CHAPTER-3
ANALYSIS AND INTERPRETATION OF DATA

3.1 INTRODUCTION

This is a survey type of study which is undertaken to study BEC in Corporate Houses of Gujarat. To achieve the objectives of the present study, data was collected with the help of questionnaires. Questionnaires were collected from employees, employers and faculties. Multiple statistical techniques are available for the analysis of the data. The selection of statistical techniques to analyze the collected data depends on the nature of data. As it is mainly a qualitative study non complicated statistical techniques are used for data analysis. Data was analyzed mainly with the help of frequency, average and percentage. Question wise analysis and interpretation of collected data is given below:

3.2 QUESTIONNAIRE FOR EMPLOYEE

Q.1 Proficiency in languages: (Use tick mark to show you can do it)

(a) Gujarati: □ Read □ Write □ Speak
(b) Hindi: □ Read □ Write □ Speak
(c) English: □ Read □ Write □ Speak
(d) Any other □ Read □ Write □ Speak

_________
(Name of the language)
The researcher has surveyed this question to know proficiency of employees in different languages for communicative purpose.

The analysis of proficiency in Gujarati shows that:

(1) 340 are able to read Gujarati.
(2) 315 are able to write Gujarati.
(3) 350 are able to speak Gujarati.

The analysis of proficiency in Hindi shows that

(1) 385 employees are able to read Hindi.
(2) 380 employees are able to write Hindi.
(3) 390 employees are able to speak Hindi.

The analysis of proficiency in English shows that

(1) 396 employees are able to read English
(2) 393 employees are able to write English
(3) 380 employees are able to speak English

The analysis of proficiency in other language shows that

(1) 70 employees are able to read other languages.
(2) 65 employees are able to write other languages.
(3) 85 employees are able to speak other languages.

The above analysis leads the researcher to conclude that according to employees' own opinion their proficiency to read, write & speak English is higher.
than their proficiency in Gujarati and Hindi. It shows that it may be a result of frequent use of English as a means of communication.

Q.2 Through which medium did you study at

a) Primary level:_____________________
b) Secondary level:___________________
c) Higher Education level:_____________

The researcher has surveyed this question to know employees’ medium of study at primary, secondary and higher education level.

The analysis of education in English medium at Primary, Secondary and Higher Secondary level shows that:

(1) 124 employees studied through English medium at Primary level.
(2) 131 employees studied through English medium at Secondary level.
(3) 229 employees studied through English medium at Higher Education level.

The analysis of education in Gujarati medium at Primary, Secondary, Higher education level shows that:

(1) 178 employees studied through Gujarati medium at Primary level.
(2) 157 employees studied through Gujarati medium at Secondary level.
(3) 60 employees studied through Gujarati medium at Higher Education level.

The analysis of education in Hindi medium at primary, secondary and higher education level shows that

(1) 45 employees studied through Hindi medium at Primary level.
(2) 48 employees studied through Hindi medium at Secondary level.
(3) 63 employees studied through Hindi medium at Higher Education level.

The above analysis leads the researcher to conclude that in higher education 229 employees studied through English medium. It shows importance and use of English in Higher education. It is noteworthy that the employees who studied through Gujarati medium or Hindi medium at Primary, Secondary level can study through English medium at higher education level.

Q.3 What kinds of Communication Skills in English are required for your job?

(Use tick mark)

(a) Speaking: □ Always □ Often □ Sometimes □ Rarely
(b) Listening: □ Always □ Often □ Sometimes □ Rarely
(c) Reading: □ Always □ Often □ Sometimes □ Rarely
(d) Writing: □ Always □ Often □ Sometimes □ Rarely

![SPEAKING Chart](chart.png)
### SPEAKING

<table>
<thead>
<tr>
<th></th>
<th>ALWAYS</th>
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<tr>
<td><strong>%</strong></td>
<td>50</td>
<td>26.74</td>
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<td>5</td>
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</table>

### LISTENING

- **ALWAYS**: 188
- **OFTEN**: 116
- **SOME TIMES**: 78
- **RARELY**: 8
- **N.R**: 1
**LISTENING**

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<td>391</td>
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<tr>
<td><strong>%</strong></td>
<td>48</td>
<td>29.74</td>
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<td>2</td>
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**READING**

- ALWAYS: 296
- OFTEN: 57
- SOME TIMES: 31
- RARELY: 5
- N.R: 2
### Reading

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### Writing

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<td>15</td>
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The researcher has surveyed this question to know what kind of communication skills in English are required for the job.

The analysis of speaking skills in English shows that

(1) 193 (50%) always use speaking skill.
(2) 106 (28.74%) often use speaking skill.
(3) 71 (18%) sometimes use speaking skill.
(4) 20 (5%) rarely use speaking skill.
(5) 1 (0.26%) remains non respondent.

The analysis of listening skills shows that

(1) 188 (48%) always use listening skill.
(2) 116 (29.74%) often use listening skill.
(3) 78 (20%) sometimes use listening skill.
(4) 8 (2%) rarely use listening skill.
(5) 1 (0.26%) remains non respondent.
The analysis of reading skills shows that

(1) 296 (75.21%) always use reading skill.
(2) 57 (15%) often use reading skill.
(3) 31 (8%) sometimes use reading skill.
(4) 5 (1.28%) rarely use reading skill.
(5) 2 (0.51%) remains non respondent.

The analysis of writing skills shows that

(1) 298 (75.74%) always use writing skill.
(2) 45 (12%) often use writing skill.
(3) 32 (8%) sometimes use writing skill.
(4) 15 (4%) rarely use writing skill.
(5) 1 (0.26%) remains non respondent.

The above analysis leads the researcher to conclude that reading 296 (75.21%) and writing skills 298 (75.74%) in English are used in higher degree compared to speaking 193 (50%) and listening 188 (48%). Surprisingly the data shows that two important skills - Speaking and Listening in English are least used.

Q. 4 Do you think that Business English Communication (BEC) (hereafter referred as BEC) has become very important?

![Importance of BEC Chart]

Yes/No
The researcher has surveyed this question to know importance of BEC. Amazingly, the data shows that 372 (95%) employees think that BEC is important while 19 (5%) think that it is not important.

It shows awareness of employees about the importance of BEC.

Q.5 Do you think that BEC is related with personal effectiveness?

Yes/ No
The researcher has surveyed this question to know relation between BEC and personal effectiveness.

The data analysis shows that 354 (91%) employees consider the relation of BEC with personal effectiveness while 37 (9%) consider no relation between BEC and personal effectiveness.

It leads the researcher to conclude that the majority of the employees believe that BEC is related with personal effectiveness.

Q.6 How would you rate your proficiency in BEC?

1. Excellent
2. Very Good
3. Good
4. Average
5. Poor
If your proficiency rating is below 2, what extra efforts do you undertake to improve BEC?

- Attend coaching classes
- Training/Workshops
- Read books
- Use internet
- Any other (specify) __________________

RATING OF PROFICIENCY

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RATING OF PROFICIENCY

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RATING OF PROFICIENCY

102
The researcher has surveyed this question to know employees own rating of proficiency in BEC.

The analysis shows that

1. 40 (10%) employees rate their proficiency in BEC as excellent.
2. 135 (35%) employees rate their proficiency in BEC as very good.
3. 131 (34%) employees rate their proficiency in BEC as Good.
4. 80 (20%) employees rate their proficiency in BEC as average.
5. 5 (1%) employees rate their proficiency in BEC as poor.

It leads to conclude that only 5 (1%) employees are poor in BEC while rest of the employees are having average to excellent proficiency in BEC.
The researcher has surveyed this question to know employees extra efforts to improve BEC.

The analysis shows that

(1) 38 (50%) employees attended coaching classes
(2) 14 (19%) employees attended training/workshops
(3) 09 (12%) employees read books.
(4) 09 (12%) employees use internet
(5) 05 (07%) employees use other means

It leads to conclude that majority of the employees attend coaching classes to improve BEC. Out of 216 employees who themselves rate their own efficiency good to poor, only 75 employees take remedial steps to improve BEC.
Q.12 Which language do you prefer to communicate with the authority?

- English
- Gujarati
- Hindi
- Any other

The researcher has surveyed this question to know use of different languages to communicate with authority.
The analysis shows that

(1) 310 (79%) prefer English language to communicate with authority.
(2) 50 (13%) prefer Gujarati language to communicate with authority.
(3) 28 (7%) prefer Hindi language to communicate with authority.

While 3 (1%) remain non-respondent.

