”.
- iv. Knowledge Delivery Methods used by the teachers at the universities help to increase the knowledge of the students in a specialized field, but do not develop accurate communication skills.
- v. The structure of question paper is heavily loaded on testing the memory and does not give space for communication skills.
- vi. The use of the same format of the question papers and the structure of the question papers has led to set a particular restricted pattern that can be guessed easily by the students, putting a big question mark on their reliability.

1.2.5 Research Questions

- i. What are the factors that affect language proficiency? What are the graduate’s attributes that students should attain by the end of the course?
- ii. Are the teachers of English aware about the term ‘Learning Outcomes’?
- iii. Are the syllabi of Foundation Courses in English in the state universities of Gujarat designed as per the guidelines of UGC?

- iv. Which Knowledge Delivery Methods are used by the teachers?
How accurate these methods are to attain the learning outcomes of the course?
- v. Does the format of question paper test the proficiency of students' communication skills?
- vi. Is the 'same format' of question papers over the past years reliable and test students' knowledge?

1.2.6 Research Design

Research design, in general terms, can be defined as the overall systematic arrangement of the research process. The present study is both qualitative and quantitative in nature. The research attempts to highlight 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.

Then, the research is further narrowed down to the curriculum framework 'Foundation or Compulsory English' in the State Universities of Gujarat. First, the information is gathered from the primary and secondary materials. Data collection includes a checklist-cum-questionnaire for collecting relevant data. Samples for collecting data is taken randomly from the selected group of teachers working in the universities of Gujarat who are or were teaching the undergraduate courses in Arts, Commerce, and Science.

Following is the list of the selected state universities in Gujarat* which provide undergraduate courses in Arts, Commerce and Science:

01. Bhakta Kavi Narsinh Mehta University, Junagadh.
02. Gujarat University, Ahmedabad.
03. Hemchandracharya North Gujarat University, Patan.
04. Krantiguru Shyamji Krishna Verma Kachchh University, Kachchh-Bhuj.
05. Krishnakumarsinhji Bhavnagar University, Bhavnagar.
06. Sardar Patel University, Vallabh Vidyanagar, Anand.
07. Saurashtra University, Rajkot.
08. Shree Govind Guru University, Godhra.
09. The Maharaja Sayajirao University of Baroda, Vadodara.
10. Veer Narmad South Gujarat University, Surat.

* *List of the selected state universities of Gujarat are arranged alphabetically.*

1.2.7 Limitations of the Study

Limitations are those circumstances and conditions that are beyond the control of the researcher that may constraint the findings and conclusions of the study and their application to other situations. The current study has the following limitations:

The primary limitation of the study is that it is confined to the curriculum framework in Foundation Courses in English / Compulsory

English in the state of Gujarat only; hence it does not include and does not shade a light on the curriculum framework in Foundation Courses in English in the other states of India. The course prescribed by the University Grants Commission (UGC) for Under-Graduate Courses is considered for the research.

The present research work focuses on the analysis of the selected State Universities of Gujarat which offers undergraduate courses in Arts, Commerce and Science. Hence, it has not covered the Central University, State-Private and Deemed Universities of Gujarat. Also, all the universities of Gujarat are not included. A list of selected State Universities of Gujarat is mentioned in the thesis (1.2.6).

The scope of the study is limited to the use of questionnaires as a main source of data collection. The responses, observations and experiences noted in the checklist-cum-questionnaire may tend to be biased. In part of questionnaire, there is a doubt that some teachers might not have filled in questionnaires completely or cooperatively. Thus, each questionnaire is analysed minutely and if needed, some of the questionnaires are not considered in these circumstances. The questionnaire, however, is analysed qualitatively as the documentation and guidelines provided by the UGC for the universities is taken mainly into consideration.

