No:SNO/RUSA 2.0/9/TCCA/D.9/2019/1153

Date: 17/06/2019

વંચાણે લીધાં:

1. MHRD,DELHIના તા: ૨૧/૦૬/૨૦૧૮ના રોજનો પત્ર ક.F.No.24-22/2014-U Policy (GUJIGU&C-GEN)

2. MHRD,DELHIના તા: ૨૧/૦૬/૨૦૧૮ના રોજનો પત્ર ક.F.No.24-22/2014-U Policy (GUJIGU&C-SC)

3. MHRD,DELHIના તા: ૨૧/૦૬/૨૦૧૮ના રોજનો પત્ર ક.F.No.24-22/2014-U Policy (GUJIGU&C-ST)

4. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-9/B.S-1/31740-47

5. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-95/SCSP/B.S-1/18/31756-63

6. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-96/B.S-1/18/31772-79

7. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-9/S.S-1/18/31748-55

8. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-95/SCSP/S.S-1/18/31764-71

9. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-96/S.S-1/18/31780-83

10. તા:૧૭/૦૧/૨૦૧૯ના રોજની નોંધ-૧ થી નોંધ-૫. F.NO.KCG/RUSA/2018-19/442(1923)

11. સ્ટેટ નોડલ ઓફીસ, રૂસાના ટેકનીકલ કન્સલ્ટન્ટ દ્વારા રજુ કરેલ સ્થળ મુલાકાતનો અહેવાલ

:: કચેરી આદેશ ::

ઉચ્ચ શિક્ષણની ગુણવત્તા સુધારણાના હેતુથી કેન્દ્ર સરકાર દ્વારા શરૂ કરવામાં આવેલ રાષ્ટ્રીય ઉચ્ચતર શિક્ષા અભિયાન (RUSA) કેન્દ્ર સરકાર દ્વારા પ્રાયોજિત યોજના છે. તા.૨૪/૦૪/૨૦૧૮ ના રોજ MHRD, દિલ્હી ખાતે RUSA 2.0 Implementation માટે State/UT સાથે એક મીટીંગનું આયોજન કરવામાં આવેલ હતું. જેમાં રૂસા ભાગ-૨ ની ગાઈડલાઈન્સ નક્કી થયેલ હતી. યુનિવર્સીટીઓ અને સરકારી અને અનુદાનિત સંસ્થાઓમાંથી જે સંસ્થાઓએ NAAC Accreditation મેળવેલ હોય અને હાલ માં NAAC Accreditationચાલુ હોય તથા RUSA ૨.૦ની ગાઈડલાઈન્સ અનુસારની શરતોને પરિપૂર્ણ કરતી હોઈ તેવી રાજ્યની સંસ્થાઓ દ્વારા રૂસા ભાગ-૨ના અનુદાન મેળવવા માટે આવેદન કરેલ હતું. જેમાં Tolani Commerce College Adipur Kachchh એ કમ્પોનન્ટ ન -૯ (ઇન્ફાસ્ટ્રકચર ગ્રાન્ડસ ટુ કોલેજીસ) માટે દરખાસ્ત કરી હતી અને આમ આ દરખાસ્ત રાજ્યસરકાર દ્વારા ભારત સરકારને મોકલવામાં આવેલ હતી.

RUSA MHRD, NEW DELHI દ્વારા કરવામાં આવેલ ૧૨મી પ્રોજેક્ટ અપ્રુવલ બોર્ડ(12th PAB)ની મીટીંગમાં રૂસા કમ્પોનન્ટ ન -૯ (ઇન્ફાસ્ટ્રકચર ગ્રાન્ડસ ટુ કોલેજીસ)અંતર્ગત રાજ્યની ૩૭ સરકારી તથા કોલેજોને પ્રતિ કોલેજ દીઠ કુલ રૂ. ૨ કરોડની ગ્રાન્ડની ફાળવણીની મંજુરી મળેલ છે. જે પૈકીની ૧ કોલેજ તરીકે Tolani Commerce College Adipur Kachchhનો સમાવેશ થાય છે.

આમ, Tolani Commerce College Adipur Kachchh દ્વારા RUSA 2.0ની ગાઈડલાઈન્સ અનુસાર તથા રોડ અને બાંધકામ વિભાગના Katchchh જીલ્લાના SOR મુજબ Detail Project Report(DPR) સ્ટેટ નોડલ ઓફીસ,રુસાને રજુ કરેલ છે. જેની ચકાસ ણી તથા સ્થળ ચકાર ણી સ્ટેટ નોડલ ઓફીસ, રુસાના ટેકનીકલ કન્સલ્ટન્ટ દ્વારા કરવામાં આવતા સંતોષજનક જણાતા ઉપરોક્ત સંદર્ભના આદેશો અનુસાર પ્રથમ હપ્તા પેટેના અનુદાનની ફાળવણી કરવાની થાય છે.

સંદર્ભ ૧,૨,૩, અનુસાર RUSA MHRD, NEW DELHI દ્વારા Tolani Commerce College Adipur Kachchh ના પ્રથમ હપ્તા(૬૦%) પેટે રૂ.૬૦,૦૦,૦૦૦=૦૦નું અનુદાન રાજ્ય સરકારને ફાળવી આપવામાં આવેલ છે. જેની સામે રાજ્ય સરકાર દ્વારા સંદર્ભ- ૪ થી ૯ મુજબ પોતાનો ૪૦% ફાળો ઉમેરીને સ્ટેટ નોડલ ઓફીસ, રુસાને ફાળવવામાં આવેલ છે. આથી, Tolani Commerce College Adipur Kachchh ને પ્રથમ હપ્તા પેટે ફાળવવાના થતા અનુદાનની વિગત નીચેના કોષ્ટકમાં દર્શાવેલ છે.

Table 1

DETAIL	Demand No. 9 (77.5%) GENERAL (In Rs.)	Demand No. 95 (15%) SC (In Rs.)	Demand No. 96 (7.5%) ST (In Rs.)	TOTAL (100%) (In Rs.)
CENTRAL SHARE(60%)	46,50,000=00	9,00,000=00	4,50,000=00	60,00,000=00
STATE SHARE(40%)	31,00,000=00	6,00,000=00	3,00,000=00	40,00,000=00
TOTAL GRANT(100%)	77,50,000=00	15,00,000=00	7,50,000=00	1,00,00,000=00

રુસા અંતર્ગત ભારત સરકાર અને રાજ્ય સરકારનું કુલ અનુદાન ત્રણ કેટેગરીમાં વિભાજીત કરવામાં આવે છે. જેમાં કુલ અનુદાનના માંગણી ન.૯ GENERAL(૭૭.૫%), માંગણી ન.૯૫ કટ અને ખાસ અંગભૂત યોજના(૧૫%) અને માંગણી ન.૯૬ ST અને આદિજાતિ વિસ્તાર(૭.૫%) છે.

આથી Tolani Commerce College Adipur Kachchh ને કોષ્ટક-૧ પ્રમાણે માંગણી ન.૯ GENERAL(૭૭.૫%) અંતર્ગતનું અનુદાન નીચે મુજબના કોષ્ટક-૨ પ્રમાણે ફાળવવાનો આદેશ કરવામાં આવે છે.

કોષ્ટક-૨

SR.	DETAIL	Demand No. 9 (77.5%) GENERAL (In Rs.)
1	CENTRAL SHARE(60%)	46,50,000=00
2	STATE SHARE(40%)	31,00,000=00
3	TOTAL GRANT(100%)	77,50,000=00

આમ, ઉપરોક્ત કોષ્ટક-૨ મુજબ માંગણી ન.૯ GENERAL(૭૭.૫%)નું રૂ.૭૭,૫૦,૦૦૦=૦૦ પ્રથમ હપ્તાનું અનુદાન Tolani Commerce College Adipur Kachchh ને PFMSના માધ્યમથી CANARA BANK ખાતા નં 2992101003792 IFSC CODE : CNRB0002992માં ફાળવવાનો આદેશ કરવામાં આવે છે. ઉપરોક્ત ગ્રાન્ટ નીચે જણાવ્યા હેતુઓ માટે જ ફાળવવામાં આવે છે.

TABLE – A: CREATION OF NEW FACILITIES

Items	Norms
Hostels (separate for boys and girls)	New Construction
Toilets (separate for boys and girls)	New Construction
Laboratory	New Construction
Computer Centre	New Construction
Classrooms (including technologically enabled classrooms)	New Construction
Common Room for Students	New Construction
Canteen/Cafeteria	New Construction

TABLE – B: RENOVATION/UPGRADATION OF EXISTING FACILITIES

Items	Norms
Academic Buildings	Renovation/Upgradation of Existing Buildings
Administrative Buildings	Renovation/Upgradation of Existing Buildings
Campus Development	Beautification, Amenities, Water Supply, Drainage, Water Harvesting, Alternate Energy Sources, playgrounds, etc.
Hostels	Renovation/Upgradation of Existing Buildings
Toilets	Renovation/Upgradation of Existing Buildings
Library	Renovation/Upgradation of Existing Buildings/Facilities; Digitisation of Existing Resources/Automation
Classrooms	Renovation/Upgradation of Existing Buildings/Facilities; Technologically–enabled classrooms
Auditorium	Renovation/Upgradation of Existing Buildings/Facilities
Canteen/Cafeteria	Renovation/Upgradation of Existing Buildings/Facilities
Computer Centre	Upscaling of Existing Network to Enable WiFi

TABLE – C: NEW EQUIPMENT/FACILITIES

Items	Norms
Sports Facility	New equipment/facilities
Computers	New equipment
Books/Journals	Purchase of new books
E-Resources	Subscription of New Journals

આમ, ઉપરોક્ત બાબતે Tolani Commerce College Adipur Kachchh દ્વારા રુસા ભાગ-રના કમ્પોનન્ટ ન -૯ (ઇન્ફ્રાસ્ટ્રકચર ગ્રાન્ટ્સ ટુ કોલેજીસ)ની મંજુર થયેલ અનુદાનનું તેઓની કોલેજની DPRમાં રુસા ભાગ રની ગાઈડલાઈન્સ અનુસાર નીચે પ્રમાણેની ટકાવારીમાં વિભાજન કરેલ છે, અને જેને મંજુર કરવામાં આવે છે. આમ, હવે આ વિભાજન મુજબજ ખર્ચ કરવાનો રહેશે. જેમાં કોઈ પણ પ્રકારનો ફેરફાર કરી શકાશે નહી.

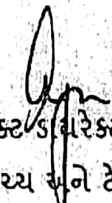| Details	Ratio In (%)	Amount (In Rs)
New Construction	45	91,02,000
Renovation/Upgradation	45	91,76,000
Equipment	10	20,38,000
Total	100	2,03,16,000

આમ, આપશ્રીની કોલેજ દ્વારા આ અનુદાનનો વપરાશ ઉપરોક્ત કોષ્ટકમાં દર્શાવવામાં આવેલ ટકાવારી પ્રમાણે નીચેની શરતોનું પાલન કરવાનું રહેશે.

શરતો:

1. આ મંજુરી અન્વયે કરવાનો થતો ખર્ચ જે તે વર્ષના અંદાજપત્રીય જોગવાઈને આધીન અને સ્ટેટ નોડલ ઓફીસ, રુસા, ગુજરાત રાજ્ય દ્વારા ફાળવવામાં આવતી ગ્રાન્ટની મર્યાદામાં સંસ્થા દ્વારા કરવાનો રહેશે.

2. આ અંગેની ખર્ચ સરકારશ્રીની સ્થાયી તેમજ વખતોવખત લાગુ પડતા ઠરાવો/પરિપત્રો અને જોગવાઈઓ મુજબ નિયત પદ્ધતિથી સંસ્થા દ્વારા કરવાનો રહેશે.

3. આ મંજુરી અન્વયે કરવાના થતા ખર્ચ અંગે નાણાકીય ઔચિત્યના સિદ્ધાંતોનું પાલન સંસ્થા દ્વારા કરવાનું રહેશે.

4. આ મંજુરી અન્વયે ફાળવેલ ગ્રાન્ટ જે હેતુ માટે ફાળવેલ હોય તે સિવાય અન્ય કોઈ હેતુ માટે ઉપયોગ કરી શકાશે નહિ, તથા ગ્રાન્ટનો સમય મર્યાદામાં વપરાશ સંસ્થા દ્વારા કરવાનો રહેશે.

5. આ મંજૂરી અન્વયે કરવાની થતી ખરીદી અંગે રાજ્ય સરકારની પ્રવર્તમાન ખરીદનીતિની જોગવાઈઓનું ચુસ્તપણે સંસ્થા દ્વારા પાલન કરવામાં આવશે, અને જો તેમાં ચૂક થશે તો તેની સઘળી જવાબદારી સંસ્થાની રહેશે.

6. આ અનુદાનના વપરાશ માટે ટેન્ડર પ્રોસેસીંગ સરકારના ઉદ્યોગ અને ખાણ વિભાગના ઠરાવમાં ઈ-ટેન્ડરીંગ અંગે આપવામાં આવેલ સૂચનાઓનું તથા તે અંગેની ખરીદનીતી અને તે અંગેની વખતો-વખતની સૂચનાઓનું ચુસ્તપણે સંસ્થા દ્વારા પાલન કરવાનું રહેશે.

7. સદર યોજના હેઠળ કોઈ સ્ટાફ મંજૂર કરવામાં આવેલ નથી, તેથી ઉક્ત બાબતે કોઈ સ્ટાફની ભરતી કરી શકાશે નહિ.

8. કોલેજને આપવામાં આવેલ ગ્રાન્ટનો વપરાશ ભારત સરકાર, ગુજરાત સરકાર, MHRD, UGC, RUSAની શરતો, ગાઈડલાઈન્સ અને સ્ટેટ નોડલ ઓફીસ, રૂસા, કેસીજી, ગુજરાત રાજ્ય દ્વારા કરવામાં આવેલ નીતિ નિયમોને ધ્યાનમાં રાખી ખર્ચ કરી ઉપયોગીતા પ્રમાણપત્ર (UTILIZATION CERTIFICATE) વખતો વખત નિયમ અનુસાર દર માસની ૧૦ તારીખ સુધીમાં સ્ટેટ નોડલ ઓફીસ, રૂસા, ગુજરાત રાજ્યને મોકલી આપવાનું રહેશે.

9. ખર્ચ થયેલ અનુદાનનું ઓડીટ ભારત સરકાર, ગુજરાત સરકારની નિર્ધારિત ઓડીટ કચેરી દ્વારા તથા સ્ટેટ નોડલ ઓફીસ, રૂસા, ગુજરાત રાજ્ય દ્વારા કરવામાં આવશે અને તેની વિગતવાર માહિતી સ્ટેટ નોડલ ઓફીસ, રૂસા, ગુજરાત રાજ્યને વખતો વખત સંસ્થા દ્વારા પૂરી પડવાની રહેશે.

10. યોજના અને તેની ગતિવિધિઓની દેખરેખ કરવાની જવાબદારી કોલેજના આચાર્યશ્રીની રહેશે.

11. RUSA MHRD એ કેનેરા બેંક ને નોડલ બેંક તરીકે નિયુક્ત કરેલ હોય, દરેક કોલેજે કેનેરા બેંકમાં RUSA ગ્રાન્ટની ફાળવણી અને વપરાશ માટે એક અલગ એકાઉન્ટ ખોલાવવામાં આવશે.

12. RUSA અને સ્ટેટ નોડલ ઓફીસ, રૂસા કેસીજીની વેબસાઈટ સમયાંતરે જોતા રહેવામાં રહેશે તથા તેમાં વખતો વખત અપાતી સૂચનાઓનું સંસ્થા દ્વારા પાલન કરવાનું રહેશે અને જે માહિતી મંગાવવામાં આવે તે સમયસર સંસ્થા દ્વારા મોકલવાની રહેશે.

13. RUSA ગાઈડલાઈન્સની તથા વખતો વખતની શરતોનું સંસ્થા દ્વારા પાલન કરવાનું રહેશે.

14. RUSA અનુદાન દ્વારા થયેલી કામગીરીનો વિગતવાર અહેવાલ અને ખર્ચપત્રક દર માસની ૧૦મી તારીખ સુધીમાં સ્ટેટ નોડલ ઓફીસ, રૂસા કેસીજી કચેરીને સંસ્થા દ્વારા મોકલવાનો રહેશે.

15. RUSA અંતર્ગત ફાળવેલી ગ્રાન્ટના હિસાબો મહાલેખાકારશ્રી અમદાવાદ/રાજકોટ, ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગુજરાત રાજ્ય ગાંધીનગરના તથા સ્ટેટ નોડલ ઓફીસ, રૂસા, ગુજરાત રાજ્યન ઓડીટ સમયે આ અંગેના તમામ ખર્ચ કરેલા હિસાબો/વાઉચરોની ખાતરી કરાવવાની રહેશે.

16. સ્ટેટ નોડલ ઓફીસ, રૂસા, ગુજરાત રાજ્યએ અમાન્ય કરેલ ખર્ચાઓ કરવામાં આવશે નહિ અને સરકારશ્રીની કરકસરના નિયમો/આદેશોનું ચુસ્તપણે પાલન કરવાનું રહેશે.

17. RUSA અનુદાન કેનેરા બેંકમાં, આ હેતુ માટે ખોલાવેલ બેંક ખાતામાં જમા કરવાના રહેશે અને ઉક્ત બે એકાઉન્ટ બે અધિકારીઓની સહીથી ઓપરેટ કરવાનું રહેશે. કોલેજના કિસ્સામાં આચાર્યશ્રી અને મેનેજીંગ ટ્રસ્ટીશ્રી/સેક્રેટરીશ્રીની સંયુક્ત સહીથી ઓપરેટ કરવાનું રહેશે. સહી કરનાર ઉપરોક્ત બંને વ્યક્તિય અલગ અલગ હોવી અનિવાર્ય છે.

18. કોલેજોએ ઉપયોગ થયેલી ગ્રાન્ટનું ઉપયોગીતા પ્રમાણપત્ર (UTILIZATION CERTIFICATE) પૂરૂ પાડ્યેથ ઓડીટને આધિન બાકીના હપ્તાના અનુદાનની ફાળવણી કરવામાં આવશે.

19. ફાળવેલ અનુદાન દ્વારા કરવામાં આવેલ તમામ કામગીરીના હાઈ રીઝોલ્યુશન (HD) RUSAના લોગો વાળા ફોટોગ્રાફ્સ RUSA ભુવન એપ દ્વારા નિયમિત ધોરણે અપલોડ કરવાના રહેશે.

20. લાભાર્થી સંસ્થાનું PFMS પોર્ટલ પર રજીસ્ટ્રેશન ફરજિયાતપણે કરવાનું રહેશે તથા તમામ પ્રકારના નાણાકીય વ્યવહારો PFMS ઈ-પેમેન્ટના માધ્યમથી કરવાના રહેશે. તથા ચેક મારફત કોઈ પણ પ્રકારનો નાણાકીય વ્યવહાર કરવાનો રહેશે નહી.

21. લાભાર્થી સંસ્થાઓએ RUSA FUND TRACKER APP પર ફાળવેલ અનુદાન દ્વારા કરવામાં આવેલ તમામ કામગીરીની વિગતવાર માહિતી જેવી કે પ્રોજેક્ટની વિગત,વર્ક ઓર્ડર, ઈ- પેમેન્ટ, રંગીન ફોટોગ્રાફ્સ અને વપરાશી પ્રમાણપત્ર વખતોવખત અપલોડ કરવાના રહેશે.

22. લાભાર્થી સંસ્થાઓએ RUSA અનુદાનથી સંસ્થાના વિધાર્થીઓને થયેલા લાભ/ ફાયદા અંગેના અભિપ્રાય પત્રો(TESTIMONIALS) લેખિત કે વીડિયોના માધ્યમથી સંસ્થા દ્વારા સ્ટેટ નોડલ ઓફીસ, રૂસા, ગુજરાત રાજ્યને મોકલવાના રહેશે.

23. આ અનુદાનનો વપરાશ તા.૩૦-૯-૨૦૧૯ સુધીમાં પૂર્ણ કરીને તેનું વપરાશી પ્રમાણપત્ર સ્ટેટ નોડલ ઓફીસ, રૂસા, ગુજરાત રાજ્યને બિનચૂક રજુ કરવામાં આવશે.

24. આ અનુદાનનાં વપરાશ માટે સંસ્થા દ્વારા તૈશાર કરવામાં આવેલ Detail Project Report(DPR) અને તેમાં રજુ કરેલા નકશાઓ અને ખર્ચના અંદાજો અનુસાર ખર્ચ કરવાનો રહેશે.

25. જી સંસ્થા દ્વારા એકજ મકાનમાં અનેક સંસ્થાઓ ચાલતી હશે તો અને તે પૈકીની સંસ્થાઓને અનુદાન પ્રાપ્ત થયેલ હશે તો રૂસા અનુદાનના વપરાશ વખતે સંસ્થા દીઠ અલગ અલગ વપરાશની કામગીરી, કામ અને તે પાછળ થયેલ ખર્ચની વિગત દર્શાવવાની રહેશે.

26. આ અનુદાનનો વપરાશ અન્ય કોઈપણ સ્વનિર્ભર સંસ્થા કે સ્વનિર્ભર કોર્ષ માટે કરવાનો રહેશે નહી.

સ્ટેટ પ્રોજેક્ટ ડાયરેક્ટર, રૂસા અને
અગ્રસચિવ,ઉચ્ચ અને ટેકનીકલ શિક્ષણ,
ગુજરાત રાજ્ય

સવિનય નકલ રવાના જાણ સારૂં,
- કમિશનરશ્રી, ઉચ્ચશિક્ષણ ગુજરાત રાજ્ય
- સીઈઓ,કેસીજી
- નાયબ સચિવશ્રી, ઉચ્ચશિક્ષણ, ગુજરાત રાજ્ય
- એડીશનલ પ્રોજેક્ટ ડાયરેક્ટર, રૂસા, ગુજરાત રાજ્ય
- એડવાઈઝરશ્રી, કેસીજી, અમદાવાદ
- ડો.યોગેશ યાદવ,સ્ટેટ નોડલ ઓફીસર, રૂસા, ગુજરાત રાજ્ય

No:SNO/RUSA 2.0/9/TCCA/D.9/2019/1153

Date: 17/06/2019

વંચાણે લીધા:

1. MHRD,DELHIના તા: ૨૧/૦૬/૨૦૧૮ના રોજનો પત્ર ક્ર.F.No.24-22/2014-U Policy (GUJIGU&C-GEN)

2. MHRD,DELHIના તા: ૨૧/૦૬/૨૦૧૮ના રોજનો પત્ર ક્ર.F.No.24-22/2014-U Policy (GUJIGU&C-SC)

3. MHRD,DELHIના તા: ૨૧/૦૬/૨૦૧૮ના રોજનો પત્ર ક્ર.F.No.24-22/2014-U Policy (GUJIGU&C-ST)

4. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-9/B.S-1/31740-47

5. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-95/SCSP/B.S-1/18/31756-63

6. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-96/B.S-1/18/31772-79

7. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-9/S.S-1/18/31748-55

8. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-95/SCSP/S.S-1/18/31764-71

9. ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગાંધીનગરનો તા:૧૭/૧૧/૨૦૧૮નો કચેરી આદેશ ક્રમાંક: ISC-7/RUSA/D-96/S.S-1/18/31780-83

10. તા:૧૭/૦૧/૨૦૧૯ના રોજની નોંધ-૧ થી નોંધ-૫. F.NO.KCG/RUSA/2018-19/442(1923)

11. સ્ટેટ નોડલ ઓફીસ, રૂસાના ટેકનીકલ કન્સલ્ટન્ટ દ્વારા રજુ કરેલ સ્થળ મુલાકાતનો અહેવાલ

:: કચેરી આદેશ ::

ઉચ્ચ શિક્ષણની ગુણવત્તા સુધારણાના હેતુથી કેન્દ્ર સરકાર દ્વારા શરૂ કરવામાં આવેલ રાષ્ટ્રીય ઉચ્ચતર શિક્ષા ગેયાન (RUSA) કેન્દ્ર સરકાર દ્વારા પ્રાયોજિત યોજના છે. તા.૨૪/૦૪/૨૦૧૮ ના રોજ MHRD, દિલ્હી ખાતે RUSA ___ Implementation માટે State/UT સાથે એક મીટીંગનું આયોજન કરવામાં આવેલ હતું. જેમાં રૂસા ભાગ-૨ ની ગાઈડલાઈન્સ નક્કી થયેલ હતી. યુનિવર્સીટીઓ અને સરકારી અને અનુદાનિત સંસ્થાઓમાંથી જે સંસ્થાઓએ NAAC Accreditation મેળવેલ હોય અને હાલ માં NAAC Accreditationચાલુ હોય તથા RUSA ૨.૦ની ગાઈડલાઈન્સ અનુસારની શરતોને પરિપૂર્ણ કરતી હોઈ તેવી રાજ્યની સંસ્થાઓ દ્વારા રૂસા ભાગ-૨ના અનુદાન મેળવવા માટે આવેદન કરેલ હતું. જેમાં Tolani Commerce College Adipur Kachchhએ કમ્પોનન્ટ ન -૯ (ઈન્ફાસ્ટ્રક્ચર ગ્રાન્ડ્સ ટુ કોલેજીસ)માટે દરખાસ્ત કરી હતી અને આમ આ દરખાસ્ત રાજ્યસરકાર દ્વારા ભારત સરકારને મોકલવામાં આવેલ હતી.

RUSA MHRD, NEW DELHI દ્વારા કરવામાં આવેલ ૧૨મી પ્રોજેક્ટ અપ્રુવલ બોર્ડ(12th PAB)ની મીટીંગમાં રૂસા કમ્પોનન્ટ ન -૯ (ઈન્ફાસ્ટ્રક્ચર ગ્રાન્ડ્સ ટુ કોલેજીસ)અંતર્ગત રાજ્યની ૩૭ સરકારી તથા કોલેજોને પ્રતિ કોલેજ દીઠ કુલ રૂ. ૨ કરોડની ગ્રાન્ટની ફાળવણીની મંજુરી મળેલ છે. જે પૈકીની ૧ કોલેજ તરીકે Tolani Commerce College Adipur Kachchhનો સમાવેશ થાય છે.

આમ, Tolani Commerce College Adipur Kachchh દ્વારા RUSA 2.0ની ગાઈડલાઈન્સ અનુસાર તથા રોડ અને બાંધકામ વિભાગના Katchchh જીલ્લાના SOR મુજબ Detail Project Report(DPR) સ્ટેટ નોડલ ઓફીસ, રૂસાને રજુ કરેલ છે. જેની ચકાસ૨ણી તથા સ્થળ ચકાસ૨ણી સ્ટેટ નોડલ ઓફીસ, રૂસાના ટેકનીકલ કન્સલ્ટન્ટ દ્વારા કરવામાં આવતા સંતોષજનક જણાતા ઉપરોક્ત સંદર્ભના આદેશો અનુસાર પ્રથમ હપ્તા પેટેના અનુદાનની ફાળવણી કરવાની થાય છે.

સંદર્ભ ૧,૨,૩, અનુસાર RUSA MHRD, NEW DELHI દ્વારા Tolani Commerce College Adipur Kachchh ના પ્રથમ હપ્તા(૬૦%) પેટે રૂ.૬૦,૦૦,૦૦૦=૦૦નુ અનુદાન રાજ્ય સરકારને ફાળવી આપવામાં આવેલ છે. જેની સામે રાજ્ય સરકાર દ્વારા સંદર્ભ- ૪ થી ૯ મુજબ પોતાનો ૪૦% ફાળો ઉમેરીને સ્ટેટ નોડલ ઓફીસ, રૂસાને ફાળવવામાં આવેલ છે. આથી, Tolani Commerce College Adipur Kachchh ને પ્રથમ હપ્તા પેટે ફાળવવાના થતા અનુદાનની વિગત નીચેના કોષ્ટકમાં દર્શાવેલ છે.

Table 1

DETAIL	Demand No. 9 (77.5%) GENERAL (In Rs.)	Demand No. 95 (15%) SC (In Rs.)	Demand No. 96 (7.5%) ST (In Rs.)	TOTAL (100%) (In Rs.)
CENTRAL SHARE(60%)	46,50,000=00	9,00,000=00	4,50,000=00	60,00,000=00
STATE SHARE(40%)	31,00,000=00	6,00,000=00	3,00,000=00	40,00,000=00
TOTAL GRANT(100%)	77,50,000=00	15,00,000=00	7,50,000=00	1,00,00,000=00

રૂસા અંતર્ગત ભારત સરકાર અને રાજ્ય સરકારનું કુલ અનુદાન ત્રણ કેટેગરીમાં વિભાજીત કરવામાં આવે છે. જેમાં કુલ અનુદાનના માંગણી ન.૯ GENERAL(૭૭.૫%), માંગણી ન.૯૫ કટ અને ખાસ અંગભૂત યોજના(૧૫%) અને માંગણી ન.૯૬ ST અને આદિજાતિ વિસ્તાર(૭.૫%) છે.

આથી Tolani Commerce College Adipur Kachchh ને કોષ્ટક-૧ પ્રમાણે માંગણી ન.૯ GENERAL(૭૭.૫%) અંતર્ગતનું અનુદાન નીચે મુજબના કોષ્ટક-૨ પ્રમાણે ફાળવવાનો આદેશ કરવામાં આવે છે.

કોષ્ટક-૨

SR.	DETAIL	Demand No. 9 (77.5%) GENERAL. (In Rs.)
1	CENTRAL SHARE(60%)	46,50,000=00
2	STATE SHARE(40%)	31,00,000=00
3	TOTAL GRANT(100%)	77,50,000=00

આમ, ઉપરોક્ત કોષ્ટક-૨ મુજબ માંગણી ન.૯ GENERAL(૭૭.૫%)નું રૂ.૭૭,૫૦,૦૦૦=૦૦ પ્રથમ હપ્તાનું અનુદાન Tolani Commerce College Adipur Kachchh ને PFMSના માધ્યમથી CANARA BANK ખાતા નં 2992101003792 IFSC CODE : CNRB0002992માં ફાળવવાનો આદેશ કરવામાં આવે છે. ઉપરોક્ત ગ્રાન્ટ નીચે જણાવ્યા હેતુઓ માટે જ ફાળવવામાં આવે છે.

TABLE – A: CREATION OF NEW FACILITIES

Items	Norms
Hostels (separate for boys and girls)	New Construction
Toilets (separate for boys and girls)	New Construction
Laboratory	New Construction
Computer Centre	New Construction
Classrooms (including technologically enabled classrooms)	New Construction
Common Room for Students	New Construction
Canteen/Cafeteria	New Construction

TABLE – B: RENOVATION/UPGRADATION OF EXISTING FACILITIES

Items	Norms
Academic Buildings	Renovation/Upgradation of Existing Buildings
Administrative Buildings	Renovation/Upgradation of Existing Buildings
Campus Development	Beautification, Amenities, Water Supply, Drainage, Water Harvesting, Alternate Energy Sources, playgrounds, etc.
Hostels	Renovation/Upgradation of Existing Buildings
Toilets	Renovation/Upgradation of Existing Buildings
Library	Renovation/Upgradation of Existing Buildings/Facilities; Digitisation of Existing Resources/Automation
Classrooms	Renovation/Upgradation of Existing Buildings/Facilities; Technologically–enabled classrooms
Auditorium	Renovation/Upgradation of Existing Buildings/Facilities
Canteen/Cafeteria	Renovation/Upgradation of Existing Buildings/Facilities
Computer Centre	Upscaling of Existing Network to Enable WiFi

TABLE – C: NEW EQUIPMENT/FACILITIES

Items	Norms
Sports Facility	New equipment/facilities
Computers	New equipment
Books/Journals	Purchase of new books
E-Resources	Subscription of New Journals

આમ, ઉપરોક્ત બાબતે Tolani Commerce College Adipur Kachchh દ્વારા રૂસા ભાગ-૨ના કમ્પોનન્ટ ન -૯ (ઇન્ફ્રાસ્ટ્રક્ચર ગ્રાન્ટ્સ ટુ કોલેજીસ)ની મંજૂર થયેલ અનુદાનનું તેઓની કોલેજની DPRમાં રૂસા ભાગ ૨ની ગાઈડલાઈન્સ અનુસાર નીચે પ્રમાણેની ટકાવારીમાં વિભાજન કરેલ છે, અને જેને મંજૂર કરવામાં આવે છે. આમ, હવે આ વિભાજન મુજબજ ખર્ચ કરવાનો રહેશે. જેમાં કોઈ પણ પ્રકારનો ફેરફાર કરી શકાશે નહિ.

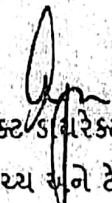| Details	Ratio In (%)	Amount (In Rs)
New Construction	45	91,02,000
Renovation/Upgradation	45	91,76,000
Equipment	10	20,38,000
Total	100	2,03,16,000

આમ, આપશ્રીની કોલેજ દ્વારા આ અનુદાનનો વપરાશ ઉપરોક્ત કોષ્ટકમાં દર્શાવવામાં આવેલ ટકાવારી પ્રમાણે નીચેની શરતોનું પાલન કરવાનું રહેશે.

શરતો:

1. આ મંજૂરી અન્વયે કરવાનો થતો ખર્ચ જે તે વર્ષના અંદાજપત્રીય જોગવાઈને આધીન અને સ્ટેટ નોડલ ઓફીસ, રૂસા, ગુજરાત રાજ્ય દ્વારા ફાળવવામાં આવતી ગ્રાન્ટની મર્યાદામાં સંસ્થા દ્વારા કરવાનો રહેશે.

2. આ અંગેનો ખર્ચ સરકારશ્રીની સ્થાયી તેમજ વખતોવખત લાગુ પડતા ઠરાવો/પરિપત્રો અને જોગવાઈઓ મુજબ નિયત પદ્ધતિથી સંસ્થા દ્વારા કરવાનો રહેશે.

3. આ મંજૂરી અન્વયે કરવાના થતા ખર્ચ અંગે નાણાકીય ઔચિત્યના સિદ્ધાંતોનું પાલન સંસ્થા દ્વારા કરવાનું રહેશે.

4. આ મંજૂરી અન્વયે ફાળવેલ ગ્રાન્ટ જે હેતુ માટે ફાળવેલ હોય તે સિવાય અન્ય કોઈ હેતુ માટે ઉપયોગ કરી શકાશે નહિ, તથા ગ્રાન્ટનો સમય મર્યાદામાં વપરાશ સંસ્થા દ્વારા કરવાનો રહેશે.

5. આ મંજૂરી અન્વયે કરવાની થતી ખરીદી અંગે રાજ્ય સરકારની પ્રવર્તમાન ખરીદનીતિની જોગવાઈઓનું ચુસ્તપણે સંસ્થા દ્વારા પાલન કરવામાં આવશે, અને જો તેમા ચૂક થશે તો તેની સઘળી જવાબદારી સંસ્થાની રહેશે.

6. આ અનુદાનના વપરાશ માટે ટેન્ડર પ્રોસેસીંગ સરકારના ઉદ્યોગ અને ખાણ વિભાગના ઠરાવમાં ઈ-ટેન્ડરીંગ અંગે આપવામાં આવેલ સૂચનાઓનું તથા તે અંગેની ખરીદનીતી અને તે અંગેની વખતો-વખતની સૂચનાઓનું ચુસ્તપણે સંસ્થા દ્વારા પાલન કરવાનું રહેશે.

7. સદર યોજના હેઠળ કોઈ સ્ટાફ મંજૂર કરવામાં આવેલ નથી, તેથી ઉક્ત બાબતે કોઈ સ્ટાફની ભરતી કરી શકાશે નહિ.

8. કોલેજને આપવામાં આવેલ ગ્રાન્ટનો વપરાશ ભારત સરકાર, ગુજરાત સરકાર, MHRD, UGC, RUSAની શરતો, ગાઈડલાઈન્સ અને સ્ટેટ નોડલ ઓફીસ, રુસા, કેસીજી, ગુજરાત રાજ્ય દ્વારા કરવામાં આવેલ નીતિ નિયમોને ધ્યાનમાં રાખી ખર્ચ કરી ઉપયોગીતા પ્રમાણપત્ર (UTILIZATION CERTIFICATE) વખતો વખત નિયમ અનુસાર દર માસની ૧૦ તારીખ સુધીમાં સ્ટેટ નોડલ ઓફીસ, રુસા, ગુજરાત રાજ્યને મોકલી આપવાનું રહેશે.

9. ખર્ચ થયેલ અનુદાનનું ઓડીટ ભારત સરકાર, ગુજરાત સરકારની નિર્ધારિત ઓડીટ કચેરી દ્વારા તથા સ્ટેટ નોડલ ઓફીસ, રુસા, ગુજરાત રાજ્ય દ્વારા કરવામાં આવશે અને તેની વિગતવાર માહિતી સ્ટેટ નોડલ ઓફીસ, રુસા, ગુજરાત રાજ્યને વખતો વખત સંસ્થા દ્વારા પૂરી પાડવાની રહેશે.

10. યોજના અને તેની ગતિવિધિઓની દેખરેખ કરવાની જવાબદારી કોલેજના આચાર્યશ્રીની રહેશે.

11. RUSA MHRD એ કેનેરા બેંક ને નોડલ બેંક તરીકે નિયુક્ત કરેલ હોય, દરેક કોલેજે કેનેરા બેંકમાં RUSA ગ્રાન્ટની ફાળવણી અને વપરાશ માટે એક અલગ એકાઉન્ટ ખોલાવવામાં આવશે.

12. RUSA અને સ્ટેટ નોડલ ઓફીસ, રુસા કેસીજીની વેબસાઈટ સમયાંતરે જોતા રહેવામાં રહેશે તથા તેમા વખતો વખત અપાતી સૂચનાઓનું સંસ્થા દ્વારા પાલન કરવાનું રહેશે અને જે માહિતી મંગાવવામાં આવે તે સમયસર સંસ્થા દ્વારા મોકલવાની રહેશે.

13. RUSA ગાઈડલાઈન્સની તથા વખતો વખતની શરતોનું સંસ્થા દ્વારા પાલન કરવાનું રહેશે.

14. RUSA અનુદાન દ્વારા થયેલી કામગીરીનો વિગતવાર અહેવાલ અને ખર્ચપત્રક દર માસની ૧૦મી તારીખ સુધીમાં સ્ટેટ નોડલ ઓફીસ, રુસા કેસીજી કચેરીને સંસ્થા દ્વારા મોકલવાનો રહેશે.

15. RUSA અંતર્ગત ફાળવેલી ગ્રાન્ટના હિસાબો મહાલેખાકારશ્રી અમદાવાદ/રાજકોટ, ઉચ્ચ શિક્ષણ કમિશ્નરશ્રીની કચેરી, ગુજરાત રાજ્ય ગાંધીનગરના તથા સ્ટેટ નોડલ ઓફીસ, રુસા, ગુજરાત રાજ્યન ઓડીટ સમયે આ અંગેના તમામ ખર્ચ કરેલા હિસાબો/વાઉચરોની ખાતરી કરાવવાની રહેશે.

16. સ્ટેટ નોડલ ઓફીસ, રુસા, ગુજરાત રાજ્યએ અમાન્ય કરેલ ખર્ચાઓ કરવામાં આવશે નહિ અને સરકારશ્રીની કરકસરના નિયમો/આદેશોનું ચુસ્તપણે પાલન કરવાનું રહેશે.

17. RUSA અનુદાન કેનેરા બેંકમાં, આ હેતુ માટે ખોલાવેલ બેંક ખાતામાં જમા કરવાના રહેશે અને ઉક્ત બેં એકાઉન્ટ બે અધિકારીઓની સહીથી ઓપરેટ કરવાનું રહેશે. કોલેજના કિસ્સામાં આચાર્યશ્રી અને મેનેજીં ટ્રસ્ટીશ્રી/સેક્રેટરીશ્રીની સંયુક્ત સહીથી ઓપરેટ કરવાનું રહેશે. સહી કરનાર ઉપરોક્ત બંને વ્યક્તિય અલગ અલગ હોવી અનિવાર્ય છે.

18. કોલેજોએ ઉપયોગ થયેલી ગ્રાન્ટનું ઉપયોગીતા પ્રમાણપત્ર (UTILIZATION CERTIFICATE) પૂરૂ પાડ્યેથ ઓડીટને આધિન બાકીના હપ્તાના અનુદાનની ફાળવણી કરવામાં આવશે.

19. ફાળવેલ અનુદાન દ્વારા કરવામાં આવેલ તમામ કામગીરીના હાઈ રીઝોલ્યુશન (HD) RUSAના લોગો વાળા ફોટોગ્રાફ્સ RUSA ભુવન એપ દ્વારા નિયમિત ધોરણે અપલોડ કરવાના રહેશે.

20. લાભાર્થી સંસ્થાનું PFMS પોર્ટલ પર રજીસ્ટ્રેશન ફરજિયાતપણે કરવાનું રહેશે તથા તમામ પ્રકારના નાણાકીય વ્યવહારો PFMS ઈ-પેમેન્ટના માધ્યમથી કરવાના રહેશે. તથા ચેક મારફત કોઈ પણ પ્રકારનો નાણાકીય વ્યવહાર કરવાનો રહેશે નહી.