It leads the researcher to conclude that out of all languages English is the most preferred language to communicate with authority.

Q.13 Which language do you prefer to communicate with colleagues?

- English  Gujarati  Hindi  Any other__________
The researcher has surveyed this question to know use of different languages to communicate with colleagues.

(1) 146 (37%) prefer English language to communicate with colleagues.
(2) 151 (39%) prefer Gujarati language to communicate with colleagues.
(3) 82 (20%) prefer Hindi language to communicate with colleagues.
(4) 6 (2%) prefer other languages to communicate with colleagues.

While 6 (2%) remain non-respondents.

It leads the researcher to conclude that out of all languages Gujarati is the most preferred language to communicate with colleagues. It also infers that mother tongue is the most preferred language by employees for informal communication with colleagues.

Q.14 Which language do you prefer to communicate with customers?

- English
- Gujarati
- Hindi
- Any
- other_________
The researcher has surveyed this question to know use of different languages to communicate with customers.

(1) 251 (64%) prefer English language to communicate with customers.
(2) 70 (18%) prefer Gujarati language to communicate with customers.
(3) 58 (15%) prefer Hindi language to communicate with customers.
(4) 5 (1%) prefer other languages to communicate with customers.

While 7 (2%) remain non-respondents.

It leads the researcher to conclude that English is the most preferred language by the employees to communicate with customers.
Q.15 Which language do you prefer to communicate with other corporate houses?

☐ English  ☐ Gujarati  ☐ Hindi  ☐ Any other

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<thead>
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<th>LANGUAGES YOU PREFER TO COMMUNICATE WITH OTHER CORPORATE HOUSE</th>
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<td>ENG</td>
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<td>1.74</td>
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<td></td>
<td>1.74</td>
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</tbody>
</table>

109
The researcher has surveyed this question to know use of different languages to communicate with corporate houses.

(1) 330 (84%) prefer English language to communicate with corporate houses.
(2) 27 (7%) prefer Gujarati language to communicate with corporate houses.
(3) 27 (7%) prefer Hindi language to communicate with corporate houses.
(4) 1 (0.26%) prefer other languages to communicate with corporate houses.

While 6 (1.74%) remain non-respondents.

It leads the researcher to conclude that English is the most preferred language by the employees to communicate with corporate houses.

The general analysis of Q 12 to 15 shows that majority of communication, whether it’s with employer, customer or other corporate houses is preferred in English language only. It shows the use of English for oral communication. It indicates that one’s proficiency over oral communication skills in English is vital for effective functioning.

Q. 16 Have you taken any special training to improve oral communication in English?
The researcher has surveyed this question to know employees' efforts to improve oral communication in English.

The analysis shows that 73 (19%) employees have taken special training and 315 (80%) haven't taken any training while 3 (1%) remain non respondent.

It leads the researcher to conclude that majority of the employees haven’t taken special training to improve oral communication skills in English.

Q.17 Which is the most effective language for oral communication?

☐ English ☐ Gujarati ☐ Hindi ☐ Any other_________
The researcher has surveyed this question to know the most effective language for oral communication.

The analysis shows that for effective oral communication:
(1) 245 (63%) employees prefer English language.
(2) 54 (14%) employees prefer Gujarati language.
(3) 64 (16%) employees prefer Hindi language.
(4) 4 (1%) employees prefer other languages
(5) 24 (6%) remain non-respondents.

According to majority of the employees, English is the most effective language for oral communication.

Q.18 Do you think that to study through English medium is must for effective oral communication in English?

![Bar chart showing the responses to Q.18]

![Pie chart showing the responses to Q.18]
The researcher has surveyed this question to know importance of education in English medium to be an effective oral communicator in English.

The analysis show that 255 (65%) think that study in English medium is must for effective oral communication, and 128 (33%) think that it is not required while 8 (2%) remain non respondent.

It leads to conclude that majority of the employees believe that study through English medium is must for effective oral communication in English.

Q.19 What are the situations in which you are required to use speaking skill in English?

- ☐ Making/ Answering calls
- ☐ Dealing with customers
- ☐ Presentations
- ☐ Discussion with other organisation
- ☐ Any other ______________________
The researcher has surveyed this question to know different situations in which employees are required to use speaking skill in English.

The analysis shows that

(1) For Presentation 270 employees use English language.
(2) While dealing with customer 260 employees use English language.
(3) In discussion with other organisation 243 employees use English language.
(4) For answering calls, 215 employees use English language.
(5) 9 employees use English language for other situations.

It leads the researcher to conclude that English is frequently used language for presentation and dealing with customers.

Q.20 To be an effective oral communicator in English which is the most important area?

(Please mark in order of priority writing 1, 2….in the relevant boxes)

- Grammar
- Vocabulary
- Clarity of thoughts
- Pronunciation
- Skill of presentation
- Any other_________
The researcher has surveyed this question to know most important areas to be an effective oral communicator in English.

The analysis shows that to be an effective oral communicator in English 118 give 1st rank to Grammar, 116 give 1st rank to vocabulary, 115 give 1st rank to thought, 68 give 1st rank to presentation skill & 68 give 1st rank to pronunciation skill.

It leads to conclude that grammar is the most important area to be an effective oral communicator in English.

Q.21 Do you do written communication in English regularly at your place of work in English? Yes/No

If “Yes”, generally what do you write:

- Summary
- One page memo
- Noting on files
- Business letter
- Conference presentation
- Report writing
- Views/opinions
- Any other tasks
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<td>N.R</td>
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<td>75</td>
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<tr>
<td>%</td>
<td>78</td>
<td>19</td>
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</table>
The researcher has surveyed this question to know frequency of written communication in English at workplace and means of written communication.

The analysis shows that 306 (78%) employees do communicate regularly in written communication English, out of these:

1. 204 employees write business letter.
2. 170 employees write report.
3. 124 employees write one page memo
4. 112 employees write summary
5. 109 employees write noting on files.
6. 89 employees write conference presentation
7. 87 employees write views or opinions
8. 15 employees do other written tasks

It leads the researcher to conclude that business letter is the most used form of written communication in English.
Q.22 What do you do when you write a business letter in English?

- Follow a specific format
- Write in own style

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<th>BUSINESS LETTER STYLE FORMAT</th>
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<tr>
<td>SPECIFIC FORMAT</td>
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<th>BUSINESS LETTER STYLE FORMAT</th>
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</tr>
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<td>189</td>
</tr>
<tr>
<td>48.33</td>
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</table>
The researcher has surveyed this question to know how business letters are written in the corporate houses.

The analysis of the question shows that 189 (48.33%) employees use specific format for writing business letters and 201 (51.41%) employees write business letter in their own style while 1 (0.26%) remains non respondent.

It leads the researcher to conclude that majority of the employees’ use their own style of writing or it may also infer that the employees are unaware regarding the importance of specific format of writing business letter for effective communication across the globe.

Q.23 While preparing a business document in English, according to you, which is the most important area among the following?

(Please mark in order of priority writing 1,2……in the relevant boxes)

- [ ] Grammatical accuracy
- [ ] Use of proper vocabulary
- [ ] Use of standard format
- [ ] Logical arrangement of ideas
- [ ] Any other __________
The researcher has surveyed this question to know the most important area of written communication in English.

The analysis of the question shows that (116) employees give 1st rank to logical arrangement of ideas, 77 employees give 1st rank to standard format, 60 employees give 1st rank to use of proper vocabulary while 42 employees give 1st rank to grammatical accuracy.

It leads the researcher to conclude that the highest numbers of employees 116 give 1st rank to logical arrangement of ideas in English as the most important area for written communication in the corporate houses of Gujarat.

Q.24 Do you ask the following questions to yourself before you write the business documents in English:

(I) What is the purpose?

☐ Always ☐ Often ☐ Sometimes ☐ Never

(II) Who is the recipient?

☐ Always ☐ Often ☐ Sometimes ☐ Never

(III) What is the message?

☐ Always ☐ Often ☐ Sometimes ☐ Never

![Bar chart showing the distribution of responses to the questions.](chart.png)
DO YOU ASK YOURSELF PURPOSE BEFORE WRITING DOCUMENTS?

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<th>SOMETIMES</th>
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<td>%</td>
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<td>16</td>
<td>9</td>
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WHO ARE THE RECIPIENTS?

- ALWAYS: 283
- OFTEN: 72
- SOMETIMES: 45
- NEVER: 3
- N.R: 8
WHO ARE THE RECIPIENTS?

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MESSAGE?

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</table>
The researcher has surveyed this question to know the concern for purpose, recipient and message in writing business documents.

