

Executive Summary of the Major Research Project

On

Enhancing Learners' Ability to Comprehend Basics of English
Language of Under Graduate Level Students of Junagadh District.

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Language of Under Graduate Level Students of Junagadh District

Many writers across world agree that English is the 'queen of languages'. The United Nations Organization (UNO) has given English the status of an official language. It is not just because it is one of the most widely spoken languages, but also because the use of English has made the social and economic exchange between people of different communities and cultures practically possible. It is well recognized that English-speaking persons can be traced in all the continents of the world and is the reason for its importance in the compulsory education of many countries across the globe. It is not only used in public and private offices but also in education institutions, media, sports and business.

India is a country with diverse regions and people with diverse languages are its citizens. People are so attached, and naturally so, with their local languages, that they sometimes end up treating people speaking other languages as foreigners or strangers. As India was a British Colony, English became an official language of India, for all diplomatic and administrative conveniences, and thereby came to be widely used in both spoken and literary contexts. But the reason that English remained an official language after 1947 is attributed to the fact that as a language it played an important role in unifying regions with different people under one flag and constitution. So, English could be rightly termed as the Lingua Franca of India.

English is the chief language in the Indian education system today. All the prestigious schools and colleges use English as their medium of instruction. Today, careers in the field of science and technology, business and commerce require a good knowledge of English. Most of the works in the field of space, nuclear technology, medicine etc. are available only in English. The vocabulary and terminology used in these are available in English. Therefore, English has become a passport of getting a good job not only in India but also abroad in almost all fields. With the growing importance of computers in every field, the English language has received a further boost. Interestingly, apart from the schooling and organized education systems prevalent

in India, the competitive examination scenario also reflects importance of English. Most of the general tests, both the admissions-tests and the job-related tests, have a complete section on English language. They are designed to test the candidate's power of expression, flair in English, comprehension skills, sound vocabulary as well as correct use of language. English constitutes a major portion of almost all competitive examinations. But the problem is that most of the students are very weak in English. They are unable to comprehend even the simple texts. To improve this situation, this project has been carried out keeping in mind for improving the four Basic English Language Skills.

The present research project was an **action research** to study the present level of four English Language Skills in Arts, Commerce, Science, Home-science and BRS College students of Junagadh District, train them for twenty five hours in the classroom as per the model syllabus framed and re-examine them to know their improvement level of these four language skills. For that, twenty seven colleges were selected from the Junagadh District- ten from Urban area and seventeen from rural area. There were 370 students selected from the urban colleges and 630 students were selected from the rural colleges. Their pre-test was conducted on the very first day of training while Post-test was conducted after 25 hours of classroom training.

❖ **Problem of the Research:**

Under Graduate Students of Junagadh District don't have enough knowledge to understand basics of English language due to lack of English proficiency.

❖ **Objectives:**

The main objectives of this research study are:

1. To find out the weaknesses of English Language Learning based on Listening, Speaking, Reading and Writing skills of the students.
2. To formulate a short course module to enhance their English Language skills.
3. To train this selected group of students through Course Module based on four language skills.
4. To examine them after training.
5. To find out differences of learning between urban and rural areas under Graduate Students in all four English Language Skills.
6. To find out reasons behind the change in Under Graduate Students in the use of all four English Language Skills after training.

❖ **Hypothesis:**

H₁: Training based on the Course Module enhances all four English Language Skills of Under Graduate students of Junagadh District.

H₂: There is a significant difference between the students of urban and rural area colleges in the use of all four English Language Skills.

❖ **Sample Design:**

Twenty Seven Arts, Commerce, Science, ,Home Science, Bachelor of Rural Studies (B.R.S.) colleges were selected from urban and rural areas of Junagadh District. From amongst them, One Thousand Students were selected randomly.

❖ **Pilot Study:**

Here the researcher has undertaken a pilot study to know the level of English Language considering four English Language skills i.e. Listening, Speaking, Reading, Writing of under graduate students of Junagadh district. One thousand students were randomly selected from the field of Science, Commerce, Arts, Home Science and BRS from among twenty seven colleges of the district. The list of twenty seven colleges is given below:

S.N.	Name of the College	Address	Status	Stream Selected
1	Bahauddin Government Arts College	Junagadh	Granted	Arts
2	Bahauddin Government Science College	Junagadh	Granted	Science
3	J.J.C.Education Trust Sanchalit Commerce College	Bilkha Road, Junagadh	Granted	Commerce
4	Dr.Subhas Mahila Arts,Commerce & Home Science College	Monoranjan Compound, Junagadh	Granted	Home Science
5	Dr.Subhas Mahila Arts,Commerce & Home Science College	Monoranjan Compound, Junagadh	Granted	Arts
6	Shree Patel Kelavani Mandal Sanchalit	College Road,	Self	Commerce