21. લાભાર્થી સંસ્થાઓએ RUSA FUND TRACKER APP પર ફાળવેલ અનુદાન દ્વારા કરવામાં આવેલ તમામ કામગીરીની વિગતવાર માહિતી જેવી કે પ્રોજેક્ટની વિગત, વર્ક ઓર્ડર, ઈ- પેમેન્ટ, રંગીન ફોટોગ્રાફ્સ અને વપરાશી પ્રમાણપત્ર વખતોવખત અપલોડ કરવાના રહેશે.

22. લાભાર્થી સંસ્થાઓએ RUSA અનુદાનથી સંસ્થાના વિધાર્થીઓને થયેલા લાભ/ ફાયદા અંગેના અભિપ્રાય પત્રો(TESTIMONIALS) લેખિત કે વીડિયોના માધ્યમથી સંસ્થા દ્વારા સ્ટેટ નોડલ ઓફીસ, રૂસા, ગુજરાત રાજ્યને મોકલવાના રહેશે.

23. આ અનુદાનનો વપરાશ તા.૩૦-૬-૨૦૧૯ સુધીમાં પૂર્ણ કરીને તેનું વપરાશી પ્રમાણપત્ર સ્ટેટ નોડલ ઓફીસ, રૂસા, ગુજરાત રાજ્યને બિનચૂક રજુ કરવામાં આવશે.

24. આ અનુદાનનાં વપરાશ માટે સંસ્થા દ્વારા તૈયાર કરવામાં આવેલ Detail Project Report(DPR) અને તેમાં રજુ કરેલા નકશાઓ અને ખર્ચના અંદાજો અનુસાર ખર્ચ કરવાનો રહેશે.

25. જો સંસ્થા દ્વારા એકજ મકાનમાં અનેક સંસ્થાઓ ચાલતી હશે તો અને તે પૈકીની સંસ્થાઓને અનુદાન પ્રાપ્ત થયેલ હશે તો રૂસા અનુદાનના વપરાશ વખતે સંસ્થા દીઠ અલગ અલગ વપરાશની કામગીરી, કામ અને તે પાછળ થયેલ ખર્ચની વિગત દર્શાવવાની રહેશે.

26. આ અનુદાનનો વપરાશ અન્ય કોઈપણ સ્વનિર્ભર સંસ્થા કે સ્વનિર્ભર કોર્ષ માટે કરવાનો રહેશે નહી.

સ્ટેટ પ્રોજેક્ટ ડીરેક્ટર, રૂસા અને
અગ્રસચિવ, ઉચ્ચ અને ટેકનીકલ શિક્ષણ,
ગુજરાત રાજ્ય

સવિનય નકલ રવાના જાણ સારૂ,

- કમિશનરશ્રી, ઉચ્ચશિક્ષણ ગુજરાત રાજ્ય
- સીઈઓ, કેસીજી
- નાયબ સચિવશ્રી, ઉચ્ચશિક્ષણ, ગુજરાત રાજ્ય
- એડીશનલ પ્રોજેક્ટ ડાયરેક્ટર, રૂસા, ગુજરાત રાજ્ય
- એડવાઈઝરશ્રી, કેસીજી, અમદાવાદ
- ડૉ.યોગેશ યાદવ, સ્ટેટ નોડલ ઓફીસર, રૂસા, ગુજરાત રાજ્ય

Certificate for availing final instalment

Name of RUSA Component: - RUSA 2.0 Component No.9 Infrastructure Grants to Colleges

Name of Institution: **Tolani Commerce College, Adipur**

I. Certified that the following equipment/ items have been purchased with RUSA Grants (Central and State) after following the financial rules and extant orders and necessary inventories in stock register have been made, kept at **Tolani Commerce College, Adipur;** and that they are in full working condition.

Sr. No.	Items	Expenditure incurred (in Rs.)	Remarks (Specification, etc.)
1.	Desktop Computer Acer Intel Core i5 8500	9,08,880	GEMC-511687744272551
2.	Desktop Computer Acer Intel Core i5 8500	90,888	GEMC-511687716327770
3.	Multi Station Gym	4,33,800	GIMC-8804958
4.	Aerofit 4hp Treadmills model-AF-15	2,84,000	GIMC-511687711334643
5.	Twister Gym Equipment	30,398	GEM-8030606
	Total	**17,47,966**	

II. Certified that the Measurement Book (MB) pertaining to construction works has been recorded by the designated & competent authority. All accounts of these activities are being maintained in the accounting formats prescribed under the financial rules and extant orders of the State.

III. Certified that the physical inspection of these works undertaken from RUSA Grants has been carried out by the officials of the Higher Education Department and found to be satisfactory.

Round Seal of Institutes

Name and Signature of Principal
PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

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Be
Kevof

PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

Physical Report of Inspection of works under Rashtriya Uchchatar Shiksha Abhiyan

A. Details of the Members of Committee constituted for Inspection

S.No.	Name	Designation
1	Dr. R. U. Purohit	Principal, Shree D. K. V. Arts & Science College, Jamnagar
2	Shri R. I. Patel	Technical Expert Engineer (Civil)
3	Shri Bharat Patel	Technical Expert Engineer (Electrical)
4	Shri Keval Makwana	Consultant, State Nodal Office, RUSA (Civil)

B. Details of Inspection

1. Institute Visited: **Tolani Commerce College, Adipur**
2. Date of Inspection: 24/08/2023, THURSDAY
3. Meeting with Project Monitoring Unit of the Institution
a. (Details of composition of PMU, salient points of discussion and its outcome)

Sr. No.	Name	Designation
1.	Dr. Manish K. Pandya	Principal, Tolani Commerce College, Adipur
2.	Dr.Jagdish R. Raiyani	RUSA Coordinator, Tolani Commerce College, Adipur
3.	Shri Harsha Motwani	Account Officer, Tolani Commerce College, Adipur
4.	Er. K. L. Bhavnani	Engineer, Tolani Commerce College, Adipur

4. Details of fund released to institutions

Component Sanctioned	Total Amount Sanctioned for XII Plan (inRs.)	Central Share Released (inRs.)	State Share Released (inRs.)	Total fund released (inRs.)	Date
RUSA 2.0 Component No.9 Infrastructure Grants to Colleges	2,00,00,000/-	60,00,000/-	40,00,000/-	1,00,00,000/-	17/06/2019
		30,00,000/-	20,00,000/-	50,00,000/-	29/07/2021
Total		90,00,000/-	60,00,000/-	1,50,00,000/-	

5. Whether the Institution is registered with PFMS? (Yes/No)

   Yes

6. Details of Bank A/c of Institution:

   Bank: HDFC BANK

   Branch: ADIPUR

   A/C No. : SAVINGS: 50100514652544

   HOLDINGS:

   IFSC Code: HDFC0001276

7. Attach duly filled in format of Physical and Financial Progress

PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

Financial Progress (Year Wise)

Sr No.	Financial Year	Released Central/State (In. Rs.)	Total Amount Utilised (In. Rs.)
1	2018-19	0.00	0.00
2	2019-20	1,00,00,000/-	19,74,768.00
3	2020-21	0.00	80,24,456.00
4	2021-22	50,00,000/-	50,00,776.00
5	2022-23	0.00	0.00
	Total	1,50,00,000/-	1,50,00,000.00

Physical Progress

New Construction, Amount: Utilized Amount - Rs. 70,73,295/-

Type	Name of Work/Nature as per DPR	Stage of work 1. Site Selection/Land Allotment 2. Foundation Stage 3. Plinth Stage 4. Lintel Stage 5. Roof Stage 6. Flooring and Finishing	Deadline to Finish Work Date (DD/MM/YYYY)	Remarks
New Construction Work	Toilets (Separate for Boys and Girls)	Finished	28/02/2022	--
	Classrooms (Including Technological Enabled Classroom)	Finished	28/02/2022	--
	Common Room for Students	Finished	28/02/2022	--
	Table and chair	Pending	31/03/2024	--

Up-gradation/ Renovation Amount: Utilized Amount - Rs. 61,78,739/-

Type	Name of Work/Nature as per DPR	Stage of work 1. Less than 25% 2. 25% - 50% 3. 50% - 75% 4. 75% - 100% 5. 100%	Deadline to Finish Work Date (DD/MM/YYYY)	Remarks
Up-gradation/ Renovation Work	Administrative Building	100%	31/03/2023	-
	Campus Development	100%	31/03/2023	-
	Toilets	100%	31/03/2023	-
	Library	100%	31/03/2023	-
	Class rooms	100%	31/03/2023	-
	Computer Centre, Principal Room and Staff Room	100%	31/03/2023	-

PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

New Equipment Amount: Utilized Amount – Rs. 17,47,966/-

Type	Name of Item as per DPR (List of Equipment Procured So Far)	Stage of work 1. Tender Stage 2. Bid Evaluation Stage 3. Order Stage 4. Delivered	Deadline to Finish Work Date (DD/MM/YYYY)	Remarks
New Equipment	Desktop Computer Acer Intel Core i5 8500	Delivered	28/01/2020	-
	Desktop Computer Acer Intel Core i5 8500	Delivered	08/10/2020	-
	Multi Station Gym	Delivered	08/10/2020	-
	Aerofit 4hp Treadmills	Delivered	26/11/2020	-
	Gym equipment	Pending	31/03/2024	-

8. Whether Signboard regarding RUSA assistance with the required details has been put up at the institute? Yes

9. Whether the Institution has geo tagged photos of its physical progress on Bhuvan RUSA Portal? Yes

C. Outcomes of Inspection

- All the equipment's and facilities are in good condition and in use
- The renovation work has been verified including civil and electric work and the work is satisfactorily completed as per DPR & RUSA guidelines
- All expenses by the institution are as per existing purchase policy of Government, DPR and RUSA guidelines
- The visible RUSA tag/stickers shown in relevant places
- The committee is satisfied with the expenditure done by institution and is of opinion that this institution is eligible for final instalment

Name and Signature Committee constituted for Inspection

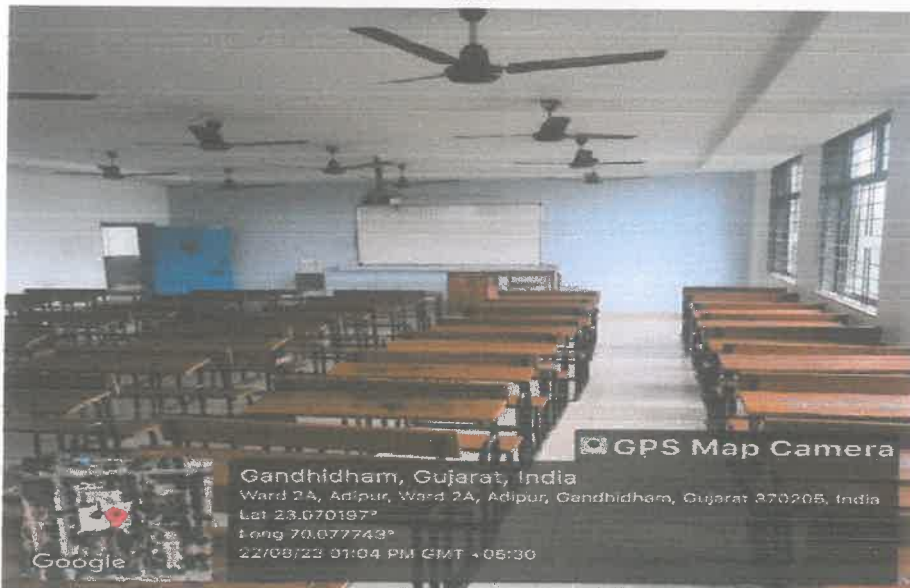| S.No.	Name	Designation	Signature
1	Dr. R. U. Purohit	Principal, Shree D. K. V. Arts & Science College, Jamnagar	
2	Shri R. I. Patel	Technical Expert Engineer (Civil)	
3	Shri Bharat Patel	Technical Expert Engineer (Electrical)	
4	Shri Keval Makwana	Consultant, State Nodal Office, RUSA (Civil)	

PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

TOLANI COMMERCE COLLEGE, ADIPUR
RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (NEW CONSTRUCTION)

New Construction

New Construction

New Construction

New Construction

PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

TOLANI COMMERCE COLLEGE, ADIPUR

RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (NEW CONSTRUCTION)

New Construction

New Construction

TOLANI COMMERCE COLLEGE, ADIPUR
RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (Renovation)

Renovation – Class Room

Renovation – Class Room

Renovation – Class Room

PRINCIPAL
Tolani Commerce Coll.
ADIPUR - KUTCH
GUJARAT - 370 205

TOLANI COMMERCE COLLEGE, ADIPUR
RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (Renovation)

Renovation – Ground- Paver Block

Renovation – Computer Room

Renovation – GYM Room

TOLANI COMMERCE COLLEGE, ADIPUR
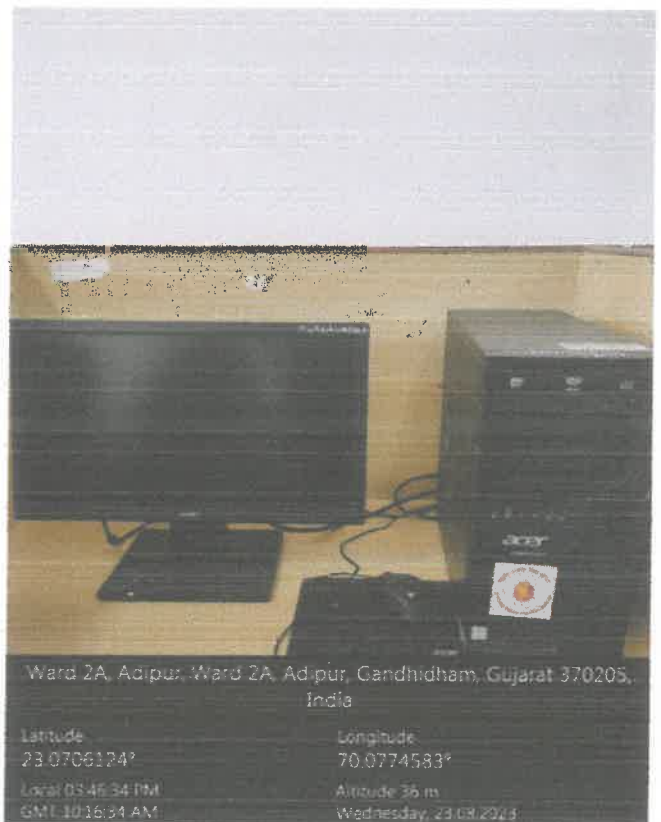## RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (EQUIPMENTS)

Ward 2A, Adipur, Ward 2A, Adipur, Gandhidham, Gujarat 370205, India
Latitude 23.0706124°
Longitude 70.0774583°
Local 03:46:21 PM
Altitude 36 m
GMT 10:16:21 AM
Wednesday, 23.08.2023

Desktop Computer (Acer)

Ward 2A, Adipur, Ward 2A, Adipur, Gandhidham, Gujarat 370205, India
Latitude 23.0706124°
Longitude 70.0774583°
Local 03:46:49 PM
Altitude 36 m
GMT 10:16:49 AM
Wednesday, 23.08.2023

Desktop Computer (Acer)

Ward 2A, Adipur, Ward 2A, Adipur, Gandhidham, Gujarat 370205, India
Latitude 23.0706124°
Longitude 70.0774583°
Local 03:45:44 PM
Altitude 36 m
GMT 10:15:44 AM
Wednesday, 23.08.2023

Gym Equipment – Twister

Ward 2A, Adipur, Ward 2A, Adipur, Gandhidham, Gujarat 370205, India
Latitude 23.0706124°
Longitude 70.0774583°
Local 03:46:34 PM
Altitude 36 m
GMT 10:16:34 AM
Wednesday, 23.08.2023

Desktop Computer (Acer)

PRINCIPAL
Tolani Commerce Coll.
ADIPUR – KUTCH
GUJARAT - 370 205

TOLANI COMMERCE COLLEGE, ADIPUR
RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (EQUIPMENTS)

Gym Equipment – Treadmill

Gym Equipment – Multi Station

PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

THE FINAL REPORT

MAJOR RESEARCH PROJECT

ENTITLED

"A STUDY OF THE IMAPCT OF SOCIAL MEDIA ON STUDENTS'
WRITING SKILLS IN ENGLISH LANGUAGE AT THE UNDER-
GRADUATION LEVEL"

SUBMITTED TO

INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH (ICSSR)

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BY

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Chapter 1 Introduction

1.1 Introduction:

English, which has assumed the status of a global language, is a major means of communication in this multi-lingual world. It plays a vital role in the educational scenario and has become an imperative for ensuring a successful career in any field. The competitive global environment has stressed the need for English language proficiency. The learners need to play active roles in acquiring language proficiency. Communication skills have become a benchmark criterion either for securing proper placement or for pursuing higher education in any subject. So, it is mandatory for the present-day smart learner to develop their communicative skills along with other skills and competencies.

1.2 The Significance of English Language in India:

English plays a key role in our educational system and national life. In today's global scenario English is treated as the link language. It is an established fact that it is an international language and provides a window to the world. It is a means of observing and learning about people, especially those of other countries. It is rightly called a pipeline in the stream of western thoughts. English is being taught as a language of instruction in schools and colleges or is being used as the lingua-franca between speakers of wildly diverse languages. This is an era of communication technology and without English no further higher education or interchange of professional language is possible. No other language has attained this status to substitute the encompassing influence of the English language in each and every field. According to **(Krishnaswamy & Sriraman, 1988)** "Learners of English have realized that English is not necessary for the shaping of characters, the development of aesthetic sense …. But is needed for mobility and social and economic success. It is the language of opportunities because it takes one outside one's own community, to places, where more opportunities are available for professional and economic reasons…. it has a lot of "surrender value" and learners want to cash on that".

English being the lingua-franca of the entire globe has the power to change the world that changes us. It provides information in every conceivable branch of

knowledge. Even the entire student community has realized that English is necessary to expose their identity, language, literature, science, technology, society, economy, politics, values and culture to the world outside. Today, comprehensive abilities have become parameters, which ensure a sound career in any field. Considering this, parents and learners have realized that through the acquisition of English language knowledge and usage, one can withstand the increasing levels of competition and can sustain one's career growth. Here, **Darwin's** theory of "The survival of the fittest" works.

1.2.1 The Status of English in the World Scenario**:**

With the advent of Information and Communication Technology, English has become a 'living language', a language of communication. An enormous increase in educational and academic opportunities and upward social mobility has made English acquire a permanent place in third world countries.

English is widely used perhaps because it is a very rich language in expression. There are English words to express almost every subject that exists in the world. One reason is that English has been accommodative. It has borrowed millions of words from other languages and thereby it has enriched itself. The scientific and technological advances of western countries have also contributed a lot to the development of English as a language of knowledge. During the last two decades, English has truly emerged as a global language. The Information Technology (I.T.) revolution has promoted the significance of English very rapidly. In order to use the computer, one needs to know English to some extent. In the same way, in order to use a mobile phone or to operate the internet, one needs to know English. The importance of English has grown to a greater extent than even conservative countries like China and Japan are striving hard to enhance their English efficiency. With the rise of the global market, Multi-National Companies (MNCs) and the use of English as a link language have firmly established English, as a globally significant language.

It still enjoys the same recognition in all the educational sectors. Being an international link language, it acquired a special position in this era of Information

Technology. Further, as the library language, it will remain an effective source of knowledge in the library across the globe.

Globalization views all the markets of the world as a unified whole. It had reduced the gaps and borders. It has minimized cultural and language barriers between consumers and producers. With globalization, English has become the official language for communication in the world market. Through a look at the *recruitment websites of* any non-English speaking country, one can find apart from other requirements, fluency in English is an essential criterion. The globalization process has made it imperative to learn and use English for everyone. For effective communication, fluency in speech and writing is important.   Its process has influenced English as the language of communication between international professionals. Communication can be defined as a purposeful behaviour that is used with intent within the structure of social exchange, to transform information, observations, or internal status, or bring about changes in the immediate environment.

In this era of globalization for a better personality, command over the English language and good communication skills are necessary. Communicative competence refers to both knowledge and skill in using this knowledge when interacting in actual communication. Knowledge refers to what is known about the language and about other aspects of communicative language use; skill refers to how well one can perform this knowledge in actual communication.

English is unique. Hundreds of millions of people use English every day everywhere in the world. No language has ever before been put to so many uses to massively by so many people in so many places – on every continent and in every sea; in the air and in space; in thought, speech and writing; in print on paper and screen; in sound on tape and film; by radio, television, and telephone; and via electronic network and multi-media. It is also used as a mother tongue or other tongue – fluently, adequately, or haltingly, constantly, intermittently, or seldom happily, unhappily or ambivalently – by over a billion people. Perhaps a fifth of the human race.

It has become difficult to travel anywhere in the world without finding English in daily use, especially in large cities. It dominates international popular culture. It is prominent in the everyday public life of many countries where it has acquired a second and often supernational function. English is the lingua-franca of airports and major hotels, civil aviation and shipping lanes. It is the leading language of science, medicine, technology and academic publication. Its US variety utterly dominates computer hardware, software, networking, e-mail and the vast creative chaos of cyberspace. Barriers of race, colour, and creed are no hindrance to the continuing spread of the use of English **(Salim, 2001).**

Globalization has brought many changes in all most all fields or in every walk of our life. Academic world has no exemption to this. The ancient educational Gurukul systems have adapted the changing scenario and have become techno-savvy universities. This ongoing technological revolution has provided various opportunities to learn various new teaching methods, practices and ideas. Education is a bench marking criterion in this competitive world. The arrival and growth of internet has of internet revolutionized the concepts of language. The English language has been borrowing words from other languages for over thousand years. The computer mediated communication has added new meanings to the words. Language proficiency can't be developed spontaneously. Writing is a complex skill that demands proper knowledge of the mechanics of writing. No one is a born writer.

1.3 Significance of Writing Skills:

"If the language is not correct, what is said is not what is meant; if what is said is not what is meant, what ought to be one remains undone………………" - **Confucius**

What Confucius said sums up the importance of written communication in Chinese language, has been described in a pithy and compact statement in the translation.

Language and communication skills are recognized as important elements in the education of the modern generation. Personality development remains incomplete if the communication skills are ignored. Correct knowledge of English grammar,

pronunciation with correct accent and stress increase the degree of understandability. Words should be dealt with proper care so that the exact intended meaning is interpreted. Communication is a social process. Successful communication leads to shared meaning. In oral communication psychological, social and cultural facts count more. But a written message is a missile, so the writer has to be twice as exact, once for his own clarity, a second for the readers. There are three stages of writing: ante writing, Writing and editing. There are two phases of writing: creative phase and critical phase. Creativity is not restricted to writing poetry or a story. It is concerned with generation of an idea and the critical phase is concerns with exactitude i.e. complete and correct communication. **(Rao ,2006)**

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. These skills help the learner gain independence, comprehensibility, fluency and creativity in writing.

1.3.1 Some Definitions of Writing:

Writing is a way of responding to experience. The first thing a writer learns is to be receptive. Writing is a means of thinking things through………... **(Guth, 1973, p. 136)**

Writing is more than an orthographic symbolization of speech, it is most importantly a purposeful selection and organization of experience. This selection and organization require active thought. The process of learning to write is therefore largely a process of learning to think more clearly…. **(N. Arapoff, 1969, p. 200)**

Writing is originating and creating a unique verbal construct that is graphically recorded…………. **(Emig, 1977, p. 123)**

Writing helps to consolidate learning in other skill areas of listening comprehension, speaking and reading and gives the writer practice in manipulating structural variants, adding the reinforcement of the kinesthetic image to the auditory and the visual …… **(Rivers, 1969, p. 244)**

Writing is the bench marking parameter to assess academic performance at any higher level of education. So, learning to write English has become a significant part of learning. Though writing happens to be a significant skill in academic assessment in the prevailing system of examination, it is not given due weightage in the regular language classes due to various reasons. As a result of this most of the students, who do not have proper knowledge about the basics of writing feel, difficulty in expressing their ideas clearly. Writing is a complex skill that requires active command over vocabulary and grammatical aspects of a sentence construction. They should also have a thorough knowledge of spelling punctuation and capitalization. It also requires intelligence to properly organize ideas in a proper logical sequence to maintain coherence.

According to Tricia Hedge, writing requires both authoring skills and crafting skills. Writing is one of the most demanding skills in academics. Unlike speaking and listening, it is not natural to humans, it has to be deliberately cultivated. Any written communication in academics demands clarity of thought and correctness in expression. Academic performance in English language subject is assessed by the aspects like syntax, grammar, mechanics of writing, organization of ideas, choice of words, content, style and expressive abilities.

Of the four language skills, writing is found to be holding a special position, which also remains the commonest way of examining students' performance in English. Writing as discussed in the above paragraph is a skill, the acquisition of which ranges from putting down the graphic symbols of a language on paper, to the presentation of information in an acceptable manner. The progress can be sequenced in three steps, the ability to shape the letters of the alphabet (graphics), knowledge of the right combination of letters (spellings) and skill in expressing oneself through the written words (composition)

Thus, writing remains a difficult process as learners are expected to create written products that demonstrate mastery of various elements of the language. The writer must be able to balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation and spelling. In academics, teachers emphasize grammar and punctuation rather than content and the organization of ideas.

(B.- Arapoff, 1967) states, "Learning to write does not just involve learning to use orthographic symbols, but primarily how to select and organize experience according to a certain purpose. A purposeful selection and organization of experience require active thought. When writing students must keep in mind their purpose, think about the facts they will need to select which are relevant to that purpose and think about how to organize those facts in a coherent fashion. The process of learning to write is largely a process of learning to think more clearly.

1.4 The Emergence of Social Media:

English has assumed the status of a global language. Even though only a minuscule percentage (7.6 as per 1992 Survey) of people speak it as mother tongue. Its surge as a widely spoken second language has been tremendous. It is a de facto language for people from different languages and cultures. According to **(Crystal, 1997, p. 139)**, "There has been a language so widely spread or spoken by so many people as English. There is, therefore, no precedence to help us see what happens to language when it achieves a genuine world status."

English is a dominant language in India, not because it is 'language of command' and 'power' **(Cohen Bernooh, 1995)** and **(Honey, 1997)** but because of its expressive power is considered to be of great value in our fast-changing society. In 1980s the word cybernetics, which involves the science of communication and automatic control system in both machines and living things became popular. The new nuances have not only enriched the language but thrown a challenge to make English learners familiar with them.

The 21st century has witnessed several changes in communicative patterns as a result of the prevailing Information Technology (IT) revolution. It has extensively broadened the scope of communication through various new technologies. It has converted the entire world into a global village that can be accessed very easily with these tools. Technology has become a part of our life and we use it in all aspects of our life. It has provided various platforms to facilitate teaching-learning. Technology is one of the most significant drivers of both social and linguistic change. It has affected the educational culture. With the vast spreading of English across the world, English has become imperative in academic pursuit. According to David Graddol, "It

is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre…. **(Graddol,1972:2)**

So, the emerging technology has provided various opportunities, for students to gain confidence, practice and extend themselves, especially for ESL students who learn the English language for more than just fun. For them to keep pace with the ELT and gain more confidence, they have to stride into the world of multimedia technology. The Internet has become a significant application of technology. It remained an excellent source of information, knowledge sharing, enlightenment etc. Technology is used in teaching and learning, for the upliftment of modern styles, it satisfies both visual and auditory senses of students. **(Devnath)**

1.4.1 Some Tools of Technology**:**

One of these technologies is Microsoft PowerPoint presentation which is very popular amongst the teachers and business personnel. Further, YouTube is one of the online platforms which can be embedded in teaching and learning processes. It has become more popular especially among adults. This website provides learners with authentic situations and with everyday clips that help them to understand their lessons in a better way. In a similar way, Twitter, amongst the social media channels has found a prominent position in the classrooms especially at higher levels of learning. It has the potential to transcend the boundaries of the classroom and socialize knowledge. Facebook or Social networking sites originated on a university campus. It is the largest social media network on the planet. As a result of its massive access, many educational personnel have found creative ways to leverage Facebook's social aspects and global reach to create a very powerful teaching tool. Besides these platforms, various Apps facilitate language learning. Apps are great ways for students to practice English and have fun while doing it.

There are many apps like Grammar Up, Pinterest, Edmodo etc. which allows the students to test their knowledge on specific topics. They track the students' progress. They can also play Scrabble and Boggle on mobile devices. They can master spelling, grammar, and other English skills by playing games on their computer or mobile devices. Blogging is another tool that enables them to practice

writing skills. Live Journal, Edublog, Blogger etc. allow them to create blogs for free. Skype is yet another great way for students to practice their speaking and listening skills.

WhatsApp is at everybody's doorstep to a greater extent which facilitates intra or intercommunication with either an individual or in groups. It is a free messaging and video calling app extensively used in more than 180 countries. Instagram is an American photo and video sharing social networking service that is used by today's smart youngsters. Snapchat is yet another American multimedia instant messaging app which used by collegians.

All these technologies and many other devices are easily available. These information technology tools provide an infinite choice of multimedia, software applications and devices to create more exciting teaching-learning classroom sessions. This new technology, is not only a tool for English subject, it can also be applied to any other subject in any discipline. All these tools will definitely help them to have to enhance the learning experience and equip students to join an increasingly global workforce. Teachers can use websites to post their teaching schedules, share content material, assignment collection etc. They can easily access them through technology systems.

1.4.2 Impact of Technology on Communication:

All these networks are connected through internet. Internet is a network formed by the cooperative interconnection of computing networks. In this network, hundreds of connected networks, usually made up of different kinds of computers and different technologies, are put together so smoothly that the individual parts appear to be one network. All these networking sites are used by most people to interact with their social circles. In the field of academics, the emergence of social media has significantly impacted how students learn and the educators teach. These applications can strengthen the confidence of students and enhance the spirit of collaborative work. At the same time, there is a need to think of the risk of openness as well.

With the advent of social media networking development, most of the students extensively use these channels for their inter and intra communication. The majority of the student users, regularly text their instant messages through SMS (Short

Messaging Service). This has brought about a revolution in the world of communication. Most of the youngsters seem to be hooked on it. It is very common to see young people either holding the handset to their ear or playing on the keys with their nimble fingers. The cell phones in their pockets or wallets keep producing "beep" sounds receiving messages to which a quick reply needs to be sent. It is believed that average young person sends 20 SMSs in a day. It is estimated that 20 billion messages or more are sent every month worldwide. "Short" is the most important and meaningful word in today's messages. The language of this instant messaging has come to be called lingua shrunk in which punctuations make words, letters create sentences and words become paragraphs. Further this includes alphanumeric language. This is a language in which alphabets, numbers and sometimes punctuation marks make up the entire message. At times it seems that we have to learn altogether a new kind of language. For example, 'Good for you' becomes 'GD 4 U': or the famous line of Shakespeare, "To be or not to be: that is the question". becomes '2B or nt 2 B tht is th ?'; 'See you later' becomes 'C U L8R'. It is of course necessary that both sender and the receiver are familiar with the code. This instant messaging is a perfect example of the process of encoding and decoding in communication. (Sinha) It is in the form of dialogue and it is full of shorthand transcriptions of English words pronunciation and speech sounds. To quote an instance, 'are' is written as 'R', 'You' is written as 'U', 'be' is written as 'B' etc. Sometimes they omit the use of vowels (ex 'Swt' for "sweet')

Considering this careless texting phenomenon of the youngsters, the researcher imagining the extent of damage of this sort of communication attempted to study the influence of the social media texting phenomenon on the student's communicative competence and its impact on their academic performance. In the academic field, especially in subjects like English, the entire process of evaluation of academic performance is determined by certain benchmarking aspects in written communication. Clarity of thought and expression is required along with proper word spellings, punctuation and capitalization marks. Omission of articles, prepositions, wrong spellings and ungrammatical construction of sentences have some adverse influence on the marking. Walter K Smart states, "Overall efficiency in writing efficiency in the use of language during college years and thereafter, is acquired through the cultivation and practice of good writing habits."

We can't deny the fact that social media has boosted the interest and confidence of many advanced learners by providing them exposure to updated content. Further it has also encouraged average learner to communicate with ease through social networking. Those who remained hesitant and adamant in pursuing English writing skills also participated actively in this interaction.

Writing is not an easy task for everyone, be it a born writer, a skilled writer or an unskilled one. Apart from the mechanical efforts, it also requires the use and application of various cognitive and metacognitive strategies simultaneously. A writer not only takes care of the script of language or its mechanics but he also generates ideas and rethinks over them, sets goals both short term and long term and reaches towards them, revises and edits the content and is aware of the reader all the time. Hence in order to write one has to be highly motivated and amidst all the distractions present around, has to regulate oneself towards the goal of composing.

1.4.3 Recent Trends

The widespread use of mobile phones and Short Messaging Service has spawned an entirely new language with a sole purpose to send the message quickly. Later on, social media has provided various platforms to communicate for the current generations. These social media communications among certain groups are not based on any rules of grammar and are created by the user as he sees them. For example

"How R U?" is written for "How are you?"

"Recd yr msg", "Get bk 2 u soon" for received your message. Get back to you soon. "GM" for "Good Morning" and "HBD" for "Happy Birthday", "Bcoz" for "because" and "b4" for "before" are commonly seen in WhatsApp chat messages.

Slang is another type of language which is very informal in nature. It is often used by particular group members. Words and phrases belonging to this genre are subject to fashion. They come and go with equal rapidity and what was in vogue yesterday marks you as out of touch if you use it today. Most of the youngsters use internet slang like LOL, TTYL, gonna, fundoo, dud etc. So, the today's smart generation readily adopted these contracted forms and web slangs easily. While they are online, they are exposed to these new forms and with their regular participation,

they develop this habit of using those words which are accepted in academics. So here unknowingly they are getting exposed to new trends and this influences their language learning.

1.5 Psychology of Language Learning:

According to the psychologists of the behaviourist school, the language learning process can be defined in terms of conditioning. They argue that the teaching of language skills is essentially a process of habit formation. Stress on repletion, imitation and duty is a part of their approach. They consider motivation as a vital aspect in learning and claim that the motivated learner will learn more readily and will retain his learning longer. The learners cannot learn until they are physically, mentally and emotionally ready to do so.

Prof. B. K. Das and Prof. B. N. Kool (1987), CIEFL (Present EFLU), Hyderabad considers the following implications of the behaviourist model of learning particularly relevant to the teacher.

Language is learnt through use, practice. The more the learner is exposed to the use of language, the better his chances of learning it.

1. The production of language depends on the situation which makes it necessary. Language cannot be taught in divorce from situation; the teacher has to introduce each new pattern of language in a meaningful situation.

2. Producing the correct linguistic response to a stimulus requires effort. If the learner is not called upon to make this effort there is no learning.

3. Producing the correct response also requires attention. Attention is bound to slackness after a time, so prolonged practice is less useful than spaced practice.

4. The spoken language comes earlier than written and the receptive experience of language is necessary before any productive use can begin.

5. Learning takes place faster if the correct response to a stimulus is immediately confirmed. The learner must know at once if his effort is right or wrong.

6. Learning is still faster if the learner is placed in a situation where he can produce only the correct response. Each incorrect response builds up a faulty behaviour pattern which interferes with the process of conditioning.

7. Every new item learnt must be reinforced by further practice before further learning begins (Methods of teaching English, 1987 Lesson 5 pp 11, 12).

Thus, behaviorism favours the view that a language is a form of codified patterned social behaviour. The view that language is behaviour is one sided and somewhat superficial. According to the cognovists, there is something that mediates between the stimulus and the response, and this is cognitive function. A learner just does not behave in a mechanical manner. He also uses his mind. He not only perceives the whole phenomena but also develops insight through which he solves a problem. A learner encountering a new situation recognizes it as a problem to be solved.

1.6   Need for the Present Study:

Indian society is emerging as a multilingual with English retaining its place as a global means of communication among the educated classes. The English language proficiency has become an imperative in this 21st century. The present knowledge society which is ruled by the ICT tools has added many formal and informal communicative channels. The arrival and the growth of the internet and social media channels brought a revolutionary change in the present-day youth's communicative efficiency. The smart generation adopted the social media and computer-mediated communication, which is different from spoken and written English. This study attempts to study the phenomenon of texting ability of graduating students in various disciplines. Further, it attempts to find out whether texting through social media influences the general linguistic abilities. It also discusses its impact on the standardization of writing efficiency. It gathers teacher's opinion on their students' use of social media habit and its impact on their writing abilities. It reveals the awareness of students in using standardized English in their academic writing. It may

throw some light on students' unintentional usage of acronyms and other words which are quite frequently used in their personal texting. It may enable them to differentiate between personal texting and academic writing.

English is an international language and people need to learn to write in English for personal, occupational and academic purposes. Of the four language skills i.e. LSRW, writing holds a special position. It also remains the only way of examining the students' performance in many academic courses and programmes in various disciplines. Virtually, even all the public examinations include a composition; even gap-filling tests which require some competence in written communicative abilities. Accordingly, the ability to write remains a deciding factor of academic achievement/failure. Students writing can provide useful evidence of their successes and failures in the learning of confusion and errors. The teachers can diagnose an individual as well as general problems on the basis of such written expressive abilities.

Writing remains a difficult process and learners are expected to create written products that demonstrate mastery of various aspects of language. Writing has been taught for many years as a product than a process. But today, most of the students are habituated to opt social media channels such as face book, and WhatsApp for their personal texting purposes. These channels encourage freewriting. Though these channels communicate quickly, efficiently and effectively, students use words freely without caring for the correctness, grammar, punctuation or capitalization. They forget that the primary objective of their writing is to reach the receiver with clarity. Good writing efficiency demands proper editing. It is not just the correction of spellings and other mistakes but it enables them to examine the text from the reader's perspective. Considering this, as a serious matter of concern, the researcher has chosen this area for her exploratory study.

English language has been emerged as the language of the future and the language of the present throughout the world. This knowledge of English will enhance the process of globalization. In India, English language has been taught throughout the British period and till this date. The English language unites all the states in India. It is only connecting link between the educated persons of different states. Within India, there are numerous languages. But India as a whole has only

one language today and that is English. English at present is only an associated official language; the primary official language is Hindi.

It has been observed that there is a constant decline in the standard of English in schools and colleges during the last four decades. There has been quantitative improvement in the language learners. But English language suffered a serious challenge as the failure of many children to learn to read and write even after ten to twelve years of their formal schooling is a cause for concern. This is one of the most significant school-related reasons why children drop out. However, what happens …. or fails to happen in the classroom is also a contributing factor. The current demand for teaching English as a subject is not only a reflection of the new aspiration and the changing scenario. Success in learning English is possible only if it builds on sound language pedagogy in the mother tongue. English comes as a difficult foreign language to a majority of people. There is small environmental support to learn English in our society. **(Srivastava, AK, Shekar, R. 1978).**

A language teacher and more specifically a teacher of a second language cannot be satisfied with a linguistic theory which relegates the concept of language use to something of a residual category. Until or unless the students are given practical work, no amount of theoretical knowledge will help them to link up with the world of work. On the other hand, they are constantly using social media platforms independently. When there is high demand for communicative proficiency in job market, most of the graduating students do not have the optimal level of language proficiency at the college thresh hold level. Further, these students who hesitate to interact in the physical class, freely text instant messages while responding momentarily. Those students, who do not have the confidence to appear before the interview panel, are readily interacting with their social groups freely. Does it mean that social media texting practice enabled them to enhance their communication skills? Do they think properly while responding virtually while somebody is online? Is there any association between students' social media texting and their academic performance?

It has been observed that in the present English language teaching-learning scenario, many of the final year graduating students remain very passive in their

active language skills i.e. writing and speaking and lack basic communication skills. It seems definitely the present English language teaching-learning scenario is not fulfilling the needs of students. Commerce is directly associated with the economy of the nation and communication skills are very much essential for any student for his/her career development.

But only a few exceptional students are found to be capable of writing and speaking correct English at the final year of their graduation in many disciplines. Many of the students are incapable of reading a book with correct pronunciation and following it independently even at the undergraduate level. Incorrect spellings and ungrammatical construction are found to be quite common even among college students. The correct use of English idioms and figures of speech seems to be almost unknown. But they actively participate in their social media interlocutory texting.

It is high time for a researcher to make an attempt to study the actual social media texting trends of collegians and examines whether this type of social media texting pattern has any impact on students' communicative competence or not. Such study may throw light upon some issues on the impact of social media texting on students' academic performance etc

1.6.1 Research Questions

- ∅ Do students use social media networking for their social interactions??

- ∅ Why do many students fail to communicate in English, in-spite of studying English for ten years at school and college level?

- ∅ Do this social media texting help the students to enhance their communication skills?

- ∅ Do all the English teachers consider this platform for educating students?

- ∅ What kinds of problems do the teachers observe in their students' formal written   communication l?

- ∅ How does social media chatting influence the students' writing skills?

Ø Do they cautiously use words while texting on social media?

Ø Do they believe that there is an effect of social media texting on their academic performance?

Ø Do this social media texting trend influence students' academic output?

At present, we don't have any research studies to answer these questions due to the lacunae found in the research conducted at the undergraduate level in the various disciplines which is discussed at length in the review of related literature and implications of it.

Hence, considering the present scenario of teaching-learning English, the researcher, being an English lecturer in one of the commerce colleges in the district of Kachchh in the state of Gujarat feels that it is worthy to conduct the study as it is essential to examine the actual impact of social media texting habit on their communication skills. Further, it studies whether this texting practice enables the students to communicate effectively and efficiently or not?   Hence, the researcher has proposed to study the following problem.