The analysis of the question shows the following details:

**Purpose:**

1. 289 (73.94%) employees always care for purpose before writing the business documents.
2. 63 (16%) employees often care for purpose before writing the business documents.
3. 35 (9%) employees sometimes care for purpose before writing the business documents.
4. 1 (0.26%) never care for purpose before writing the business documents.
5. 3 (1%) remain non respondent
Recipient:

(1) 263 (67%) always care for the recipient before writing the business documents.
(2) 72 (18%) often care for the recipient before writing the business documents.
(3) 45 (12%) sometimes care for the recipient before writing the business documents.
(4) 3 (1%) never care for the recipient before writing the business documents.
(5) 8 (2%) remain non respondent.

Message:

(1) 302 (77%) always care for the message before writing the business documents.
(2) 59 (15%) often care for the recipient before writing the business documents.
(3) 20 (5%) sometimes care for the recipient before writing the business documents.
(4) 3 (1%) never care for the recipient before writing the business documents.
(5) 7 (2%) remain non respondent.

The above analysis leads the researcher to conclude that 289 (73.94%) employees always care for purpose, 263 (67%) employees always care for the recipient and 302 (77%) employees always care for the message before writing the business documents.

Q.25 Do you ask the following questions to yourself while giving final touch to the business documents in English?

(I) Is the format of my communication correct?

☐ Always  ☐ Often  ☐ Sometimes  ☐ Never

(II) Is the purpose stated clearly?

☐ Always  ☐ Often  ☐ Sometimes  ☐ Never

(III) Is my communication well organized?

☐ Always  ☐ Often  ☐ Sometimes  ☐ Never
(IV) Is my language concise?

- Always
- Often
- Sometimes
- Never

<table>
<thead>
<tr>
<th>FORMAT CORRECT?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
</tr>
<tr>
<td>OFTEN</td>
</tr>
<tr>
<td>SOMETIMES</td>
</tr>
<tr>
<td>NEVER</td>
</tr>
<tr>
<td>N.R</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOS</th>
<th>267</th>
<th>64</th>
<th>49</th>
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<th>9</th>
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</thead>
<tbody>
<tr>
<td>%</td>
<td>68</td>
<td>16</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>100</td>
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<tr>
<td>PURPOSE STATED?</td>
<td>ALWAYS</td>
<td>OFTEN</td>
<td>SOME TIMES</td>
<td>NEVER</td>
<td>N.R</td>
<td>TOTAL</td>
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<td>----------------</td>
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<tr>
<td>NOS</td>
<td>289</td>
<td>68</td>
<td>24</td>
<td>2</td>
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<td>391</td>
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<tr>
<td>%</td>
<td>74</td>
<td>17</td>
<td>6</td>
<td>1</td>
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</tr>
</tbody>
</table>
### WELL ORGANIZED MESSAGE?

<table>
<thead>
<tr>
<th></th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>NEVER</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOS</strong></td>
<td>244</td>
<td>87</td>
<td>47</td>
<td>4</td>
<td>9</td>
<td>391</td>
</tr>
<tr>
<td><strong>%</strong></td>
<td>63</td>
<td>22</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know consideration of employees for format, purpose, well organized communication and concise language while giving final touch to the business documents.

The analysis of the questions shows that

**Correct Format:**

1. 267 (68%) employees *always* care for correctness of format while writing the business documents.
2. 64 (16%) employees *often* care for correctness of format during writing the business documents.
3. 49 (13%) employees *sometimes* care for correctness of format during writing the business documents.
4. 2 (1%) *never* care for correctness of format during writing the business documents...
5. 9 (2%) remain non respondents.

**Purpose stated:**

1. 289 (74%) *always* care for stated purpose during writing the business documents..
2. 68 (17%) *often* care for stated purpose during writing the business documents.
3. 24 (6%) *sometimes* care for stated purpose during writing the business documents.
4. 2 (1%) *never* care for stated purpose during writing the business documents.
5. 8 (2%) remain non respondents.

**Well organized message:**

1. 224 (63%) *always* care for the well organized message during writing the business documents.
2. 87 (22%) *often* care for the well organized message during writing the business documents.
3. 47 (12%) *sometimes* care for the well organized message during writing the business documents. .
(4) 4 (1%) never care for the well organized message during writing the business documents.
(5) 9 (2%) remain non respondents.

Concise language:

(1) 202 (52%) always care for the conciseness of the language during writing the business documents.
(2) 119 (30%) often care for the conciseness of the language during writing the business documents.
(3) 51 (13%) sometimes care for the conciseness of the language during writing the business documents.
(4) 7 (2%) never care for the conciseness of the language during writing the business documents.
(5) 12 (3%) remain non respondents.

The above analysis leads the researcher to conclude that 267 (68%) employees always care for correctness of format during writing the business documents. 289 (74%) always care for stated purpose during writing the business documents. 224 (63%) always care for the well organized message while writing the business documents. 202 (52%) always care for the conciseness of the language during writing the business documents

Q.26 Do you proof read your communication?

Yes/ No

If “Yes”, mention the help line you use for proof reading:

☐ Internet  ☐ Computer
☐ Reference books  ☐ Drafting
☐ Proof reader  ☐ Manuscript
☐ Any other ___________________________
DO YOU PROOF READ THE DOCUMENTS?

<table>
<thead>
<tr>
<th>DO YOU PROOF READ THE DOCUMENTS?</th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NOS</strong></td>
<td>301</td>
<td>65</td>
<td>25</td>
<td>366</td>
</tr>
<tr>
<td>%</td>
<td>77</td>
<td>17</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know whether the employees proof read the documents and what means of proof reading are used.

The analysis of the question shows that 301 (77%) employees proof read the business documents while 65 (17%) employees never proof read the documents. 301 employees who proof read the documents 110 use internet, 209 use computer, 86 use reference books, 90 use drafting, 38 use proof readers, 23 use manuscript while 15 use other means of proof reading.

It leads the researcher to conclude that computer and internet are the most used means in proof reading.
Q.27 How frequently do you use a Spell Check while writing a business document?

- Always
- Often
- Sometimes
- Never

<table>
<thead>
<tr>
<th>DO YOU USE SPELL CHECK?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
</tr>
<tr>
<td>182</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DO YOU USE SPELL CHECK?</th>
</tr>
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<tbody>
<tr>
<td>ALWAYS</td>
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<tr>
<td>47%</td>
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</table>

NOS

<table>
<thead>
<tr>
<th>DO YOU USE SPELL CHECK?</th>
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<tbody>
<tr>
<td>ALWAYS</td>
</tr>
<tr>
<td>182</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DO YOU USE SPELL CHECK?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
</tr>
<tr>
<td>47%</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know the use of spell check in writing business documents.

The analysis shows that 182 (47%) employees always use spell check, 89 (23%) often use spell check, 99 (25%) sometimes use spell check and 16 (4%) never use spell check as a means of writing documents while 5 (1%) remain non respondent

It leads the researcher to conclude that 182 (47%) employees always use spell check and 16 (4%) never use spell check as a means of writing business documents

Q.28 How frequently do you use a Thesaurus while writing a business document?

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO YOU USE THESAURUS?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>DO YOU USE THESAURUS ?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO YOU USE THESAURUS?</strong></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>ALAYS</th>
<th>OFTEN</th>
<th>SOMETIMES</th>
<th>NEVER</th>
<th>N.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>102</td>
<td>177</td>
<td>46</td>
<td>19</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know the use of Thesaurus in writing business documents.

The analysis shows that 47 (12%) employees always use Thesaurus, 102 (26%) often use Thesaurus, 177 (45%) sometimes use Thesaurus and 46 (12%) never use Thesaurus as a means of writing business documents while 19 (5%) remain non respondents.

It leads the researcher to conclude that 47 (12%) employees always use Thesaurus and 46 (12%) never use Thesaurus as a means of writing business documents.

Q.29 How frequently do you use the Grammar Check option to correct grammatical errors?

☐ Always ☐ Often ☐ Sometimes ☐ Never

<table>
<thead>
<tr>
<th>DO YOU USE THESAURUS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>NOS</td>
</tr>
<tr>
<td>%</td>
</tr>
</tbody>
</table>

*Graph showing the distribution of responses for Grammar Check use.*

136
DO YOU USE GRAMMAR CHECK OPTION?

<table>
<thead>
<tr>
<th></th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>SOME TIMES</th>
<th>NEVER</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>99</td>
<td>93</td>
<td>139</td>
<td>52</td>
<td>8</td>
<td>391</td>
</tr>
<tr>
<td>%</td>
<td>25</td>
<td>24</td>
<td>36</td>
<td>13</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

The researcher has surveyed this question to know the use of Grammar check in writing business documents.