1.2.8 Structure of the Thesis

This thesis comprises of mainly six chapters, followed by a Bibliography and Annexures. Following Chapters will be the part my research work:

Chapter : 1 Introduction

Chapter : 2 Review of Related Literature

Chapter : 3 Contributions of UGC for CBCS

Chapter : 4 Research Methodology

Chapter : 5 Data Analysis and Interpretation

Chapter : 6 Conclusion

Chapter: 1, 'Introduction', begins with the evolution of English as a Language and the development of English in Higher Education in India. The chapter focuses on the brief history of English as a global language, emergence of the English language in India and its education system. This chapter also elaborates how English from the British tend to expand for all, i.e., 'Panglish'. This chapter further sightsees the current scenario of English as a language in the state of Gujarat. The chapter, then introduces the formulation of the research idea, a statement of problem, a brief explanation of the terminology used in the title. Along with the brief description of the idea, it also includes research objectives, hypothesis and questions, research design, limitations of the study and a list of the selected State Universities of Gujarat for the research.

Chapter: 2, ‘Review of Related Literature’, will present a review relating to the focus of the study, introducing, and discussing key concepts that help to update the study. It also aims to provide a framework for understanding curriculum reforms in the context of the undergraduate courses in the state universities of Gujarat along with the background information of CBCS under UGC and Learning-Outcomes Based Curriculum Framework.

Quality Mandate of UGC regularly takes constructive steps towards the quality of research and education in India. It provides e-documents and guidelines for the colleges and universities of the country to revise and review the curriculum time-to-time. Thus, this research mainly studies initiative taken up by UGC for higher education. In this repute, theses, research papers and UGC Guidelines, Committee Reports, Official Documents, Notices, Five-Year Plans, Policies and E-Publications are carefully chosen for the review and to understand the research gaps. Moreover, this chapter also sights the research theses, books and papers on curriculum framework, syllabus designing and evaluation reforms. The chapter ends with an elaboration of the need of the present research. It is not unknown that the courses that are available in the programmes at the undergraduate or postgraduate levels in the campus, do not harmonize with the requirements of the corporates today. Thus, the review and revision of the curriculum is needed time-to-time.

Chapter: 3, 'Contributions of UGC for CBCS', unearths the development of the 'Semester System' with the introduction of Choice Based Credit System (CBCS), from the beginning till the 'Learning Outcomes based Curriculum Framework' in the Higher Education in India. The present chapter begins with the outline of the key manifestations in Higher Education in India, with special reference to English Curriculum. The chapter mainly focuses on the elaboration of adopting the Choice Based Credit System (CBCS) and Learning Outcomes based Curriculum Framework (LOCF). It further explains the theoretical support for the research undertaken. After curriculum, there is a need for clear, transparent, and relevant evaluation of the examination.

With this view, this research also put emphases on the attempts made by the Quality Mandate under UGC for evaluation reforms in undergraduate courses. With reference to UGC's provided guidelines, a detailed elucidation is presented, such as assessment types and tools, continuous internal evaluation, and the integration of External and Internal Semester Examination. The chapter ends with an elaborated list of significant terms such as Programme Learning Outcomes (PLO), Course Learning Outcomes (CLO), Learning Outcomes Based Education (LOBE), Grade Point Average (GPA), Cumulative Grade Point Average (CGPA), Graduate Attributes (GA), etc., that are used through the thesis.

Chapters: 4, 'Research Methodology', is a detailed account of the proposed study, difference between research methods and methodology, its

design, a detailed explanation of the research context, along with a description of the research methods and data collection. The research study includes a checklist-cum-questionnaire for collecting relevant data. The manner of data collection is Quasi – Experimental and the analysis of the collected data is qualitative, quantitative, and interpretative. The responses on the checklist-cum-questionnaire were collected through Google forms, telephonic conversations, and in-person.

324 samples are taken from the teachers of the state universities of Gujarat who teach in the undergraduate courses in Arts, Commerce, and Science. The research administered the Checklist-cum-Questionnaire (34 items) to a randomly selected group of teachers who teach at UG Level across the state universities of Gujarat.

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. It demonstrates 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 base 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 through data tabulation, university-wise analysis, and cumulative analysis.

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.

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