1.7 Statement of the Problem:

A Study of the impact of social media on students' writing skill in English language at the Under Graduate Level

1.7.1 Objectives of the Study:

Ø   To study the phenomenon of texting ability of students writing skill efficiency.

Ø   To analyze whether there are any negative/positive impacts of students' social media usage on their academic writing.

Ø   To check whether their regular personal texting influences their general linguistic abilities.

∅   To know whether texting through social media influences the general standards of English language writing skills.

∅   To know the teachers' opinion on their students' usage of social media and its impact in their language learning.

1.7.2 Delimitations of the Study**:**

The present study is delimited to the final Year graduating students and English Teachers who teach at the U.G. level and PG level in different disciplines. Further, the study delimits itself to the general college teachers at higher level in various disciplines.

1.7.3 Design of the Study**:**

The present study is a survey kind of descriptive study which describes the present status of social media texting trend of college students and its impact on their academic performance from both teachers and students perspective.

1.7.4 Population of the Study**:**

All the final year B.A., B.SC, B.Com., BBA and BCA students of all the selected ten colleges affiliated to the K.S.K.V. Kachchh University constituted the population for the present study. All the teachers, teaching English subject and other subjects at college and university level constituted the population of teachers for the study.

Figure No. 1.7.1 showing 1showing Total population and samples selected for the study
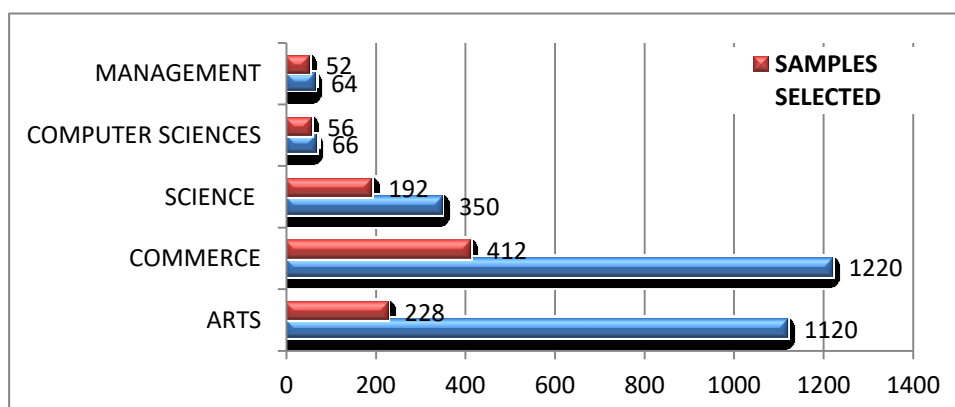
1.7.5 Sample of the Study**:**

All the teachers, teaching English subject at UG and PG levels constituted the sample of teachers for the study. All the final year graduating students enrolled in ten selected colleges in B.A., B.Com., B.Sc., B.B.A. and B.C.A. programmes constituted the sample of students. This sample of teachers was considered to collect the data related to the social media texting practices of final year graduating students in general. To collect the opinion of students and to know about their views on their social media texting habit and its influence on their communication skills initially, the researcher considered 33% of 1136 final year students in five different disciplines from ten selected colleges affiliated to the K.S.K.V. Kachchh University as the sample for the study. But, as 940 students of them mentioned about their social media usage, the researcher removed the data of 196 non users for data purification. Accordingly, the sample of only those 940 students who communicate through social media is considered for further research study.

1.7.6 Tools for the Present Study**:**

The researcher designed the following three tools for data collection in the present study:

(1) Questionnaire for English Teachers

(2) Opinionnaire for General Teachers

(3) Questionnaire for Students

Questionnaire: In order to know the perspectives of both teachers and students regarding the students' social media texting trend and its impact on communication skill enhancement and academic performance the researcher designed two different questionnaires for students and English teachers separately. The students' questionnaire included 24 open-ended as well as close-ended questions. The English teachers' questionnaire has items which elicited responses from teachers regarding the phenomenon of social media texting and its influence on their language proficiency from their perspective. This Questionnaire was referred to the experts in the field of language teaching for finalization. It included questions related to general social media texting trends from their perspective.

Opinionnaire for Teacher: In order to know the opinion of general teachers views on their students' social media texting phenomenon, the researcher designed an opinionnaire. This Opinionnaire included open-ended as well as close-ended items. On the basis of the responses of the teacher, the researcher analyzed the influence of social media texting on their students' academic results.

1.7.7 Data Collection**:**

Throughout the study, the researcher personally collected the data through Questionnaires and Opinionnaire. The data collection was in the form of responses given by respondents collected through questionnaires and opinionnaire. The researcher obtained the responses of both the students and teachers to collect the data related to social media texting trend of the students and its impact on their communicative confidence.

1.7.8 Data Analysis**:**

The collected responses were analyzed quantitatively and qualitatively. The responses collected comprised of opinions of both the teachers, learners and the teachers of English language in particular were analyzed using the descriptive statistics of frequency counts and percentage and the inferential statistics of Chi square. Inferential statistics of Chi square was used to test the stated hypotheses at 0.05 and 0.01 level of significance. The data collected through questionnaires and opinionnaire was mainly analyzed qualitatively. The frequency and percentage analysis were used wherever required.

1.8 Organization of Thesis**:**

Chapter-1 establishes socio-pragmatic importance of the teaching of English. It also provides background information on English language teaching in India. It projects the significance of English language in today's I.T. era. It also expresses concern about the falling standards of English. Further, it leads to the statement of the problem and provides an overall picture of the present research study. It throws some light on the research design such as the construction of tools, data collection, data analysis and interpretation of data analysis etc.

Chapter-2 provides reviews of related literature. The researcher has referred to various books, theses, articles, journals and different websites in connection with the present study. The implications drawn from the reviews help the researcher in analyzing the problems of both the teachers and the students. Further, they assist and guide the researcher in analyzing the teacher-learner difficulties.

Chapter-3 illustrates the plan and procedure of the present research study. In this chapter, the researcher has mentioned the study design, type, population, sample, tool designing, data collection and data analysis etc.

Chapter-4 gives the details of the information of the data analysis and interpretation. The data collected through questionnaires were used for finalizing the impact of social media texting on students' communicative competence. The investigator analyzed and interpreted the data qualitatively.

Chapter-5 the last and the fifth chapter gives a brief summary of the entire research study and draws implications for the impact of social media texting trend of students on their skill enhancement and its influence on their academic performance from both teachers and students in particular. Based on the findings of the study, it attempts to explore some suggestions for creating general awareness among those student social media users about its influence of it on their academic performance is reflected in their formal academic communication. It also includes some adaptable recommendations for further study.

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Chapter 2 Review of Literature

2.1 Introduction

As it is rightly said that the past is the foundation of the presence and future, the existence of presence always rests on the foundation of the past. In the same manner, a brief analytical review of the writings of recognized authors and of previous research studies substantiates that the researcher is quite well acquainted with the previous studies in the concerned field. While reviewing the studies the researcher will also get an opportunity to locate the research gaps in the concerned area of research. Thus, effective research is based upon past knowledge, the review of previous studies helps the researcher to eliminate the duplication of what has been done and provide useful directions and helpful suggestions for the significant investigation.

Indeed, a review of the related literature provides academic guidance to the researcher and it is considered as the important phase of the research methodology and hence the researcher, in order to study various aspects of the impact of social media on English language teaching-learning had gone through various research studies. The researcher had reviewed around forty one studies in addition to various books, and reports at various levels such as general level, college level and University levels. She had also surfed various relevant websites for this purpose. The researcher basically focussed on reviewing studies pertaining to social media networking and studies examining the impact of social media on learners' language skill enhancement. The review also included studies on examining the impact of social media on learners' academic performance in English language . So ,the aspects were categorized into two focused areas, such as

(a) Skill Enhancement /Language learning through social media

(b) Impact of social media texting trend on academic performance

The researcher had reviewed a total of forty one research studies from articles published in various journals, research articles and doctoral thesis and so on. All these studies were further categorized into studies conducted in India and Abroad. The year -wise details of these studies were given below in the forthcoming paragraphs.

Amongst these studies, there were sixteen studies conducted in India and the remaining twenty five studies were international studies which were conducted abroad.

2.2 Details of Criteria for Division of Studies

The researcher reviewed a total of forty one research articles from various journals, reports and doctoral thesis and so on. Thus, out of these total forty one articles, 16 were national and 25 were international studies.

The researcher segmented all these reviews on the basis of level of study and factors pertaining to language acquisition with special reference to social media. Out of these forty one research reviews, 21 studies discussed about the impact of social media usage on language skills and the remaining twenty studies discussed about the impact of social media on students' academic performance. The researcher had reviewed studies at various levels. The reviews included around fourteen studies at the University level, fourteen studies at the college level. The remaining eight studies at the mixed general level such as school, adults etc, the details were projected in the following tables 2.2.1,2.2.2 and 2.2.3.

Table No. 2.2.1 Showing Criteria for Division of Studies

A	Level	No. of Studies
i	College Level	17
ii	University Level	14
iii	General	10
		41
B	**Focus Areas**	
i	Language Learning/ Skill Enhancement through Social media	21
ii	Impact of Social media on Academics	20
C	**Nationality Level**	
i	Studies conducted in India	16
ii	Studies Conducted Overseas	25

Table No. 2.2.2 showing Year-wise List of Reviewed Studies on Impact of social media on Language Skills/Learning Language through social media

Sr. No.	Name(s) of the Investigator(s)	Year	Title of the Study
1	Altam. S	2020	"Influence of social media on EFL Yemeni learner in Indian universities during covid-19 pandemic"
2	Singh	2020	"Impact of Social Media on Indian Youth with Special Reference to Covid-19"
3	Yusuf	2020	Use of social media and wikis in teaching writing skills
4	Zainal & Rahmat	2020	The influence of social media on vocabulary and language learning.
5	Salaudeen & Lawal	2019	"Social media addiction and formal writing skill among mass media communication students in Osogbo, South-Western Nigeria"
6	Slim &Hafedh	2019	"The Social media impact on language learning for specific purposes: A study in English for business Administration"
7	Vanisree	2019	"Topic Social Media – A New Trend of Enhancing Language Skills"
8	Wahyudin& Sari	2018	"The effect of Instagram on the students' writing ability at the undergraduate level'
9	Adi Kasuma	2017	Using Facebook for English language learning: the differences among gender and ethnicities
10	Gheji	2017	"The Impact of networking sites in college students: A sociological study of Kolhapur District"
11	Dhanya G,	2016	"The influence of social media on English language learning"
12	Lomicka L &Lord G	2016	"Social networking and language Learning"
13	Siddiqui & Singh	2016	"Social Media its Impact with Positive and Negative Aspects"
14	Sulisworo et al	2016	"The student's academic writings skill after implementing blended learning with Facebook"
15	Derakshan A & Hasanabbasi	2015	Social networks for language Learning

16	Acharya & Mohanty	2014	"Facebook as a Platform for Using English Language Skills among the Indian Youth"
17	Nwangwa et al	2014	"The impact of social media on undergraduate student's research skill'
18	Asemah, Okapanachi&Edigah	2013	Influence of social media
19	Alissiri	2012	Students' use of social media networking for communication purposes
20	Asad	2012	Effect of social networking sites to the life styles of teachers and students in higher educational institutions in Uganda
21	Richard Kern	1995	'Restructuring the Classroom Interaction with networked computers: Effects on Quantity and Characteristics of Language Production'

Table No. 2.2.3 showing List of Studies Focusing Impact of social media on Academic Performance:

Sr. No.	Name(s) of the Investigator(s)	Year	Title of the Study
1	Ajay et.al	2021	'Impact of social media on academic performance of medical undergraduate students'
2	G. A. Kumar & Ravi Kumar	2020	A study on impact of social media on academic performance
3	S. N. Kumar et al.	2020	"Social Media: Changing Landscape in Language Interaction"
4	Malik	2020	"A study of use of social media in relation to academic performance, anxiety level and social intelligence of the learners"
5	Khan et al	2019	"Social media and its adverse effects on academic performance of students".
6	Ramprathap	2019	"Effects of social media on students' academics performance in southern districts of Tamilnadu with the reference to engineering students"
7	Buriro and Charan	2018	Facebook is regarded as a powerful kind of Computer-Mediated Communication (CMC).

8	Nasir et al	2018	Social media users in India: A Futuristic Approach
9	Talaue et al	2018	The impact of social media on the academic performance of selected college students
10	Gareli	2017	"Attitude of university students towards educational networking through social media in relation to academic satisfaction and study habits"
11	Montaghem	2016	"Impact of social networking sites among Iranian students in Karnataka state: A study"
12	Milana Abbasova	2016	"The impact of social networks on students' English language in Azerbaijan"
13	Al. Menayes	2014	"The relationship between mobile social media and academic performance in university students.
14	Belal	2014	'Influence of digital social media in writing and speaking of tertiary level student'
15	Pineteh	2013	The Academic writing challenges of undergraduate: A South African Case
16	Asemah,Okpanachi&Edeg ah	2013	"Influence of social media on the academic performance of the undergraduate students of Kogi State University, Anyigba, Nigeria".
17	Shams Bin Quader	2013	
18	Gremu and Halse	2012	
19	Wang Quingyaetal	2011	The effect of social media on college students
20	Karpinski, A.C	2009	the use of Facebook by the undergraduate and graduate students.

2.3 Details of Studies focused on Skill Enhancement /Language learning through social media

(Altam, 2020) studies on "Influence of social media on EFL Yemeni learner in Indian universities during covid-19 pandemic" aiming to find learners attitude, development of skill, time spent on social media and the platform used for learning English language. The area of research was in EFL Yemeni learners studying in

different Indian universities during covid-19. By means of an online questionnaire as a quantitative design, 120 Yemeni Learners were taken using convenience sampling. The statistical analysis program through SPSS software was used to evaluate the gathered data using 5-point Likert scale of 'strongly agree', 'agree', 'disagree', 'strongly disagree', 'neutral'. The research specified enhanced skill of listening due to social media as well as more time being spent by learners on learning English language. The result specified a decrease in learners' spelling errors by acquiring and practicing new vocabulary, YouTube is the most used app for learning English.

(Singh, 2020) the article "Impact of Social Media on Indian Youth with Special Reference to Covid-19" focuses on the revolting impact of social media on adolescence and its resonating alteration in brain impacting memory attention capabilities as well as social activities. With the help of descriptive methods, secondary sources including websites, articles, newspapers, journals criteria were analyzed. Here the researcher examines the positive and negative effects of the use of social media and concludes that social media is an invertible dimension of the modern age with countless active users and gains from social media out weight its negative impact. The researcher also suggests spreading awareness among youngsters through audio visual aid seminar group discussion and debate etc.

(Haidari et al., 2020) study examines the impact of "Use of social media and wiki's in teaching writing skills" of learners by covering various studies of the year 2010-2018. using Google scholar database 17 articles were analyzed using PRISMA diagrams 2009, which is a systematic way of searching pertinent and feasible literature. Here the researcher scrutinizes literature with the help of a mixed-method approach (70.53%) as well as quantitative and experimental methods (29.47%). The study derives the benefit of using social media and wikis and can improve students working skills, critical thinking skills, cooperative and collaborative skills and suggests both teacher and student to use different social media and wikis platforms.

(Zainal & Rahmat, 2020) attempted to examine the influence of social media on vocabulary and language learning through this case study and attempted to seek the influence of social media on English vocabulary development among students in

public and private universities in Malaysia. This study also aims to explore the influence of social media on interest in language learning skills. Besides, this study investigates how these platforms cause a positive and negative influence on language learning. Data and responses for this study are obtained from a questionnaire. The questionnaire data was then analyzed quantitatively using SPSS. The findings revealed that social media sparks language learning interest among English learners

(Salaudeen & Lawal, 2019), in their research "social media addiction and formal writing skill among mass media communication students in Osogbo, South-Western Nigeria" is focusing on the extent to which social media chat languages influence formal writing skills. The field of research was in a private University in southwestern Nigeria with 143 samples from 1st-year students from the department of mass communication was taken. Multi-level sampling technique compelling purposive, stratification and total population sampling was applied in data collection. The unit of analysis where texting is drawn up of words, Phrases and sentences with content categories is derived from Oyeyinka and Aakinola's (2013) categorization of words in text messaging. The data presentation was done in chart form followed by textual analysis and description of the statistical in charts. The article concluded that the student of mass communication do not have an immense adverse impact as compared to students at the undergraduate level and recommends colleges and territory Institutions to Institute courses that can improve the writing skill and ability of the student.

(Slim & Hafedh, 2019) explored to study "The Social media impact on language learning for specific purposes: A study in English for business Administration" found that Facebook could be an effective platform for language learning. This study, therefore, comes to explores the effects of Facebook-assisted teaching on learning English for specific purposes by students at the University of Tabuk, Saudi Arabia. A sample of 64 students from the Faculty of Business Administration, taking a Business Letters course in English, were divided into a Facebook-tutored group and a traditional classroom tutored group and were given the same vocabulary content. The two groups were given pre-test and post-test to measure their vocabulary learning and were subjected to an interview to gauge their attitudes

towards the instructional methods which were put to use. However, no significant difference between them. The two groups were found in terms of achievement in spite of the positive response and the high satisfaction level the Facebook-tutored students showed towards the use of such a platform.

(Vanisree, 2019) examined the "Topic Social Media – A New Trend of Enhancing Language Skills" in which different friendly interface and blowing pictures, captivating sources used for learning through technology is discussed, a playful way of learning and cultivating alternate vocabulary among learners is highlighted as well as an emphasis on learning with the help of different apps is made. The scholar concluded on the reformulated ways of communication and availability of different sites impacting learning and improving skills by interacting with dexterous speakers around the world.

(Wahyudin & Sari, 2018) their article "The effect of Instagram on the students' writing ability at the undergraduate level "aims to investigate the application of Instagram as a learning tool to improve EFL undergraduate students' writing skills. A quantitative study divided into experimental class and control class of 80 undergraduate students with general English as their subject at the faculty of Engineering and Computer Science with ages ranging between 20 to 23 years. Normality test, homogeneity test as well as independent T-test was performed using SPSS software to analyse a closed-ended questionnaire as a tool of data collection. The findings indicate Instagram being used for blended learning might result in an effective teaching and learning tool and help non -English student to improve their language learning in the classroom.

(Adi Kasuma, 2017) in her study on Using Facebook for English language learning**:** the differences among gender and ethnicity investigated university students' perceptions of using Facebook for English language learning (ELL) based on gender and ethnicities. A survey was used for data collection, in which all 622 participants reported to having at least one Facebook account which they frequently accessed multiple times a day. The findings show that the students possessed positive attitudes, motivation, and self-confidence in using Facebook to learn English language. They reported having acquired new English words and sentence structures from their engagement with Facebook. In terms of gender and ethnicities, it is the female

students and the Indian respondents who illustrated highly positive perceptions of English language acquisition, motivation, attitudes, and self-confidence, when engaging with Facebook. The awareness of these differences and strengths between gender and ethnicities may assist the creation of more suitable learning strategies, especially with the integration of Facebook and other social media.

(Gheji, 2011) in his research thesis "Impact of networking sites in college students: A sociological study of Kolhapur District" examine the impact of networking sites in college student. The aim of the study to understand the important of networking site in college students. Total 360 college students from 12 college of Kolhapur are selected as sample by snow ball sampling method. Data collected through structured questionnaire. Data analysed with help of SPSS software and statistical tools likes frequency, percentage, etc. used for analysis. Result shows that if social media sites are used genuinely, it will help the college student to complete their entertainment and they also study work successfully with drawing, comments and precise inferences.

(Dhanya G, 2016) examined "The influence of social media on English language learning" and studied the impact of social media in teaching-learning English language suggested that the integration of social media into classroom practice entails a reconfiguration of roles: the teacher is no longer the sole source of content, and the students are able to shape their learning in ways which align closely with the needs of their daily lives. All the above encourage the user to engage with information in English, reading and writing both formally and informally.

(Lomicka & Lord, 2016) studied on 'Social Networking and Language Learning'. The study revealed that the use of these techniques can act as a bridge to facilitate communication inside and outside the classroom. These devices can be effectively used in language learning'. The researcher examined the theoretical underpinnings of using social networking in language learning, as well as how social networking tools can be effective in the classroom. Specifically, we look at current pedagogical practices that are linked to social networking communities.

(Siddiqui & Singh, 2016) in his research article on "Social Media its Impact with Positive and Negative Aspects" studied the positive and negative impact of

social media on education. The study is of descriptive type and a total of 100 samples were selected based on a convenient sampling method. The study is related to India only. In the end, it explained that on different people the impact of social media was different. 72% of Indian teens use social media for texting messages and 52% of Indian teens use social media for online blogs like Facebook and MySpace.

(Sulisworo et al., 2016) in their scholarly article studied "The student's academic writings skill after implementing blended learning with Facebook" with the objective to study the effectiveness of blended mobile learning activity using Facebook to enhance students writing skills in Indonesia. The sample size of 61 students (13 male, 48 female) taking an introduction to education subject for 1st semester from September 2015 to January 2016. This finding is action research analyzed in descriptive quantity. In this research time essay examination was used to measure writing skills where four factors were considered as criteria of writing; Idea, organization, wording and flavour. The findings concluded this learning approach to show good results in aspects like improved shaping of ideas and organizing ideas into words

(Derakhshan & Hasanabbasi, 2015) in their article on "Social Networks for Language Learning", realized that social networks, such as Facebook, Electronic mail, Computer media are proven to be effective to increase students' learning of English out of the classes. Social networks facilitate students' interaction to share their ideas and provide an opportunity for learners to experience online tools to foster their learning skills. It was realized that these online tools (e.g. Facebook, Email, and Computer media) can be used to improve student's language skills, especially writing skills. Internet tools help second language learners to accelerate their learning by being up-to-date and self-directed

(Acharya & Mohanty, 2014) their research paper "Facebook as a Platform for Using English Language Skills among the Indian Youth" has put forth the impact of Facebook on English language use of the youth in India. Respondents involved professional homemakers and graduate students. with the help of purposive non-random sampling technique, 105 final responses were analyzed which consisted of 54 males and 51 females in which 51% of respondents comprised students, 38% freshly employed in service, 5% involved in business and 6% were home-maker. The

researcher also considered the fact, that out of 105 responders 27(25.71%) were married and 78(74.28%) were unmarried. A questionnaire of English language used in Facebook incorporating 20 items was used as a tool of data collection and analyzed with factor analysis. The scholar concluded the deterioration of the English writing skills of youngsters due to Facebook, also any refinement in English language skills due to Facebook could be considered secondary.

(Nwangwa et al., 2014) In their research "The impact of social media on undergraduate student's research skill' has been examined, for which six different universities with six different geo-political zones of Nigeria were considered. Here the factors like their ability to search for quality materials; generate new ideas about areas of research interest; and develop creative writing skills were observed. A 20-question structured questionnaire was used as a data collection tool from the Education Management's undergraduate level students at the selected university. The total population of 600 students with 53.3% students being female and the remaining 46.7% being male was considered. Descriptive analysis and frequency Chi-square (X2) was used to analyze the data and test the null hypothesis in the study. The results indicate the use of Facebook for the idea generation by the students, use of WordPress and blogger for creative writing and students often copy from Wikipedia, thus diminishing quality of research work is the result of dependency of students on these social media platforms. In the end, the researcher gave suggestions on how to improve students' research skills.

(Asemah et al., 2013) In their research article "Influence of social media on the academic performance of the undergraduate students of Kogi State University, Anyigba, Nigeria". This paper seeks to observe the impact of students' exposure to social media on their academics. It implants on two theories; social information processing theory and media equation theory. A simple random sampling of 282 students was conducted with the help of a questionnaire as an instrument of Data Collection, where the Cochran statistical formula was used for determination of sample size. The area of study was Kogi state university where 56% of respondents concluded Facebook as the most used social media network for the undergraduate students of Kogi State University. The data revealed a negative

impact on the academic performance of undergraduate students of Kogi state university.

Allissiri (2012) discussed about the students' use of social media networking for communication purposes. Technology mediated social networking site conveniently allows its users to communicate, develop and maintain friendships. The usage pattern of social networking consumes time and exposes users profile information to online threat. Increasing security concern necessitate for a study especially as the population of the mostly used online social networking site has rapidly increased to about 4.545 billion users spending an average time of 2 hours 43 seconds daily. The technological impact of social networking site reviewed focuses on the information used for communication, interaction and to socialize with other users. The study highlighted alternative pathway to circumvent online security risks. It has shown that social networking site has become an important communication platform appreciated and used among students, organization and government to provide cheap and efficient service. The technological features of online networking site support information sharing, posting of images and allow users to socialize with other users who are at distant location. Various service features of networking sites were supported by information and communication technology and allow users to communicate, interact and socialized.

(Asad et al., 2012) studied on the effect of social networking sites to the life styles of teachers and students in higher educational institutions in Uganda. The results indicated that social networking sites had several impacts on the lifestyle of students and teachers with the positive effects outweighing the negative effects. The findings confirmed that students can formulate group discussions so as to exchange their ideas, communicate to their teachers and appeal to their friends about assignments. Teachers share course related materials with their students, enables research work, creates student groups to collaborate on projects and communicate with their fellow teachers from other universities. So, the study concluded that the use of social networking sites should be incorporated into teachers" and students" lifestyles as its beneficial nature takes over its adverse side.

(KERN, 1995) described the use of Daedalus Inter Change, a local area computer network application, to facilitate communicative language use through

synchronous, written classroom interaction. The study compares the quantity and characteristics of the discourse produced by two groups of second-semester French students during an Inter Change session and during an oral class discussion on the same topic. Students had over twice as many turns, produced two to four times more sentences, and used a much greater variety of discourse functions when working in Inter Change than they did in their oral discussion. Furthermore, the distribution and direction of turns were radically different in the two conditions, with much

more direct student-to-student exchange in the Inter Change condition. Students' and instructors' responses to using Inter Change were assessed: both groups responded favourably, although students more enthusiastically so than the instructors. Features of Inter Change that may be unsettling for teachers include: decentring of teacher authority, lesser attention to grammatical accuracy, and less clear coherence and continuity of discussions.

All these studies reported that regular social media practice influenced the learner's language learning process of English. It was observed that the social media had either positive or negative impact to some extent on the learners learning attitude. Many of the researchers attempted to find out if there is any influence of social media on their language skills. From the analysis of different studies carried out on Impact of social media on English language learning, it may be observed that Adi Kasuma study observed that the students were exposed to new words in English. The findings show that the students possessed positive attitudes, motivation, and self-confidence in using Facebook to learn English language.

2.4 Showing List of Studies Focusing Impact of social media on Academic Performance:

(Bhandarkar et al., 2021) studied on the impact of social media on students' academic performance. Social media has become an integral part in the life of every individual in the 21st century. Social media addiction in the younger age group is a major problem. The objective of this study was to find a correlation between academic performance and social media use. This was a cross-sectional questionnaire-based study conducted in a medical school over a period of 3 months (Nov 2018–Jan 2019), where 400 medical undergraduates who use social media participated in the

study. Data collected from the questionnaire included the academic performance in terms of university examination marks, the duration of social media use per day and the social media addiction score. Data correlation was done using the Pearson's correlation factor. 41.5% of students used social media for up to 3 h per day. WhatsApp (98.25%) and YouTube (91.75%) were the most commonly used social media applications. 73.5% used social media. The study concluded that social media has a negative impact on the academic performance of 21st-centuryundergraduate medical students.

(G. A. Kumar & Ravi Kumar, 2020) the paper "A Study on impact of social media on Academic Performance" studied the impact of social media on academic performance of students with an objective to study online existence utilization and analyse the movement towards academic execution and relational relations. To understand, examine the influence of web-based life use among university understudies of mass correspondence as well as positive effect of relational dating of college understudies of mass correspondence. Illustrative research structure was used as Research Design and primary data was operated to know the direct perception of Shoppers, directors, etc through meetings and talks. Along with primary data Internet manuals, research papers, and books were used as secondary data. Chi-square test was applied on 100 samples collected through Convenience sampling. The study revealed usage of social media for educational purposes to be high in Medical, Paramedical, and Nursing College Students even suggested having learner-centric modules with the help of social media.

(S. N. Kumar et al., 2020) emphasized the topic "Social Media: Changing Landscape in Language Interaction" with an intention to determine the difference in texting patterns and the impact of languages. Undergraduate or postgraduate M Phil and Ph.D. students of Periyar University in Salem were selected as the research area. A sample size of 130 between 18 to 30 years age group was taken for a structural questionnaire as a tool of Data Collection. The study shows different trends in social media leading to linguistic development as well as promoting and developing English among users. Finally, the author concludes the establishment of a captivating period in the use of language with the use of social media.

(Malik, 2020) in her research thesis "A study of use of social media in relation to academic performance, anxiety level and social intelligence of the learners" examined the impact of social media use on academic performance. The aim of the study was to examine use of social media to learner's newline academic performance, anxiety level, and social intelligence. The sample was selected by random sampling technique and descriptive survey method has been used in the study. Result states that social media put positive impact on behaviour of the students but has not changed the academic performance of the students in terms of improved grades.

(Khan et al., 2019) in the article titled "Social media and its adverse effects on academic performance of students". Describes the negative effect of social media on students. Sample sizes of 197 respondents were taken using primary data collection. The area of study was Lebanese French University, Erbil Iraq. SPSS software along with ANOVA, correlation of variable and regression was used for data analysis. It concluded that there should be less use of social media as it would lead to more studies.

(Ramprathap, 2016) found the utilization of social media applications in higher education Finding of the study is there is difference exist between frequency of social media account usage with regards to the level of students' academic performance on group discussions and there is no difference exist between time of social media account usage with regards to the level of attitude on marks learning easier.

(Ali Buriro & Ahmed Charan, 2018) Facebook is regarded as a powerful kind of Computer-Mediated Communication (CMC). The majority of Pakistani Facebook users are believed to be under the age of 24. Every day, users spend about 40 minutes on Facebook. They are either reading or reacting to postings with various emojis or comments. The study seeks to assess the role of Facebook in the development of writing skills in English literature students. This study enlisted the help of 210 literary students from four public colleges. Their observations were recorded using a 15-item questionnaire with a 5-point Likert scale. At least one academic paragraph was required of all students. The results were determined after their views, draughts, and profiles were cross-tabulated in a database. According to the findings, 87 percent of pupils use Facebook. Facebook users see it as an

opportunity to hone their writing talents. Around 30% of people who do not use Facebook did not engage in paragraph writing. Facebook communication traffic is deemed pertinent, vital, and relevant. It has been proven that Facebook and other social media platforms can be beneficial to distant or E-learning perspectives.

(Nasir et al., 2018) studied in the scholastic article titled "Social Media users in India: A Futuristic Approach" explained emerging trends, uses and reasons for rising in the use of social media in India and the impact of social media on different levels of communication. The study was related to Indian social media users with the help of secondary data from the internet for the year between 2015 to 2022 using the observation method. The study is of descriptive type and collected data was explained with the help of figures and charts. It concluded that the excess use of social media will result negatively on the skills of the users specifically privacy issues, information overload, cybercrimes and others.

(M. Talaue et al., 2018) studied on the impact of social media on the academic performance of selected college students. The authors discuss about the real-world impact of youth's regular social media interactions. To get a good picture of the problem, a descriptive study design was used. The study's participants are sixty (60) students studying Business Administration and Management Information Systems who are engaged on social media. It took place during the school year 2017-2018's summer semester. To summarize, social media has become an important aspect of students' lives, consuming the majority of their free time. Without a doubt, there are aspects of social media that are beneficial to students' development. Furthermore, communicating with classmates via social media might assist a student in socializing, making new acquaintances, and discussing academic concerns. As a result, it may be argued that social media has a dual impact on school accomplishment and that teenagers' usage of social media should be approached with ultimate responsibility

(Garelli, 2017) in her research thesis "Attitude of university students towards educational networking through social media in relation to academic satisfaction and study habits", Evaluate relation of social media with academic satisfaction and study habits. The main objective of the study to compare the attitude of university students towards educational networking through social media with different levels of academic satisfaction & study habits. Total 801 students from three university of

Punjab are selected as sample by stratified random sampling method. The statistical tool like T-Test, correlation, ANOVA has been used in the study. Findings of the study states that there is the variation in attitude scores at different levels of study habits of university students towards educational networking through social media has been found to be significant and with increase in level of study habits and also increase in attitude score.

(Montaghem, 2016) in her research thesis "Impact of social networking sites among Iranian students in Karnataka state: A study", the researcher examines the impact of social networking sites among Iranian students in Karnataka state. The aim of the study to analyse the impact of social networking sites on the Iranian students who are pursuing higher education in Karnataka state. Total 480 Iranian students are selected as sample by purposive sampling method. Chi- Square test has been used in the study. Result shows that 58.33% respondents believe that increase academic networking which benefit the students. 67.92% respondents accept that social networking gives opportunity to students for personal learning and work environment.

(Abbasova, 2016) study on "The impact of social networks on students' English language in Azerbaijan" focused on grammar, vocabulary, and 4 key language skills: listening, speaking, reading and writing. Primary results show that 47% of respondents try to follow grammar rules while writing any text on the net, and more than half of the respondents (56 %) results indicate that their grammar gets worse because of social network usage. 31.73% of answers pointed out that using internet abbreviations sometimes affects their writing in a negative way. Still there exist positive effects too, like vocabulary enlargement, pronunciation improvement, scanning ability development while reading the text on the net, etc. Based on the findings of the present study, it can confidently be stated that social networks impact students' writing mostly compared to the other skills.

(Al-Menayes, 2014) in their research topic "The relationship between mobile social media and academic performance in university students". Studied the use of mobile phones and its relation to their performance. The study covered the students of Kuwait. The questionnaires were distributed to the students and the total sample size

was 308. To test this linear regression was utilized. It concludes that the more time students use social media, the lower will be their GPA (Grade Point Averages).

(Belal, 2014) in her study on 'Influence of digital social media in writing and speaking of tertiary level student' find out how digital social media influence writing and speaking, how they motivate students to improve their productive skills, and to what extent SNS is useful for the students to improve the English language. The results indicated that digital social media has several influences on the writing and speaking of tertiary level students with the positive effects outweighing the negative effects. The findings confirmed that students, as well as the teachers, can formulate group discussions where they can exchange their ideas, can share course-related materials, appeal to their students about assignments which help the students to enhance their writing as well as their speaking. However, the findings affirmed that digital social media also has some negative influence. The students use short forms of words, incorrect grammar and sentence structure in their formal writing and speaking unconsciously, which are the effects of digital social media as students are now much more familiar with those types of language.

(Pineteh, 2013) in his research "The academic writing challenges of undergraduate; A South African case "is aiming to determine challenges such as lack of mastery and analysis of academic writing convention, application of writing to construct social identities as well as ability to research and implementation of knowledge and poor sentence skill. It also concentrates on indication of these challenges for academic development of students as well as strategies to address these challenges. The area of research was undergraduate students at cape Peninsula University of Technology (CPUT), South Africa. The total of 20 participants (12 males and 8) with age group of 19 to 25 taken from two department: Information technology (IT)and town and regional planning. The research tool used was one-on-one interview with 2nd year students in the faculty of Informatics and design at the end of 2012 academic year. Moreover 150 1st year students from two communication courses along with two male and two female communication lecturers, one from the department of town and regional planning second from IT department and one from department of accounting in Faculty of business was taken with convenient

sampling. The findings concluded the challenges faced by students are result of linguistic and general literacy backgrounds their perspective towards academic writing and the qualifying of middleclass literacy practices in South African higher education and also suggest in intensive academic reading and writing workshop along with increased formative feedback.

(Asemah et al., 2013) In their research article "Influence of social media on the academic performance of the undergraduate students of Kogi State University, Anyigba, Nigeria". This paper seeks to observe the impact of students' exposure to social media on their academics. It implants on two theories; social information processing theory and media equation theory. A simple random sampling of 282 students was conducted with the help of a questionnaire as an instrument of Data Collection, where the Cochran statistical formula was used for determination of sample size. The area of study was Kogi state university where 56% of respondents concluded Facebook as the most used social media network for the undergraduate students of Kogi State University. The data revealed a negative impact on the academic performance of undergraduate students of Kogi state university.

(S. Bin Quader, 2013) tried to explore the reasons why private university undergraduate students of Dhaka city are using online SNS, what they do on these sites and whether spending a lot of time on SNS hampers their studies. The findings showed that these students use SNS primarily to connect and keep in touch with their friends and family, and their studies are usually not hampered by the time they spend on SNS. The aim of this research was to shed some light on the online social network sites' usage patterns by private university undergraduate students of Dhaka. The findings provided a platform towards a better understanding on online SNS activities and its effects—online media literacy and communication contexts—on university students of Dhaka. The findings provided two conclusions. First, private university undergraduate students of Dhaka use online SNS primarily to connect and keep in touch with their friends and family. Secondly, these students spend a substantial amount of time on SNS but it does not, according to them, usually hamper their studies or negatively affect their grades. One reason behind this may be that these students also engage in various academic activities like research, information gathering and online study discussions while being logged on to SNS. Studies on SNS

behavioural patterns or other related fields are rare in Bangladesh. Therefore, this study can serve as a reference for further studies in the future.

(Gremu & Halse, 2012) investigated the educational value of integrating a social networking platform and a LMS and found that although the use of social networking in education may have the potential to promote both non-formal and informal learning, educational institutions intending on following this path should proceed with caution as many factors can affect results. The use of social networking in the studies did not receive a positive response in our study be-cause of among other factors the complication of Mahara and the omission of training for both students and tutors. The results of the study, however, do not rule out the idea that social networking services could have educational benefits, if integrated in the students' studies. If the challenges like the ones mentioned above are addressed or avoided, and the students are helped to see clear benefits of using social networking in their studies, social networking could have a positive impact in the studies.

(Wang et al., 2011) in their research paper "The effects of social media on college students". The objective was to set the relationship between the effects of social networking and students' study efficiency with social media. The area of study were graduate and undergraduate students studying at Johnson and Wales University. A random sample of n=48, of males n= 26 and females n= 22 was collected using questionnaire method. The result came that 45% of sample shows that students spent 6-8 hours checking social sites. They used a convenient sampling method. It concluded that measures are been taken to maintain a balance between students' use of social media and their academic performance.

(Karpinski, 2009) analysed the use of Facebook by the undergraduate and graduate students. The scholar reported that Facebook users had gained more knowledge than the non-users. The scholar observed that university administrators should consider using Facebook as a learning tool to enhance academic performance of the students. The scholar suggested that Facebook should be used actively to promote better time management skills.

2.5 Analysis of reviewed literature:

All these studies reported that regular social media practice influenced the learner's language learning process of English. It was observed that the social media had either positive or negative impact to some extent on the learners learning attitude. Many of the researchers attempted to find out if there is any influence of social media on their language skills. From the analysis of different studies carried out on Impact of social media on English language learning, it may be observed that-

(Altam, 2020) study result specified a decrease in learners' spelling errors by acquiring and practicing new vocabulary, YouTube is the most used app for learning English.

(Singh, 2020) the article "Impact of Social Media on Indian Youth with Special Reference to Covid-19" examined the positive and negative effects of the use of social media and concluded The study derives the benefit of using social media and wikis and can improve students working skills, critical thinking skills, cooperative and collaborative skills and suggests both teacher and student to use different social media and wikis platforms.

(Haidari et al., 2020) study examines the impact of "Use of social media and wiki's in teaching writing skills" and the study derives the benefit of using social media and wikis and can improve students working skills, critical thinking skills, cooperative and collaborative skills and suggests both teacher and student to use different social media and wikis platforms.

(Zainal & Rahmat, 2020) revealed that social media sparks language learning interest among English learners.

(Salaudeen & Lawal, 2019) concluded that the student of mass communication do not have an immense adverse impact as compared to students at the undergraduate level and recommends colleges and territory Institutions to Institute courses that can improve the writing skill and ability of the student.

(Slim & Hafedh, 2019) conducted an experimental study to explore the impact of social media It explored the two groups were given pre-test and post-test to measure their vocabulary learning and were subjected to an interview to gauge their attitudes towards the instructional methods which were put to use. However, no significant difference between them. The two groups were found in terms of the

effects of Facebook-assisted teaching on learning English for specific purposes by students at the University of Tabuk, Saudi Arabia on language learning.

(Vanisree, 2019) observed that reformulated ways of communication and availability of different sites impacting learning and improving skills by interacting with dexterous speakers around the world.

(Wahyudin & Sari, 2018) indicated that Instagram can be used for blended learning might result in an effective teaching and learning tool and help non -English student to improve their language learning in the classroom.

(Adi Kasuma, 2017) study observed that the students were exposed to new words in English. The findings show that the students possessed positive attitudes, motivation, and self-confidence in using Facebook to learn English language.

(Gheji, 2011) showed that if social media sites are used genuinely, it will help the college students to complete their entertainment and they also study work successfully with drawing, comments and precise inferences.

(Dhanya G, 2016) found that the integration of social media into classroom practice encourage the user to engage with information in English, reading and writing both formally and informally.

(Lomicka & Lord, 2016) examined the social networking can be very effective in the language classroom.

(Siddiqui & Singh, 2016) in his research article on "Social Media its Impact with Positive and Negative Aspects" studied the positive and negative impact of social media on education. The study confirmed that the by using social media networking they learn to improve their collaborative skills as they learn to communicate with ease

(Sulisworo et al., 2016) concluded that blended learning approach to show good results in aspects like improved shaping of ideas and organizing ideas into words.