The analysis shows that 99 (25%) employees always use Grammar check, 93 (24%) often use Grammar check, 139 (36%) sometimes use Grammar check and 52 (13%) never use Grammar check as a means of writing document. While 8 (2%) remain non respondents.

It leads the researcher to conclude that 99 (25%) employees always use Grammar check and 52 (13%) never use Grammar check as a means of writing business document.
Q.30 How frequently do you use any Reference Book for a special task of writing in English?

- Always
- Often
- Sometimes
- Never

**Bar Graph**

- Always: 24
- Often: 73
- Sometimes: 192
- Never: 90
- N.R: 12

Total: 391

**Pie Chart**

- Always: 23%
- Often: 19%
- Sometimes: 49%
- Never: 6%
- N.R: 3%

**Table**

<table>
<thead>
<tr>
<th>DO YOU USE REFERENCE BOOK?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALWAYS</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>NOS</td>
</tr>
<tr>
<td>%</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know the use of reference book in writing business documents.

The analysis shows that 24 (6%) employees always use reference book, 73 (19%) often use reference book, 192 (49%) sometimes use reference book and 90 (23%) never use reference book as a means of document writing while 12 (3%) remain non respondents.

It leads the researcher to conclude that 24 (6%) employees always use reference book and 90 (23%) never use reference book as a means of writing document.

Q.31 Have you ever been asked by the authority to improve writing skill in English?  

![Graph showing the distribution of responses to the question: 291 respondents (23%) answered 'Yes', 11 respondents (3%) answered 'No', and 89 respondents (74%) answered 'N.R.']

![Pie chart showing the distribution of responses to the question: 23% answered 'Yes', 74% answered 'No', and 3% answered 'N.R.']
| HAVE YOU EVER BEEN ASKED TO IMPROVE WRITING SKILLS? |
|---------------------------------|---|---|---|---|
| YES | NO | N.R | TOTAL |
| NOS | 89 | 291 | 11 | 391 |
| %   | 23 | 74  | 3  | 100 |

The researcher has surveyed this question to know the role of the organisation to improve writing skill in English of the employees.

The analysis shows that only 89 (23%) employees are asked by the employers to improve writing skills, 291 (74%) employees are not being asked for improving writing skills while 11 (3%) remain non-respondents.

It leads the researcher to conclude that majority of the employees are not being asked by the employers to improve writing skills.

Q.32 Have you taken any special training for improving written communication in English?
The researcher has surveyed this question to know whether the employees have taken any special training to improve written communication in English.

The analysis shows that 53 (14%) employees have taken special training, 329 (84%) employees haven’t taken any special training to improve written communication in English while 9 (2%) remain non respondents.

It leads the researcher to conclude that majority of the employees haven’t taken any special training to improve written communication in English.

**Q.33 Electronic devices used for communication:**

- [ ] Landline Phone
- [ ] Cell phone
- [ ] Fax
- [ ] Computer
- [ ] Internet/E-mail
- [ ] Any other_____________
The researcher has surveyed this question to know the use of electronic devices as a means of communication.

The analysis of the question shows that out of 391 employees, 270 use landline phone, 308 use cell phone, 186 use fax, 313 use computers, 311 use internet as a means of communication in the corporate houses. While 6 use other devices as a means of communication.

It leads the researcher to conclude that Computer(313) is the most used means of communication while fax (186) is the least used means of communication.
Q.34 How frequently do you use Computer and Internet for communication?

The researcher has surveyed this question to know the frequency of the use of computer and internet for communication.
The analysis shows that 232 (59%) employees always use computer and internet, 99 (25%) often use computer and internet, 50 (13%) sometimes use computer and internet, 6 (2%) never use computer and internet while 4 (1%) remain non respondents.

It leads the researcher to conclude that 232 (59%) employees always use computer and internet while 6 (2%) never use computer and internet as a means of communication.

Q.35 Are you aware that body language is important for effective communication?

Yes/No

If “Yes”, how frequently do you use it for effective oral communication?

☐ Always      ☐ Sometimes

☐ Often      ☐ Never

☐ I don’t know what body language is.
If “Yes”, how frequently do you use it for effective oral communication?

**USE OF BODY LANGUAGE FOR EFFECTIVE ORAL COMMUNICATION**

- **ALWAYS**: 168
- **OFTEN**: 95
- **SOMETIMES**: 95
- **NEVER**: 5
- **I DON’T KNOW**: 2
- **N.R**: 26

**IS BODY LANGUAGE IMPORTANT?**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>352</td>
<td>22</td>
<td>17</td>
<td>391</td>
</tr>
<tr>
<td>%</td>
<td>90</td>
<td>6</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know the awareness of employees regarding body language for effective oral communication and to know how frequently employees use it for effective oral communication.

The analysis shows that 352 (90%) employees are aware regarding the importance of body language for effective oral communication while 22 (6%) employees are not aware regarding its importance. Out of 352 employees who are aware regarding the importance of body language, 168 (43%) always use it for effective oral communication, 95 (24%) often use it, 95 (24%) sometimes use it, 5 (1%) never use it, 2 (1%) don’t know its frequency while 26 (7%) remain non-respondent.

It leads the researcher to conclude that 352 employees realize the importance of body language for effective oral communication but only 168 (43%) always use it for effective oral communication.
Q.36 Did you specifically study BEC as a subject during higher education?

Yes/ No

If “Yes”, how would you rate the utility of BEC you studied?

- Extremely useful
- Useful
- Not useful

**DO YOU STUDY BEC?**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>131</td>
<td>252</td>
<td>8</td>
<td>391</td>
</tr>
<tr>
<td>%</td>
<td>34</td>
<td>64</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know the study of BEC as a subject during higher education with its utility at present.
The analysis shows that 252 (64%) employees haven’t studied BEC as a subject during higher education while 131 (34%) have studied BEC as a subject during higher education. Out of 131 employees who studied BEC during higher education, 72 (55%) rate it extremely useful, 57 (43%) rate it useful while 2 (2%) rate it as not useful.

It leads the researcher to conclude that out of 131 (34%) employees, 72 (55%) rate BEC as a subject extremely useful while 2 (2%) rate it as not useful.

Q.37 Do you think that study in first language (mother tongue) affects one’s proficiency in BEC?

Yes/No

If “Yes”. What should be done to improve BEC of the people who have studied in first language (mother tongue)?

(1)____________________________________________________
(2)____________________________________________________
(3)____________________________________________________
(4)____________________________________________________
(5)____________________________________________________
(6)____________________________________________________
The researcher has surveyed this question to know effect of mother tongue to achieve proficiency in BEC.

The analysis shows that 200 (51%) employees think that mother tongue affects one’s proficiency in BEC while 180 (46%) employees think that it doesn’t affect one’s proficiency in BEC while 11 (3%) remain non respondents.

It leads the researcher to conclude that the majority of the employees believe that mother tongue affects one’s proficiency in BEC to some extent.

3.3 QUESTIONNAIRE FOR EMPLOYER

Q.7 Do you believe that in this era of ‘Global Competition’ proficiency in Business English Communication (BEC) (hereafter referred as BEC) has become very important?
The researcher has surveyed this question to know employers’ awareness regarding importance of BEC in the era of global competition.
The analysis shows that 74 (99%) employers realize that BEC has become important while 1 (1%) realizes no importance.

It leads the researcher to conclude that majority of the employers of corporate houses of Gujarat believe that proficiency in BEC is very important in this era of Global Competition.

Q.9 Do you arrange any test to check the level of proficiency in BEC before appointing the employees?

Yes/ No

If “Yes”, what do you check in it?

☐ Proficiency in Listening

☐ Proficiency in Speaking

☐ Proficiency in Writing

☐ Proficiency in Reading
DO YOU ARRANGE ANY TEST TO CHECK THE LEVEL OF PROFICIENCY IN BEC?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>32</td>
<td>42</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>43</td>
<td>56</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

If “Yes”, what do you check in it?
The researcher has surveyed this question to check whether employers arrange any test to check the level of proficiency in BEC before appointing the employees.

The analysis shows that 42 (56%) employers arrange no test while 32 (43%) employers arrange the test. Out of 32 employers who arrange the test 17 employers check proficiency in listening, 28 check proficiency in speaking, 27 check proficiency in writing while 20 check proficiency in reading.