	Commerce, B.B.A. & Technology College	Junagadh	Finance	
7	Shree Sardar Patel Education Trust Sanchalit Shree Mahila Arts, Commerce & Home Science College	Joshiyura, Junagadh	Granted	Home Science
8	Shree Junagadh Kelavni Mandal Sanchalit B.Com & B.B.A. College	Kaka Complex, Sardar Baug, Junagadh	Self Finance	Commerce
9	Shree Social Welfare Education & Charitable Trust Sanchalit Mahila Arts & Commerce College	Dabhor Road, Veraval	Granted	Arts
10	Shree Social Welfare Education & Charitable Trust Sanchalit Mahila Arts & Commerce College	Dabhor Road, Veraval	Granted	Commerce
11	Manavadar Kelavani Mandal Sanchalit Arts & Commerce College	Porbandar Road Manavadar	Granted	Commerce
12	Manavadar Kelavani Mandal Sanchalit Arts & Commerce College	Porbandar Road Manavadar	Granted	Arts
13	Shri Keshod Kelavni Mandal Sanchalit N.P.Arts & Commerce College	T.B.Hospital Road, Keshod	Granted	Commerce
14	Shree Patel Vidyarthi Ashram Sanchalit U.K.V.Mahila Arts & Home Science College	Maheshnagar, B/h Bus-Station Keshod	Granted	Home Science
15	Shree Guptprayag Education Trust Sanchalit Shri H.M.V.Arts & Commerce College	Delvada Road, Una	Granted	Arts
16	Una Taluka Kelavani Mandal Sanchalit Mahila Arts College	Abhechand Gandhi Marg, Opp.Police Line, Una	Granted	Arts

17	Shree B.B.Smarak Trust Sanchalit Shri J.S.Parmar Arts & Commerce College	Kodinar	Granted	Commerce
18	Shree B.B.Smarak Trust Sanchalit Shree Mahila Arts & Home Science College	Kodinar	Granted	Arts
19	Shree Bharat Saraswati Mandir Sanchalit Shree M.N.Kampani Arts & Shree A.K.Shah Commerce College, Shardagram	Shapur Road, Mangrol	Granted	Commerce
20	Shree Bharat Saraswati Mandir Sanchalit Shree Gram Vidya Mahavidyalay	Shapur Road, Mangrol	Granted	BRS
21	Late Shri N.R.Boricha Edu. Trust Sanchalit Arts & Commerce College	Opp.Essar Petrol Pump,,Mendarda	Granted	Arts
22	Late Shri N.R.Boricha Edu. Trust Sanchalit Arts & Commerce College	Opp.Essar Petrol Pump,,Mendarda	Granted	Commerce
23	Gyanpith Arts & Commerce College	Baravala	Granted	Commerce
24	Gokul Kelavni Mandal Sanchalit Gardi Arts & Commerce College	Sansan Road, Maliya Hatina	Granted	Arts
25	Shree Andh Vidyarathi Bhuvan Trust Sanchalit Shree Devmani Arts & Commerce College	Satadhar Road, Visavadar	Granted	Commerce
26	Government Arts College	Bhesan		Arts
27	Shree Saurashtra Education Trust Sanchalit Mahila Arts Commerce & B.B.A. College	Vanthali Road, Junagadh	Self Finance	commerce

	Arts	Comm.	Home-Sci.	Science	BRS
Total Selected College (28)	1,5,9,12,15, 16,18,21,24, 26	3,6,8,10, 11,13,17, 19,22,23, 25,27	4,7,14	2	20
27	10	12	3	1	1

The followings are the findings based on various analyses. The findings are divided into following parts:

1. College-wise
2. Rural Colleges as a unit
3. Urban Colleges as a unit
4. Overall one thousand students
5. Descriptive Statistical Test Analysis
6. T-test Results

1. College-wise

1. In Bahauddin Government Arts College, Junagadh, students' Listening skill was developed by 1.03, Speaking by 1.33, Reading Skill by 0.92 and Writing Skill by 1.13.
2. In Bahauddin Government Science College, Junagadh, students' Listening skill was developed by 1.08, Speaking skill by 1.62, Reading Skill by 0.81 and Writing Skill by 1.06.
3. In J.J.C.Education Trust Sanchalit Commerce College, Junagadh, students' Listening skill was developed by 0.86, Speaking Skill by 1.43, Reading Skill by 0.97 and Writing Skill by 0.98.
4. In Dr.Subhas Mahila Arts, Commerce & Home Science College, Junagadh (Commerce Faculty), students' Listening skill was developed by 0.76, Speaking Skill by 0.94, Reading Skill by 0.97 and Writing Skill by 0.91.