(Derakhshan & Hasanabbasi, 2015) realized that these online tools (e.g., Facebook, Email, and Computer media) can be used to improve student's language skills, especially writing skills. Internet tools help second language learners to accelerate their learning by being up-to-date and self-directed.

(Acharya & Mohanty, 2014) revealed that there will be deterioration of the English writing skills of youngsters due to Facebook. The researcher believed that any refinement in English language skills due to Facebook could be considered secondary.

(Nwangwa et al., 2014) "The impact of social media on undergraduate student's research skill' has been examined and the results indicate the use of Facebook for the idea generation by the students, use of WordPress and blogger for creative writing and students often copy from Wikipedia, thus diminishing quality of research work is the result of dependency of students on these social media platforms.

(Asemah et al., 2013) concluded Facebook as the most used social media network for the undergraduate students of Kogi State University. The data revealed a negative impact on the academic performance of undergraduate students of Kogi state university.

Allissiri (2012) found that the technological impact of social networking site reviewed focuses on the information used for communication, interaction and to socialize with other users. The study highlighted social media as an important communication platform used among students which supports information sharing, posting of images and allow users to socialize with other users who are at distant location.

(Asad et al., 2012) indicated that social networking sites had several impacts on the lifestyle of students and teachers and confirmed that students can formulate group discussions so as to exchange their ideas, communicate to their teachers and appeal to their friends about assignments.

(KERN, 1995) described the use of Daedalus Inter Change, a local area computer network application, to facilitate communicative language use through synchronous, written classroom interaction. The study confirmed that though there were some adverse effects on grammatical accuracy, there was increase in the volume of students' interaction.

(Bhandarkar et al., 2021) studied on the impact of social media on students' academic performance and concluded that social media has a negative impact on the academic performance of 21st-centuryundergraduate medical students.

(G. A. Kumar & Ravi Kumar, 2020) The study revealed usage of social media for educational purposes to be high in Medical, Paramedical, and Nursing College Students even suggested having learner-centric modules with the help of social media.

(S. N. Kumar et al., 2020) the author concludes the establishment of a captivating period in the use of language with the use of social media.

(Malik, 2020) stated that social media put positive impact on behaviour of the students but has not changed the academic performance of the students in terms of improved grades.

(Khan et al., 2019) highlighted the negative effect of social media on students.

(Ramprathap, 2016) found the utilization of social media applications in higher education Finding of the study is there is difference exist between frequency of social media account usage with regards to the level of students' academic performance on group discussions and there is no difference exist between time of social media account usage with regards to the level of attitude on marks learning easier.

(Ali Buriro & Ahmed Charan, 2018) Facebook users see it as an opportunity to hone their writing talents. Around 30% of people who do not use Facebook did not engage in paragraph writing. Facebook communication traffic is deemed pertinent, vital, and relevant. It has been proven that Facebook and other social media platforms can be beneficial to distant or E-learning perspectives.

(Nasir et al., 2018) studied in the scholastic article titled "Social Media users in India: A Futuristic Approach" and concluded that the excess use of social media will result negatively on the skills of the users specifically privacy issues, information overload, cybercrimes and others.

(M. Talaue et al., 2018) that social media has a dual impact on school accomplishment and that teenagers' usage of social media should be approached with ultimate responsibility.

(Garelli, 2017) confirmed that social media has been found to be significant and with increase in level of study habits and also increase in attitude score.

(Montaghem, 2016) Result showed that increase in academic networking benefits the students. Social networking gives opportunity to students for personal learning and work environment.

(Abbasova, 2016) indicated that their grammar gets worse because of social network usage. 31.73% of answers pointed out that using internet abbreviations sometimes affects their writing in a negative way. Still there exist positive effects too, like vocabulary enlargement, pronunciation improvement, scanning ability development while reading the text on the net, etc. Based on the findings of the

present study, it can confidently be stated that social networks impact students' writing mostly compared to the other skills.

(Al-Menayes, 2014) found that the more time students use social media, the lower will be their GPA (Grade Point Averages) So he pointed out the negative impact.

(Belal, 2014) confirmed that students, as well as the teachers, can formulate group discussions where they can exchange their ideas, can share course-related materials, appeal to their students about assignments which help the students to enhance their writing as well as their speaking. However, the findings affirmed that digital social media also has some negative influence. The students use short forms of words, incorrect grammar and sentence structure in their formal writing and speaking unconsciously, which are the effects of digital social media as students are now much more familiar with those types of language.

(Pineteh, 2013) revealed that as a result of the social media the under graduate students fail to develop the required level of writing skills which becomes a problem for presenting their thoughts properly in academic writing. This indirectly points out the impact of social media in academic writing which effects their performance in academics.

(Asemah et al., 2013) examined the influence of social media on the academic performance of the undergraduate students of Kogi State University, Anyigba, Nigeria". The data revealed a negative impact on the academic performance of undergraduate students of Kogi state university.

(S. B. I. N. Quader, 2011) showed that the students use SNS primarily to connect and keep in touch with their friends and family, and their studies are usually not hampered by the time they spend on SNS.

(Gremu & Halse, 2012) investigated the educational value of integrating a social networking platform and a LMS and found that the use of social networking in education may have the potential to promote both non-formal and informal learning, If the challenges are addressed, social networking could have a positive impact in the studies.

(Wang et al., 2011) "The effects of social media on college students". The objective was to set the relationship between the effects of social networking and students' study efficiency with social media. It concluded that measures are been

taken to maintain a balance between students' use of social media and their academic performance.

(Kirschner & Karpinski, 2010) analysed the use of Facebook by the undergraduate and graduate students. The scholar reported that Facebook users had gained more knowledge than the non-users. The scholar suggested that Facebook should be used actively to promote better time management skills

All the researchers observed that there both negative and positive aspects of social media networking of students. Majority of them discussed about the positive impact of social media i.e., the language skill enhancement in the communicative abilities of the students. Some others also mentioned about confidence boosting amongst the students. However, the same researchers have also discussed about the enhancement in the levels of their vocabulary as a result of their exposure to social media networking habit to ensure the better learning environment. All these studies observed the relationship between syllabus and the learner was significantly co-related to each other and hence the researchers suggested that syllabus which justified both the objectives of teaching and the needs of the students should be implemented at higher level of education. Though most of the studies in the second category focussed studies on impact of social media on students' academic performance discussed at length about the improvement in the general academic performance. **(Acharya & Mohanty, 2014), (Asemah et al., 2013), AlRehmi(2013), Khan et al(2019), Al.Menayes(2014), Belal (2014), Nasir et al(2018), Nwangwa et al (2014) and Pineteh (2013)** also pointed out about the negative influence of this channel which may adversely affect their academic performance . **(Abbasova, 2016)** directly mentioned about its adverse impact on grammatical aspects.

To sum up, some of these studies were conducted on students' use of social media networking and examined the positive or negative impact of its overutilization. Some studies discussed about the social media as an effective tool to enhance learning abilities of students. Many educational researchers discussed about these tools as tools to learn listening and speaking skills. Most of the studies attempted to find out if there is any association between the students' social media texting trend and academic performance. Some of the studies discussed about the impact of this social media on students writing skills.

Though all these studies attempted to find out the influence of social media in the communicative abilities of the students and the effect of this social media texting is not discussed in detail in these studies. The researcher couldn't find the adequate number of studies on this issue in India. Further, the researcher believed that the collegians, being the maximum users of this social media texting, thought of conducting a study in the state of Gujarat. Further the researcher considering the heterogeneous nature of college classroom environment, wished to study if there is any association between students' social media texting trends and their communicative efficiency in relation with various demographic variables such as gender, mother tongue, medium of instruction and programme they pursue. Though Kachchh region occupies one third area of Gujarat state, no study has been conducted in this regard. As there is gap in the review of literature, the researcher decided to focus on the impact of social media on students' writing efficiency as it the bench marking aspect and major determinant of judging the academic performance. Among these studies some of the studies projected boosting in self-confidence, learning attitude, exposure to new words impacts proficiency, the researcher wished to study this issue from teachers, both English teachers and general teachers' perspective and from the students' perspective. The researchers observed that the regional medium students who didn't have adequate exposure faced many problems in English language learning. The researcher wished to know if there is any influence of social media texting on their writing skill in particular. This study may throw some light on the present-day social media texting practices phenomenon in general and attempts to find if there is any association of their texting and their academic result.

Chapter 3 Research Methodology

3.1 Introduction

Research in education, as in other fields is a search for knowledge. It is not a search that yields infallible truths; but it is rather a search that provides knowledge for the solution of problems in the field of education.

The new perspective of understanding human communicative abilities had been the demand of the age as the then existing knowledge of intellectual abilities was insufficient to explain the psycho sociological barriers in communication.

The ever changing complex nature of communicative competencies demands increased levels of scientific, industrial, technological, educational and artistic pursuits from the learners. According to Gautam (1988), "Any sound language teaching method should aim at promoting the maximum amount of learning which ensures the proper acquisition of the four skills of listening, speaking, reading and writing. It may include various skills and sub-skills such as good pronunciation, reproduction of textual material in simple language and so on; it may also mean the proper mode of answering questions and score good marks in the texts and examinations. In fact, the term "learning" thus may mean many things to many people and unless we are precise in our definition, our teaching method becomes ineffective as an instrument of maximizing learning. In a general way, we may say that the learning essentially means the acquisition of the ability to use language with competence and facility so as to meet as effectively as possible the demands made by their life situations regularly".

In this chapter, the rationale of the study, following with the statement of the study and objectives of the research study, were briefly discussed. Further, in addition to this, details of the required contents were given.

3.2 Significance of the Study

The concept of efficacy of a language teaching method depends mainly on three variables. These components include the learner, the teaching environment (the setting) and the materials.

A language teacher must consider the following conditions and variables when programming any teaching:

Figure No. 3.2.1showing Inter-relation among the Teacher, the Student, the Materials and the Setting
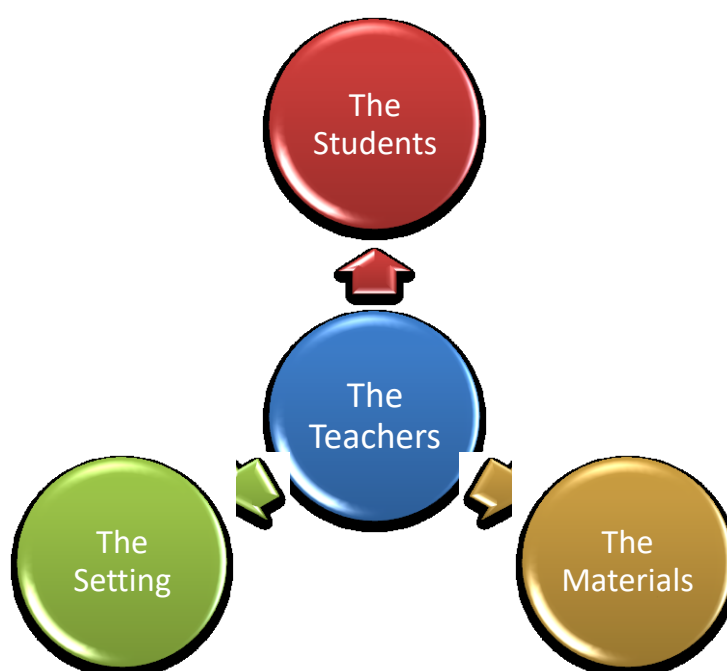
The teacher must know the age, educational level, level of proficiency, goals, linguistic and cultural background and handicaps of his students when teaching a language. Materials through which the target language is taught must not be neglected, just because the new gadgets are available. The materials must be fully used and exploited. The teacher, who intends to teach a target-language, should satisfy himself/herself that he knows the language thoroughly well. Linguistic and cultural setting must also be taken care of.

As the pace of a nations progress particularly depends upon identification of communicative competence. Language Education has a pivotal role in the identification and nourishing such communicative talents/aspects. Further, all the

above mentioned five components should be critically analyzed so that we can get/provide maximum benefits of learning. It is clearly visible that the first three components that i.e. objective of teaching, teaching materials, testing and evaluative procedures operate outside the class room and the last two components and aspects teacher and the learner operate inside the class room. All these internal and external components and aspects are correlated to each other. In fact, the effectiveness of a teaching method depends largely upon the teacher and his/her wisdom in perceiving all the three external components and aspects. Thus, the interaction and the meaningful coordination between the teacher and the learner is, to a large extent dependent upon the sensible relationship between the goals of teaching, testing and evaluating techniques and the study material.

In addition to this, today the ICT revolution has added many avenues to facilitate communication for professional, personal and academic purposes. Being the representatives of smart generation, all the youngsters welcomed the changes in the communication processes. Accordingly, even in their personal communication, they started using technology enabled devices like computers and android phones. Instead of writing letters, they are communicating with their social groups through social media. The number of social media users has been growing constantly. It has become a prominent medium of their interpersonal and group communication. Today if we look at the blogs it is full of web slang, contracted forms of words, acronyms, and wrong choice of words or misspelt words. While texting through social media, they hardly think of the bench marking aspects of language proficiency in academics. On one side English language proficiency has become a mandatory either for pursuing higher studies in any discipline or for securing a secured career in any profession. Communicative competence is highly demanded in job market. Even the survey report by employment solutions company by Aspiring Minds revealed that poor communication skills and inadequate computer literacy are the major lacunae of the present day graduates which hamper their progress.

On the other hand, social media has become a significant means of communication in this technology ruled the 21st century. It has been changing the people's way of living in many aspects such as communication, knowledge sharing, trade and other sectors including education. These platforms have become common

means of communication among the groups for their interaction. Many of the social media platforms like Twitter, Instagram, YouTube, Facebook and Skype facilitate communication for various purposes. Further, they also provide various portals to facilitate language teaching and learning through technology-enabled media. Today, in the field of education, some institutions initiated to use this channel as means of communication with their students. Paper written circulars are replaced by paperless communication through Teno App etc.

Today, the prevailing Corona pandemic situation has imposed online teaching. All the educational institutions do not have sufficient facilities and adequate infrastructure to facilitate their online teaching-learning process efficiently. The social media has gained tremendous popularity in the educational communication as some apps like Zoom, Google Meet, Cisco WebEx, OBS and Microsoft Teams have facilitated online teaching-learning portals and some of the social media portals like Facebook, Twitter, YouTube, sometimes even WhatsApp have become most frequently used apps to share any information or to get connected with their students. YouTube is used by many, not just for as a video sharing site, but as a venue for interaction and community building for both native and non-native users. It is rightly said that students cannot become effective communicators, if they are trained in yesterday's skills. As per the changing scenario, the present smart graduates are expected to have an optimal level of language proficiency in both oral and written communicative abilities.

So the researcher conducted a study to study the social media texting phenomenon of college students' from their perspective and their teachers' perspective. It attempted to know whether students' social media texting helps them to enhance their communication skills or not. Further it would like to examine whether this social media texting trend has got any impact on their academic performance.

Considering all these aspects, the researcher had planned to study and gather some relevant information about

➢ Teachers' views and opinions on the aspect of social media texting phenomenon

➢ Teachers' perception of the influence of this social media texting habit on their students' formal writing skills in the process of English Language Teaching-Learning

➢ Students' attitude towards the using social media texting, consideration of bench marking aspects in their texting, significance of quality aspects in language skills, constraints in language teaching learning and utilitarian aspects of social media platforms and its relevance to their academic and professional practical needs and

➢ To gather general teachers' opinion in general and English language teachers view in particular regarding the using of social media platforms in academics and seeking suggestions on minimizing the problems of English Language Teaching-Learning and to ensure better learning environment.

As already pointed out, the primary aim of the study was to examine the students' social media texting phenomenon and its impact on their communication skill enhancement and academic performance. The problems encountered by both the teachers and the learners of final year graduating students in English in BA, BCom, BSc, BBA and BCA programmes offered at ten selected colleges affiliated to KSKV Kachchh University ,Bhuj . Further, the investigator wished to present a profile of the needs, attitudes and motivational aspects of both the teachers and learners. This chapter discusses the plan and procedure of entire research study in detail.

3.3 Rationale of the Study

English language has been emerged as the language of the future and the language of the present throughout the world. Many countries (with English as second language) like Korea, Japan, China, Germany, Russia and people of many other countries are striving hard for a better acquisition of English language for business transactions, professional development and educational purposes. India is also no exception in this race. This knowledge of English will enhance the process of globalization. In India, English language is being taught since the British period and till this date. The English language unites all the states in India. It is the only connecting link between the educated persons of different states. Within India, there are numerous languages. But India as a whole has only one language today and that is

English. English at present is only an associated official language; the primary official language is Hindi. With the regional languages becoming the medium of instruction, the teaching-learning problems of English have to be looked from within the overall educational policy towards integrated language course where the role of English language has to be redefined vis-à-vis the role of native languages.

It was observed that many of the final year graduating students remain very passive and lack the basic communication skills. In spite of clearing the prescribed formal exam in English subject for ten to twelve formal years, they fail to develop the required level of communicative proficiency. They hesitate appear in front of an interview panel confidently. Some of them can't even give their self -introduction properly. The present scenario had substantiated that present English language teaching- learning scenario was not fulfilling the needs of the present day students. Commerce was directly associated with the economy of the nation and the communication skills are very much essential for any student for his/her career development.

But, it was noticed that only a few exceptional students were found to be capable of writing and speaking correct English at the final year of their graduation. Many of them were incapable of reading a book with correct pronunciation and following it independently even at this under graduation level. Incorrect spellings and ungrammatical constructions were found to be quite common even among the college students. Correct use of English idioms and figures of speech seemed to be almost unknown. But they actively text through their social media interactions freely and spontaneously. While texting they hardly bother about the quality aspects which are expected in evaluating formal written communicative efficiency.

Several studies have been carried out by different researchers to assess how the use of social media impact student's academic performance.

(Belal, 2014) studied the impact of digital social media on tertiary students' writing and speaking skills and found that social media improves their writing and speaking skills. In their formal writing and speaking, students unconsciously employ short words, improper syntax, and sentence structure.(S. B. I. N. Quader, 2011) discovered a link between students' social networking use and their academic performance. According to **(Asad et al., 2012)** students' academic learning outcomes

may improve when their social learning outcomes are heightened. **(Herring, 2004)**, claims that chat takes place in textual form (typing words on the keyboard and reading words on a screen), but that is   generally consists of shorter, incomplete, grammatically simple and often incorrect sentences. **(Gillett-Swan, 2017)** found that learners may adopt the informal contractions and apply them in their formal writing. It may affect   their grammar and spellings.

(Adi Kasuma) revealed that social media introduces discourse functions and thus improves language abilities.   (Dhanya G, 2016) revealed that social media provides opportunities to learners for enhancing their language skills. **(Derakhshan & Hasanabbasi, 2015)** found that Face book has greatly   impacted the second language learning. **(Al Rahmi)** found that using social media in the classroom makes students more engaging and engaged. **(Milana Abbasova**) found social media messaging negatively impacts students' writing skills, it positively impacts their vocabulary and literacy. **(Ramprathap, 2016)** in his research thesis on,"Effects of social media on students academics performance in southern districts of Tamil Nadu with reference to engineering students", found that there exists a difference between frequency of social media account usage with regards to the level of students' academic performance on group discussions and there is no difference between time of social media account usage with regards to the level of attitude on marks learning easier.

(Malik, 2020) in her research thesis "A study of use of social media in relation to academic performance, anxiety level and social intelligence of the learners" examined the impact of social media use on academic performance. Result states that social media put positive impact on behaviour of the students but has not changed the academic performance of the students in terms of improved grades. **(Gheji, 2011)** in his research thesis "Impact of networking sites in college students: A sociological study of Kolhapur District" examine the impact of networking sites in college student. Result shows that if social media sites are used genuinely, it will help the college student to complete their entertainment and they also study work successfully with drawing, comments and precise inferences. **(Pasek et al., 2009)** analyzed from the pre work done by Karpinski in the year 2009 highlighted that the use of Facebook by the undergraduate and graduate students. The scholar reported

that Facebook users had gained more knowledge than the non-users. The scholar observed that university administrators should consider using Facebook as a learning tool to enhance academic performance of the students. The scholar suggested that Facebook should be used actively to promote better time management skills.

The researcher noticed that research studies focused on the influence of this social media networks and the impact of this networking on students' academic performance and communication skills. So ,the researcher attempted to study the texting phenomenon of college students and its impact on their academic performance and texting abilities with regards to their gender, mother tongue and medium of education from their perspective.

Looking into the significance of English communication in today's context in all professions including academics, in all disciplines, the researcher, through her study intended to know about the actual phenomenon of students' social media texting and whether this trend has any influence on their academic output or not. English language proficiency is essential for the student in any discipline as it enables him or her to learn to draft of some business letters and reports which are prescribed in their curriculum. But the researcher, being a teacher herself, had found that many students, who secured admission at the final year of graduation in any discipline, lacked their basic communicative and comprehensive abilities. As per the curriculum, they were expected to write technical business letters and reports at this level. But, the learners' output was not at all encouraging and hence the researcher had attempted to study about their written communicative efficiency. So, the researcher had made an attempt to study the social media texting trends of college students and impact of that trend in their skill enhancement.

3.4 Research Questions

The researcher believed that such study might throw light upon some issues such as:

➢ Why do many students fail to communicate in English, in spite of studying English for ten to twelve years at school and college level?

➢ Is it the result of their social media texting trend influence?

- Why do many collegians lag in communication skills?

- Do all the English teachers observe similar mistakes as a result of their social media texting habit?

- Which kind of problems are prevailing in the present undergraduate students' written communicative performance?

- Does this social media practice improve their communication skills in general?

- Why do the majority of undergraduate students from Kachchh fail to perform well when their skills are tested in English? Is it the impact of social media networking?

The researcher did not find enough number of studies to answer these questions due to the lacunae found in the review of research studies conducted at the under graduate level in all the disciplines. The entire review analysis was discussed at length in the chapter entitled 'Review of Related Literature' and implications of it.

Hence, considering the present scenario of teaching-learning English, the researcher, being an English lecturer in one of the Commerce Colleges of Gujarat for the last thirty two years had observed that it was worthy to conduct the study as it was essential to locate the actual problems faced by both the teachers and the learners in this regard. Hence, the researcher had proposed to study the following problem.

3.5 Statement of the Proposal
A Study of the impact of social media on students' writing efficiency in English language at the undergraduate level

3.6 Objectives of the Study
- To study the phenomenon of texting ability of students writing skill efficiency.

- To analyze whether there are any negative/positive impacts of students social media usage on their academic writing.

- To check whether their regular personal texting influences their general linguistic abilities.

- To know whether texting through social media influences the general standards of English language writing skills.

> ➤ To know the teachers' opinion on their students usage of social media and its impact in their language learning.

3.7 **Design of the Study**:

A design of the study to the researcher is like a blue print to an architect. It provides the researcher an opportunity for meaningful interpretations of the results with the help of the analyzed data.

It is a descriptive exploratory qualitative survey.

3.8 **Delimitation of the Study**:

The study is delimited to final year graduating students of ten colleges related to Arts, Science, Commerce, Management and Computer Science disciplines affiliated to K.S.K.V. Kachchh University located in Kachchh district.

3.9 **Population of Study**:

Most of the educational phenomena consist of a large number of units. It would be impracticable, if not impossible; to test, to interview or observe each unit of the population under controlled conditions in order to arrive at principles having universal validity. Some populations are so large that their study would be expensive in terms of time, money, effort, and manpower. Sampling is the process by which a relatively small number of individuals or measures of individuals, objects, or events is selected and analyzed in order to find out something about the entire population from which it was selected. Sampling procedures provide generalizations on the basis of a relatively small proportion of the population. The representation proportion of the population is called sample. **(Kaul, 1984)**

All the students of the selected Arts, Science, Commerce, Management and Computer Science colleges affiliated to K.S.K.V. Kachchh University constituted the population of the study.

3.10 Sample of the Study:

Only the final year students of the selected ten   K.S.K.V. Kachchh University affiliated colleges of various disciplines located in the district of Kachchh constitute the sample of the study.   As the strength of all the ten colleges varied to a greater extent, the researcher considered cluster convenience sampling for the purpose of study. As shown in the table the sample consists of 940 students pursuing their final year graduation in five different disciplines in colleges located in the district of Kachchh. The details are shown clearly in the above table no. 3.10.1.

Table No. 3.10.1 showing College wise Distribution of Sample

Faculty	Course	College name and Place	Population	Sample selected	%
Arts	B.A.	Tolani College of Arts and Science, Adipur	550	115	21
Arts	B.A.	Ramji Ravji Lalan Arts and Science College, Bhuj	570	114	20
Com	B.Com	Tolani Commerce College, Adipur	700	295	42
Com	B.Com	JB Thacker Commerce College, Bhuj	520	115	22
Science	B.Sc	Tolani College of Arts and Science, Adipur	190	95	49
Science	B.Sc	Ramji Ravji Lalan Arts and Science College, Bhuj	160	98	61
Comp. Sci.	B.C.A.	Mukta Jeevan Swami Bapa Mahila College, Bhuj	36	30	83
Comp. Sci.	B.C.A.	D.N.V. College, Gandhidham	30	26	87
Mgt..	B.B.A.	Sanskar Institute of Management and Information Technoogy, Bhuj	34	26	76
Mgt.	B.B.A.	D.N.V. College, Gandhidham	30	26	87
		Total	**2820**	**940**	**33**

Comp. = Computer Science

Mgt = Management

The student's sample has been distributed by various components such as gender, mother tongue and medium of instruction etc. the detailed demographic sample distribution of students is shown in the table no 3.10.2.

Table No. 3.10.2 showing Sample of Students profile

Sr No	Component	Options	No of Responses	Percentage/Rank
1	Gender	Male	435	46.27
		Female	505	53.72
2	Mother tongue	Gujarati	725	77.12
		Hindi	141	15
		Other	74	7.87
3	Medium of instruction	Gujarati	389	41.38
		Hindi	202	21.48
		English	349	37.13

3.11 Procedure of the Study:

According to **Kothari C. R. (1996)**, research methodology is a way to systematically solve the research problem. It is a science that deals with the various steps that are generally adopted by a researcher in studying his or her research problem along with logic behind it. The truth is that, successful completion of a research work without proper planning becomes not only difficult but also impossible. The selection of a method and the specific design appropriate to the research problem will depend upon the nature of the problem and the kind of the data. Research methodology includes the details of the research design, the population and the sample selected, tools designed and/or adopted, the data collection procedures and the statistical techniques applied.

As planning of the whole investigation was the most important component, the investigator has briefed-up the research design of the present study. The entire research work was conducted in several phases as per the advanced strategic planning of the schedule of data collection from several colleges located in the district of Kachchh. The investigator took the prior permission from the institutional heads to

collect data from the teachers and the students. The researcher administered the tool personally and the details of the data analysis and interpretation are given in the next chapter.

3.12 Tools for the Present Study

For carrying out any research activity, the data needed to be collected. Further, various required tools which would be helpful in gathering the data through different methods and procedures are needed to be developed. These tools help the researcher in quantifying the data collection.

As the researcher planned a descriptive study, keeping in mind the objectives of the study, the researcher had selected the research tools for the study.

3.12.1 Designing of the Tools

The researcher designed the three tools for data collection for the present study.

As a part of the study, the researcher designed an opinionnaire, and two questionnaires which were placed as Annexure in Appendices A, B, and C for this study. In order to know the present practices of social media texting trend of students and to know if there is any influence of their social media texting habit on their writing efficiency or not, from their perspective, a questionnaire was designed for students. To know the English language teachers' views on social media trend of the students and to know about their consideration of bench marking aspects of their evaluation, the researcher designed a questionnaire for the English teachers who teach at UG and PG levels. Further, considering the drastic changes imposed as a result of Corona pandemic in academics teaching learning strategies, the researcher also designed an opinionnaire for college teachers in various disciplines. It attempted   to collect opinions of the teachers regarding the social media texting phenomenon using communication for educational purpose and the impact of it on their students' communication skills.

3.12.2 Preparation of Teacher Questionnaire

Questionnaire is a device consisting of a series of questions dealing with some psychological, social, educational etc. topics sent or given to an individual or a group of individuals, with the object of obtaining data with regard to some problems under investigation.

A Questionnaire was designed for the teachers of English. The of the Teachers' Questionnaire contained 24 items which covered various personal, demographic & professional aspects of age, gender, teaching experience, academic qualification and so on. The Questionnaire included items on various elements of their social media texting practices. The questions and possible responses in these questionnaires were stated in a manner assumable to rapid, unambiguous coding and processing. The Questions included were categorized as under:

i. Question having forced choice (fixed choice) response alternative

ii. Questions having a list of response alternatives and also providing some space at the end of the list for the teachers to give their comments or suggestions or describe their own response which has not been covered in the list of alternatives.

iii. Questions requiring the teachers to rank the responses listed under the question in order of importance along a four-point scale. However, these questions also allowed the teachers enough freedom to add anything they wished to say by way of further comments or suggestions.

iv. Restricted open-ended questions requiring the teachers to express their individual reactions to the issues covered in the question.

Wholly open-ended questions were kept out of the teachers' questionnaire for the simple reason that teachers were not likely to devote sufficient time and attention to answer them satisfactorily and formulate their ideas in precise terms.

In order to know the practices of English teachers of various colleges and universities, a Questionnaire was designed by the researcher. This Questionnaire included open ended as well as close ended questions. This Questionnaire referred to the experts in the field of language teaching for finalization. It included questions

related to social media texting phenomenon issues, consideration of bench marking aspects of assessment and evaluation processes of English subject answer scripts /writing skill etc.

3.12.3 Development of the Opinionnaire for Teachers

The Opinionnaire is a popular instrument for collecting all kinds of data in research. It is widely used in educational research to obtain information about certain conditions and practices, and to inquire into opinions and attitudes of an individual or a group.

In order to know the impact of social media texting practices of their students from the general teacher's perspective, an opinionnaire was designed by the researcher. It included various questions on their use of social media channels for educational purposes, and their opinion on the impact of social media Texting on skill enhancement and academic performance etc. This Opinionnaire included open ended as well as close ended items. On the basis of the responses of the teacher, the researcher analyzed the phenomenon of social media texting and its impact on their communicative competence and academic achievement and so on. This opinionnaire referred to experts for finalization.

3.12.3.1 Development of the Questionnaire for Students

In order to know the students' social media texting trends from their perspective and to know their opinion regarding the impact of social media texting trend on their communicative performance in their formal academics a   Questionnaire was designed for the sample of selected college students of ten affiliated colleges of K.S.K.V. Kachchh University. The first segment includes the personal details of the students and their background. The questionnaire included 24   items which consists of both open ended and close ended questions. It aimed to gather students' view on their social media texting trend and their general consideration of quality aspects of their instant messaging while texting. It attempted to analyze the impact of social media on their written communication skills.

3.12.4 Administering of the Tools

As the present study was purely descriptive type of study, the researcher adopted qualitative approach of analysis to arrive at the conclusions. So, in order to gather the data, the researcher administered all the tools as per the advanced strategy of implementation. The details were mentioned in the phases described in the successive paragraphs. The data collection process was delayed as a result of Corona pandemic scenario.

3.12.4.1 Distribution of the Questionnaires and the Opinionnaire

The researcher prepared a covering message explaining the purpose of the study and requested the respondents to cooperate and shared a link through Google forms. The researcher ensured total confidentiality and requested the respondents for their cooperation. Further, the investigator visited some of the local colleges personally and approached the respondents directly. In some colleges, she approached through proper channel that is through the principals of the respective colleges. The researcher maintained a good constant rapport with all the respondents and received very good response.

➤ Administering of the Questionnaires

During this phase, the researcher along with her team visited each college thrice as the classroom attendance was scanty due to Corona pandemic. The researcher explained the purpose of the study and distributed the questionnaires physically and she has also shared the link through Google forms.

➤ Administering of the Opinionnaire

In this phase, in order to know the impact of students' social media texting interaction on their communication skills and on their academic performance and the use of social media for educational purposes from the general teachers' perspective, the teachers were given an opinionnaire. The researcher visited the local colleges and explained the purpose of her study and shared the link through Google forms for collecting this data.

The subjects were pre-informed about the nature and importance of the investigation so as to motivate them to cooperate in the right spirit. The researcher contacted all the Principals' of all the ten colleges personally and had taken prior permission from all the institutional authorities for administering the tools. As per the pre-decided schedule, the researcher visited all the selected colleges with her supporting team members. Before administering, the students were explained what they had to do, with the help of the examples given in the instructions to each subject.

All the students were asked to fill their personal record first and the instructions were explained in the regional language (Gujarati). The researcher considered those students who were ready to extend their cooperation voluntarily from all the selected colleges. The researcher had noticed vast variation in the enrollment of students in old and newly established colleges. It was astonishing to observe that all the newly introduced colleges were thinly populated. But the old colleges which were established long back around two to three decades back were thickly populated. The researcher had taken permission from all the institutional heads well in advance before conducting the study. The researcher could collect 1136 responses in all and out of this, finally considered only those 940 respondents who use social media for their social networking were considered for further research.

Thus, the field study took about five and half to six months as a result of Corona pandemic. The researcher gathered data from the students through questionnaire in both online and offline mode. The researcher also collected the data through opinionnaire from the teachers. On completing the data collection procedure from the teachers and the students, the researcher analyzed the data thoroughly and noted some major findings.

Accordingly, on the basis of these major findings, the researcher listed various issues associated with the social media texting phenomenon from both the teachers and the students perspective.

3.13 Data Collection

Throughout the study, the researcher personally collected the data through questionnaires and opinionnaires. The data collection was in the form of responses

given by respondents through questionnaires and opinionnaire. The researcher obtained the responses of both the students and teachers and collected the data related to the aspects of social media texting trends.

3.14 Data Analysis

The collected responses were analyzed quantitatively and qualitatively. The responses collected comprised of the opinions of both the teachers. The data collected in the form of responses were analyzed using the descriptive statistics of frequency counts and percentage and inferential statistics. The collected data was analyzed using appropriate statistical tools like mean, median, Chi Square, Mann Whitney and Kruskal Wallis test. Chi square, Mann Whitney and Kruskal Wallis test was used to test the stated hypothetical statements at 0.05 and 0.01 level of significance.

During this stage, the researcher analyzed the data collected through questionnaires and opinionnaire to examine the impact of social media texting on their skill enhancement and academic performance.

3.15 An Overview

This third chapter entitled "Plan and Procedure of the Study" discussed about the research methodology of the research problem. Further, it also explained about various elements of the research design and other aspects. Later on, it provided a brief view of the procedure the methods adopted for collecting the data. The detailed analysis of data and its interpretation were given in the successive chapter.

-:O:-

Chapter 4 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction:

Proper organization of data includes editing, classifying and tabulating the information gathered through the administration of various tools on the selected samples. Further, this organization also provides and describes certain modes, which are helpful in the analysis of the gathered data. It deals with the use of modern computational mechanical aids in performing complex computations with speed and accuracy. This chapter entitled "Data Analysis and Interpretation" discusses the meaning of valid and reliable outcomes and the inter relationships among the outcomes.

The analysis and interpretation of the data accumulated for the research study reported in the preceding chapter answered many of the questions raised in the mind of the researcher. The results, which were obtained through the administration of all the three tools during the field study are discussed, analyzed and interpreted by the researcher in this chapter. The tools utilized were

- ➢ Students Questionnaire
- ➢ Teacher Questionnaire for English Teachers
- ➢ Teacher Opinionnaire for General Teachers

Responses and the researcher's interpretative comments are discussed at length in this chapter. The items-wise results, which were obtained through this analysis are presented along with the researcher's tool-wise and item-wise analysis and interpretation. The qualitative analysis and interpretative comments are discussed separately at the end of each item.

4.2 Analysis of Demographic Distribution of Sample of Students and Colleges.

The first section of the students' questionnaire contained the general and demographic information of the sample of the students such as their gender, mother tongue and medium of instruction etc. In short, it presented a brief profile of the sample of various aspects of the college students in five different disciplines. The

distribution of the sample of students by various segments such as gender, mother tongue, medium of instruction at school is considered for the study.

The first section of the questionnaire contained the general and demographic information of the sample of students such as their gender, mother tongue, medium of instruction, programme etc. In short, it presented a brief profile of the sample of various aspects of the college students and teachers.

Table No. 4.2.1 showing List of Profile of Colleges

Sr. No.	Details		No. of Colleges	Percentage
1	Status	Self-Financed (Arts& Commerce and Computer Science& Management	4	40%
		Grant-in-Aid/Govt (Arts/Science/Commerce)	6	60%
2	Locality	City	5	50%
		Town	5	50%
3	Medium of Instruction	Hindi	2	20%
		English	2	20%
		Gujarati	6	60%
4	Discipline	Commerce	2	20%
		Arts	2	20%
		Science	2	20%
		Computer Science	2	20%
		Management	2	20%
5	Type of College	Co-education	9	90%
		Women's College	1	10%

Above table No.4.1.1 shows sample distribution of all the 10 colleges which are affiliated to the K.S.K.V. Kachchh University, Bhuj. The sample consists of two English medium, two Hindi medium and six Gujarati medium colleges in Kachchh District. Out of these ten colleges, six colleges are situated in Bhuj city, the district headquarters, and another four of them are situated in towns such as Adipur and Gandhidham. The sample consists of students from five different disciplines in arts, science, commerce, management and computer science.

The qualitative analysis of all the 24 items pertaining to the following aspects of social media and its impact on teaching-learning components in English is included in this segment. The components contained questions pertaining to

- ➢ Social media texting phenomenon
- ➢ Students' perspective of social media texting and its influence on their writing skills and on academic performance
- ➢ English teachers' perspective of students' social media texting and its influence on their writing skills and on their academic performance
- ➢ General teachers' perspective of social media networking

It was intended to obtain the information regarding the actual social media texting practices adopted by the final year graduating students in various disciplines in colleges located in the Kachchh district. So, the researcher categorized all these questions into three different segments, so that they could easily be analyzed. The researcher has mentioned the item number and its detail in the introductory paragraph and included the item-wise analysis in the second and successive paragraphs. The concluding remarks are presented in the consecutive paragraphs. The researcher followed the same pattern for all the tools.

4.3 Item wise analysis of Students' Questionnaire

The researcher, in order to know students' opinion on their social media texting phenomenon and to know from their perspective, if there is any impact of it on their written communicative efficiency or on their academic performance, designed a questionnaire for the final year graduating students in different disciplines. The questionnaire consisted of 24 items and the first ten   questions ie question number 1 to 10 aimed to draw the demographic details of the students such as name, gender, age, mother tongue ,name of the college, programme, semester, and medium of instruction, contact number and email id etc. The details of the distribution of sample of 940 students by these variables of gender, mother tongue and medium of instruction is given in the table No. 4.3.1 and figures Nos. 4.3.1.1, 4.3.1.2 and 4.3.1.3 below:

Table No. 4.3.1 showing College wise Distribution of sample of students'

Sr No	Component	Options	No of Responses	Percentage
1	Gender	Male	435	46.27
		Female	505	53.72
2	Mother tongue	Gujarati	725	77.12
		Hindi	141	15
		Other	74	7.87

3	Medium of instruction	Gujarati	389	41.38
		Hindi	202	21.48
		English	349	37.12

Figure No. 4.3.1 showing Demographic Distribution of Sample by: Gender, Mother Tongue and Medium of Instructions

Figure No. 4.3.1.1 Gender

Figure No. 4.3.1.2 Mother Toungue
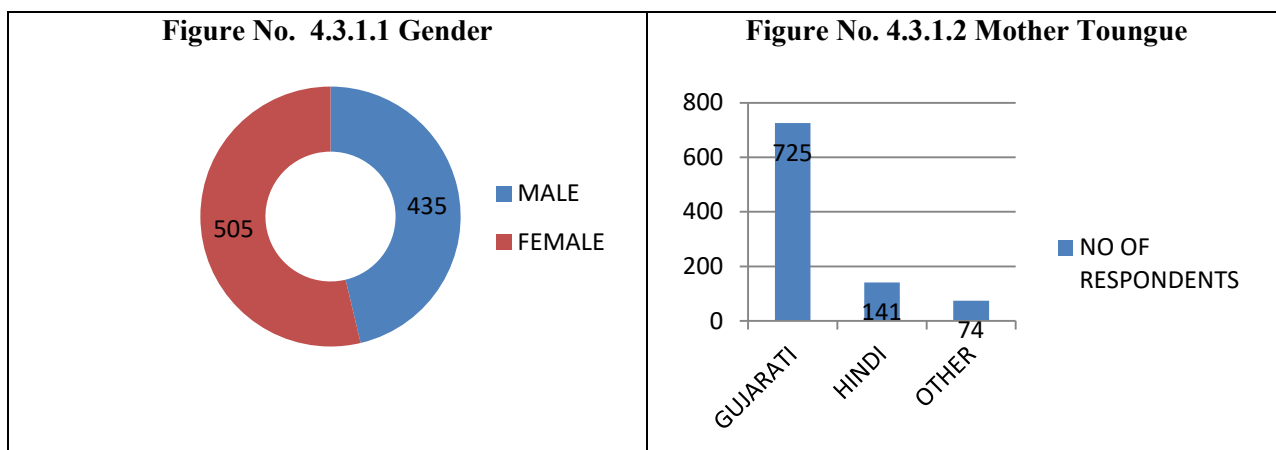
Figure No. 4.3.1.3 Medium of instruction
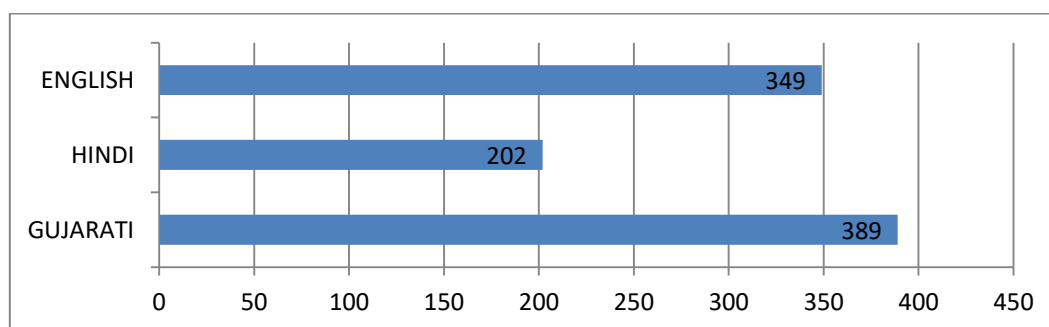
From the above table no 4.3.1 is asserted that out of 940 respondents, 435(46.27%) respondents are male students and 505 (53.7%) respondents are female students. It is found from the analysis that on an average both genders have equally participated in the survey. The distribution of sample by gender, mother tongue and medium of instruction is shown in the above figure No. 4.3.1.1, 4.3.1.2 and 4.3.1.3. Out of 940 respondents, there are 725 (77.12%) respondents who have mentioned about Gujarati as their mother tongue and another 141 (15%) respondents reported about Hindi as their mother tongue and yet another 74 (7.87%) respondents represented the other regional languages of their state as their mother tongue. Regarding their medium of instruction at school, out of 940 respondents 349 (41.38%) respondents studied through Gujarati medium of instruction and another 202 respondents of them (21.48%) mentioned Hindi as their mother tongue and the

remaining 349 (37.12%) respondents mentioned about their English medium of instruction at school.