It leads the researcher to conclude that during the process of appointment most of the employers don’t check employees’ proficiency in BEC and whenever checked equal weightage is not given to all four skills.

Q.10 What are your views regarding the level of proficiency in BEC of your employees?

- Poor
- Average
- Good
- Excellent

![LEVEL OF PROFICIENCY](image)

<table>
<thead>
<tr>
<th>LEVEL OF PROFICIENCY</th>
<th>NOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>POOR</td>
<td>6</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>45</td>
</tr>
<tr>
<td>GOOD</td>
<td>23</td>
</tr>
<tr>
<td>EXCELLENT</td>
<td>1</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know employers views regarding the level of proficiency in BEC of the employees.

The analysis shows that 6 (8%) employers rated the level of proficiency as poor, 45 (60%) employers rate it as average, 23 (32%) rate it as good, 1 (1%) rate it as excellent.

It leads the researcher to conclude that majority of the employers rate average to above average level of proficiency of their employees in BEC of their employees.
Q.11 Are you satisfied with the proficiency of your employees in BEC?

Yes/No

If “No”, mention your efforts to make them good at BEC:

- Facility of Library.
- Computer with Internet connection.
- On job training
- Special incentives
- Any Others_____________________

---

Are you satisfied with the proficiency of your employees in BEC?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33</td>
<td>40</td>
<td>2</td>
</tr>
</tbody>
</table>

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Are you satisfied with the proficiency of your employees in BEC?

- Yes: 44%
- No: 53%
- Others: 3%
Are you satisfied with the proficiency of your employees in BEC?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>33</td>
<td>40</td>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>44</td>
<td>53</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

Efforts to make employees good at BEC:

- Facility of Library: 11%
- Computer: 25%
- Training: 25%
- Incentives: 3%
- Any Other: 5%
- N.R: 6%
The researcher has surveyed this question to know whether the employers are satisfied with the proficiency of their employees in BEC. The analysis shows that 33 (44%) employers are satisfied with the proficiency of the employers in BEC while 40 (53%) employers are not satisfied. Out of 40 employers who are not satisfied with the level made certain efforts to improve the level. 11 (15%) employers provide the facility of library, 25 (33%) employers provide the computer, 25 (33%) employers provide training, 3 (3%) provide incentives, 5 (7%) employers provide other facilities while 6 (8%) remain non respondent.

It leads the researcher to conclude that the 25 (33%) employers provide the computer and training while 3 (3%) provide incentives to make employees good at BEC.

Q.13 Media and Experts say that people of Gujarat are not good at BEC:

[Please mention your views through tick mark (✓ )]

(a) "In this era of 'Globalization' and 'Foreign Direct Investment', the biggest challenge for the people of Gujarat is inadequate knowledge of English"

(Divya Bhaskar, February 21, 2007)

Yes/ No

(b) “.........yet Gujarat is lagging behind in the IT Sector, mainly because of lack of English education”

Mr. Bhaskar Tanna, Senior High Court Advocate

(The Times of India, February 7, 2007)
(c) “The Gujarati students of CA are not good at English”

Mr. Sunil Talati, President of The Institute of Chartered Accountants of India.

(Divya Bhaskar, February 9, 2007)

<table>
<thead>
<tr>
<th>INADEQUATE KNOWLEDGE OF ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>NOS</td>
</tr>
<tr>
<td>%</td>
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</tbody>
</table>
The researcher has surveyed this question to know employers' views regarding the challenge of inadequate knowledge of English.

The analysis shows that 62 (83%) are agreed with the statement while 13 (17%) are disagreed with this.

It leads the researcher to conclude that according to the majority of employers, the biggest challenge for the people of Gujarat is inadequate knowledge of English.

Q.13 (b) “........yet Gujarat is lagging behind in the IT Sector, mainly because of lack of English education”

Mr. Bhaskar Tanna, Senior High Court Advocate
(The Times of India, February 7, 2007)
Gujarat is lagging behind in the IT Sector, mainly because of lack of English education

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>58</td>
<td>16</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>77.34</td>
<td>21.33</td>
<td>1.33</td>
<td>100</td>
</tr>
</tbody>
</table>

The researcher has surveyed this question to know employers views regarding Gujarat is lagging being in IT sector because of lack of English education.

The analysis shows that 58 (77.34%) employers believe that Gujarat is lagging behind in IT sector because of lack of English education, 16 (21.33%) don’t agree, while 1 (1.33%) remains non respondent.

It leads the researcher to conclude that majority of the employers think that Gujarat is lagging behind in the IT sector because of lack of English education.

Q.13 (c) “The Gujarati students of CA are not good at English”

Mr. Sunil Talati, President of The Institute of Chartered Accountants of India.

(Divya Bhaskar, February 9, 2007)

The Gujarati students of CA are not good at English

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>59</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>72.04</td>
<td>26.03</td>
<td>1.93</td>
</tr>
</tbody>
</table>
The Gujarati students of CA are not good at English

The researcher has surveyed this question to know employers views regarding whether the Gujarati students of CA are not good at English.

The analysis shows that 59 (79%) employers believe that Gujarati students of C.A are not good at English, 15 (20%) don’t believe this while 1 (1%) remains non respondent.

It leads the researcher to conclude that majority of the employers believe that Gujarati students of C.A are not good at English.

Q.15 How can the following contribute for developing proficiency in BEC in Gujarat at their respective levels?

GOVERNMENT

15.1 Do you think that Govt. should make English a compulsory subject from standard one? Yes/ No

<table>
<thead>
<tr>
<th>The Gujarati students of CA are not good at English</th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>59</td>
<td>15</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>79</td>
<td>20</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

162
The researcher has surveyed this question to know employers views regarding the role of government to make English a compulsory subject from standard one.

The analysis of the question shows that 71 (95%) employers think that govt should make English a compulsory subject from standard one while 4 (5%) don't agree.
Majority of the employers think that govt. should make English a compulsory subject from standard one.

Q.15.2 Do you think that Govt. should offer primary and secondary education through English medium in government and aided schools across Gujarat?

Yes/ No
Should Govt. offer primary and secondary education through English medium in government and aided schools across Gujarat?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>64</td>
<td>11</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>85</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

The researcher has surveyed this question to know employers views regarding the role of government to offer English medium in government and aided schools across Gujarat.

The analysis of the question shows that 64 (85%) employers think that govt should introduce English medium in government and aided schools across Gujarat while 11 (15%) don’t agree.

Majority of the employers think that govt should offer primary & secondary education through English medium in government and aided schools across Gujarat.

Q.15.3 Do you think that Govt. should introduce Communication skills in English as a compulsory subject in secondary education?

Yes/ No

---

Do you think that Govt. should introduce Communication skills in English as a compulsory subject in secondary education?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>4</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know employers views regarding the role of government to introduce Communication skills in English as a compulsory subject in secondary education.

The analysis of the question shows that 71 (95%) employers think that govt should introduce Communication skills in English as a compulsory subject in secondary education while 4 (5%) don't agree that it should be introduced.

It leads the researcher to conclude that majority of the employers think that Govt should introduce Communication skills in English as a compulsory subject in secondary education.
Q.15.4 Do you think that Govt. should introduce Communication skills in English as a compulsory subject for all disciplines at U.G level?

<table>
<thead>
<tr>
<th>NOS</th>
<th>YES</th>
<th>NO</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>5</td>
<td></td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>93</td>
<td>7</td>
<td>100</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know employers’ views regarding the role of government to introduce Communication skills in English as a compulsory subject for all disciplines at U.G level.

The analysis of the question shows that 70 (93%) employers think that govt should introduce Communication skills in English as a compulsory subject for all disciplines at U.G level while 5 (7%) don’t think that it should be introduced.

It leads the researcher to conclude that majority of the employers think that Govt should introduce Communication skills in English as a compulsory subject for all disciplines at U.G level.

CORPORATE HOUSES

Q.16.1 Do you think that the corporate houses should offer incentives to the employees for developing proficiency in BEC? Yes/ No

![Bar Chart]

![Pie Chart]

168
Do you think that the corporate houses should offer incentives to the employees for developing proficiency in BEC?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>61</td>
<td>12</td>
<td>2</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>81</td>
<td>16</td>
<td>3</td>
<td>100</td>
</tr>
</tbody>
</table>

The researcher has surveyed this question to know employers' views regarding the role of corporate houses to offer incentives to the employees for developing proficiency in BEC.

The analysis of the question shows that 61 (81%) employers think that corporate houses should offer incentives to the employees for developing proficiency in BEC and 12 (16%) don't agree, while 2 (3%) remain non respondent.