5. In Dr.Subhas Mahila Arts, Commerce & Home Science College, Junagadh (Arts Faculty), students' Listening skill was developed by 0.86, Speaking Skill by 0.94, Reading Skill by 1.00 and Writing Skill by 1.00.
6. In Shree Patel Kelavani Mandal Sanchalit Commerce, B.B.A. & Technology College, Junagadh (Commerce Faculty), students' Listening skill was developed by 0.75, Speaking Skill by 1.00, Reading Skill by 0.89 and Writing Skill by 1.00.
7. In Shree Sardar Patel Education Trust Sanchalit Shree Mahila Arts, Commerce & Home Science College (Home Science Faculty), Junagadh, students' Listening skill was developed by 0.70, Speaking Skill by 0.94, Reading Skill by 0.97 and Writing Skill by 0.98.
8. In Shree Junagadh Kelavni Mandal Sanchalit B.Com & B.B.A.College, Junagadh (Commerce Faculty), students' Listening skill was developed by 0.71, Speaking Skill by 0.97, Reading Skill by 0.98 and Writing Skill by 1.00.
9. In Shree Social Welfare Education & Charitable Trust Sanchalit Mahila Arts & Commerce College, Veraval (Arts Faculty), students' Listening skill was developed by 0.55, Speaking Skill by 1.22, Reading Skill by 0.76 and Writing Skill by 0.97.
10. In Shree Social Welfare Education & Charitable Trust Sanchalit Mahila Arts & Commerce College, Veraval (Commerce Faculty), students' Listening skill was developed by 0.32, Speaking Skill by 1.05, Reading Skill by 0.87 and Writing Skill by 1.03.
11. In Manavadar Kelavani Mandal Sanchalit Arts & Commerce College, Manavadar (Commerce Faculty), students' Listening skill was developed by 0.32, Speaking Skill by 1.35, Reading Skill by 0.65 and Writing Skill by 0.95.

12. In Manavadar Kelavani Mandal Sanchalit Arts & Commerce College, Manavadar (Arts Faculty), students' Listening skill was developed by 0.16, Speaking Skill by 1.38, Reading Skill by 0.81 and Writing Skill by 1.16.
13. In Shri Keshod Kelavni Mandal Sanchalit N.P. Arts & Commerce College, Keshod (Commerce Faculty), students' Listening skill was developed by 0.95, Speaking Skill by 1.03, Reading Skill by 0.92 and Writing Skill by 1.05.
14. In Shree Patel Vidyarthi Ashram Sanchalit U.K.V.Mahila Arts & Home Science College, Keshod (Home Science Faculty), students' Listening skill was developed by 0.70, Speaking Skill by 1.13, Reading Skill by 1.00 and Writing Skill by 0.97.
15. In Shree Guptprayag Education Trust Sanchalit Shri H.M.V.Arts & Commerce College, Una (Arts Faculty), students' Listening skill was developed by 0.51, Speaking Skill by 1.08, Reading Skill by 1.00 and Writing Skill by 0.95.
16. In Una Taluka Kelavani Mandal Sanchalit Mahila Arts College, Una (Arts Faculty), students' Listening skill was developed by 0.78, Speaking Skill by 1.00, Reading Skill by 0.97 and Writing Skill by 0.98.
17. In Shree B.B.Smarak Trust Sanchalit Shri J.S.Parmar Arts & Commerce College, Kodinar (Commerce Faculty), students' Listening skill was developed by 0.65, Speaking Skill by 1.05, Reading Skill by 0.98 and Writing Skill by 1.05.
18. In Shree B.B.Smarak Trust Sanchalit Shree Mahila Arts & Home Science College, Kodinar (Arts Faculty), students' Listening skill was developed by 0.75, Speaking Skill by 1.00, Reading Skill by 0.97 and Writing Skill by 1.00.
19. In Shree Bharat Saraswati Mandir Sanchalit Shree M.N.Kampani Arts & Shree A.K.Shah Commerce College, Shardagram, Mangrol (Commerce Faculty), students' Listening skill

was developed by 0.73, Speaking Skill by 1.00, Reading Skill by 1.00 and Writing Skill by 0.97.