Under item No 11 in the first descriptive item the researcher asked the student respondent to mention whether they frequently use social media portals to communicate with their friends or not? While responding to this item on their frequent usage of social media 744 respondents responded in affirmation and the remaining 196 responded in negation.

Under item 12, the researcher listed various social media portals and asked the students to mention the social media portal they frequently use from those mentioned in the list for their interactions through these platforms. Most of the students mentioned about WhatsApp as their priority option. 469 students also mentioned about Google. Further, another 458 students also mentioned Instagram. About 397 students further reported that they also use YouTube for their social communication. Yet another 287 students mentioned about Snapchat app. about 146 students reported that they also use Facebook for their communication. Only 11 of them mentioned that they also use Twitter for this purpose. The details are shown in the table No 4.3.2 and fig 4.3.2 below:

Table No. 4.3.2 showing Students' Choice of Social media Portals

Name of the Social Media Application	No of Respondents	Percentage	Case Percentage
WhatsApp	657	27.01%	69.89%
Google	469	19.28%	49.89%
Instagram	458	18.83%	48.72%
YouTube	397	16.32%	42.23%
Snapchat	287	11.80%	30.53%
Facebook	146	6.00%	15.53%
Twitter	11	0.45%	1.17%
Other	7	0.29%	0.74%
Pinterest	0	0.00%	0.00%
Total	2432	100%	258.70%

Figure No. 4.3.2 showing Students' Choice of Social media Portals
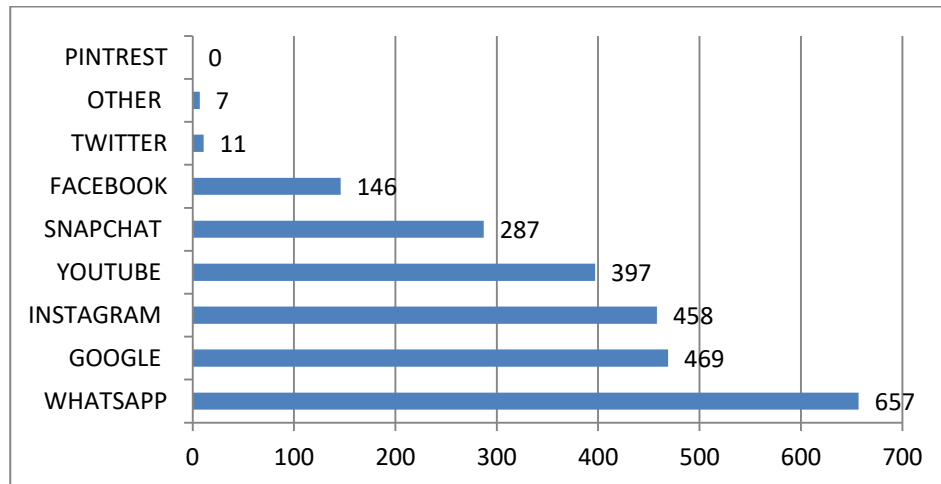
From the above table no 4.3.2 and bar chart no 4.3.2 it is evident that WhatsApp having 657 responses became the top priority amongst the college students. Google ranked at the second place with the 469 responses, followed by Instagram with 458 responses. Only 11 respondents are using Twitter and it is strange to note that none of the respondents' use Pinterest.

Under item 13(i), student respondents were asked to mention whether they believe that social media network habit enhances their communicative ability in English language or not. While responding to this item,72% of them responded positively and the remaining 28% responded in negation.

Table No. 4.3.3 showing Students' Perspective of Skill Enhancement through social media

Options	No of Responses	Percentage
Yes	676	71.91489
No	264	28.08511
Total	940	100

Figure No. 4.3.3 showing Students' Perspective of Skill Enhancement through social media
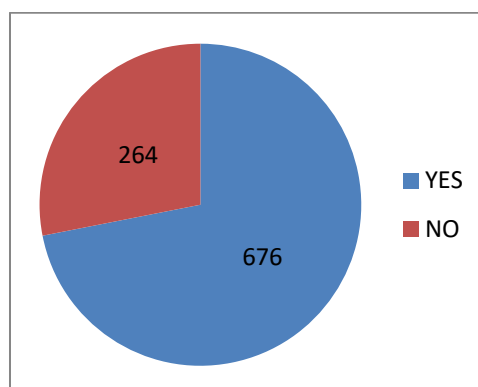
As shown in the above table no 4.3.3 and figure no 4.3.3 confirmed that 676 respondents believe that social media network enhances their communicative ability in English language and the remaining 264 of them responded negatively.

Under item No13(ii), the student respondents were asked to mention whether they verify all the grammatical aspects while texting on social media or not? While attempting to this question 541 students responded positively and the remaining 42% of the respondents reported that they don't check any grammatical aspects while texting on social media.

Table No. 4.3.4 showing Students' Responses on their habit of checking of grammatical aspects

Options	No of Responses	Percentage
Yes	541	57.55319
No	399	42.44681
Total	940	100

Figure No. 4.3.4 showing Students' Responses on their habit of checking of grammatical aspects
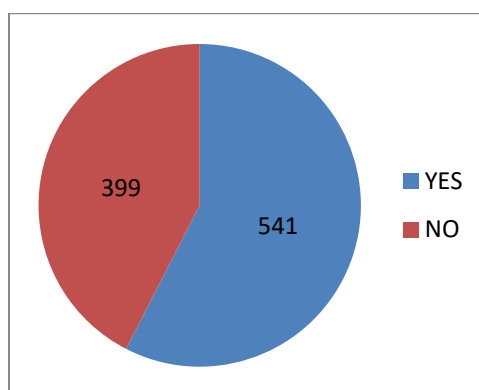
From the above table No.4.3.4 and pie chart No.4.3.4 it is analyzed that 541 (57.55%) of the respondents check their grammatical aspects while they text on social media platforms.

Under the next item13(iii), the student respondents were asked to mention whether they carefully use words to frame correct sentences while texting through social media or not? 73% of them responded in affirmation and the remaining 27% of

them replied that they don't choose words carefully to frame correct sentences while chatting on social media.

Table No. 4.3.5 showing Students' Responses on Careful Usage of Words while texting

Options	No of Responses	Percentage
Yes	685	72.87234
No	255	27.12766
Total	940	100

Figure No. 4.3.5 showing Students' Responses on Careful Usage of Words while texting
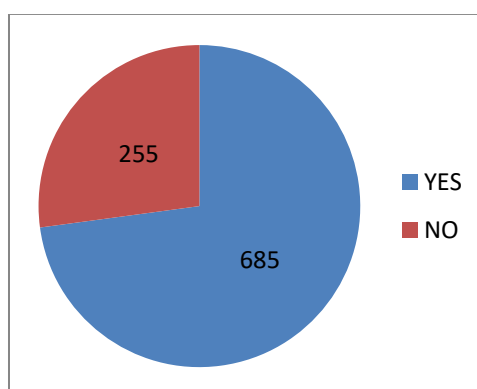
From the above table No.4.3.5 and pie chart No.4.3.5 it is stated that 685 (72.87%) of the respondents carefully use words and frame the sentences correctly while chatting and remaining 255 (27.12%) of the respondents don't use the words carefully while chatting.

In the successive item13(iv), the respondents were asked to mention whether they spell check their messages while texting, majority of the respondents(61%) replied in affirmation and the remaining 39% of them reported that they don't have the habit of spell checking while texting their messages.

Table No. 4.3.6 showing Students' Responses on Spell Checking while texting

Options	No of Responses	Percentage
Yes	578	61.48936
No	362	38.51064
Total	940	100

Figure No. 4.3.6 showing Students' Responses on Spell Checking while texting
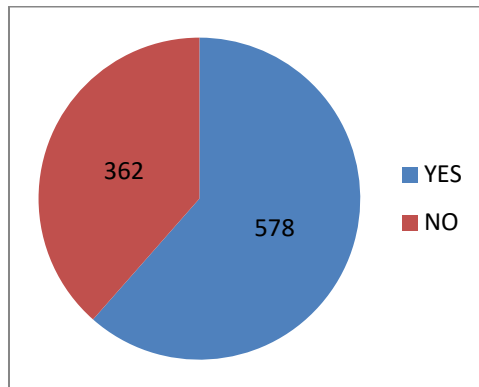
From the above table No.4.3.6 and pie chart No.4.3.6 it is observed that 578 (61.48%) of the respondents check their spellings while texting on social media and the remaining 362(38.51%) of the respondents do not check their spellings while texting on social media.

Under the item 13(v), the respondents were asked to mention whether they use acronyms while networking on social media or not?

Table No. 4.3.7 showing Students' Responses on their Practice of using Acronyms while texting

Options	No of Responses	Percentage
Yes	711	75.6383
No	229	24.3617
Total	940	100

Figure No. 4.3.7 showing Students' Responses on their Practice of using Acronyms while texting
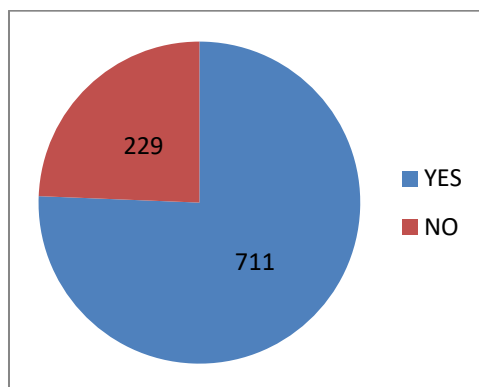
From the above table No. 4.2.7 and pie chart No. 4.2.7 it is observed that 711 (75.63%) of the respondents use acronyms while texting on social media and the

remaining 229(24.36%) of the respondents do not use acronyms while texting on social media.

Under the next **question number 13(vi),** the respondents were asked to mention whether they keep all the rules and regulations and bench marking aspects of written communication skills while drafting the message or not.

Table No. 4.3.8 showing Students' perspective on Consideration of   Mechanics of Writing

Options	No of Responses	Percentage
Yes	510	54.25532
No	430	45.74468
Total	940	100

Figure No. 4.3.8 showing Students' perspective on Consideration of   Mechanics of Writing
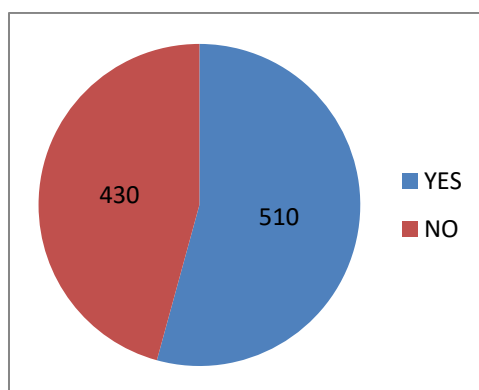
From the above table No.4.3.8 and pie chart No.4.3.8 it is clearly stated that 510(54.25%) of the respondents keep in mind all the rules and regulations of mechanics of writing skill in English language while texting on social media and the remaining 430(45.74%) of the respondents ignore all the rules and regulations of mechanics of writing skill in English language while texting on social media portals.

In the next item number 14, the researcher listed some of the common acronyms and short forms which are frequently seen in the bloggings and asked the respondents whether they use any of those acronyms from those mentioned in the question in a tabular form. The responses confirmed that the respondents use almost all the listed words and acronyms in their chatting. The details are shown in the table below:

Table No. 4.3.9 showing List of Students' Commonly used Acronyms /Short forms

Common Acronyms	No of Responses	Percentage	Case Percentage
GM for Good morning	688	12.57%	73.19%
Msg for Message	589	10.76%	62.66%
OMG for Oh My God	490	8.95%	52.13%
Tysm for Thank you so much	490	8.95%	52.13%
U for You	406	7.42%	43.19%
HBD for Happy Birthday	353	6.45%	37.55%
Bcoz for Because	337	6.16%	35.85%
BTW for By the way	270	4.93%	28.72%
Lol for Laughing out loud	262	4.79%	27.87%
Ttyl for Talk to you later	239	4.37%	25.43%
Y for Why	215	3.93%	22.87%
UR for Your	214	3.91%	22.77%
4ever for Forever	161	2.94%	17.13%
ASAP for As soon as possible	161	2.94%	17.13%
B4 for Before	152	2.78%	16.17%
GR8 for Great	128	2.34%	13.62%
DIY for Do it yourself	112	2.05%	11.91%
Other…	78	1.43%	8.30%
D for the	73	1.33%	7.77%
AAMOF for as a matter of fact	55	1.00%	5.85%
Total	5473	100.00%	582.24%

Figure No. 4.3.9 showing List of Students' Commonly used Acronyms/Short forms

ICSSR Major Research Project by Dr. A. V. Bharathi
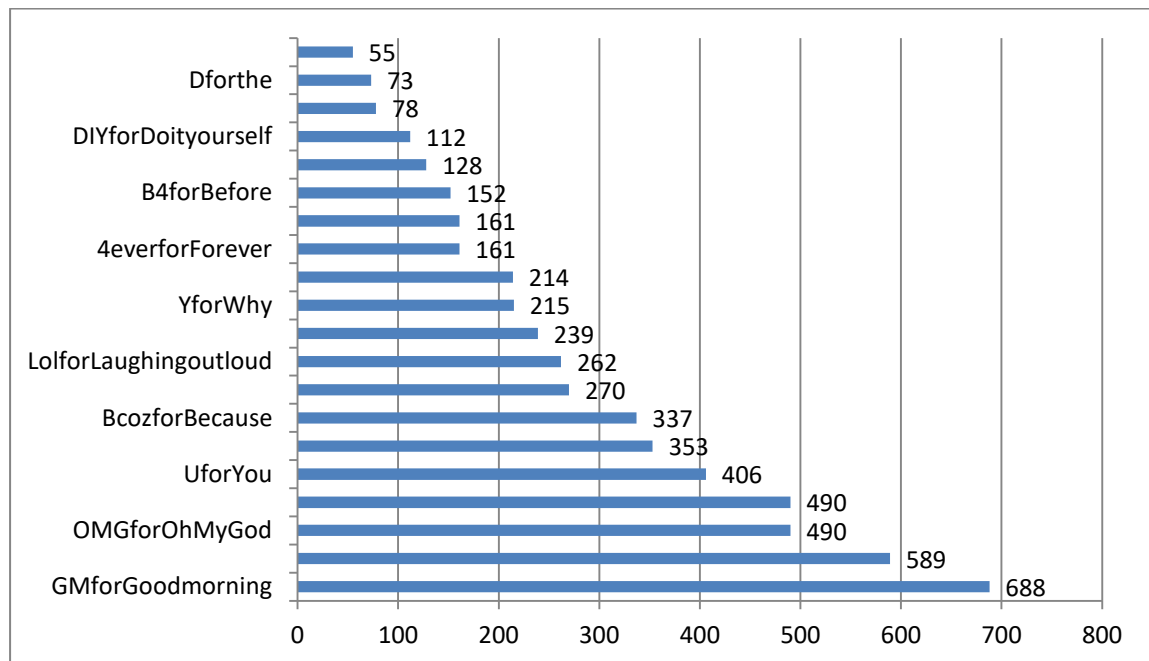
Above table No.4.3.9 and chart No.4.3.9 shows frequencies for the acronyms used by students while they are texting on social media platforms. 688 respondents reported using 'Gm' for good morning and it is most commonly used acronyms by the respondents. 'OMG' for the 'Oh My God' is at the second place with the 589 responses. 'D' for' the' is at the second last with 73 responses and 'AAMOF' for as a matter of fact is the rarely used acronyms by the students as only 55respondents confirmed use of it, So majority of the students (73 %) use 'GM" for 'Good morning" , followed by msg for message(63%),Omg for oh my god(52%),tysm for thank you so much(52%),u for you (43%),HBD for happy birthday(38%), bcoz for because(36%) ,btw for by the way(29%) , lol for laughing out loud(28%), Ttyl for talk to you later(25%), y for why(23%), ur for your (23%), 4ever for forever(17%), asap for as soon as possible(17%), b4 for before(16%), gr8 for great(14%), DIY for do it yourself(12%), d for the (8%), aamof for as a matter of fact(6%) and others(8%) respectively.

Under question 15(i), respondents were asked mention whether they believe that their social media texting has got any relation/influence on their formal academic writing skills or not? Out of 940 respondents, 62% of them (585) responded in affirmation and the remaining 38% of them replied in negation.

Table No. 4.3.10 showing Students' perspective of social media texting and Academic writing

Options	No of Responses	Percentage
Yes	585	62.23404
No	355	37.76596
Total	940	100

Figure No. 4.3.10 showing Students' perspective of social media texting and Academic writing
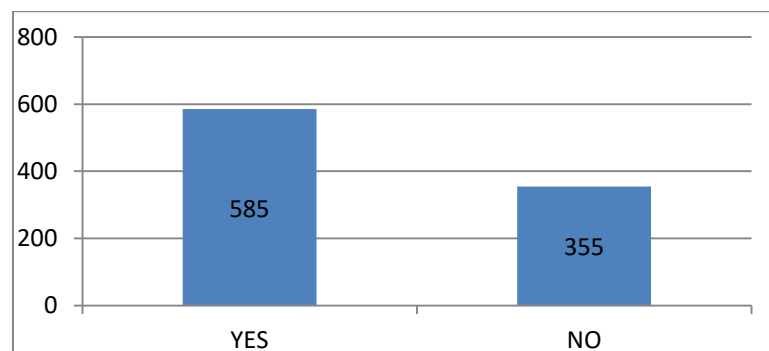
From the above table No.4.3.10 and chart No.4.3.10 it is observed that 585 (62.23%) of the respondents believe that there is relationship between social media texting and formal academic writing skills. 355(37.76%) of the respondents didn't believe in this.

Under item No15(ii), the respondents were asked to mention whether their teachers' use any social media portals to teach them. Majority of the respondents,680 of them (72%) replied that their teachers use social media portals for teaching them. The remaining 28% respondents mentioned that their teachers don't use social media portals for teaching purposes.

Table No. 4.3.11 showing Students' Responses on Teachers' Use of social media

Options	No of Responses	Percentage
Yes	680	72.34043
No	260	27.65957
Total	940	100

Figure No. 4.3.11 showing Students' Responses on Teachers' Use of social media
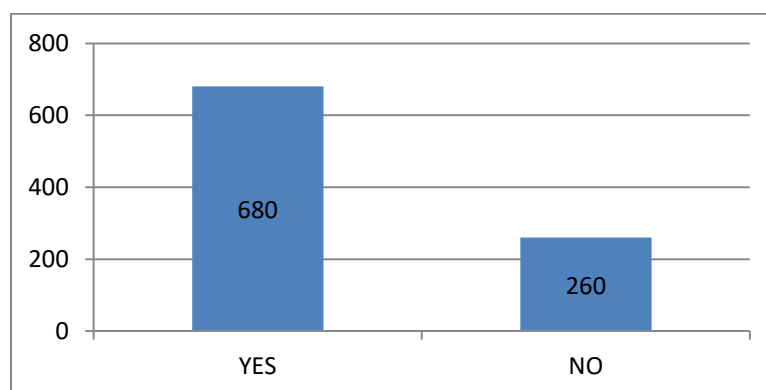
From the above table No.4.3.11 and chart No.4.3.11 it is observed that 680 (72.34%) of the respondents said that their teachers use social media platforms to teach them while another 260(27.65%) of the respondents said that their teachers don't use social media for teaching.

Under the next question number 15(iii), the respondents were asked to report on whether they use social media for educational purposes or not.

Table No. 4.3.12 showing Students' Perception of using social media for Educational Purpose

Options	No of Responses	Percentage
Yes	884	94.04255319
No	56	5.957446809
Total	940	100

Figure No. 4.3.12 showing Students' Perception of using social media for Educational Purpose
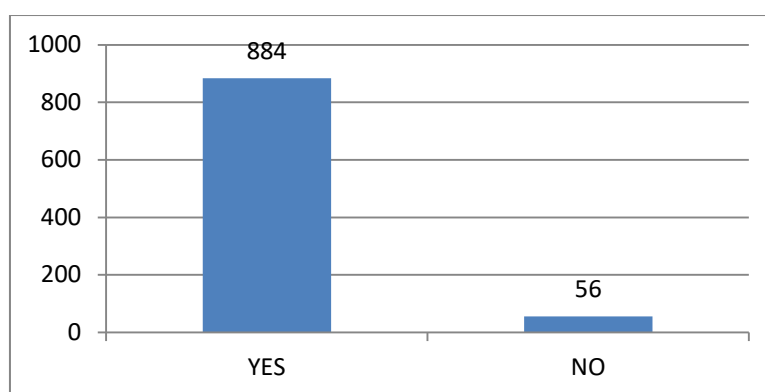
From the above table No.4.3.12 and chart No.4.3.12 it is analyzed that 884 (94.04%) of the respondents use social media platforms for educational purposes,9 while the remaining 56(5.95%) of the respondents do not using social media platforms for educational purposes.

Under the item No15(iv) question, while expressing their opinion on whether social media platforms help them to communicate quickly, effectively and efficiently, most of the respondents (91%) replied in affirmation and the remaining few of them(9%) opined that social media platforms do not help them to communicate quickly, effectively and efficiently.

Table No. 4.3.13 showing Students' perspective of social media as an effective Communication Tool

Options	No of Responses	Percentage
Yes	855	90.9574468
No	85	9.04255319
Total	940	100

Figure No. 4.3.13 showing Students' perspective of social media as an effective Communication Tool
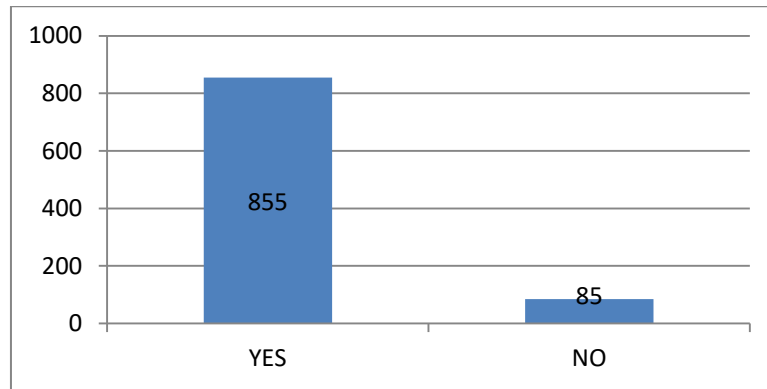
From the above table No.4.3.13 and chart No.4.3.13 it is asserted that 855 (90.95%) of the respondents believed that social media platforms help them to communicate quickly, effectively and efficiently and only 85(9.04%) of the students disagreed with this.

Under the successive item No16, the respondents were asked to give their opinion regarding the impact of short forms/ acronyms on their spellings.

Table No. 4.3.14 showing Students' View on the Impact of Short forms on Spelling

Options	No of Responses	Percentage
Positive	246	26.17021
Indifferent	211	22.44681
Neutral	238	25.31915
Negative	245	26.06383
Total	940	100

Figure No. 4.3.14 showing Students' View on the Impact of Short forms on Spelling
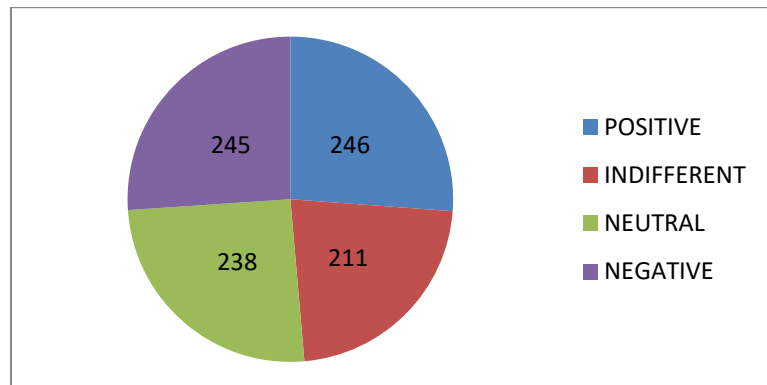
From the above table No.4.3.14 and chart No.4.3.14 it is observed that out of 940 total respondents, 246 (26.17%) of them opined that there is positive impact of short forms used by them on their spelling while texting on social media. Another 211(22.44%) of the respondents remained indifferent in expressing their opinion. Further, yet another 238(25.31%) of them were not sure about the impact of short forms on their word spellings and remained neutral about the impact of acronyms on texting. The remaining 245 respondents (26.06%) mentioned that their social media texting habit has negative impact on their spellings.

In the next item no17, while attempting to answer a question on stating their level of agreement on whether social media texting habit affects their academic performance or not, all the respondents expressed their level of agreement differently.

Table No. 4.3.15 showing Students' View on the Effect of social media on Academics

Options	No of Responses	Percentage
Agree	391	41.59
Strongly Agree	96	10.21
Neutral	237	25.21
Disagree	140	14.89
Strongly Disagree	76	8.08
Total	940	100

Figure No. 4.3.15 showing Students' View on the Effect of social media on Academics
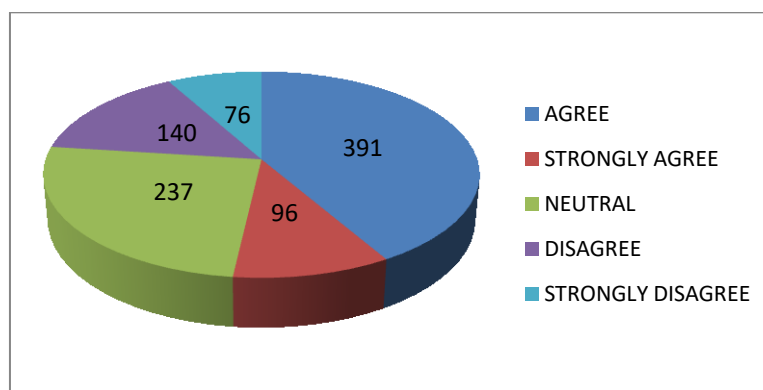
Above table No.4.3.15 and chart No.4.3.15 show that 391(41.59%) of the total respondents mentioned that they agree to the given statement that their social media texting affects their academic performance and another 96(10.21%) of them mentioned that they strongly agree with that statement that social media texting effect on their academic performance. Yet another 140 out of 940 respondents disagreed

with that statement and the remaining 76 (8.08%) respondents strongly disagreed with this statement.

In responding to a question **Under item No18**, on whether they think that they have enriched their vocabulary levels as a result of their regular social media texting or not, majority of the student respondents ie 713 of them(76%) replied in affirmation.

Table No. 4.3.16 showing Students' perspective Vocabulary enrichment through social media

Options	No of Responses	Percentage
Yes	713	75.85106383
No	227	24.14893617
Total	940	100

Figure No. 4.3.16showing Students' perspective Vocabulary enrichment through social media
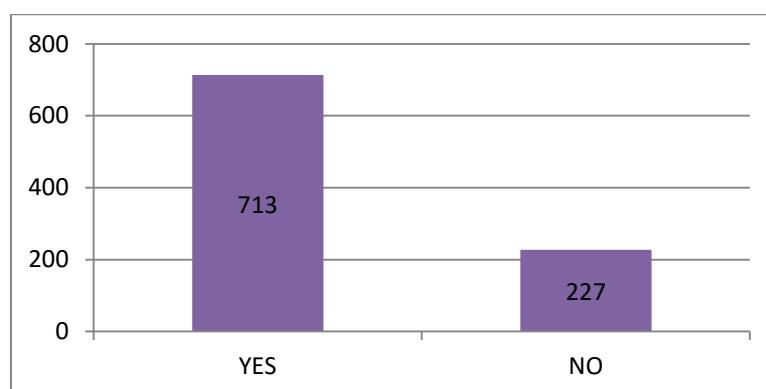
Above table No.4.3.16 and chart No.4.3.16 shows that 713(75.85%) of the total respondents agreed that social media enhanced their vocabulary levels and the remaining 227 (24.14%) respondents reported that they didn't think like this and disagreed with that statement.

Under itemNo19, the researcher mentioned some segments of written communication such as report writing, letter writing, dialogue writing and essay writing and asked the respondents to mention, if their social media texting habit has influenced any of those areas of in their writing efficiency in examinations. Majority of the students opted dialogue writing, followed by essay writing, letter writing, report writing and so on.

Table No. 4.3.17 showing Students' perspective of the impact of social media on affected segments

Components.	No of Responses	Percentage	Case Percentage
Dialogue Writing	440	30.49%	46.81%
Essay Writing	389	26.96%	41.38%
Letter Writing	333	23.08%	35.43%
Report Writing	257	17.81%	27.34%
Not Applicable	20	1.39%	2.13%
Other	4	0.28%	0.43%
Total	1443	100%	153.52%

Figure No. 4.3.17 showing Students' perspective of the impact of social media on affected segments
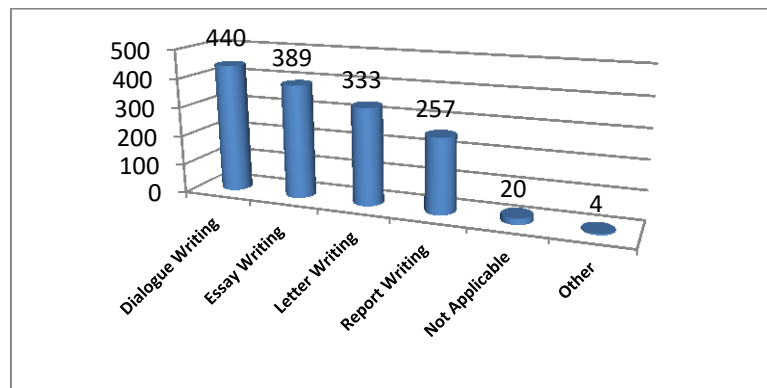
Above table No.4.3.17 and chart No.4.3.17 shows that 440 respondents reported that their social media texting may influence their report writing efficiency in examinations and another 389 respondents mentioned that their social media texting may possibly affect their essay writing segment in examinations. Yet another 333 of the total 940 respondents opined that social media texting habit may affect their report writing segment in examinations.

In the next item No20(i), the respondents were asked to mention whether they believe that short forms can alter their conventional way of writing or not.

Table No. 4.3.18 showing Students' perspective of the impact of short forms on conventional writing

Options	No of Responses	Percentage
Yes	608	64.68085106
No	332	35.31914894
Total	940	100

Figure No. 4.3.18 showing Students' perspective of the impact of short forms on conventional writing
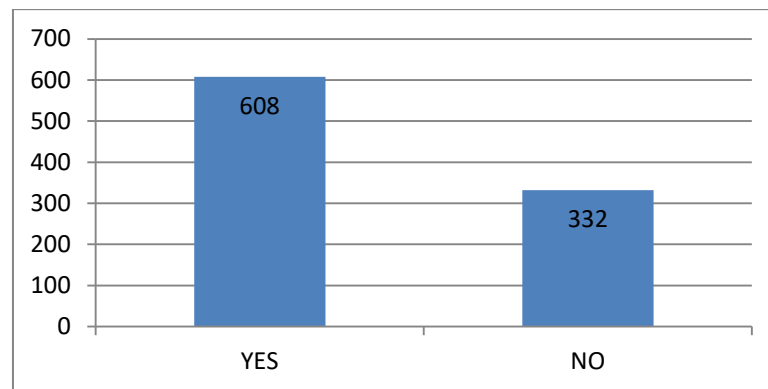
From the above table No.4.3.18 and chart No.4.3.18 it is observed that 608 (64.68%) of the respondents believed that short forms can alter the conventional way of their writing while another 332 (35.31%) of them stated that they did not believe that short forms can alter the conventional way of writing.

Under the next item No 20(ii), the respondents were asked to state whether they feel that social media texting adopts non - standard language and contracted forms of English words or not.

Table No. 4.3.19 showing Students' Responses on adopting Non-standard language

Options	No of Responses	Percentage
Yes	637	67.76595745
No	303	32.23404255
Total	940	100

Figure No. 4.3.19 showing Students' Responses on adopting Non-standard language
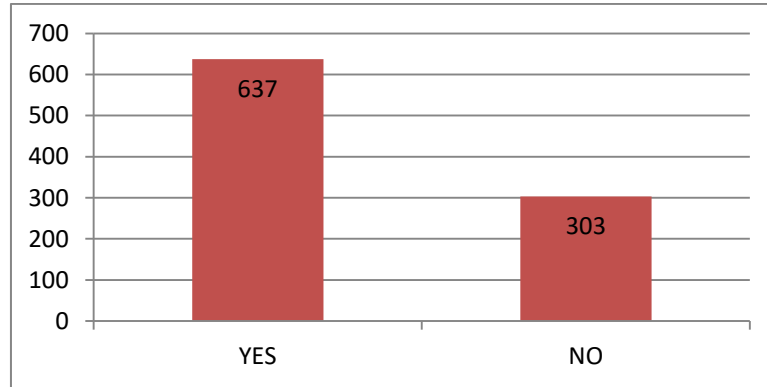
From the above table No.4.3.19 and chart No.4.3.19 it is depicted that out of 940 respondents, 637 (67.76%) of the respondents stated that social media texting adopts non-standard and contracted forms of English words and the remaining 303 (32.23%) of the respondents didn't feel like this and responded in negation.

Under the next question No 20(iii), the respondents were asked to give their opinion on whether they feel that they can improve their language skills by using social media portals or not.

Table No. 4.3.20 showing Students' perspective on Impact of social media on Language skills

Options	No of Responses	Percentage
Yes	750	79.78723404
No	190	20.21276596
Total	940	100

Figure No. 4.3.20 showing Students' perspective on Impact of social media on Language skills
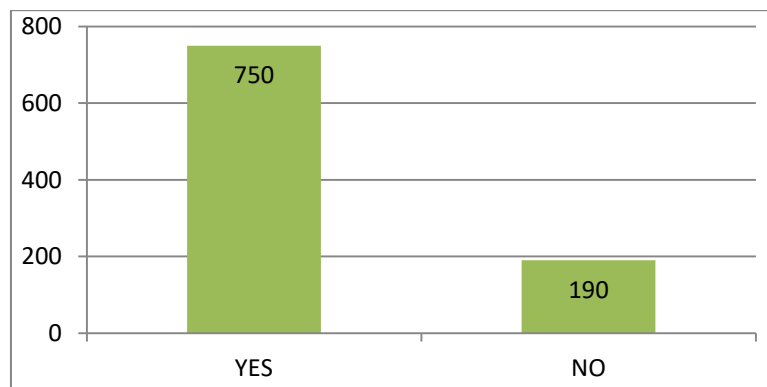
From the above table No.4.3.20 and chart No.4.3.20 it is observed that 750 (79.78%) of the respondents agreed that social media improves their language skills and another 190 (20.21%) of the respondents responded that they don't feel that they can improve their language skills by using social media portals.

In the next item No 20(iv), the respondents were asked to mention whether they know that their social media social chatting is purely personal and is totally different from their formal writing or not.

Table No. 4.3.21 showing Students' Awareness on Personal /Formal communication

Options	No of Responses	Percentage
Yes	695	73.93617021
No	245	26.06382979
Total	940	100

Figure No. 4.3.21 showing Students' Awareness on Personal /Formal communication
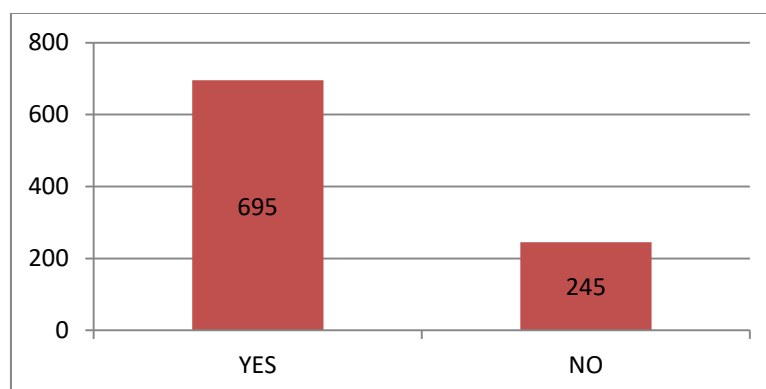
From the above table No.4.3.21 and chart No.4.3.21 it is analyzed that 750 (79.78%) of the respondents mentioned that they totally know the difference between social media texting and formal writing while another 245 (26.06%) of the respondents stated that they don't know the difference between social media texting and formal writing.

In the successive item No21, the respondents were asked mention about their problematic segments in their formal written communication. While mentioning about their writing skill, the researcher listed some of the areas of written communication bench marking aspects and asked the students about the areas from those in which they regularly commit mistakes.

Table No. 4.3.22 showing Students' Responses on their General Problematic Segments

Options	No of Responses	Percentage	Case Percentage
Grammatical errors	487	31.20%	51.81%
Use of wrong spellings/words	342	21.91%	36.38%
Use of inappropriate punctuation	322	20.63%	34.26%
Use of improper capitalization	227	14.54%	24.15%
Any other	183	11.72%	19.47%
Total	1561	100.00%	166.07%

Figure No. 4.3.22 showing Students' Responses on their General Problematic Segments
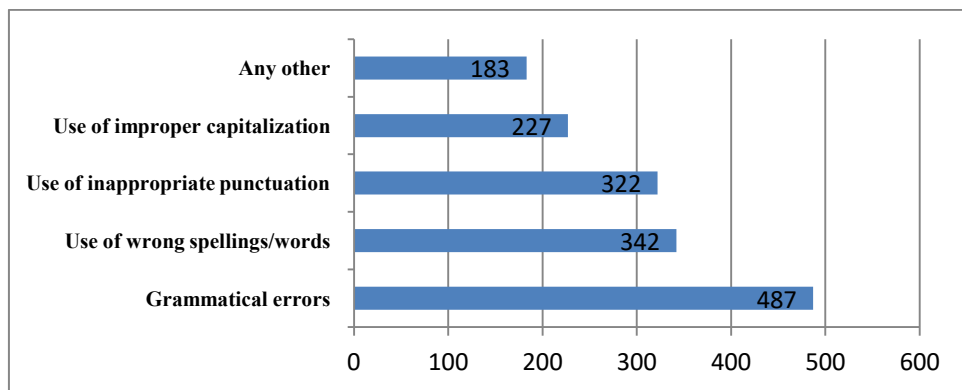
From the above table No.4.3.22 and chart No.4.3.22 it is analyzed that 487 of the respondents mentioned that they generally commit grammatical errors while texting on social media. Another 342 of the total respondents reported that wrong spellings are their problem while texting. 322 respondents responded that they failed to use proper punctuations mistake while texting and yet another 227 of the respondents mentioned about their mistakes in capitalizations.

In the next item No22, the respondents were asked to mention about their level of agreement on the impact of students' social media texting on quality of their writing skills. The details are shown in the table and figure below.