It leads the researcher to conclude that majority of the employers think that corporate houses should offer incentives to the employees for developing proficiency in BEC.

Q.16.2 Do you think that corporate houses should organize Workshops /Trainings /Seminars / Refresher courses for improving BEC of employees?

Yes/ No
The researcher has surveyed this question to know employers views on the role of corporate houses to organize workshops /trainings/ seminars/ refresher courses for improving BEC of employees.

The analysis shows that 69 (92%) employers think that corporate houses should organize workshops/trainings/seminars/refresher courses for improving BEC of employees and 4 (5%) employees don’t agree, while 2 (3%) employers remain non respondents.

It leads the researcher to conclude that the majority of the employers think that corporate houses should organize workshops /trainings/ seminars/ refresher courses for improving BEC of employees.
Q.16.3 Do you think that Corporate houses should provide the facility of internet and library with latest books on BEC?

<table>
<thead>
<tr>
<th>Yes/ No</th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>70</td>
<td>4</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>93</td>
<td>5</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

Do you think that Corporate houses should provide the facility of internet and library with latest books on BEC?

YES: 70%
NO: 5%
N.R: 2%

Yes: 93%
No: 5%
N.R: 2%
The researcher has surveyed this question to know the views of employers to provide the facility of internet and library with latest books on BEC in the corporate houses of Gujarat.

The analysis shows that 70 (93%) employers think that the corporate house should provide the facility of internet and library with latest books on BEC in the corporate houses of Gujarat and 4 (5%) don’t agree, while 1 (2%) remains non-respondent.

It leads the researcher to conclude that the majority of the employers think that the corporate houses should provide the facility of internet and library with latest books on BEC.

UNIVERSITY / COLLEGES

Q.17.1 Do you think that University/college should offer specially designed course in Communication skills in English for the existing employees to keep pace with the actually required skills of BEC in English?

Yes/ No

[Bar chart showing responses]

[Pie chart showing responses]
The researcher has surveyed this question to know the employers views on the role of University/college to offer specially designed course in Communication skills in English for the existing employees.

The analysis shows that 73 (98%) employers think University/college should offer specially designed course in Communication skills in English for the existing employees and 1 (1%) doesn’t agree ,while 1 (1%) remains non respondent.

It leads the researcher to conclude that majority of the employers think that University/college should offer specially designed course in Communication skills in English for the existing employees.

Q.17.2 Do you think that University/College should make Communication skills in English a compulsory subject at UG/PG level?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>73</td>
<td>1</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>98</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

Yes/No
Do you think that University/College should make Communication skills in English a compulsory subject at UG/PG level?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>70</td>
<td>4</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>94</td>
<td>5</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

The researcher has surveyed this question to know the views of employers on the role of University/college to make English a compulsory subject at UG/PG level.

The analysis shows that 70 (94%) employers think that university/college should make English a compulsory subject at UG/PG level, 4 (5%) employers don’t agree, while 1 (1%) remains non respondent.

It leads the researcher to conclude that majority of the employers think that university/college should make English a compulsory subject at UG/PG level.

Q.17.3 Do you think that University/College should offer certificate/Diploma courses in BEC over and above regular degree programs?

Yes/ No
Do you think that University/College should offer certificate/Diploma courses in BEC over and above regular degree programs?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>67</td>
<td>7</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>89</td>
<td>10</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>

- **YES**: 67, **NO**: 7, **N.R**: 1, **TOTAL**: 75
- **Percentage Distribution**:
  - **YES**: 89%
  - **NO**: 10%
  - **N.R**: 1%
The researcher has surveyed this question to know the employers' views regarding the role of University/college to offer certificate/Diploma courses in BEC over and above regular programs.

The analysis shows that 67 (89%) employers think that University/college should offer certificate/Diploma courses in BEC over and above regular programs, 7 (10%) employers don’t agree, while 1 (1%) remains non-respondent.

It leads the researcher to conclude that the majority of the employers think that University/college should offer certificate/Diploma courses in BEC over and above regular programs.

**Q.17.4 Do you think that colleges should organize special Training Programs of BEC for students?**

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>72</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The researcher has surveyed this question to know the employers' views regarding the role of University/college to offer certificate/Diploma courses in BEC over and above regular programs.
The researcher has surveyed this question to know the role of colleges to organize special Training Programs of BEC for students.

The analysis of the question shows that 72 (96%) employers think that colleges should organize special training programs of BEC for students, 2 (3%) employers don’t agree, while 1 (1%) remains non respondent.

It leads the researcher to conclude that majority of the employers think that colleges should organize special training programs of BEC for students.

3.4 QUESTIONNAIRE FOR FACULTY

Q.2 Have you attended any course for developing Communication Skills in English?

Yes/No

![Bar Chart]

ATTENDED ANY COURSE RELATED TO COMMUNICATION SKILLS

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values</td>
<td>19</td>
<td>55</td>
<td>1</td>
</tr>
</tbody>
</table>

177
The researcher has surveyed this question to know whether the faculties have attended any course related to communication skills in English.

The analysis of the question shows that 19 (25.33%) faculties have attended courses related to communication skills in English, 55 (73.34%) faculties assert that they haven’t attended any course for developing communication skills in English while 1 (1.33%) remains non respondent.

It leads the researcher to conclude that majority of the faculties haven’t attended any course for developing communication skills in English.

Q.3 Does the syllabus of BEC of your institution match with the actual needs of communication of Corporate Houses?

Yes/No
The researcher has surveyed this question to know faculties’ views regarding whether the syllabus of their institutions match with the actual needs of corporate houses.
The analysis of the question shows that 46 (64%) faculties explain that the syllabus of BEC of their institutions match with the actual needs of communication of Corporate Houses, 26 (36%) explain mismatch of syllabus with the actual needs while 3 (4%) remain non respondents.

It leads the research to conclude that the majority of the faculties think that syllabus of BEC of educational institutions of Gujarat match with the actual needs of communication of Corporate Houses.

Q.5 Media and Experts say that the people of Gujarat are not good at BEC:

[Please mention your views through tick mark (✓ )]

a) "In this era of 'Globalization' and 'Foreign direct investment', the biggest challenge for the people of Gujarat is inadequate knowledge of English"
(Divya Bhaskar, February 21, 2007)

Yes/ No

b) “........yet Gujarat is lagging behind in the IT Sector, mainly because of lack of English education”

Mr. Bhaskar Tanna, Senior High Court Advocate
(The Times of India, February 7, 2007)

Yes/ No

c) “The Gujarati students of CA are not good at English”

Mr. Sunil Talati, President of The Institute of Chartered Accountants of India.

(Divya Bhaskar, February 9, 2007)

Yes/ No
The researcher has surveyed this question to know faculties’ views regarding the challenge of inadequate knowledge of English.
The analysis shows that 62 (83%) agreed with the statement while 13 (17%) disagreed with this.

It leads the researcher to conclude that according to faculties the biggest challenge for the people of Gujarat is inadequate knowledge of English.

<table>
<thead>
<tr>
<th>GUJARAT LAGGING BEHIND DUE TO ENGLISH</th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>57</td>
<td>17</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>76</td>
<td>23</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know faculties’ views regarding Gujarat is lagging behind in IT sector mainly because of English.

The analysis shows that 57 (76%) faculties believe that Gujarat is lagging behind in IT sector because of lack of English education and 17 (23%) don’t agree, while 1 (1%) remains non respondent.

It leads the researcher to conclude that majority of the faculties believe that Gujarat is lagging behind in the IT sector because of lack of English education.
The researcher has surveyed this question to know faculties’ views regarding whether Gujarati students of C.A are not good at English.

The analysis shows that 59 (79%) employers believe that Gujarati students of C.A are not good at English, 15 (20%) don’t agree, while 1 (1%) remains non respondent.

It leads the researcher to conclude majority of the faculties believe that Gujarati students of C.A are not good at English.

Q.7 How can the following contribute in developing proficiency in BEC in Gujarat at their respective levels?

GOVERNMENT

7.1 Do you think that Govt. should make English a compulsory subject from standard one?  

Yes/ No
The researcher has surveyed this question to know faculties’ views regarding the role of government to make English a compulsory subject from standard one.

The analysis of the question shows that 62 (83%) faculties think that govt should make English a compulsory subject from standard one. 12 (16%) faculties don’t agree while 1 (1%) remains non respondent.

It leads the researcher to conclude that majority of the faculties think that govt should make English a compulsory subject from standard one.