20. In Shree Bharat Saraswati Mandir Sanchalit Shree Gram Vidya Mahavidyalay, Mangrol (BRS Faculty), students' Listening skill was developed by 0.81, Speaking by 1.00, Reading Skill by 0.97 and Writing Skill by 0.95.
21. In Late Shri N.R.Boricha Edu. Trust Sanchalit Arts & Commerce College, Mendarda (Arts Faculty), students' Listening skill was developed by 0.84, Speaking Skill by 0.97, Reading Skill by 0.97 and Writing Skill by 0.97
22. In Late Shri N.R.Boricha Edu. Trust Sanchalit Arts & Commerce College, Mendarda (Commerce Faculty), students' Listening skill was developed by 0.86, Speaking by 1.00, Reading Skill by 0.94 and Writing Skill by 0.97.
23. In Gyanpith Arts & Commerce College, Barvada (Commerce Faculty), students' Listening skill was developed by 0.79, Speaking by 1.00, Reading Skill by 0.98 and Writing Skill by 1.00.
24. In Gokul Kelavni Mandal Sanchalit Gardi Arts & Commerce College, Maliya Hatina (Arts Faculty). students' Listening skill was developed by 0.81, Speaking Skill by 1.00, Reading Skill by 0.97 and Writing Skill by 0.97.
25. In Shree Andh Vidarthi Bhuvan Trust Sanchalit Shree Devmani Arts & Commerce College, Visavadar (Commerce Faculty). students' Listening skill was developed by 0.75, Speaking Skill by 1.03, Reading Skill by 0.97 and Writing Skill by 0.97.
26. In Government Arts College, Bhesan, students' Listening skill was developed by 0.78, Speaking Skill by 1.00, Reading Skill by 0.98 and Writing Skill by 1.00.

27. In Shree Saurashtra Education Trust Sanchalit Mahila Arts, Commerce & B.B.A. College, Junagadh (Commerce Faculty), students' Listening skill was developed by 0.72, Speaking Skill by 1.02, Reading Skill by 0.97 and Writing Skill by 0.98.

2: Rural Colleges as a unit

It is found that in rural colleges, students' Listening Skill was improved by 0.77 points, Speaking Skill was improved by 1.14 points, Reading Skill was improved by 0.91 points while Writing Skill was improved by 1.00 point.

3: Urban Colleges as a unit

In urban Colleges, students' Listening Skill was improved by 0.71 points, Speaking Skill was improved by 1.06 points, Reading Skill was improved by 0.95 points while Writing Skill was improved by 1.00 point.

4: Overall one thousand students

After actual training of twenty five hours in the classrooms, it was found that students' English Proficiency level improved in all four language skills. Their Listening Skill level improved by 0.73 points, Speaking Skill by 1.1 points, Reading Skill by 0.94 points and Writing Skill by 1.00 points.

5: Descriptive Statistical Test Analysis

(I) Rural College Students of Junagadh District.

In the Pre-test, the mean value is 17.34, and SD is 1.80. The minimum marks achieved by the student are 7 and the maximum marks achieved are 24. While in the post-test, mean is 21.06, and SD is 1.70. The minimum marks achieved are 4 while the maximum marks achieved by the student are 28. The mean shows enhancement of all for English Language Skills.

(II) Urban College Students of Junagadh District.

In the Pre-test, the mean value is 19.29, and SD is 2.33. The minimum marks achieved by the student are 14 and the maximum marks achieved are 27. While in the post-test, mean is 23.11, and SD is 2.40. The minimum marks achieved are 16 while the maximum marks achieved by the student are 31. The mean shows enhancement of all for English Language Skills.

(III) 1000 College Students of Junagadh District.

In the Pre-test, the mean value is 18.05, and SD is 21.82. The minimum marks achieved by the student are 7 and the maximum marks achieved are 27. While in the post-test, mean is 21.82, and SD is 2.21. The minimum marks achieved are 4 while the maximum marks achieved by the student are 31. The mean shows enhancement of all for English Language Skills.

6: T-test Results

(I) Rural College Students' t-test Results:

Mean score of pre-test was 17.34 and mean score of post-test was 21.06. It means it improved by 3.72. Score of standard deviation in the pre-test was 1.80 and the score of SD in post-test was 1.70. To test the co-related mean difference, t-value was calculated. T-value was 37.66 which was higher than the table (critic) value i.e. 1.64. Thus examining the significance of acquired result, it is found that the acquired result is significant at 0.05 levels. Thus the alternate hypothesis (H_1) "Training based on the Course Module will enhance all four English Language Skills of Under Graduate Students of Junagadh District" is accepted.