Table No. 4.3.23 showing Students' perspective on Impact of social media on Writing skills

Options	No of Responses	Percentage
Agree	321	34.14893617
Strongly Agree	76	8.085106383
Neutral	256	27.23404255
Disagree	191	20.31914894
Strongly Disagree	96	10.21276596
Total	940	100

Figure No. 4.3.23 showing Students' perspective on Impact of social media on Writing skills
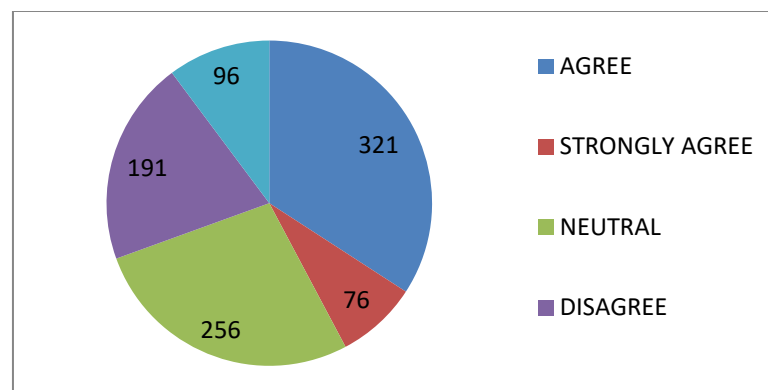
From the above table No.4.3.23 and chart No.4.2.23 it is analyzed that 321 (34.14%) of the respondents agreed that this habit of social media texting damages their quality of academic writing skills and 76(8.08%) of the respondents strongly agreed that their habit of social media texting is damaging their quality of academic writing skills. Another 256 respondents remained neutral in this regard while another 191 respondents disagreed with this. Yet another 96 of the respondents strongly disagreed that social media texting damages the quality of their academic writing skill.

Under the itemNo23(i), the respondents were asked to state whether there is any interference of acronyms as a result of their social media texting habit on their formal writing or not.

Table No. 4.3.24 showing Students' perspective of interference of acronyms in formal writing

Options	No of Responses	Percentage
Yes	593	63.08511
No	347	36.91489
Total	940	100

Figure No. 4.3.24 showing Students' perspective of interference of acronyms in formal writing
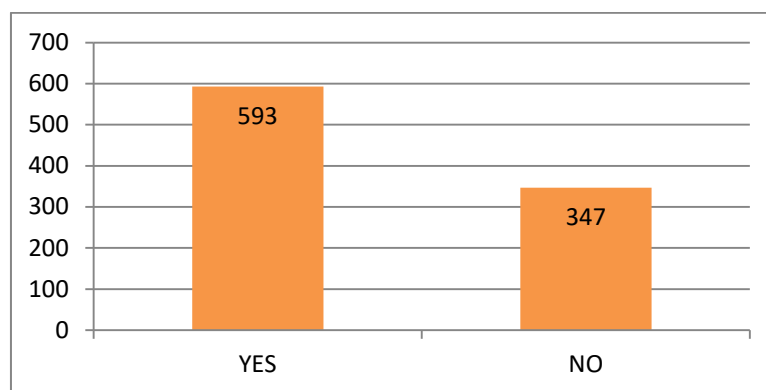
From the above table No.4.3.24 and chart No.4.3.24 it is analyzed that 593 (63.08%) of the respondents agreed that short forms can be the reason for their low achievements in score and another 347 (36.91%) of the respondents didn't believe in this.

Under the item No 23(ii)the respondents were asked to mention whether they think that social media language should be considered in formal academic writing or not.

Table No. 4.3.25 showing Students' perspective of consideration of social media language in academics

Options	No of Responses	Percentage
Yes	461	49.04255
No	479	50.95745
Total	940	100

Figure No. 4.3.25 showing Students' perspective of consideration of social media language in academics
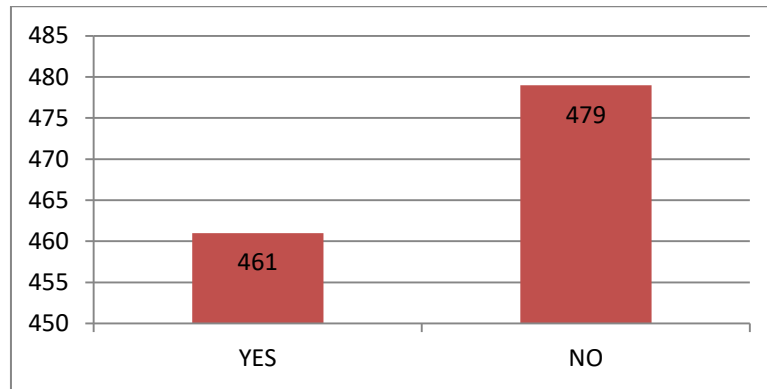
From the above table No.4.3.25 and chart No.4.3.25 it is observed that 461 (49.04%) of the respondents agreed that social media texting should be allowed in formal and academic writings and while another 479 (50.95%) of the respondents didn't believe in this.

In the next item No 23(iii), the respondents were asked to state whether they feel that there is any impact of social media texting on their vocabulary or not?

Table No. 4.3.26 showing Students' perspective of impact of social media texting on vocabulary

Options	No of Responses	Percentage
Yes	704	74.89362
No	236	25.10638
Total	940	100

Figure No. 4.3.26 showing Students' perspective of impact of social media texting on vocabulary
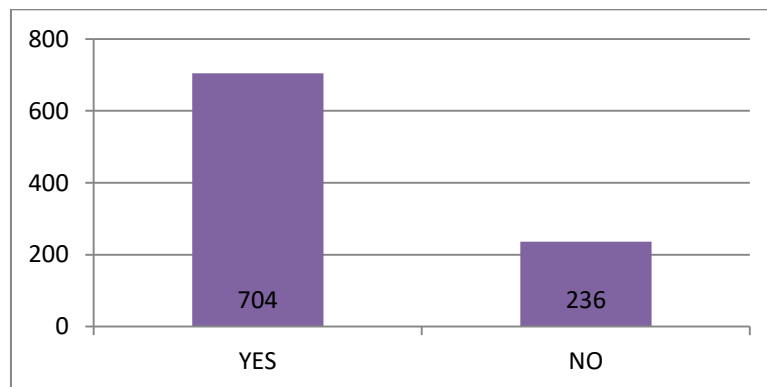
From the above table No.4.3.26 and chart No.4.3.26 it is observed that 704 (74.89%) of the respondents believe that social media texting develops vocabulary and the remaining 236 (25.10%) of the respondents didn't believe that social media texting develops their vocabulary.

Under itemNo.23(iv), the respondents were asked to express their view on whether their social media texting habit enhances their language proficiency or not?

Table No. 4.3.27 showing Students' perspective of language proficiency through social media

Options	No of Responses	Percentage
Yes	706	75.10638
No	234	24.89362
Total	940	100

Figure No. 4.3.27 showing Students' perspective of language proficiency through social media
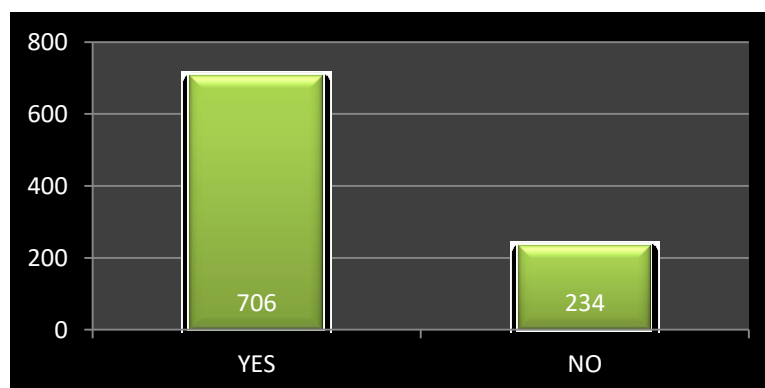
From the above table No.4.3.27 and chart No.4.3.27, it is observed that 706 (75.10%) of the respondents believed that social media texting enhances the English language proficiency while 234 (24.89%) of the respondents did not believe in this.

Under item No.23(v), the respondents were asked to express their view on whether they are aware of the differences between their formal writing and personal writing skills.

Table No. 4.3.28 showing Students' Awareness on Formal writing

Options	No of Responses	Percentage
Yes	735	78.19149
No	205	21.80851
Total	940	100

Figure No. 4.3.28 showing Students' Awareness on Formal writing
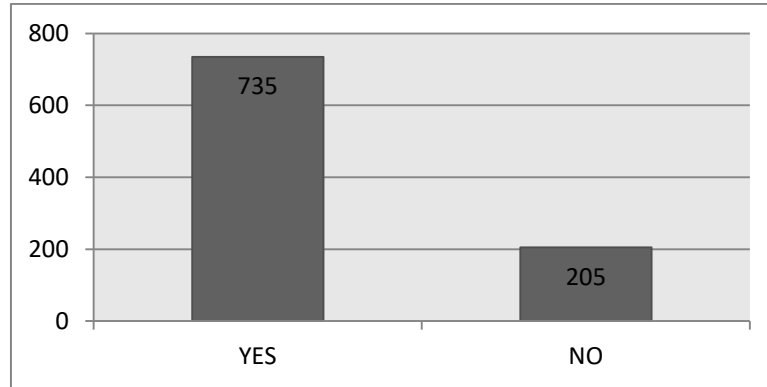
From the above table No.4.3.28 and chart No.4.3.28 it is analyzed that 735 (78.19%) of the respondents mentioned that they know the difference between social media texting and formal English writing while another 205 (21.80%) of the respondents reported that they don't know the difference between social media texting and formal English writing.

In the last item No 24 ,the researcher listed some significant aspects of writing skills and asked the respondents to mention whether they use short forms, acronyms and internet slangs while texting through social media in any of those listed segments..

Table No. 4.3.29 showing Students' habit of using Short forms/ Acronyms and Internet Slang

Options	No of Responses	Percentage	Case Percentage
Vocabulary	374	22.83%	39.79%
Spelling	373	22.77%	39.68%
Grammar	302	18.44%	32.13%
Others, if any	269	16.42%	28.62%
Punctuation	173	10.56%	18.40%
Capitalization	147	8.97%	15.64%
Total	1638	100	174.26%

Figure No. 4.3.29 showing Students' habit of using Short forms/ Acronyms and Internet Slang
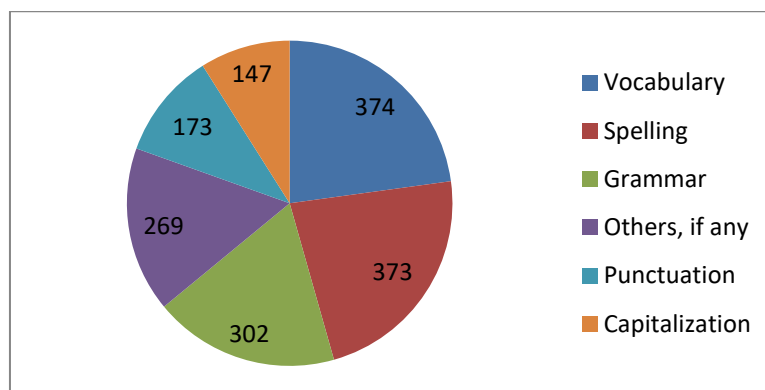
From the above table No.4.3.29 and chart No.4.3.29, it is analyzed that 374 of the respondents mentioned that they use short forms in vocabulary segments. Another 373 respondents reported that they use short forms in words spelling. Accordingly, 302 respondents mentioned grammar, 173 punctuation, 147 capitalization and 269 in other segments respectively.

4.4 Item wise analysis of English Teachers' Questionnaire

The researcher prepared another questionnaire for English teachers. This tool is aimed at gathering teachers' opinion on social media texting phenomenon of students and its impact, if any, on their writing skills as well as on their academic performance. The first ten questions ie, item No 1 to item No. 10 gathered the demographic details of the sample of teachers such as name, age, gender, educational qualification, faculty, type of service, experience, papers/subjects they teach, contact No and email Id etc. The researcher considered various variables such as gender, age, faculty and experience for this study. The sample consisted of 175 English teachers and the details are discussed in the successive paragraphs.

The details are shown in the table No.4.4.1 and diagrams No.4.4.1 given below:

Table No. 4.4.1 showing Distribution of Various Components of English Teachers' Profile

Sr. No.	Components		No. of Teachers	Percentage
1	Gender	Male	76	43%
		Female	99	57%
2	Qualification	Post-Graduation	65	37%
		PG with M.Phil.	19	11%
		Ph.D.	91	52%

		Post Doc.	0	0
3	Faculty	Arts	105	60%
		Science	02	1%
		Commerce and Mgt.	08	5%
		Humanities	52	29%
		Others	08	5%
4	Experience	Below 10 years	66	38%
		Between 11-20 years	53	30%
		Between 21-30years	47	27%
		Above 30 years	09	5%

The sample consisted of teachers belonging to different age groups. Majority of them 63 (36%) fall under the age groups of 31 to 40 years, followed by53 teachers (30%) 41 to50years group , 33 teachers(19%) in 50 years and above cadre (30%) and the remaining in 26 teachers (15%) in the age group of below 30 years .It includes 99 female teachers(57%) and   76 male teachers 43% in all.91 of the respondents (52%) hold Doctorate Degree ,while another 19 of them possessed (11%) Postgraduate Degree   with MPhil as an additional qualification ,and the remaining 65 respondents possessed Post graduation Degree as their educational qualification.

All these respondents teach English in different Arts/Science/Commerce /Humanities and other disciplines at UG or PG levels. Majority of them, 105 respondents of them serve in arts Colleges, while another 52   teachers of them serve in Humanities Departments. The remaining   18 teachers teach English Subject in Science, Commerce and other disciplined colleges. Further, regarding their teaching experience,66 (38%) teachers   respondents' have below 10 years of experience and another 53 0f them (30%) have their experience ranging from 11years to 20 years. Yet another 47 teachers (27%) have working experience of 21 to 30 years and the remaining 9 of them (5%) have vast experience of 31 years and above.

Figure No. 4.4.1 showing Demographic Distribution of the Sample of English Teachers by Age, Gender, Faculty and Experience.
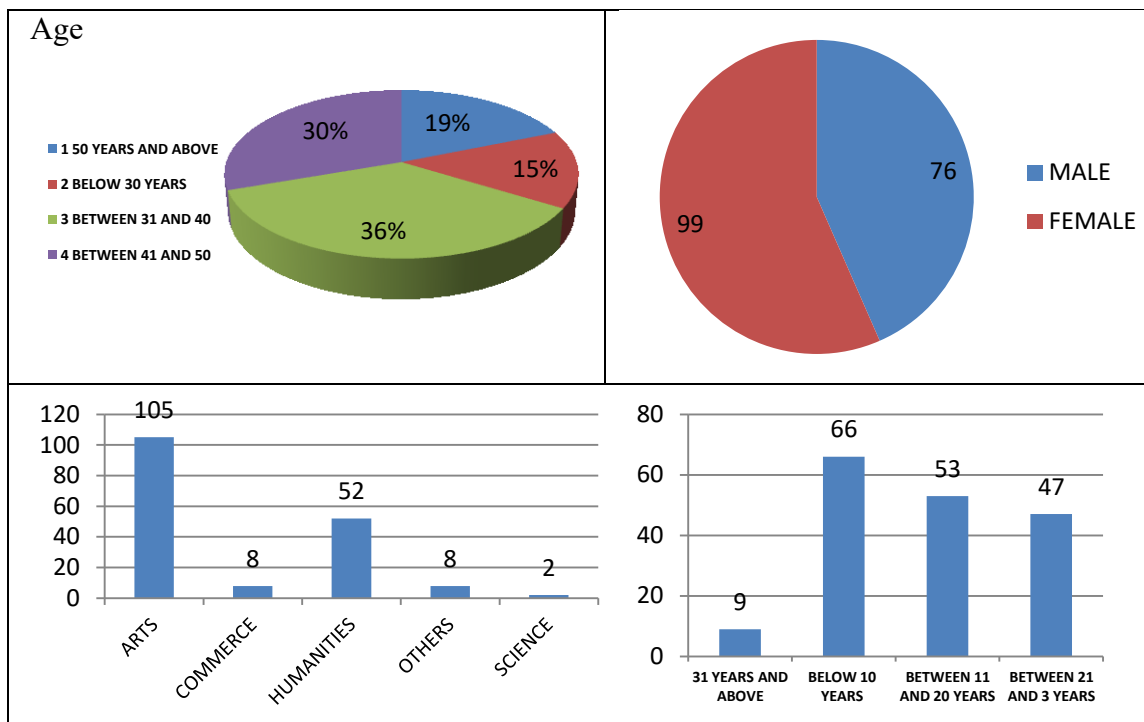
Table No. 4.4.2 showing Details of Qualification of English Teachers

Options	No of Responses	Percentage
Doctorate Degree	91	52
Others if any	2	1.142857143
PG with M Phil	19	10.85714286
Post-Graduation	63	36
Total	175	100

Figure No. 4.4.2 showing Details of Qualification of English Teachers
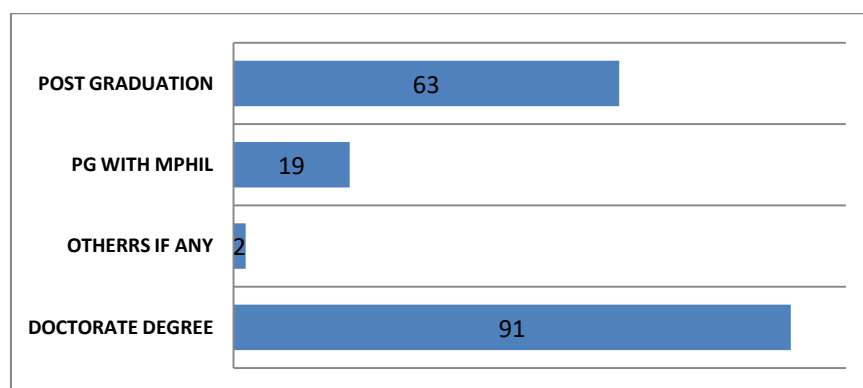
From the above table no 4.4.2 and diagram 4.4.2 it is asserted that 91 of the respondents (52%) hold Doctorate Degree, while another 19 of them possess (11%)

Postgraduation Degree with MPhil, and the remaining 65 respondents possessed Post graduation Degree as their educational qualification.

Table No. 4.4.3 showing Distribution of Teachers' Sample by Type of Service

Options	No of Responses	Percent
Regular in university	22	12.57143
Regular in college	96	54.85714
Contractual service	14	8
Visiting Faculty	13	7.428571
Others	30	17.14286
Total	175	100

Figure No. 4.4.3 showing Distribution of Teachers' Sample by Type of Service
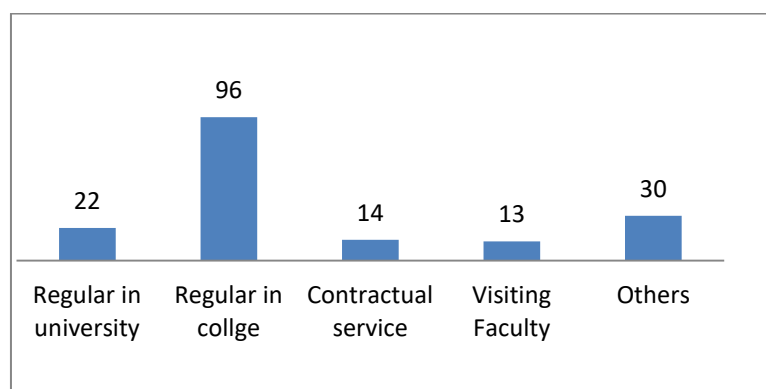
From the above table no 4.4.3 and diagram 4.4.3 it is asserted that out of 175 respondents, 96 of the respondents serve regularly in colleges and another 22 of them serve in universities. Yet another 14 of them serve on contractual basis while another 13 members work on visiting faculty basis. It also includes 30 other faculty members who served on other category such as temporary service.

Table No. 4.4.4 showing Details of the Subjects taught by Teachers

Options	No of responses	Percentage	Case Percentage
General/Compulsory English	88	29.93%	50.29%
English Literature	75	25.51%	42.86%
Business Communication /Commercial Communication	50	17.01%	28.57%
General Communication /Spoken English	49	16.67%	28.00%
Others	20	6.80%	11.43%
Linguistics	12	4.08%	6.86%

Figure No. 4.4.4 showing Details of the Subjects taught by Teachers
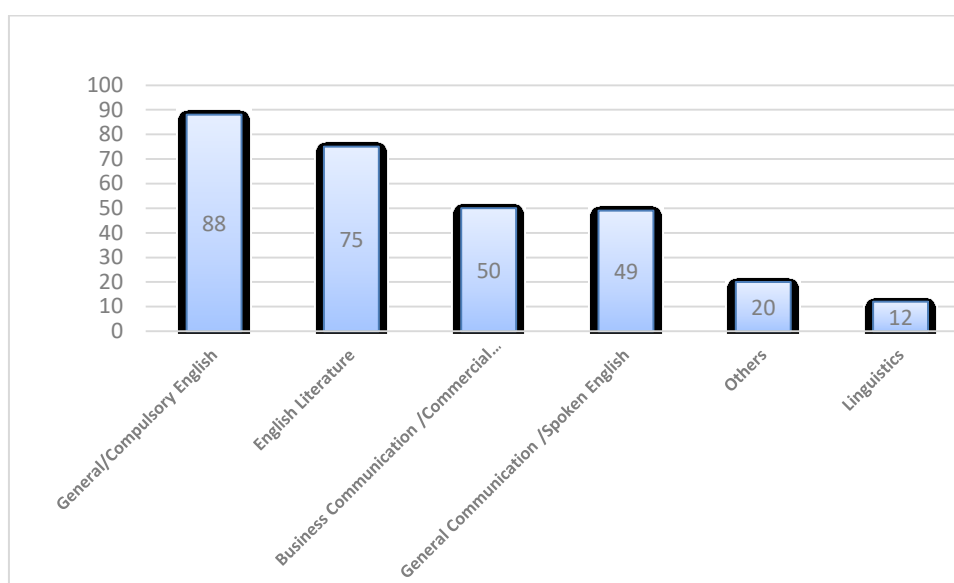
From the above table no 4.4.4 and diagram 4.4.4 it is asserted that out of 175 respondents, 88 of the respondents teach compulsory English and another 75 of them teach English literature. Yet another 50 of them teach business communication and 49 teachers teach general communication subjects. Further another 12 of them teach linguistics. While the remaining 20 teach other subjects like spoken English. The data confirms that most of the teachers teach more than one paper.

In the first descriptive question **under item No 11**, the researcher listed all the four LSRW skills and asked the respondents to mention the skill they regularly assess from those language skills. The details are shown in the table No.4.4.5 and fig No.4.4.5

Table No. 4.4.5 showing teachers view on Emphasis on Language skills.

Options	No of Responses	Percentage
Listening	7	4
Reading	6	3.428571429
Speaking	17	9.714285714
Writing	145	82.85714286
Total	175	100

Figure No. 4.4.5 showing teachers view on Emphasis on Language skills.
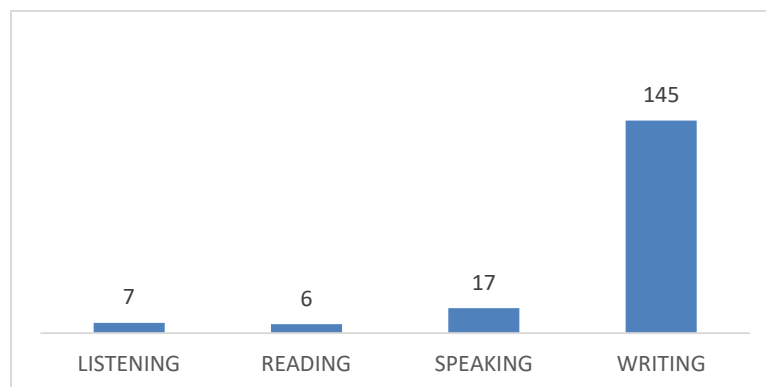
While attempting the above question regarding the assessment of LSRW skills,145 (83%) of the teachers mentioned that they regularly assess writing efficiency of their students and another 17 (10%) of them mentioned that they assess speaking skills of their students regularly. Yet another 4% of them mentioned listening while the remaining 6(3%) of them replied that they assess reading skill of their students regularly.

Under the next item No 12, all the teacher respondents were asked to mention whether they consider all the bench marking aspects while evaluating their students' formal written communication. The details of their responses are shown in table No.4.4.6 and figure No.4.4.6

Table No. 4.4.6 showing Teachers' consideration of bench marking aspects

Options	No of response	Percentage
Yes	151	86.28571429
No	24	13.71428571
Total	175	100

Figure No. 4.4.6 showing Teachers' consideration of bench marking aspects
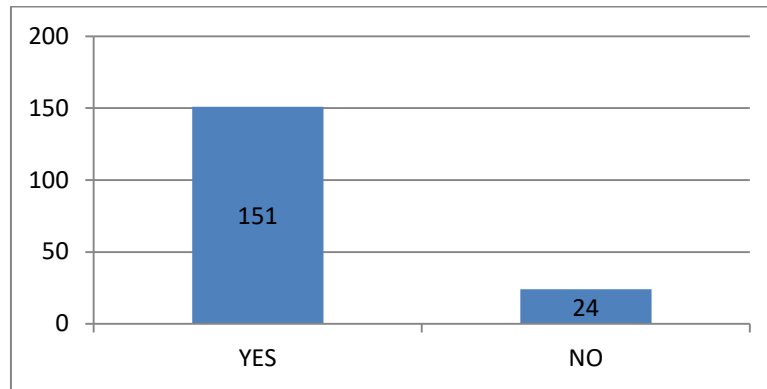
While attempting another question on whether they keep any bench marking parameters while assessing their students' academic performance,86% of them (151) responded that they do keep all the bench marking aspects while assessing the academic performance of their students. The remaining 14% (24) responded in negation.

In the next item No 13, the teacher respondents were asked to express their opinion on whether they feel the habit of frequent social media texting has an impact on the language skills in general and writing skills in particular or not. 167 respondents (95%) replied in affirmation. The details are shown in table No.4.4.7 and figure No.4.4.7

Table No. 4.4.7 showing Teachers opinion on social media texting

Options	No of Response	Percentage
Yes	167	95.42857
No	8	4.571429
Total	175	100

Figure No. 4.4.7 showing Teachers opinion on social media texting
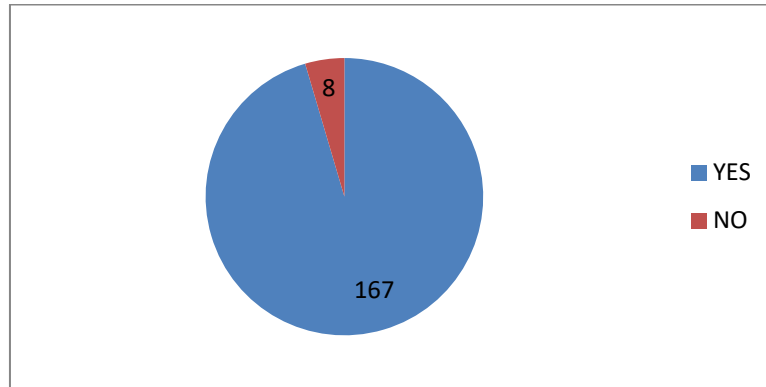
Under item No 14, they were asked to mention, whether they believe that the habit of texting through social media enhances the vocabulary levels of the students or not? .58 % (101) of them believed that social media texting may enhance the vocabulary levels of the students and the remaining 74 teachers (42%) didn't believe in this. The details are shown in table No.4.4.8 and figure No.4.4.8

Table No. 4.4.8 showing Teachers' view on Enhancement of Vocabulary through social media

Options	No of Response	Percentage
Yes	101	57.71429
No	74	42.28571
Total	175	100

Figure No. 4.4.8 showing Teachers' view on Enhancement of Vocabulary through social media
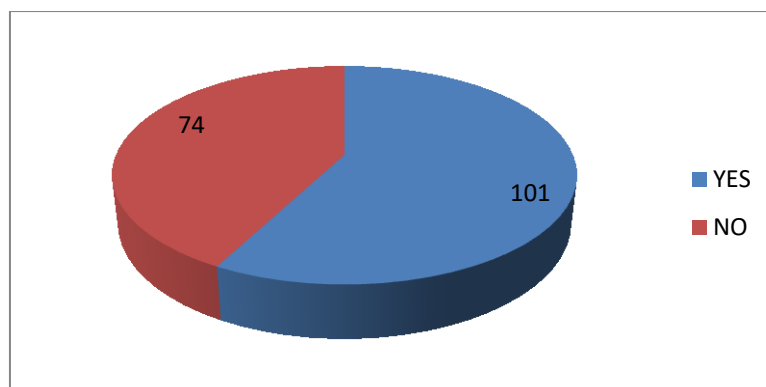
While attempting another question Under item No 15, on whether they think that their students freely use similar words as used in their social media texting even

in their examinations answer scripts or not 152 respondents (87%) responded in affirmation while the remaining 23 teachers (13%) didn't agree with this line of thought. The details are shown in table No.4.4.9 and figure No.4.4.9

Table No. 4.4.9 showing Teachers views on Using Slangs in academics

Options	Response	Percentage
Yes	152	86.85714286
No	23	13.14285714
Total	175	100

Figure No. 4.4.9 showing Teachers views on Using Slangs in academics
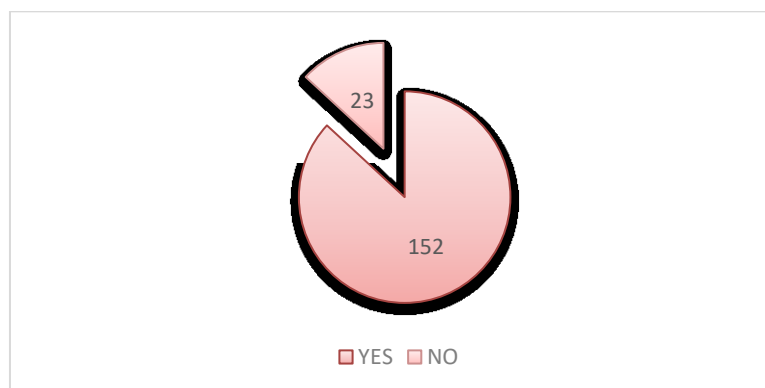
Under the next question No 16, the teacher respondents' were asked to choose any of those four options given to mention whether they think that social media texting habit has any impact on their student's writing skill or not ?.67 respondents (37%) of them strongly believed that it will have a negative impact on their writing efficiency. Another 58 respondents (33%) couldn't express their opinion surely and remained neutral in expressing their view in this regard. Yet another40 respondents (23%) opined that it will have positive impact on their writing skills. The remaining 12 respondents (7%) their opined that social media texting may not have either positive or negative impact on their writing skills. The details are shown in table No.4.4.10 and figure No.4.4.10

Table No. 4.4.10 showing Teachers view on Impact of social media on Writing skill.

Options	No of Response	Percentage
Indifferent	12	6.857142857
Negative	65	37.14285714
Neutral	58	33.14285714
Positive	40	22.85714286
Total	175	100.00

Figure No. 4.4.10 showing Teachers view on Impact of social media on Writing skill.
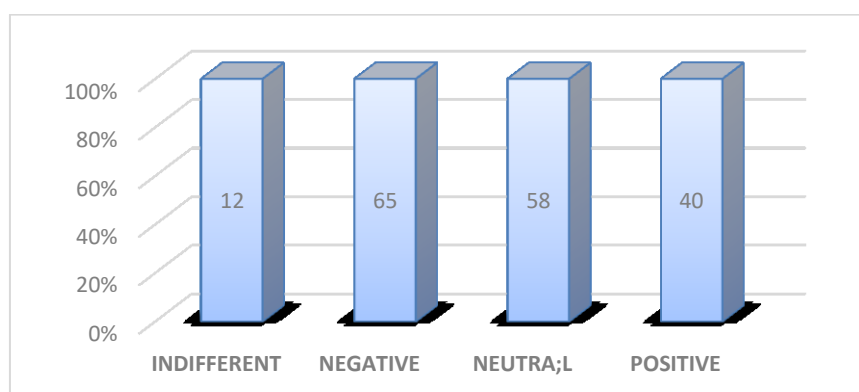
Under item No17, the researcher gave a statement that social media texting helps the students to communicate effectively and efficiently and they were asked to mention their level of agreement ranging from Strongly Disagree to Strongly Agree. Majority of the respondents (33%) neither agreed nor disagreed with the statement. Another 47 respondents (27%) agreed with this statement, while another11 teachers (6%) strongly agreed with this. Yet another 46 respondents (26%) disagreed with this statement. The details are shown in table No.4.4.11 and figure No.4.4.11

Table No. 4.4.11 showing Teachers view on effective teaching through social media

Options	No of Response	Percentage
Strongly disagree	13	7.428571429
Disagree	46	26.28571429
Neutral	58	33.14285714
Agree	47	26.85714286
Strongly agree	11	6.285714286
Total	175	100.00

Figure No. 4.4.11 showing Teachers view on effective teaching through social media
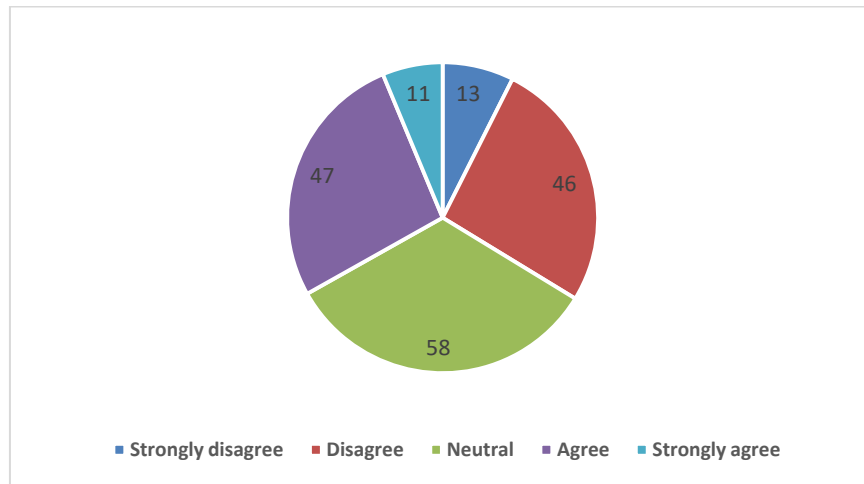
Under question No 18, the respondents were asked to mention whether noticed any social media type of writing in their students' formal writing or not? Out of 175 respondents,143 respondents (82%) responded in affirmation while the remaining 32 respondents (18%) responded in negation. The details are shown in table No.4.4.12 and figure No.4.4.12

Table No. 4.4.12 showing Teachers view on impact of social media on formal writing

Options	No of Response	Percentage
Yes	143	81.71428571
No	32	18.28571429
Total	175	100.00

Figure No. 4.4.12 showing Teachers view on impact of social media on formal writing
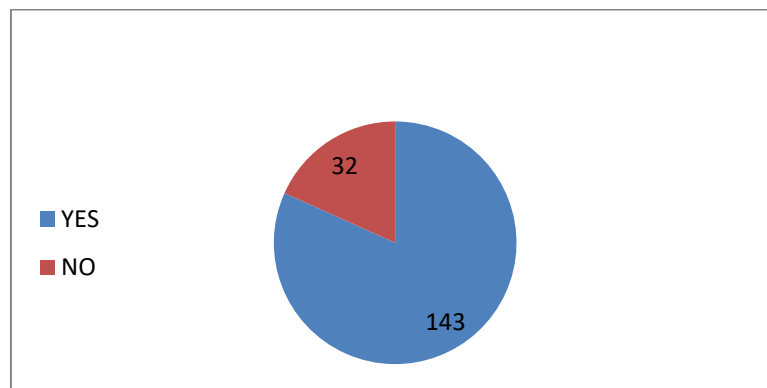
While responding to another question under item No19, on whether they feel that the beauty and sanctity of the English language is damaged as a result of the social media casual writing habit or not,150 respondents (86%) responded positively while the remaining 25 teachers (14%) responded negatively. The details are shown in table No.4.4.13 and figure No.4.4.13

Table No. 4.4.13 showing Teachers view on impact of social media on sanctity of English language

Options	No of Response	Percentage
Yes	150	85.71428571
No	25	14.28571429
Total	175	100.00

Figure No. 4.4.13 showing Teachers view on impact of social media on sanctity of English language
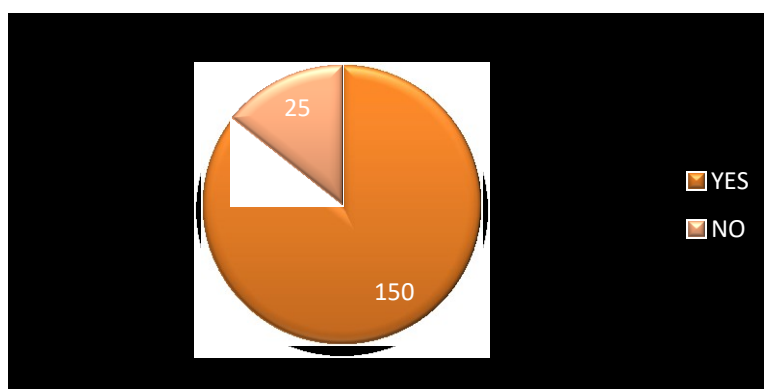
Under item No 20, the teacher respondents were asked to opine whether they think that the interference of acronyms and short forms in the formal writing may reduce the achievement score of the students or not.155 respondents (89%) believed in this and the remaining 20 respondents (11%) didn't feel that their use of acronyms and short forms in their formal writing reduces the achievement scores of the students. The details are shown in table No.4.4.14 and figure No.4.4.14

Table No. 4.4.14 showing teachers view on interference of acronyms and short forms

Options	No of response	Percentage
Yes	155	88.57143
No	20	11.42857
Total	175	100.00

Figure No. 4.4.14 showing teachers view on interference of acronyms and short forms
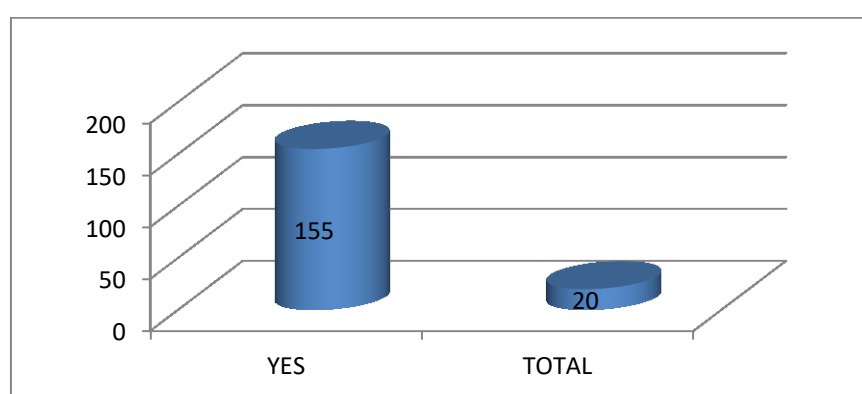
Under item No 21, on expressing their opinion on whether students casually text through social media ignoring, the general principles of sentence construction, 171(98%) teachers opined that they do ignore fundamental grammatical aspects while texting through social media casually. The remaining four teachers didn't think like this and responded in negation. The details are shown in table No.4.4.15 and figure No.4.4.15

Table No. 4.4.15 showing Teachers View on consideration of Principles of Sentence Construction.

Options	Response	Percentage
Yes	171	97.71429
No	4	2.285714
Total	175	100.00

Figure No. 4.4.15 showing Teachers View on consideration of Principles of Sentence Construction.
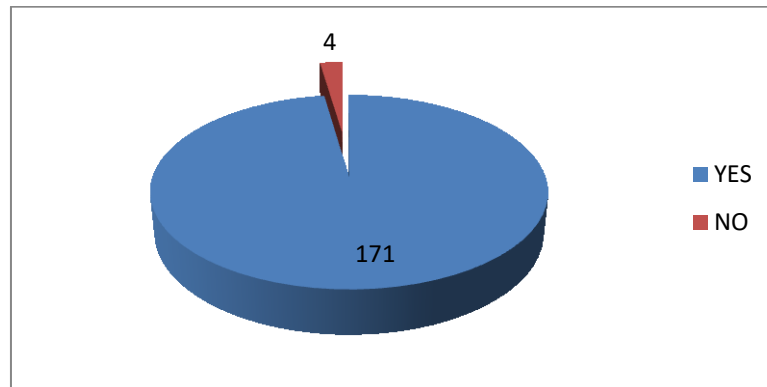
Under item No 22, while responding a question on the affected segments of written communication as a result of students' social media texting habit, 97 teachers reported essay writing followed by dialogue writing (74), letter writing (66) and report writing 58 respectively. The details are shown in table No.4.4.16 and figure No.4.4.16

Table No. 4.4.16 showing Teachers View on Possible Affected Segments

Options	No of responses	Percentage	Case Percentage
Essay writing	97	32.88%	55.43%
Dialogue Writing	74	25.08%	42.29%
Letter writing	66	22.37%	37.71%
Report writing	58	19.66%	33.14%
Total	295	100.00%	168.57%

Figure No. 4.4.16 showing Teachers View on Possible Affected Segments
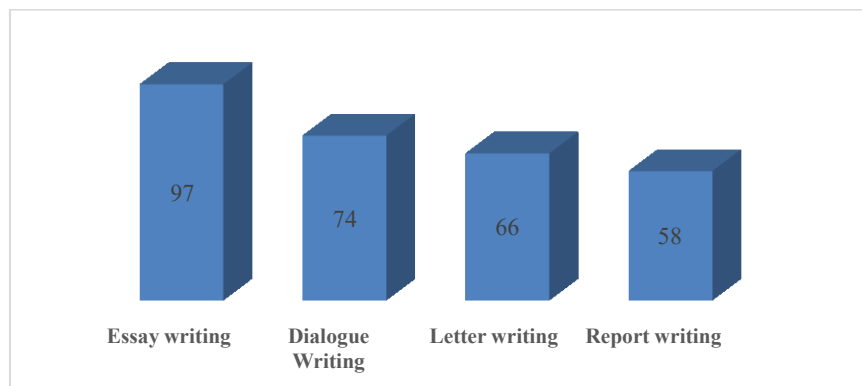
Under item No 23, they were asked to mention whether they believe that short forms/acronyms can influence the conventional way of writing or not ,149 teachers (85%) of them replied positively and the remaining 26 of them (15%) responded negatively. The details are shown in table No.4.4.17 and figure No.4.4.17

Table No. 4.4.17 showing Teachers' Perception of Influence of Short Forms on Conventional Writing.