7.2 Do you think that Govt. should offer primary and secondary education in English medium in government and aided schools across Gujarat?

Yes/ No
The researcher has surveyed this question to know faculties’ views regarding the role of government to offer English medium in government and aided schools across Gujarat.

The analysis of the question shows that 48 (64%) faculties think that govt should introduce English medium in government and aided schools across Gujarat, 26 (35%) faculties don’t agree, while 1 (1%) remains non respondent.
It leads the researcher to conclude that majority of the faculties think that English medium in government and aided schools across Gujarat, should be offered.

7.3 Do you think that Govt. should introduce Communication Skills in English as a compulsory subject in secondary education?

Yes/ No

<table>
<thead>
<tr>
<th>SHOULD MAKE COMMUNICATION SKILLS IN ENG COMPULSORY FROM SEC EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>64</td>
</tr>
<tr>
<td>85%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHOULD MAKE ENG COMPULSORY FROM SEC EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>NOS</td>
</tr>
<tr>
<td>%</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know faculties’ views regarding the role of government to introduce Communication skills in English as a compulsory subject in secondary education.

The analysis of the question shows that 64 (85%) faculties think that govt should introduce Communication skills in English as a compulsory subject in secondary education, 10 (14%) faculties don’t agree, while 1 (1%) remains non respondent.

It leads the researcher to conclude that majority of the faculties think that Govt should introduce Communication skills in English as a compulsory subject in secondary education.

7.4 Do you think that Govt. should introduce Communication skills in English as a compulsory subject for all disciplines at U.G level?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM SKILL COMPULSORY SUBJECT AT UG LEVEL?</td>
<td><img src="image1.png" alt="Graph" /></td>
<td><img src="image2.png" alt="Graph" /></td>
<td></td>
</tr>
</tbody>
</table>

188
COM SKILL COMPULSORY SUBJECT AT UG LEVEL?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>58</td>
<td>16</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>%</td>
<td>77.34</td>
<td>21.33</td>
<td>1.33</td>
<td>100</td>
</tr>
</tbody>
</table>

The researcher has surveyed this question to know faculties’ views regarding the role of government to introduce Communication skills in English as a compulsory subject for all disciplines at U.G level.

The analysis of the question shows that 58 (77.34%) faculties think that the government should introduce Communication skills in English as a compulsory subject for all disciplines at U.G level, 16 (21.33%) don’t agree, while 1 (1.33%) remains non respondent.

It leads the researcher to conclude that majority of the faculties think that the government should introduce Communication skills in English as a compulsory subject for all disciplines at U.G level.

CORPORATE HOUSES

8.1 Do you think that the corporate houses should offer incentives to the employees for developing proficiency in BEC?

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>corporate should offer incentives to employees?</td>
<td>57</td>
<td>15</td>
<td>3</td>
</tr>
</tbody>
</table>
The researcher has surveyed this question to know faculties’ views regarding the role of corporate houses to offer incentives to the employees for developing proficiency in BEC.

The analysis of the question shows that 57 (76%) faculties’ think that corporate houses should offer incentives to the employees for developing proficiency in BEC and 15 (20%) faculties’ don’t think that while 3 (4%) remain non respondents.

It leads the researcher to conclude that majority of the faculties think that corporate houses should offer incentives to the employees for developing proficiency in BEC.

8.2 Do you think that corporate houses should organize Workshops / Training / Seminars / Refresher courses for improving BEC of employees?

Yes/ No
The researcher has surveyed this question to know faculties’ views on the role of corporate houses to organize workshops /trainings/ seminars/ refresher courses for improving BEC of employees.
The analysis shows that 66 (88%) faculties think that corporate houses should organize workshops/trainings/seminars/refresher courses for improving BEC of employees, 7 (9%) faculties don’t agree, while 2 (3%) remain non respondents.

It leads the researcher to conclude that majority of the faculties think that the corporate houses should organize workshops/trainings/seminars/refresher courses for improving BEC of employees.

8.3 Do you think that Corporate houses should provide the facility of library and internet with latest books on BEC?  

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

87% Yes, 10% No, 3% do not respond.
The researcher has surveyed this question to know the views of faculties to provide the facility of internet and library with latest books on BEC in the corporate houses of Gujarat.

The analysis shows that 65 (87%) faculties think that the corporate houses should provide the facility of internet and library with latest books on BEC in the corporate houses of Gujarat and 8 (10%) faculties don’t agree, while 2 (3%) remain non-respondents.

It leads the researcher to conclude that majority of the faculties think that the corporate houses should provide the facility of internet and library with latest books on BEC.

**UNIVERSITY/COLLEGE:**

**9.1 Do you think that University/college should offer specially designed course in communication skills for the existing employees to keep pace with the actually required skills of BEC in English?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>N.R</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOS</td>
<td>65</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>%</td>
<td>87</td>
<td>10</td>
<td>3</td>
</tr>
</tbody>
</table>

The researcher has surveyed this question to know the views of faculties to provide the facility of internet and library with latest books on BEC in the corporate houses of Gujarat.
The researcher has surveyed this question to know the faculties' views on the role of University/college to offer specially designed course in Communication skills in English for the existing employees.

The analysis shows that 69 (92%) faculties think University/college should offer specially designed course in Communication skills in English for the existing employees and 5 (7%) faculties don't agree, while 1 (1%) remains non respondent.

It leads the researcher to conclude that majority of the faculties think that University/college should offer specially designed course in Communication skills in English for the existing employees.

9.2 Do you think that University/College should make **Communication skills in English** a compulsory subject at UG/PG level?
The researcher has surveyed this question to know the views of faculties on the role of University/college to make English a compulsory subject at UG/PG level.
The analysis shows that 60 (80%) faculties think that university/college should make English a compulsory subject at UG/PG level, 13 (17%) faculties don’t agree, while 2 (3%) remain non-respondents.

It leads the researcher to conclude that majority of the faculties think that university/college should make communication skills in English a compulsory subject at UG/PG level.

9.3 Do you think that University/College should offer certificate/Diploma courses in BEC over and above regular degree programs?

![Bar Chart: SHOULD OFFER CERTIFICATE COURSES OF BEC]

- **63** (84%) Yes
- **11** (15%) No
- **1** (1%) N.R.

![Pie Chart: SHOULD OFFER CERTIFICATE COURSES OF BEC]

- **84%** Yes
- **15%** No
- **1%** N.R.
The researcher has surveyed this question to know the faculties’ views regarding the role of University/college to offer certificate/Diploma courses in BEC over and above regular programs.

The analysis shows that 63 (84%) faculties’ think that University/college should offer certificate/Diploma courses in BEC over and above regular programs, 11 (15%) faculties’ don’t agree, while 1 (1%) remains non respondent.

It leads the researcher to conclude that majority of the faculties think that University/college should offer certificate/Diploma courses in BEC over and above regular programs.

9.4 Do you think that colleges should organize special Training Programs of BEC for students?
The researcher has surveyed this question to know the role of college to organize special Training Programs of BEC for students.

The analysis of the question shows that 63 (84%) faculties think that college should organize special training programs of BEC for students, 11 (15%) faculties don’t agree, while 1 (1%) remains non respondent

It leads the researcher to conclude that majority of the faculties think that colleges should organize special training programs of BEC for students.
Summary of the data analysis and interpretation is given below:

3.5 SUMMARY

3.5.1 Employee

More number of employees are proficient to read, write and speak in English than number of employees proficient in Hindi or Gujarati. This shows that majority of the employees are good at English. It indirectly indicates that only those employees can survive who are good at English. The rule of ‘survival of the fittest’ is applicable here as far as proficiency in English is concerned. It also infers that if one doesn’t develop proficiency in BEC it becomes difficult to get a job in corporate houses.

Majority of the employees have studied in English medium at higher education compared to primary and secondary education in Gujarati or Hindi medium. It shows that they can study higher education in English medium even though they have studied primary and secondary education in mother tongue. It also highlights extensive use of English language as a means of higher education. Here, it is observed that in order to get a job one should have studied in English medium at higher education. Thus, if one has studied in English medium at higher education it becomes an added advantage to get a job.

At their place of work reading and writing skills are used in higher degree compared to speaking and listening. It is surprising to note that two important skills—speaking and listening are less used compared to reading and writing. It indicates that majority of the employees receive communication on desk by mail. Most of them communicate electronically. However, listening and speaking are used more frequently by higher end, sales and marketing, and front desk employees.

BEC enhances personal effectiveness. Majority of the employees believe that BEC is very important but according to their own opinion very few have excellent proficiency in BEC. Employees having good to poor proficiency in BEC attend coaching classes, and workshops for improving BEC.