(II) Urban College Students' t-test Results:

Mean score of pre-test was 19.28 and mean score of post-test was 23.11. It means it improved by 3.83. Score of standard deviation in the pre-test was 2.33 and the score of SD in post-test was 2.40. To test the co-related mean difference, t-value was calculated. T-value was 21.97 which was higher than the table (critical) value i.e. 1.64. Thus examining the significance of acquired result, it is found that the acquired result is

significant at 0.05 levels. Thus the alternate hypothesis (H_1) “Training based on the Course Module will enhance all four English Language Skills of Under Graduate Students of Junagadh District” is accepted.

(III) 1000 College Students’ t-test Results:

Mean score of pre-test was 18.10 and mean score of post-test was 21.80. It means it improved by 3.70. Score of standard deviation in the pre-test was 2.22 and the score of SD in post-test was 2.21. To test the co-related mean difference, t-value was calculated. T-value was 37.85 which was higher than the table (critical) value i.e. 1.64. Thus examining the significance of acquired result, it is found that the acquired result is significant at 0.05 levels. Thus the alternate hypothesis (H_1) “Training based on the Course Module will enhance all four English Language Skills of Under Graduate Students of Junagadh District” is accepted.

It is also found that there is a significant difference between the student’s of rural college and urban college so far as their four English Language Skills are concerned. After the training, the urban college student mean was 23.11 and rural college student mean was 21.06. Thus urban college students’ mean was 2.05 higher than that of rural college students’. So hypothesis H_2 “There will be significant difference between the students of urban and rural area colleges in the use of all four English Language Skills’ is also accepted.

❖ Achievements of the objectives and answer of the questions considered for the study

SN	Objectives	Achieved?	How?
1	To find out the weaknesses of English Language Learning based on Listening, Speaking, Reading and Writing skills of the students.	Yes	Questionnaire based on “Can do Statements”
2	To formulate a short course	Yes	Ten Units based on Four English Lg.

	module to enhance their English Language skills.		Skills.
3	To train this selected group of students through Course Module based on four language skills.	Yes	Twenty five hours training was conducted in twenty seven colleges of Junagadh District from Arts, Commerce, Science, Home-science and BRS Colleges.
4	To examine them after training.	Yes	Pre and Post-tests were conducted. Pre-test was held on the very first day of training and Post-test was held on the very last day of training. Students were also given marksheets.
5	To find out differences of learning between urban and rural areas under Graduate Students in all four English Language Skills.	Yes	It was analyzed and details are given in Data Interpretation chapter and in the last chapter under 'Findings' heading.
6	To find out reasons behind the change in Under Graduate Students in the use of all four English Language Skills after training.	Yes	<ul style="list-style-type: none"> • Vacant English Posts in Colleges. • Lack of ICT knowledge in teaching-learning. • Not enough teaching equipments in the colleges. If they have, they are not in functional condition. • Lack of awareness regarding English Language in students • Syllabus framing committee should frame the syllabus keeping in mind its usefulness in day to day life situations. It should have some practical aspects as well.

❖ Recommendations:

1. The syllabus framers should keep in mind how to motivate the students towards natural and creative English production.
2. Teachers manual should be prepared along with the text-book.
3. Text books or subject materials for the students should not include any theory, definition or history. It would focus only upon exercises and action plans on how to enrich four Basic English Language Skills.
4. Vocabulary enrichment should be given prime importance.
5. Text books and study materials should not be prepared for examination point of view alone, but it should be treated as a lifelong useful subject.
6. It is essential to provide training programmes on “How to set university examination question paper as well as how to assess answer-scripts”.
7. Grading and selection of the material should be carefully done. All four English Language Skills should be given equal importance with enough practice materials.
8. The four basic skills should be focused. There should be a balance in the teaching material of all the skills in a unit. There should be a variety of activities and tasks to lead the students from controlled to free writing.
9. Teachers play the most crucial role in making the students competent in English Language. Henceforth, they need to work regularly to find out innovative concepts, activities, case studies, needs of the students and demands of the time.
10. Many of the colleges don't have enough ICT enabled infrastructure. It is very difficult for the teachers to teach the students all four language skills without adequate and functional teaching equipments.
11. Each college should have at least one Language Laboratory with one technical person.
12. Hi-speed Internet Connections is a must in all higher education institution. It should be maintained properly.

❖ **Limitations of the study:**

Every research has some limitations. In the same way, this research has also some limitations. They are:

1. The study covers only the selected 1000 students of Junagadh District.
2. The data collection was confined to only UG students from Arts, Commerce, Science, Home-science and BRS faculties.
3. Only 25 hours training is not enough to teach the syllabus properly.
4. In 'can do statements', students may have entered exaggerated points.
5. Many students are not familiar with digitalized tests (online tests). It creates hurdles in conducting online exams.