Options	No of Response	Percentage
Yes	149	85.14286
No	26	14.85714
Total	175	100

Figure No. 4.4.17 showing Teachers' Perception of Influence of Short Forms on Conventional Writing.
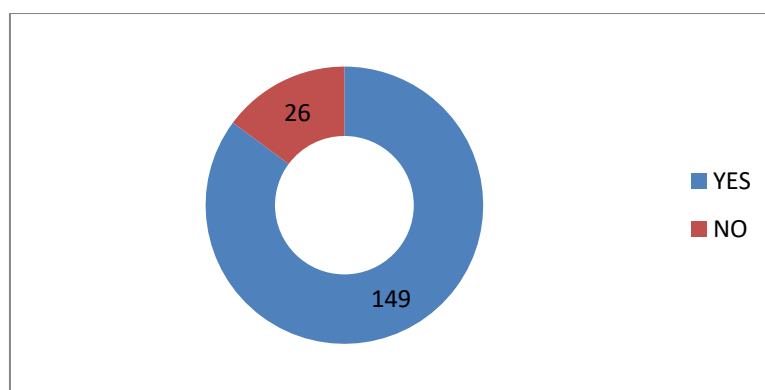
Under item No 24, while attempting a question on whether they feel that regular social media texting   habit changes style of writing skills of the students or not? Out of 175,161 of them (92%) responded in affirmation and confirmed their opinion that regular personal texting habit of students may influence their linguistic abilities. The remaining 14 of them (8%) didn't feel like this. The details are shown in table No.4.4.18 and figure No.4.4.18

Table No. 4.4.18 showing teachers perception on Students' linguistic abilities

Options	Response	Percentage
Yes	161	92
No	14	8
Total	175	100

Figure No. 4.4.18 showing teachers perception on Students' linguistic abilities
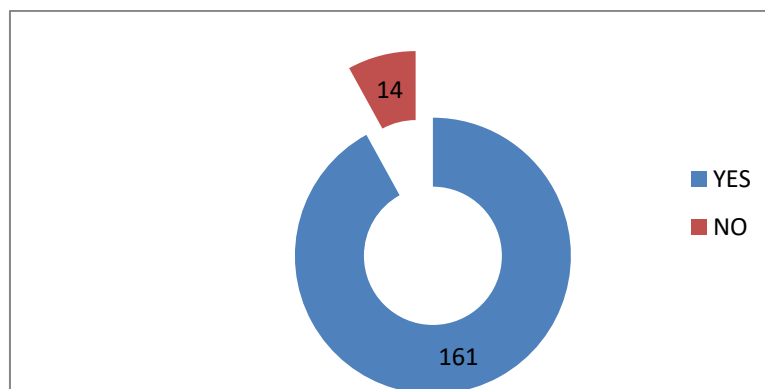
Under item No 25, the researcher listed some common mistakes in selected areas and asked the teacher respondents to mention the types of mistakes they generally observe in their students' written communication. While mentioning about the commonly found mistakes in students' formal writing, 135 teachers mentioned grammatical errors followed by incorrect spellings (91), short forms (83), vocabulary (69), articles (64), capitalisation (54) and punctuation (52) respectively. The details are shown in table No.4.4.19 and figure No.4.4.19

Table No. 4.4.19 showing Teachers' observation on Students mistakes in formal writing.

Teachers' observation of common mistakes	No of Responses	Percentage	Percentage cases
Grammatical errors like tenses, moods, modals, degrees, speech	135	25%	77%
Use of incorrect spellings	91	17%	52%
Use of short forms, acronyms, abbreviations and internet slang	83	15%	47%
Use of incorrect vocabulary and sentences	69	13%	39%
Wrong usage of articles and propositions	64	11%	37%
Improper capitalization	54	10%	31%
Use of inappropriate punctuation	52	9%	30%
Errors in syntax and semantics	0	0	0
Total	548	100%	313%

Figure No. 4.4.19 showing Teachers' observation on Students mistakes in formal writing.
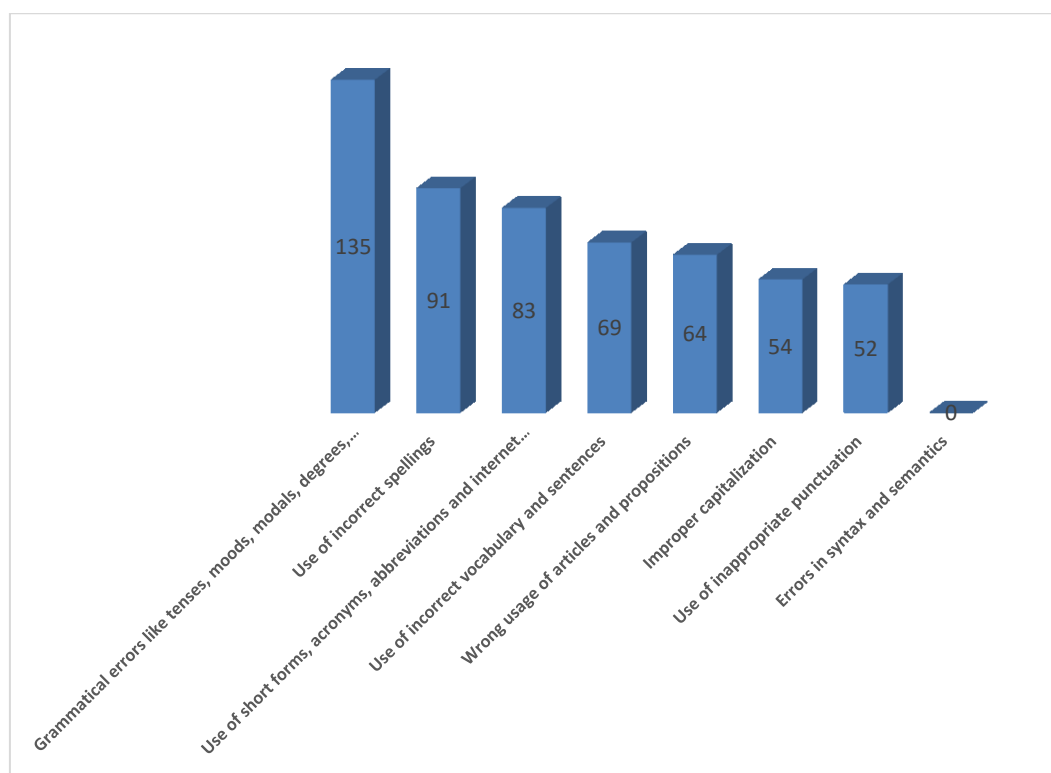
Under item No 26, While attempting another question on whether they ignore acronyms/short forms of words / web slang while evaluating the answer scripts of the students or not ,119 respondents of them (68%) responded in negation, while the remaining 56 of them (32%) replied that they do ignore acronyms, short forms of words and web slang while evaluating their students' written answer scripts. The details are shown in table No.4.4.20 and figure No.4.4.20

Table No. 4.4.20 showing Teacher Consideration of Acronyms

Options	Response	Percentage
Yes	56	32
No	119	68
Total	175	100

Figure No. 4.4.20 showing Teacher Consideration of Acronyms
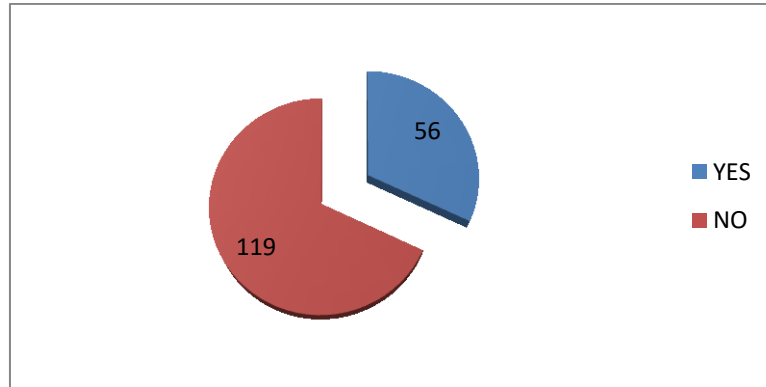
Under item No 27, while attempting a question on whether they feel that the habit of social media texting changes style of writing skills of the students or not ,161 of them (92%) responded in affirmation while the remaining 14 of them (8%) didn't feel like this. The details are shown in table No.4.4.21 and figure No.4.4.21

Table No. 4.4.21 showing Teacher's View on Writing Skills.

Options	No of Response	Percentage
Yes	161	92
No	14	8
Total	175	100

Figure No. 4.4.21 showing Teacher's View on Writing Skills.
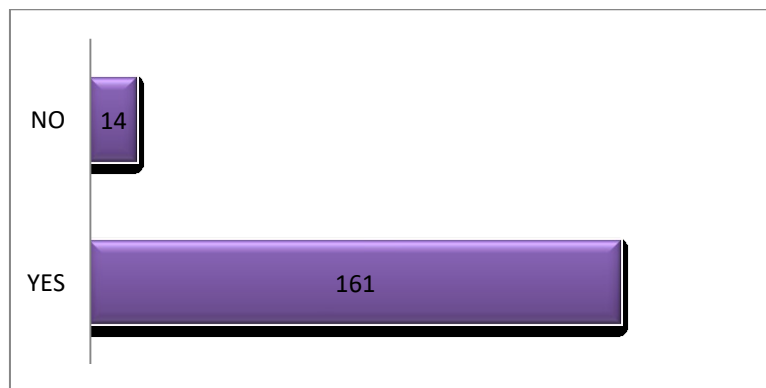
Under item No 28, while responding to a question on expressing their level of agreement to a statement which says 'the regular use of short forms in social media texting habit reflects in students' formal writing'. Majority of the respondents 106 of them (61%) readily agreed with this while another 27 of them

(15%) strongly agreed with this. Another 29 of them (17%) remained neutral and were not sure about this. Yet another 7 of them (4%) and 6 of them (3%) strongly disagreed and disagreed respectively. The details are shown in table No.4.4.22 and figure No.4.4.22

Table No. 4.4.22 showing Teachers'Observation on Regular use of short forms.

Options	No of Response	Percentage
Strongly disagree	27	15.42857
Disagree	6	3.428571
Neutral	29	16.57143
Agree	7	4
Strongly agree	106	60.57143
Total	175	100

Figure No. 4.4.22 showing Teachers'Observation on Regular use of short forms.
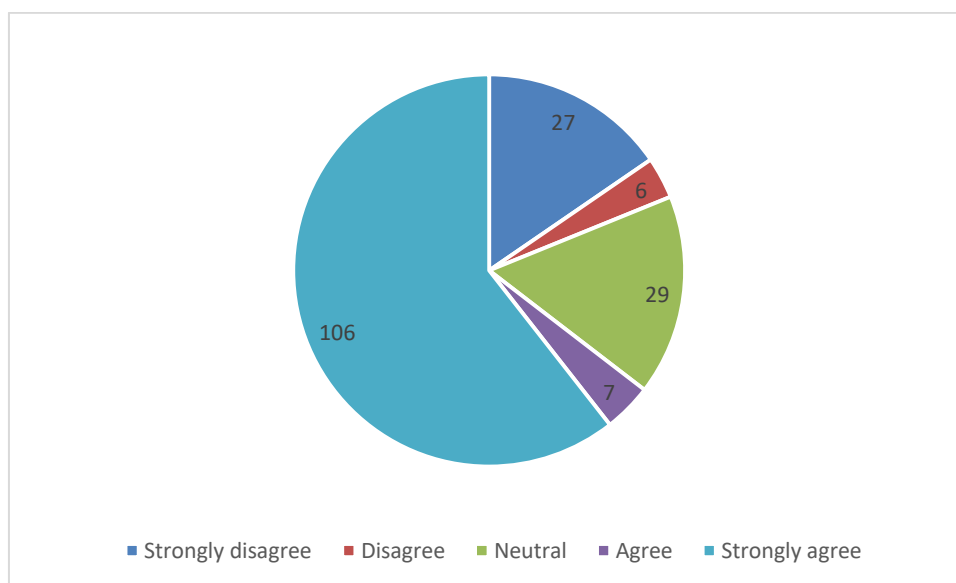
Under item 29, the researcher listed some common areas in which students commit mistakes as a result of their social media habit and asked the teacher respondents to mention the common mistakes of their students from those listed segments. The teachers' observed that as a result of their social media texting most of the students' commit mistakes in spellings (117) followed by grammar (95), vocabulary (77), capitalization (47), punctuation (45) and others (10) respectively. The details are shown in table No.4.4.23 and figure No.4.4.23.

Table No. 4.4.23 showing Teachers' Observation on the Reflection of Texting.

Options	No of responses	Percentage	Percentage cases
Spelling	117	30%	67%
Grammar	95	24%	54%
Vocabulary	77	20%	44%
Capitalization	47	12%	27%
Punctuation	45	11%	26%
Any other	10	3%	6%
Total	391	100%	224%

Figure No. 4.4.23 showing Teachers' Observation on the Reflection of Texting.
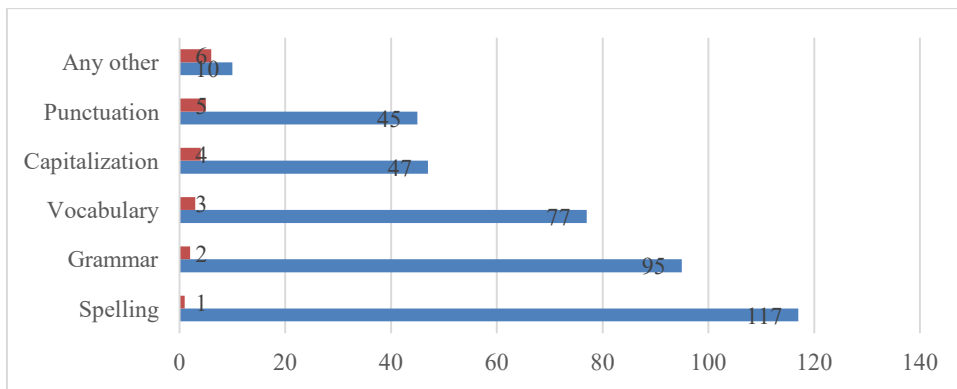
Under item No 30, while a question on expressing their opinion on whether texting through social media is different from formal academic writing ,97% of the teacher respondents' (170) responded in affirmation. Only 5 of them responded in negation. The details are shown in table No.4.4.24 and figure No.4.4.24

Table No. 4.4.24 showing Teachers view on formal writing.

Options	No of Response	Percentage
Yes	170	97.14286
No	5	2.857143
Total	175	100

Figure No. 4.4.24 showing Teachers view on formal writing.
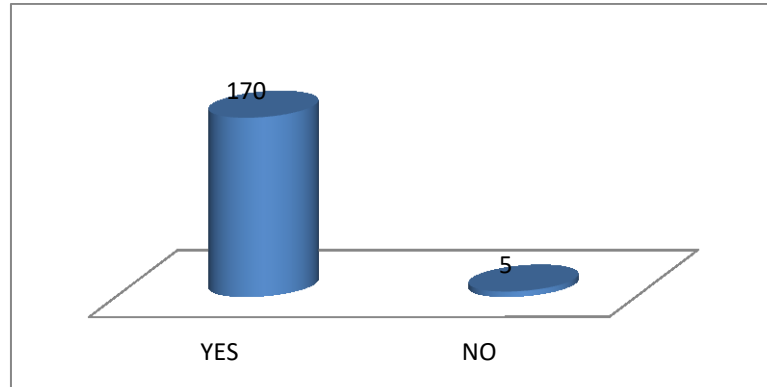
Under item **No 31**, while expressing their view on whether they think that the use of short form style and internet slang is not acceptable in formal academic writing or not? 90 % of them (157) replied in affirmation and the remaining 18 of them (10%) didn't agree with this line of thought. The details are shown in table No.4.4.25and figure No.4.4.25

Table No. 4.4.25 showing Teachers Perception of Formal Writing.

Options	No of Response	Percentage
Yes	157	89.71429
No	18	10.28571
Total	175	100

Figure No. 4.4.25 showing Teachers Perception of Formal Writing.
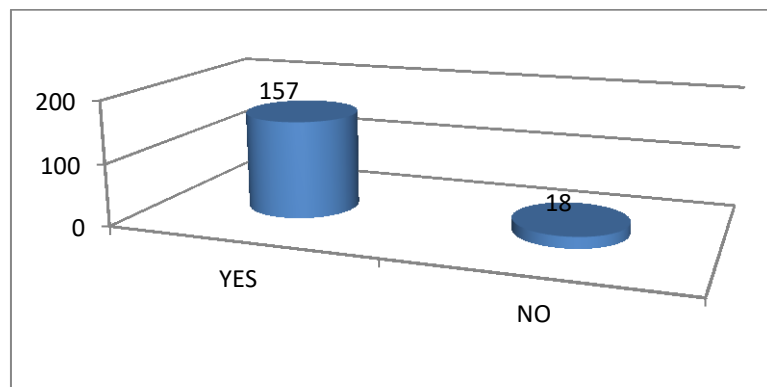
Under item **No.32,** while responding to a question on whether they consider that short hand communication like using of 'u', 'ur', 'r', instead of 'you,' 'your' and 'are' as a major problem with the students in academic writing,85% (149) of the

teacher respondents responded in affirmation and the remaining 15% of them didn't consider this as a major problem of their students in academic writing. The details are shown in table No.4.4.26 and figure No.4.4.26

Table No. 4.4.26 showing Teachers' Outlook on Short hand Communication.

Options	No of Response	Percentage
Yes	149	85.14286
No	26	14.85714
Total	175	100

Figure No. 4.4.26 showing Teachers' Outlook on Short hand Communication.
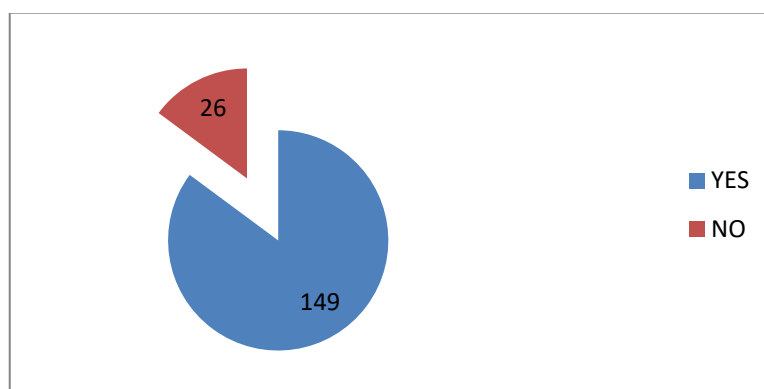
Under Item No 33, the respondents were asked to state whether they opine that students' social media texting habit is damaging the genuineness of the English language proficiency and is diluting the quality of their formal writing or not. While expressing their opinion, 92% of them agreed with this (161) and the remaining 8% of them disagreed with this opinion. The details are shown in table No.4.4.27 and figure No.4.4.27

Table No. 4.4.27 showing Teachers View on Effect of social media on Genuineness of Language.

Options	No of Response	Percentage
Yes	161	92
No	14	8
Total	175	100
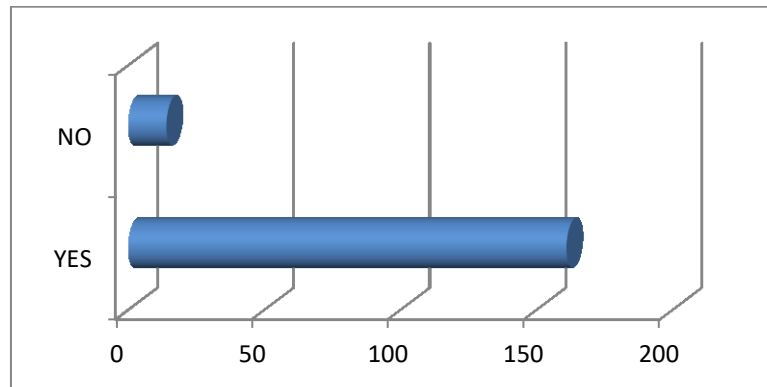
Under Item 34, the teacher respondents were asked to state whether they think that there is no harm if social media texting finds its place in formal or academic writing. While expressing their view on whether the social media texting finds a place in students' formal or academic writing, 61teachers responded in affirmation and the remaining 114 responded in negation. The details are shown in table No.4.4.28 and figure No.4.4.28

Table No. 4.4.28 showing Teacher's perception on Adopting Social media language in formal writing.

Options	No of Response	Percentage
Yes	61	34.85714
No	114	65.14286
Total	175	100

Figure No. 4.4.28 showing Teacher's perception on Adopting Social media language in formal writing.
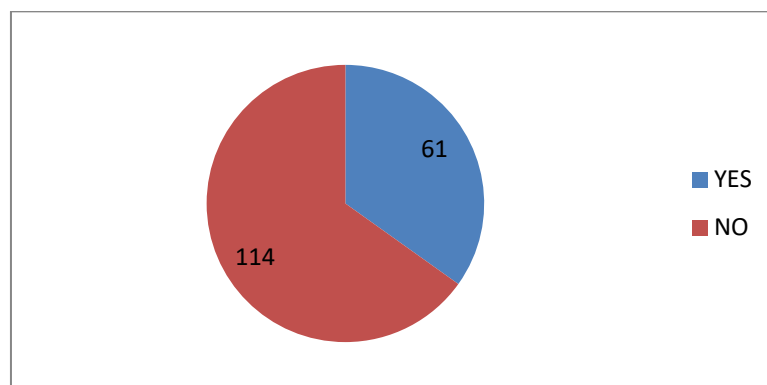
Under item No 35, while expressing their opinion on whether social media texting style should be allowed in academics, 55 teachers agreed and another 26 of them strongly agreed with the statements. Amongst the remaining 61 teachers disagreed with the idea and 5 of them strongly disagreed. Further 28 of them remained neutral in their opinion. The details are shown in table No.4.4.29 and figure No.4.4.29

Table No. 4.4.29 showing Teachers' View on Considering Social Media Texting in Academics.

Options	No of Response	Percentage
Strongly disagree	5	2.857143
Disagree	61	34.85714
Neutral	28	16
Agree	55	31.42857
Strongly agree	26	14.85714
Total	175	100

Figure No. 4.4.29 showing Teachers' View on Considering Social Media Texting in Academics.
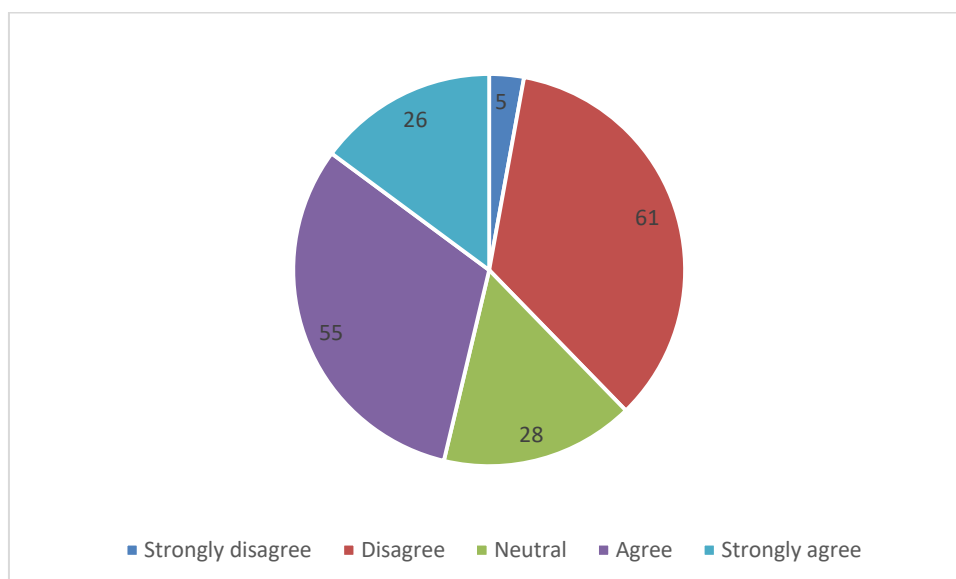
Under Item No 36, while responding to a question on whether they believe that social media texting tends students to adopt sub-standard form of English,86% (150) of the respondents responded in affirmation and the remaining 25 of them

(14%) didn't believe in this. The details are shown in table No.4.4.30 and figure No.4.4.30

Table No. 4.4.30 showing Teachers View on Sub-Standard form of English

Options	Response	Percentage
Yes	150	85.71429
No	25	14.28571
Total	175	100

Figure No. 4.4.30 showing Teachers View on Sub-Standard form of English
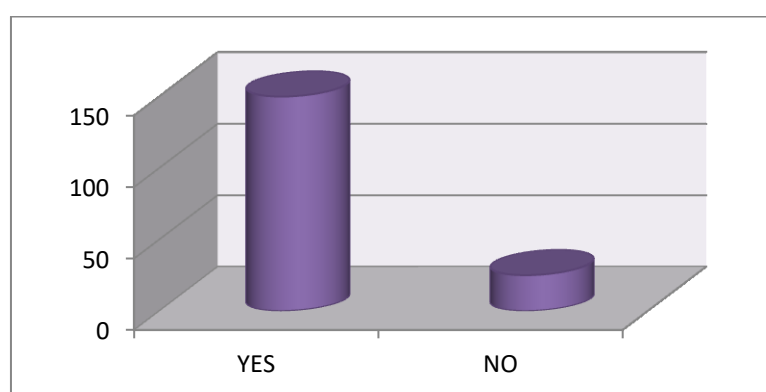
Under Item No 37, the respondents are asked to respond to a question on whether they agree that social media texting declines the communicative standards of students,75 of them (43%) agreed with this thought and another28 of them (16%) strongly agreed with them. Another 45 of them (26%) were not sure about this and remained neutral in their view. Only 21 of them (12%) disagreed to this and another 6 of them (3%) strongly disagreed with this. The details are shown in table No.4.4.31 and figure No.4.4.31

Table No. 4.4.31 showing Teachers Perception of Communicative Standards of Students

Options	No of Response	Percentage
Strongly disagree	28	16
Disagree	21	12
Neutral	45	25.714
Agree	6	3.428
Strongly agree	75	42.85
Total	175	100

Figure No. 4.4.31 showing Teachers Perception of Communicative Standards of Students

Legend: Strongly disagree · Disagree · Neutral · Agree · Strongly agree
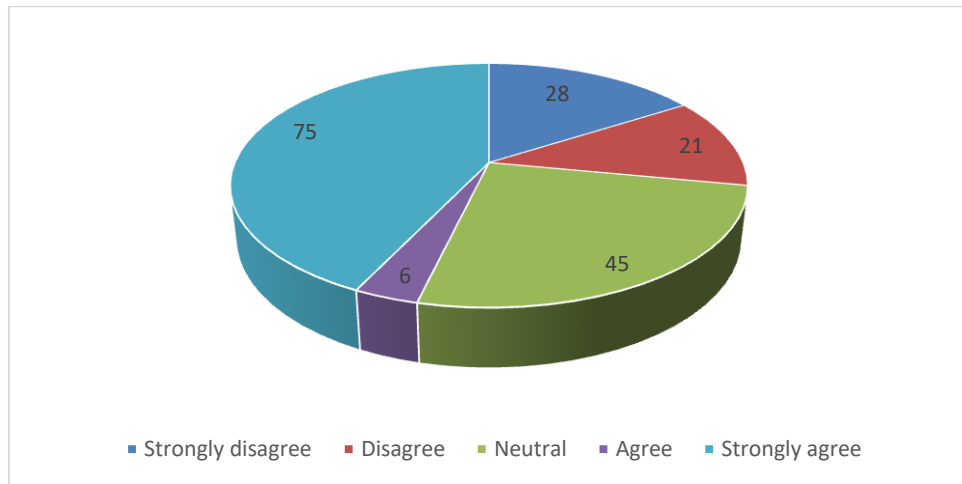
Under **Item No 38,** while expressing their view on whether they think that some of their students can't differentiate between social media texting and formal academic writings,93 % of them (162) replied in affirmation while the remaining 13 of them (7%) disagreed with this. The details are shown in table No.4.4.32 and figure No.4.4.32

Table No. 4.4.32 showing Teachers Perspective of Students' Awareness.

Options	No of Response	Percentage
Yes	162	92.57143
No	13	7.428571
Total	175	100

Figure No. 4.4.32 showing Teachers Perspective of Students' Awareness.

Legend: YES · NO

In the last question, **under Item No 39,** the researcher listed commonly used acronyms and short forms and asked the respondents whether their students use any of those words in their academics or not. It is interesting to note that all the words are mentioned by most of them. The details are shown in table No.4.4.33 and figure No.4.4.33

<div align="center">Table No. 4.4.33 showing Teachers Perception on Students' Use of Acronyms.</div>

Options	No of Responses	Percentage	Case Percentage
Gm for good morning	114	7.55%	65.14%
U for your	128	8.48%	73.14%
Ttyl for Talk To you later	45	2.98%	25.71%
Bcoz for Because	125	8.28%	71.43%
B4 for Before	72	4.77%	41.14%
OMG Oh My God	102	6.76%	58.29%
Tysm for Thank you so much	66	4.37%	37.71%
Lol for Laughing out loud	73	4.84%	41.71%
BTW for By the way	61	4.04%	34.86%
D for The	63	4.17%	36.00%
U for You	101	6.69%	57.71%
Y for Why	82	5.43%	46.86%
Msg for Message	109	7.22%	62.29%
4ever for Forever	68	4.51%	38.86%
Asap for As soon as Possible	72	4.77%	41.14%
HBD for Happy Birthday	75	4.97%	42.86%
GR8 for Great	78	5.17%	44.57%
AAMOF As a matter of fact	24	1.59%	13.71%
DIY for Do it yourself	51	3.38%	29.14%
Total	1509	100%	862.27%

Figure No. 4.4.33 showing Teachers Perception on Students' Use of Acronyms.

Acronym	Value
DIY for Do it yourself	51
AAMOF As a matter of fact	24
GR8 for Great	78
HBD for Happy Birthday	75
Asap for As soon as Possible	72
4ever for Forever	68
Msg for Message	109
Y for Why	82
U for You	101
D for The	63
BTW for By the way	61
Lol for Laughing out loud	73
Tysm for Thankyou so much	66
OMG Oh My God	102
B4 for Before	72
Bcoz for Because	125
Ttyl for Talk To you later	45
U for your	128
GM FOR GOOD MORNING	114
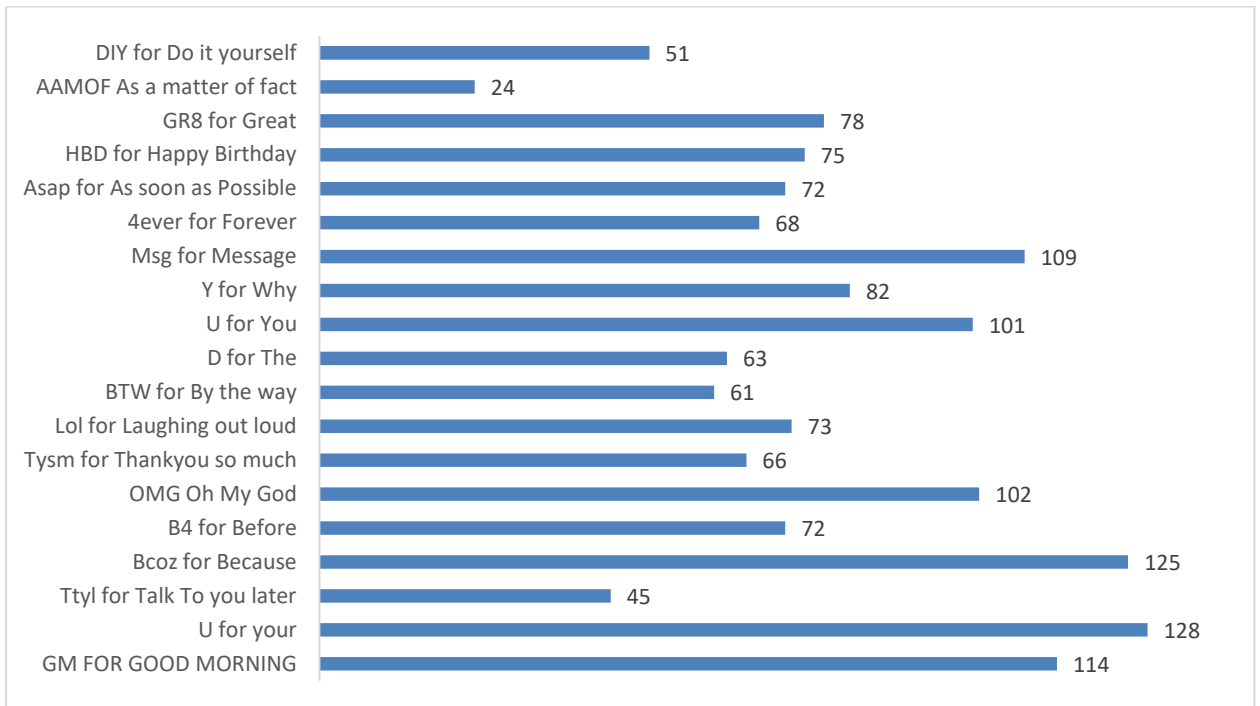
4.5 Item wise Analysis of All Teachers' Questionnaire

The researcher prepared this third tool for collecting the data in the form of responses from the general teachers regarding the students' use of social media portals and to know in there is any impact of this texting phenomenon on their writing efficiency, academic performance from their perspective. The sample included 170 college teachers from various disciplines. The first ten questions i.e., Item 1 to Item 12 gathered demographic information of various variables such as name, gender, educational qualification. Faculty, name of the college/ university, place, nature of service, email Id and teaching experience etc. In short, it presented a brief profile of the sample of various aspects of the college students and teachers. The researcher considered various segments such as gender, qualification, faculty and experience for further analysis.

The distribution of the sample of teachers by various segments such as gender, qualification, faculty and experience are shown in the table No.4.5.1:

Table No. 4.5.1 showing Demographic Distribution of Sample of Teachers

Sr. No.	Components		No. of Teachers	Percentage
1	Gender	Male	81	48%
		Female	89	52%
2	Qualification	Post-Graduation	63	37%
		PG with M.Phil.	21	12%
		Ph.D.	73	43%
		Post Doc.	0	0
		Others	13	8%
3	Faculty	Arts	51	30%
		Science	17	10%
		Commerce and Mgt.	51	30%
		Social science	6	4%
		Law	9	5%
		Engineering and tech	17	10%
		Others	19	11%
4	Experience	Below 5 years	52	31%
		Between 6-10 years	45	26%
		Between 11-15years	24	14%
		Between 15-20 years	17	10%
		Between 20-25 years	14	8%
		Above 25 years	18	11%

Figure No. 4.5.1 showing Demographic Distribution of Sample of Teachers
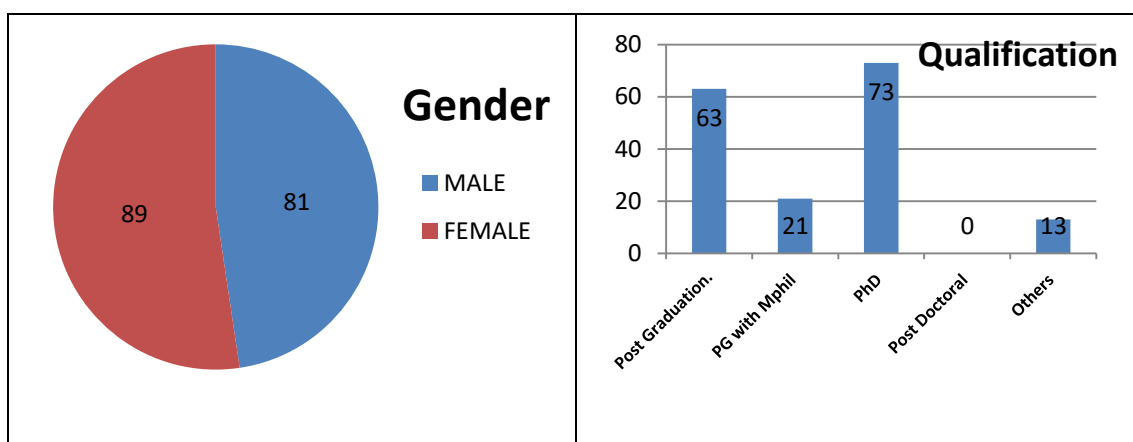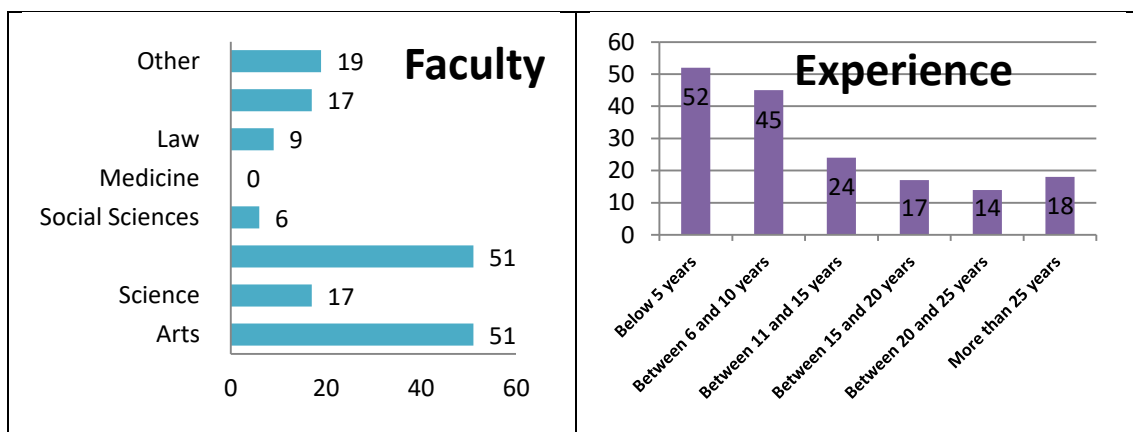
As shown in the above table, the sample consisted of 81 (48%) male teachers and 89 (52%) female teachers in all. belonging to different age groups. Out of these 170 respondents ,73 of the respondents (43%) holds Doctorate Degree, while another 63 of them possess (37%) Postgraduation Degree and another 21 of the respondents (12%) hold Post Graduation degree   with MPhil as an additional qualification and the remaining 13 respondents possess technical qualifications such as Engineering and PG Diplomas in Management as their educational qualification.

All these respondents teach in different Arts/Science/Commerce /Humanities colleges and other disciplines at UG or PG levels. Majority of them, 51 of them (30%) serve in arts faculty, while another 17 teachers of them (10%) serve in science Departments. Yet another 51 of them (30%) serve in the faculty of commerce and management. Another 9 of them (5%) serve in law faculty and the remaining 6 of the respondents (4%) serve in social science disciplines. Further regarding their teaching experience, majority of them have 52(31%) less than 05 years of teaching experience and another 45 of them (26%) have their experience ranging between 6 years to 10 years. Yet another 24 teachers (14%) have working experience of 11 to 15 years and yet another 17 of them (10%) have got fifteen to twenty years of teaching experience. Further, another 14 of them (8%) have vast experience of twenty to twenty-five years of service. The remaining 18 of them (5%) have vast experience of above 25 years of service. The details are shown in the above table No.4.5.1.

For analyzing the descriptive questions, the researcher categorized the questions in to three groups. The first set of questions   have Yes, No or May be options and there are 6 questions (Item 13,14,15,18,19, &20) in this cadre and the

second set of questions have Likert Scale options such as Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree and there are 10 questions (16(i),16(ii),16(iii),16(iv),16(v),16(vi),16(vii) &Item No21,22&23) in this group. The third cadre consists of only one question i.e., item No17, which focuses on different purposes of social media network. So, the item wise analysis is presented in this sequence.

In the very first descriptive question, i.e., under **Item No 13,** teachers were asked to state whether they use social media portals for their communication or not?

Table No. 4.5.2 showing Teachers' Use of Social media Portals

Options	Frequency	Percent
Yes	161	94.7
No	4	2.4
May be	5	2.9
Total	170	100

Figure No. 4.5.2 showing Teachers' Use of Social media Portals
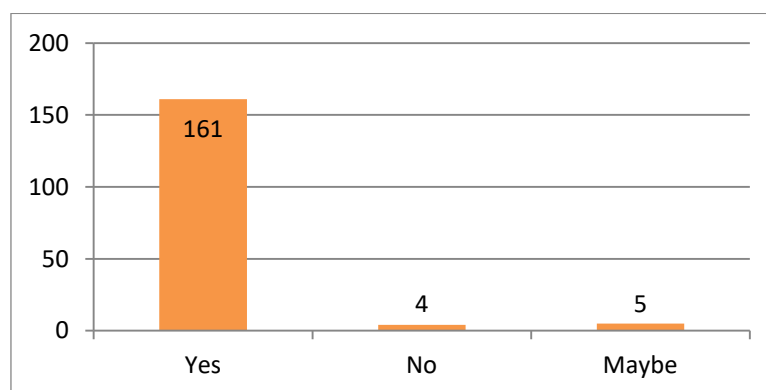
In the present narrative table No.4.5.2 and figure no 4.5.2, while responding to a question on their social media portals usage, out of 170 respondents ,161 respondents i.e., 94.7% stated that they use social media networking for communication and another four respondents of them reported that they don't use it personally. The remaining five respondents rarely use social media as a communication tool.