Majority of the employees prefer English language to communicate with authority, customer, and corporate houses. The same employees prefer Gujarati
while communicating with colleagues. Thus, mother tongue is preferred for informal communication.

Even though oral communication in English is very important for functioning and majority of the employees are of the opinion that English is the most effective language of oral communication, very few employees have taken special training to improve oral communication skill in English. Oral communication is very important for effective functioning in corporate houses. It can be improved by special training. Special training helps in achieving proficiency and updating oneself. Awareness should be brought for special training to develop oral communication skill in English.

Majority of the employees believe that study through English medium is must for developing effective communication skills in English. It contradicts with the previous findings where employees are proficient to read, write and speak English even though they have studied in mother tongue. Thus, through practice and training one can be proficient in spoken English without studying in English medium. At their place of work speaking skills in English is more frequently used for presentation and dealing with customers. To be an effective oral communicator in English according to employees’ grammar is the most important area. It shows traditional structural approach of learning English where grammar is given utmost importance. In this traditional approach teacher makes students remember words and grammar structures mechanically. Students are compelled to memorize structures of grammar without knowing its communicative importance. While in communicative approach students learn language in natural way. In this approach all four skills are given equal importance. Thus, to be an effective oral communicator in English, it should be learnt through communicative approach.

Most of the employees communicate in written English regularly at work place; business letter is the most used form of written communication in the corporate houses of Gujarat. In writing business letters majority of the employees’ use their own style rather than following a standard format. Just contrary to it the same employees consider standard format as the second most important area for effective written communication in English. Standard format means universally accepted way of writing business letter where the same set of format is preferred. Communication of information is made much easier when the sender and receiver of
information use the same standard format. Awareness should be spread to use standard format of writing for effective communication across the globe.

Employees consider logical arrangement of ideas as the most important area for effective written communication in English.

Majority of the employees always care for purpose, recipient and message before writing a business documents. Thus, purpose, recipient and message should be considered before writing a business documents. It shows their awareness to consider purpose, recipient and message before writing a business document. As most of them haven’t taken training to improve written communication in English, they might have learnt it through experience. Here, experience is the best teacher to make them consider purpose, recipient and message before writing a business document.

Majority of the employees always care for the format of communication, clearly stated purpose, well organized communication and concise language before giving final touch to business documents. Thus, format of communication, clearly stated purpose, well organized communication and concise language should be considered before giving final touch to business documents. It shows their awareness to consider format of communication, clearly stated purpose, well organized communication and concise language before giving final touch to business documents. As stated in the previous paragraph they might have learnt it out of experience to consider format of communication, clearly stated purpose, well organized communication and concise language before giving final touch to business documents.

Most of the employees proof read their communication. Computer and internet are the most used means in proof reading. Nearly half of the employees always use spell check while writing business documents. Very few employees always use thesaurus while writing business documents. Nearly one fourth of the employees always use grammar check while writing business documents. This shows that most of the employees don’t use spell check, thesaurus and grammar check option for proof reading written communication. This means they are using computer just as a type writer. The use of these tools help as a dictionary and grammar book for the task of writing and add accuracy and speed in writing. Very
few employees always use reference book and almost one fourth of the employees never use reference book while writing business documents.

A reference book is referred for authoritative facts. It contributes articles to the basic reference work on the topic of writing. When one is assigned a special task of writing at that time reference book is very useful for effective written communication in business. Awareness should be brought to use reference book for special task of writing.

Majority of the employees are not being asked by the employers to improve writing skills. Majority of the employees haven’t taken any special training to improve written communication in English. Most of the employees do written communication in corporate houses. It is very important for effective functioning. It needs to be developed, updated and polished regularly for it training is the best way. So, employers should develop awareness to check proficiency of employees’ in written communication regularly and impart required training at a regular interval. At the same time employees should bring awareness to polish writing skills regularly.

Computer and internet are the most used electronic devices for communication. Most of the employees always use computer and internet for communication. It shows the impact of global and digital era where electronics gadgets are used frequently for communication.

Most of the employees are aware that body language is important for effective oral communication but nearly half of them always use body language for effective oral communication. Nearly half of the employees don’t use body language for effective communication. Here, it is possible that even though they use body language but they are not aware of it. Awareness about using body language should be brought for effective oral communication.

Majority of the employees didn’t study BEC as a subject during higher education. Still they say that they use BEC for written and oral communication. This means that they have learnt it out of experience. So, one can learn to communicate in second language with experience and practice. Employees consider BEC extremely useful.
Majority of the employees believe that study in mother tongue affects one’s proficiency in BEC.

3.5.2 Employer

Almost all the employers believe that BEC is important but almost half of them don’t arrange any test to check the level of proficiency of BEC before appointing the employees. Here, employers contradict themselves. At one hand they say that BEC is very important and at other hand they don’t check proficiency in BEC before appointing employees. If proficiency in BEC is made one of the criteria of section process employees’ will be compelled to sharpen their skills of BEC. As a result employers' will get employees who are proficient in BEC.

Employees who check proficiency in BEC prefer checking proficiency in speaking and writing. Here, listening skill is neglected. It is said that communication begins with listening. The most basic of all human needs is the need to understand and be understood. The best way to understand people is to listen to them.

Most of the employers rate average and above average proficiency of their employees but at the same time almost half of them are not satisfied with the proficiency of their employees.

Employers who are not satisfied with the proficiency of their employees use on job training and computer with internet connection to make them good at BEC. It shows employers awareness to develop proficiency in BEC through on job training and resources of internet and technology. If this trend is followed by other employers it would develop overall proficiency of employees in BEC in the corporate houses of Gujarat.

Majority of the employers and faculties agree that

(1) The biggest challenge for the people of Gujarat is inadequate knowledge of English.
(2) Gujarat is lagging behind in IT sector, mainly because of lack of English education.
(3) The Gujarati students of CA are not good at English.
It shows that most of the employees and faculties agree that the biggest challenge for the people of Gujarat is inadequate knowledge of English. This awareness regarding the poor level of English in Gujarat among employers and faculties will lead them to take concrete actions to develop it.

Majority of the employers and faculties are of the opinion that Govt. should

(1) Make English a compulsory subject from standard one.
(2) Introduce English medium in government and aided schools across Gujarat.
(3) Introduce Communication skills in English as a compulsory subject in secondary education.
(4) Introduce Communication skills in English as a compulsory subject for all disciplines at U.G level.

Here majority of the employers and faculties are of the opinion that English medium and communications skills as a subject should be offered by government at respective levels. This shows their awareness of proficiency in communication skills in English and indirectly its usefulness for corporate houses.

Majority of the employers and faculties are of the opinion that corporate houses should

(1) Offer incentives to the employees for developing proficiency in BEC.
(2) Organize workshops/trainings/seminars/refresher courses for improving BEC of employees.
(3) Provide the facility of internet and library with latest books on BEC in the corporate houses of Gujarat.

Here majority of the employers and faculties are of the opinion that incentives for developing BEC, training programs and resources to develop proficiency in BEC should be offered by corporate houses.

It shows their awareness about importance of BEC and ways and resources to develop proficiency in BEC. If corporate houses proactively follow it, definitely it would help to develop proficiency in BEC of employees in corporate houses of Gujarat.

Majority of the employers and faculties are of the opinion that University/College should
(1) The biggest challenge for the people of Gujarat is inadequate knowledge of English.
(2) Make English a compulsory subject at UG/PG level.
(3) Offer certificate/Diploma courses in BEC over and above regular programs.
(4) Organize special training programs of BEC for students.

Here, majority of the employees and faculties are of the opinion that special courses of BEC, Communication Skills in English compulsory subject at U.G/P.G level, certificate/diploma courses in BEC and special training programs of BEC for students should be offered by University/College.

It shows employers and faculties ‘awareness about requirement of proficiency in BEC for employees. If University/College follows it naturally employees will develop required proficiency during higher education.

3.5.3 Faculty

Even though training is very important for updating one in the respective field, majority of the faculties haven’t attended any course for developing Communication Skills in English. For effective and relevant teaching, faculty must update themselves through training. If it is not done regularly, it affects learning outcome.

Majority of the faculties think that syllabus of BEC of their institution match with the actual needs of communication of corporate houses.

3.6 SUMMING UP

In this chapter the researcher has analyzed the collected data of employees, employers and faculties in order to study of Business English Communication in the Corporate Houses of Gujarat. The next chapter comes with major findings and suggestions of the analyzed data.