Under item No 14, the respondents were asked to mention whether they use social media portals to communicate with their students.

Table No. 4.5.3 showing Teachers' use of social media channels for Education

Options	Frequency	Percent
Yes	157	92.4
No	13	7.6
Total	170	100.0

Figure No. 4.5.3 showing Teachers' use of social media channels for Education
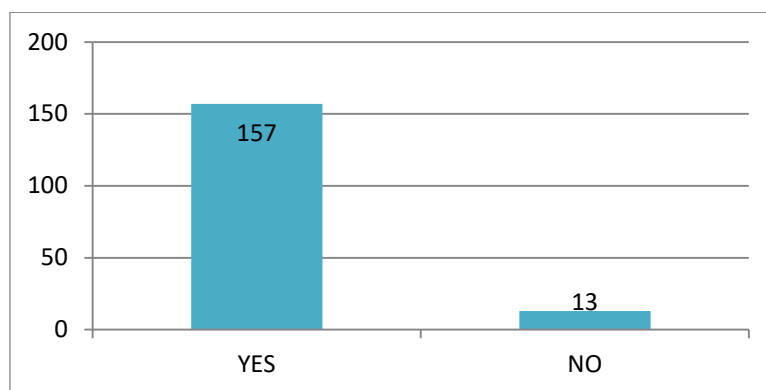
As shown in the table No.4.5.3 and present narrative figure No.4.5.3., out of 170 respondents 157 respondents i.e., 92.4% replied in affirmation and stated that they use social media channels for communication with their students and the remaining 13 respondents did not use it as a communication tool with students.

Under Item No15, the teacher respondents were asked to mention whether they notice that class interaction is more in in volume in physical classes than in online classes or not?.

Table No. 4.5.4 showing Teacher responses on Classroom Interaction

Options	Frequency	Percent
Yes	75	44.1
No	60	35.3
May be	35	20.6
Total	170	100.0

Figure No. 4.5.4 showing Teacher responses on Classroom Interaction
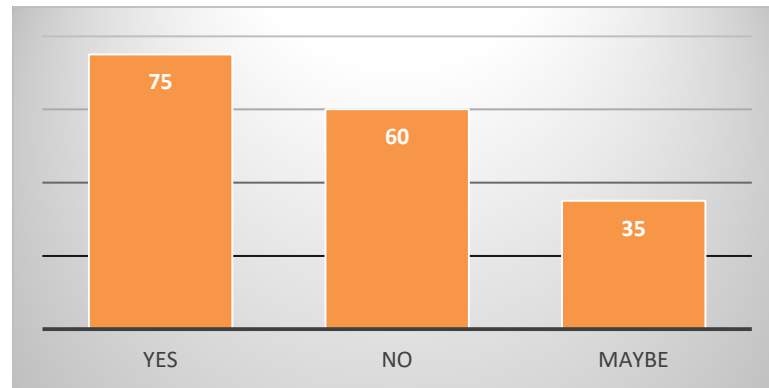
From the given table No.4.5.4 and figure No.4.5.4 it is asserted that out of total 170 respondents 75 respondents i.e., 44.1% believe that class room interaction is more virtual social media classes than in physical classes. Another 35.3% (60 respondents) disagreed with this and the remaining 20.6% (35 respondents) neither agreed nor disagreed with the opinion that social media interaction is more in volume than physical classroom interaction.

Under item No 18, the teacher respondents were asked to state whether social media can be considered as an effective tool to enhance learners' communicative skills or not.

Table No. 4.5.5 showing Teachers' responses on Skill Enhancement through social media

Options	Frequency	Percent
Yes	102	60.0
No	18	10.6
Maybe	50	29.4
Total	170	100.0

Figure No. 4.5.5 showing Teachers' responses on Skill Enhancement through social media
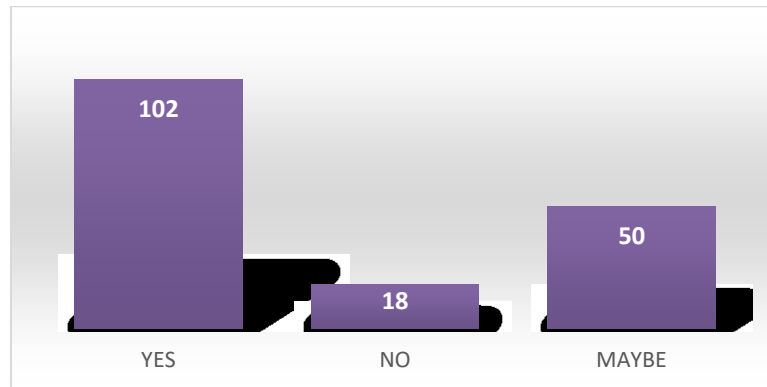
It is shown in the given table No.4.5.5 and figure No.4.5.5., that out of total 170 respondents 102 respondents (60%) agreed with the statement and another 10.6% (18 respondents) disagreed with the statement that social media can be an effective tool for enhancing learners' communication skills. The remaining 29.4% (50 respondents) neither agreed nor disagreed with the opinion as they are not sure whether social media can be an effective tool to enhance learners' communication skills or not.

Under item No 19 , the teacher respondents were asked to mention whether they agree with the statement that social media network facilitates effective teaching or not.

Table No. 4.5.6 showing Teachers' Opinion on social media & Teaching

Option	Frequency	Percent
Yes	90	52.9
No	27	15.9
Can't say	53	31.2
Total	170	100.0

Figure No. 4.5.6 showing Teachers' Opinion on social media & Teaching
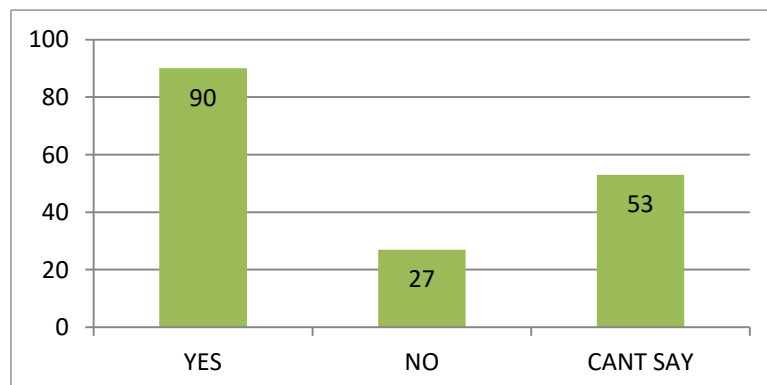
As portrayed in table No.4.5.6.and the given figure No.4.5.6, out of total 170 respondents, more than 50% (90 respondents) agreed and another 15.9% (27 respondents) disagreed with the statement that social media network facilitates effective teaching. The remaining 31.2% (53 respondents) neither agreed nor disagreed with the opinion.

Under item No 20, all the teacher respondents were asked to express their opinion on whether they believe that social media can be an effective tool for either teaching or learning any subject or not?.

Table No. 4.5.7 showing Teachers' View on social media as an Effective Tool

Options	Frequency	Percent
Yes	127	74.7
No	11	6.5
May be	32	18.8
Total	170	100.0

Figure No. 4.5.7 showing Teachers' View on social media as an Effective Tool
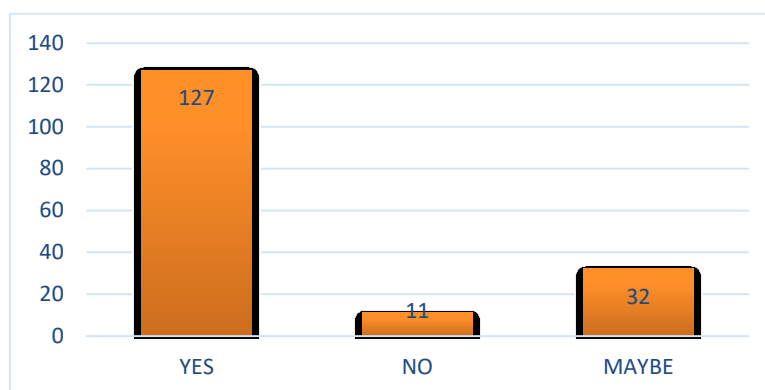
The table No.4.5.7 and the bar chart No.4.5.7 reveal teachers' view regarding their consideration of social media communication as an effective tool for teaching any subject. It highlighted that 74.7% of the teacher respondents agree with this while another 6.5% of them disagree   with the idea. Yet another 18.2% of them were not sure about their opinion.

Under Item No 16(i), the respondents were asked to mention their level of agreement to a statement that 'Social Media networking influences the students' language proficiency'.

Table No. 4.5.8 showing Teachers' View on influence of social media on Language Proficiency

Options	Frequency	Percent
Strongly Disagree	1	.6
Disagree	17	10.0
Neutral	30	17.6
Agree	85	50.0
Strongly Agree	37	21.8
Total	170	100.0

Figure No. 4.5.8 showing Teachers' View on influence of social media on Language Proficiency
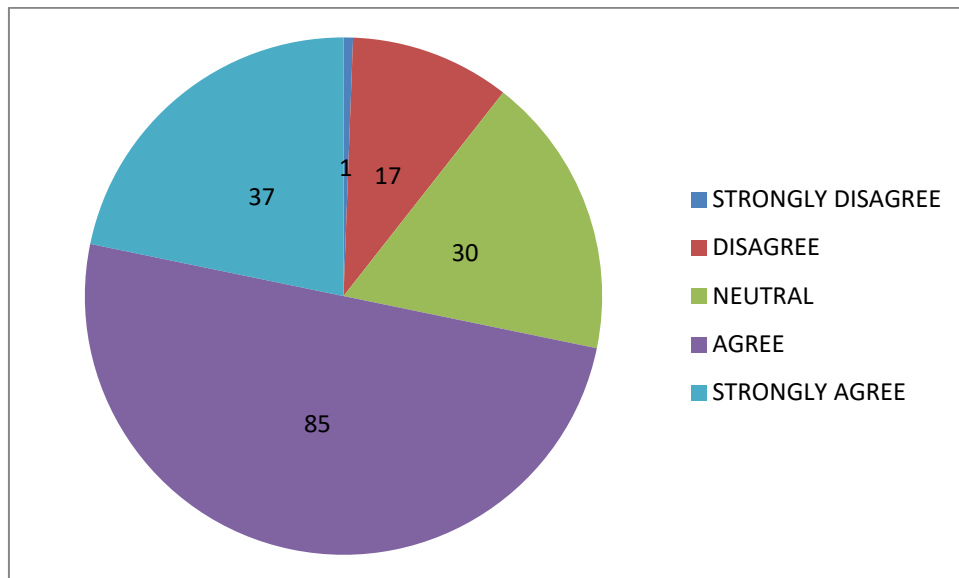
The above table no 4.5.8 and pie chart No.4.5.8 depict the teacher respondents' level of agreement on a statement' Social Media networking influences the students' language proficiency. Out of the total 170 respondents ,85 of them (50%) of them readily agreed, while another 37 of them (21.8%) strongly agreed with the statement. Further another 30 of them (17.6%) remained neutral and they neither agreed nor disagreed with the given statement. Amongst the remaining 18 respondents 17 of them (10%) of them disagreed and only one respondent strongly disagreed with the statement.

Under item No 16(ii), while expressing their level of agreement on a given statement, 'Student's communicating habit with their friends through social media

affects their formal writing skill in English', majority of the teacher respondents' i.e. ,82 of them (48.2%) readily agreed and another 56 respondents of them (32.9%) strongly agreed with this. Yet another,10 respondents of them (11.2%) neither agreed nor disagreed with the statement remained neutral in their expression. Out of the remaining 13respondents, 11 respondents disagreed with this and another two of them strongly disagreed with the given statement regarding students' communication with their friends enhances their formal writing skills in English or not? The details are shown in table no 4.4.9 and figure no 4.4.9.1 below respectively.

Table No. 4.5.9 showing Teachers' opinion on Writing skill improvement through social media

Options	Frequency	Percent
Strongly disagree	2	1.2
Disagree	11	6.5
Neutral	19	11.2
Agree	82	48.2
Strongly agree	56	32.9
Total	170	100.0

Figure No. 4.5.9 showing Teachers' opinion on Writing skill improvement through social media
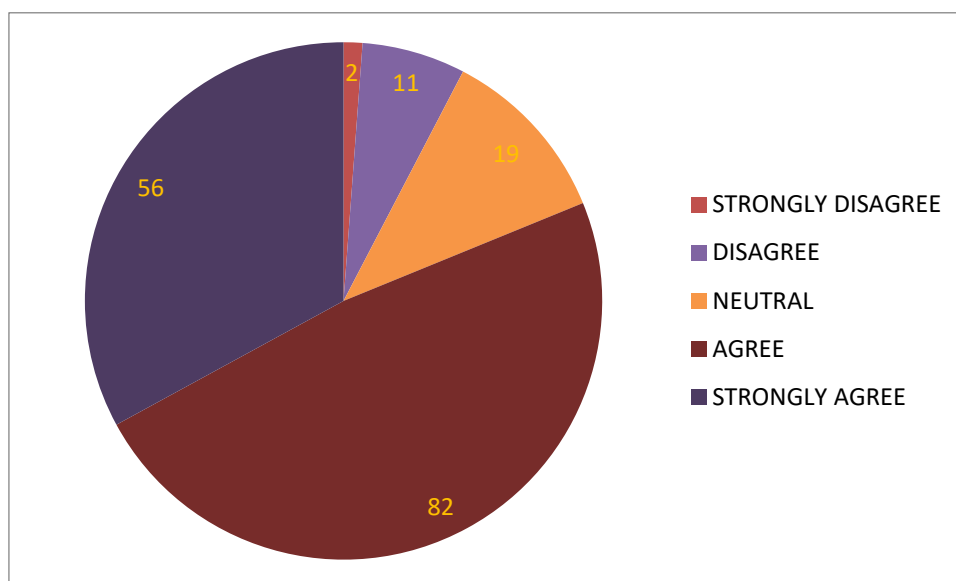
Under item No 16(iii), the respondents were asked to mention their level of agreement on a statement that students' social media texting habit exposes them to better English. While responding to this question majority of the teacher respondents 67(39%) of them readily agreed with this and another 31 of them (18%) strongly agreed with this statement. Yet another 42 of them remained neutral in expressing their view. Further, 25 of them (15%) of them disagreed and the remaining 5(3%) of them strongly disagreed with the statement. The details are shown in the table no 4.5.10 and figure no 4.5.10 below

Table No. 4.5.10 showing Teachers' View on Exposure to better English

Options	Frequency	Percent
Strongly disagree	5	2.9
Disagree	25	14.7
Neutral	42	24.7
Agree	67	39.4
Strongly agree	31	18.2
Total	170	100.0

Figure No. 4.5.10 showing Teachers' View on Exposure to better English
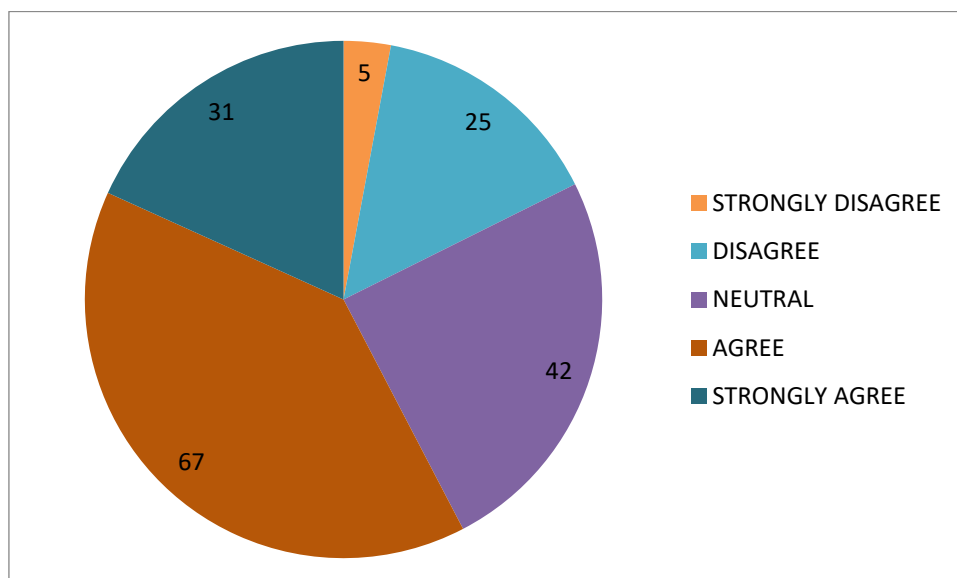
The above table No.4.5.10 and figure No.4.5.10 reveal the teacher respondents' level of agreement to a statement which says that as a result of their social media networking, learners are exposed to know better English.

Under the item 16(iv), the teacher respondents were asked to mention whether they agree with the statement that as a result of their students' regular texting habit, there is a fear that students may tend to mix both formal and informal way of communication.

Table No. 4.5.11 showing Teachers' View on Students' mixing of both formal and informal communication

Options	Frequency	Percent
DISAGREE	4	2.4
NEUTRAL	27	15.9
AGREE	84	49.4
STRONGLY AGREE	55	32.4
Total	170	100.0

Figure No. 4.5.11 showing Teachers' View on Students' mixing of both formal and informal communication
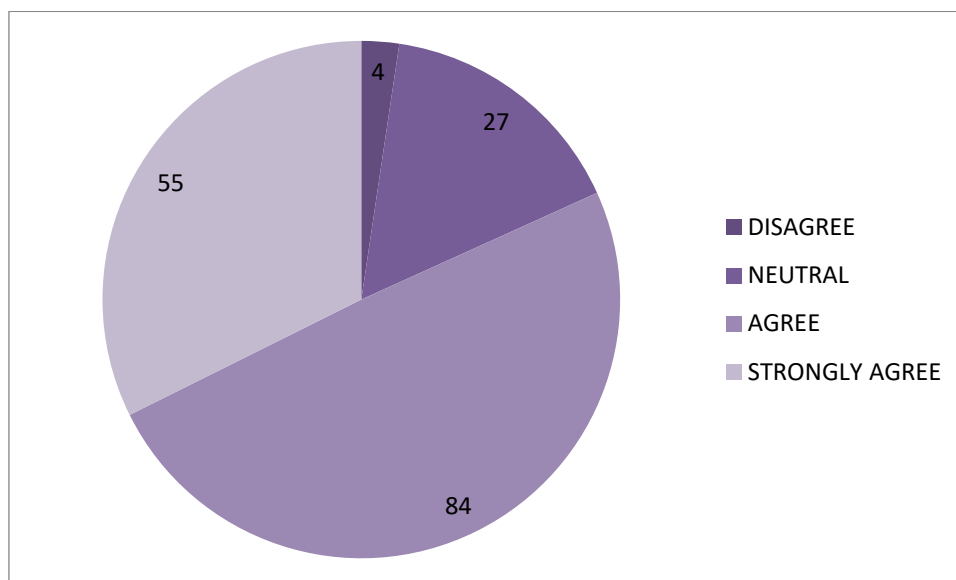
The above table No.4.5.11 and figure No.4.5.11 asserts the teacher respondents' level of agreement on a statement that as a result of this social network chatting habit, students may mix both formal and informal way of communication. Majority of the teacher respondents, i.e., 84 of them (49.4%) totally disagreed with

this while, another 55 respondents of them (32.4%) strongly disagreed with this. Yet another 27 respondents (15.9%) neither agreed nor disagreed with this. The remaining four of the respondents didn't agree with this statement.

Under Item No 16(v), the teacher respondents were asked to share their level of agreement on whether there is need to adopt informal communication styles even in the educational communication or not, respondents expressed their views in different ways. The details are given after the table and diagram given below.

Table No. 4.5.12 showing Teachers' opinion on Adopting informal communication

Options	Frequency	Percent
Strongly disagree	8	4.7
Disagree	23	13.5
Neutral	46	27.1
Agree	66	38.8
Strongly agree	27	15.9
Total	170	100.0

Figure No. 4.5.12 showing Teachers' opinion on Adopting informal communication
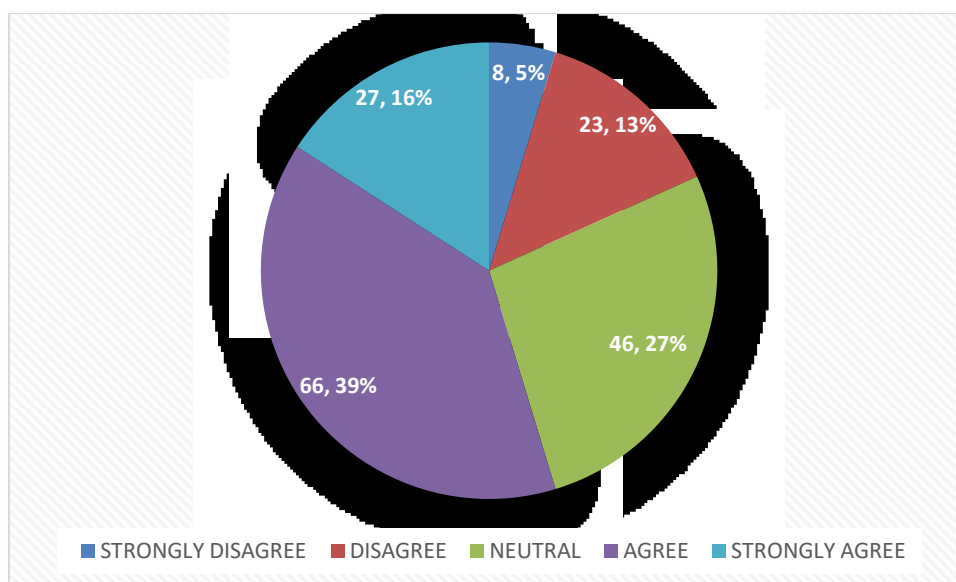
The above table No 4.5.12. and pie chart 4.5.12 depicts the respondents' level of agreement to a statement that there is need to adopt informal communication styles even in the educational communication. In responding to this question amongst the 170 respondents, 67 (38.8) and 27(15.9) of them readily agreed and strongly agreed

with this view respectively. Further, another 46 teachers of them (27.1%) remained neutral as they neither agreed neither disagreed with this. However, amongst the remaining 23 of the respondents disagreed while another eight of them strongly disagreed with this respectively.

In the next item No 16(vi), teacher respondents were asked to express their level of agreement ta statement that communicating through social media drives away the learner's phobia of English as a foreign language. The table No.4.4.13 and the figure No.4.4.13.1 depicts varied levels of agreements of teacher respondents. Majority of them i.e., 85 of them (50%) and another 20 respondents of them (11.8%) readily agreed and disagreed with this. Yet another 46 of them (27.1%) remained neutral in this regard. Out of the remaining 19 respondents,17 of them (10%) and two of them (1.2%) disagreed and strongly disagreed with this statement respectively.

Table No. 4.5.13 showing Teachers' opinion on Confidence building through social

Options	Frequency	Percent
Strongly disagree	2	1.2
Disagree	17	10.0
Neutral	46	27.1
Agree	85	50.0
Strongly agree	20	11.8
Total	170	100.0

Figure No. 4.5.13 showing Teachers' opinion on Confidence building through social

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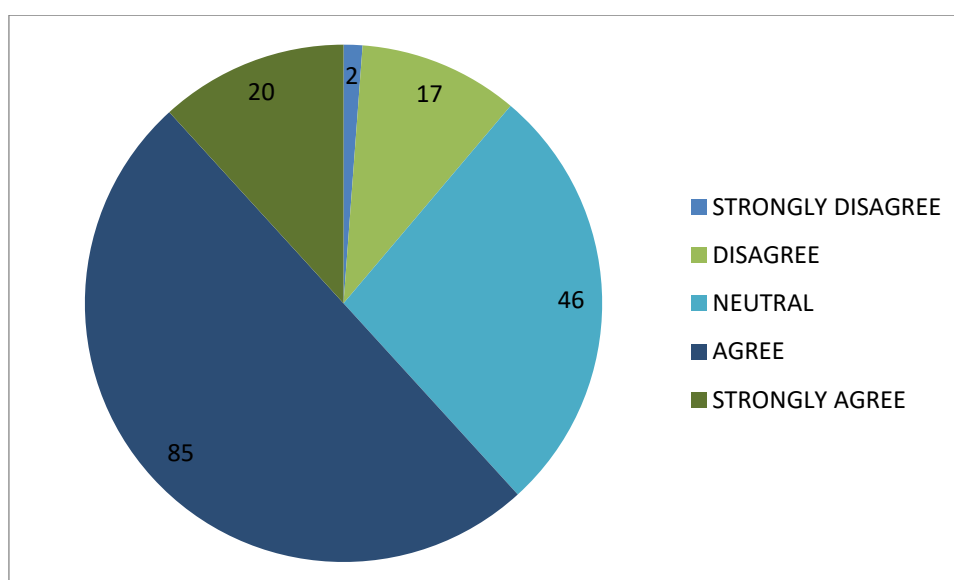
Under item No 16(vii), the teacher respondents were asked to express their level of agreement on a statement, 'Social Media communication should be standardized as per the general norms'. The details are discussed after the table and diagram given below.

Table No. 4.5.14 showing Teachers' view on Standardizing social media Language

Options	Frequency	Percent
Strongly disagree	7	4.1
Disagree	18	10.6
Neutral	50	29.4
Agree	64	37.6
Strongly agree	31	18.2
Total	170	100.0

Figure No. 4.5.14 showing Teachers' view on Standardizing social media Language
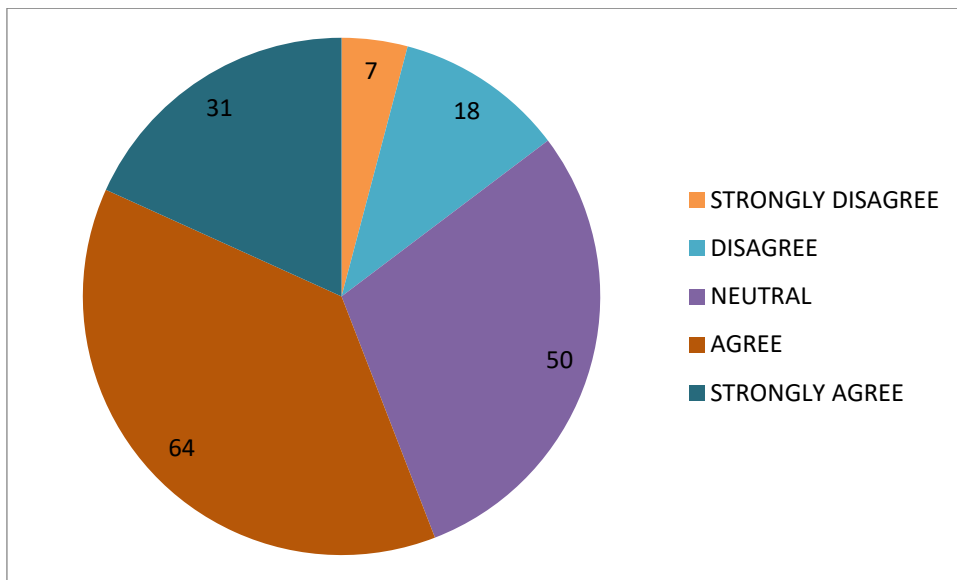
The above table No.4.5.14 and pie chart No.4.5.14 depict the teacher respondents' level of agreement on a statement that 'Social Media communication should be standardized as per the general norms, out of the total 170 respondents ,64 of them (37.6%) of them readily agreed while another 31 of them (18.2%) strongly disagreed with the statement. Further, another 50 respondents of them (29.4%) remained neutral and they neither agreed nor disagreed with the given statement. Amongst the remaining 25 respondents 18 of them (10.6%) of them disagreed and other seven respondents (4.1%) strongly disagreed with the statement.

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Under **Item No 21** , the respondents were asked to mention whether they agree with the statement that social media facilitates the online teaching momentarily without any additional infrastructural support.

Table No. 4.5.15 showing Teachers' perspective on Facilitating Online Teaching through social media

Options	Frequency	Percent
Strongly disagree	41	24.1
Disagree	53	31.2
Neutral	52	30.6
Agree	16	9.4
Strongly agree	8	4.7
Total	170	100.0

Figure No. 4.5.15 showing Teachers' perspective on Facilitating Online Teaching through social media
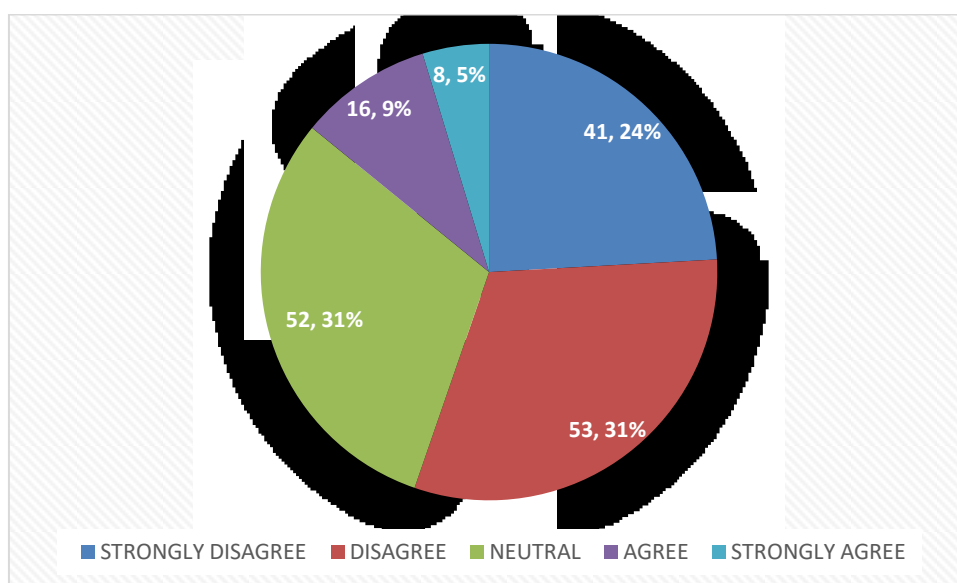
While responding to the above question on whether they agree that during the Corona pandemic period, social media facilitated online teaching momentarily without any additional infrastructural support or not**.** Teacher respondents' level of agreement to this statement is depicted in table no 4.5.15 and figure 4.5.15 Majority of the teachers 53 of the respondents (31,18%) disagreed with this statement and yet another 41 respondents of them (24.1%) strongly disagreed with this. Another 52 teachers of them (30.59%) remained neutral in this regard., 31.18 % disagreed and

24.12% strongly disagreed. Out of the remaining 24 respondents ,16 of them (9.4%) agreed and 8 of them (4.7%) strongly agreed with this.

Under the Item No 22, the respondents were asked to state whether they agree that teaching through social media enables the learners to chat independently with the teacher in online interaction. The responses are asserted in table no 4.5.16 and in fig 4.5.16 below.

Table No. 4.5.16 showing of Teachers' Responses on Elevating personality

Options	Frequency	Percent
Strongly disagree	32	18.8
Disagree	69	40.6
Neutral	48	28.2
Agree	15	8.8
Strongly agree	6	3.5
Total	170	100.0

Figure No. 4.5.16 showing of Teachers' Responses on Elevating personality
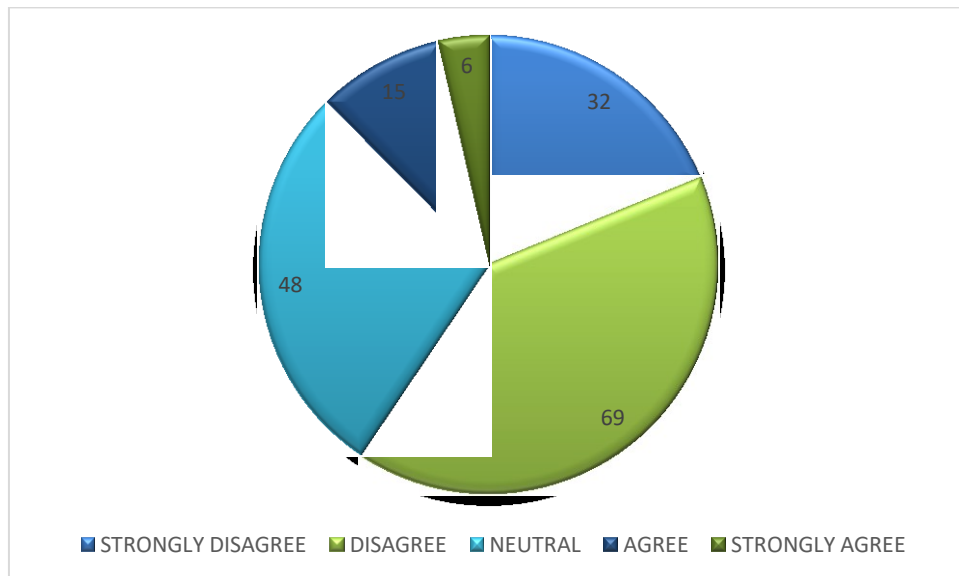
Out of 170 teacher respondents' majority of them i.e., 60 of them (40.59%) disagreed and yet another 32 of them (18.82) disagreed   with this. Yet another48 teachers of them (28.24%) remained neutral in their opinion. Only six (3.53%) teachers strongly agreed the remaining 15 (8.82%) teachers agreed with the proposal.

Under Item No 23, the respondents were asked to mention whether they agree to a statement that teaching learning process through social media results in increase in the volume of classroom interaction or not?

Table No. 4.5.17 showing Teachers' responses on Volume of Interaction

Options	Frequency	Percent
Strongly disagree	33	19.4
Disagree	53	31.2
Neutral	51	30.0
Agree	20	11.8
Strongly agree	13	7.6
Total	170	100.0

Figure No. 4.5.17 showing Teachers' responses on Volume of Interaction
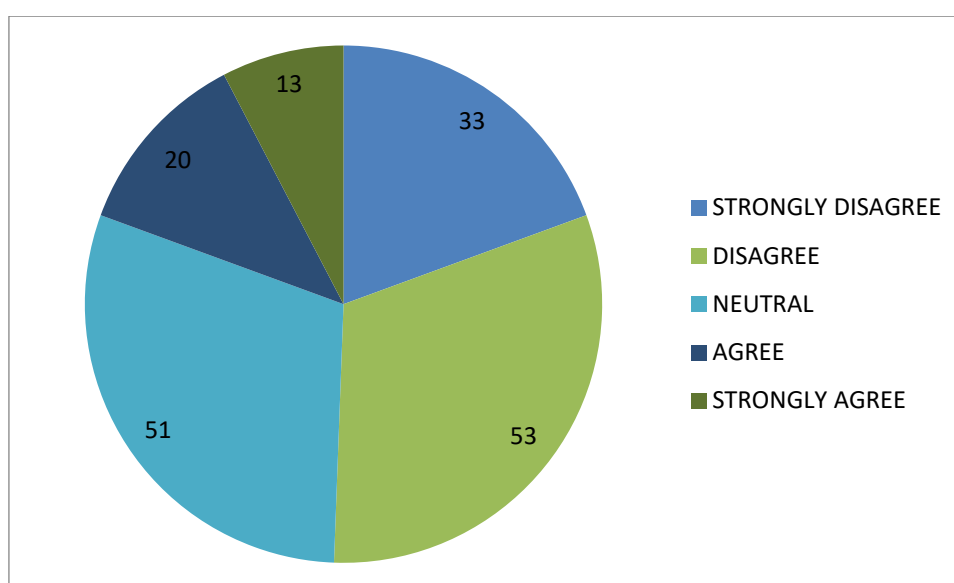
The above table No.4.5.17 and figure No.4.5.17 depicts the opinion of teachers regarding the weather teaching learning processes through social media results in increase in the volume of interaction or not. Majority of the respondents i.e., 53 of them (31.2%) disagreed with this and another 33 of them (19.4%) strongly disagreed with this. Further yet another 51 of them (30%) remained neutral, in this regard. Yet another20 respondents (11.8%) agreed with this statement and the remaining 13 of them (7.6%) strongly agreed in their opinion.

Under the next item No 17, the researcher listed various purposes of communication and asked the teacher respondents to mention their purposes of using social media from those listed. The details are shown in table no 4.4.18 and fig 4.4.18.1.

Table No. 4.5.18 showing Teachers' Responses on Purposes of Using social media

For what purpose do you regularly use social media?	YES COUNT	YES PERCENTAGE	NO COUNT	NO PERCENTAGE	Rank
Academic Purpose	122	71.8	48	28.2	1
Personal Communication	113	66.5	57	33.5	2
Information Sharing	106	62.4	64	37.6	3
Professional Communication	90	52.9	80	47.1	4
Chatting with students	49	28.8	121	71.2	5
Others	4	2.4	166	97.6	6

Figure No. 4.5.18 showing Teachers' Responses on Purposes of Using social media
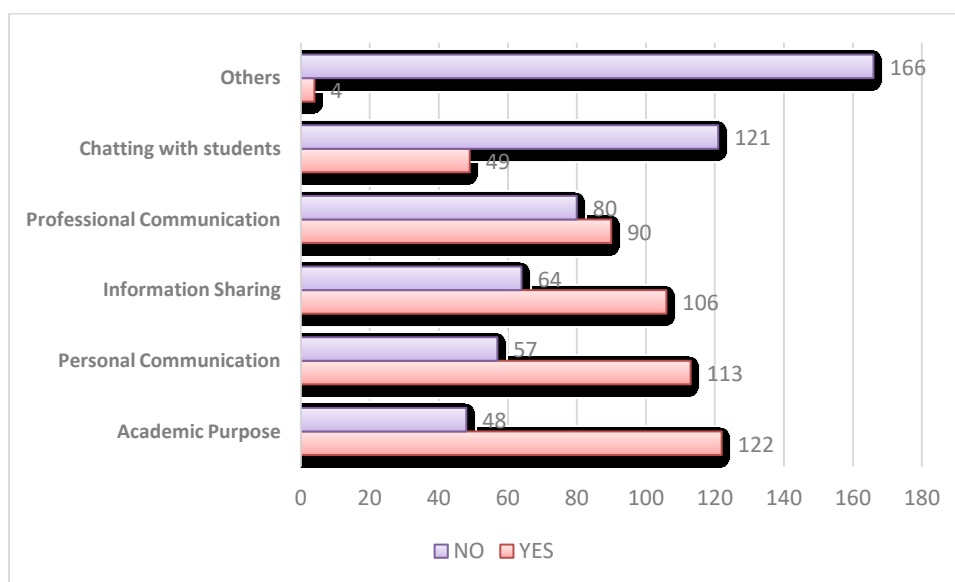
While attempting a question on different purposes of their social media channel usage, majority of them i.e., 122 of them (71%) mentioned academic purpose as the main reason followed by personal communication purpose (67%), information sharing purpose (62%), professional communication (53%), chatting with students (29%) and other purposes (2%) respectively.

4.6 Testing of Hypothesis

Table No. 4.6.1 Chi- Square - Gender, Mother Tongue & Medium of Instruction, Academic Programme and Students' Responses on their Social Media Texting Phenomenon.

Sr No	Students' responses/opinion on Phenomenon of Social Media texting	Gender (Male/Female)	Mother Tongue (Gujarati/Hindi/Others)	Medium of Instruction (Gujarati/Hindi/English)	Academic Programme BA/BCom/BSc/BBA/BCA
1	Skill enhancement through social media	**0.040***	0.975	0.216	**0.001****
2	Verifying Grammatical Aspects	0.102	**0.001****	**0.000****	**0.026***
3	Careful construction of sentences	0.186	0.351	0.895	**0.008****
4	Checking of Spellings	0.255	**0.048***	**0.000****	**0.032***
5	Use of Acronyms	**0.022***	**0.024***	0.236	0.106.
6	Adopting Mechanics of Writing	0.237	**0.043***	0.777	**0.000****
7	Using inappropriate Punctuation marks	**0.028***	0.189	0.192	0.389
8	Improper Capitalization	**0.001***	0.270	0.275	0.500
9	Wrong Choice of words/spellings	**0.045***	**0.041***	0.906	**0.014***
10	Grammatical errors	0.934	0.266	0.513	**0.001***
11	Regular mistakes in Punctuation	0.242	0.882	0.571	0.143
12	Regular mistakes in spelling	0.538	**0.000****	**0.000****	**0.000****
13	Facing problems with Capitalization	0.474	0.825	0.809	0.588
14	Difficulty in Grammar	**0.000****	0.074	0.777	0.825
15	Vocabulary problems	0.564	**0.000****	0.228	0.775
	Note: * denotes significance at 5% level				
	** denotes significance at 1% level				

Ho: - There is no association between opinion/response on selected aspects of their social media texting phenomenon of male and female students, mother tongue of the respondents, their medium of instruction and the discipline of their academic programme.

H_1: - There is association between opinion/response on selected aspects of their social media texting phenomenon of male and female students, mother tongue of the respondents, their medium of instruction and the discipline of their academic programme.

From the results of the Chi -square as given in the above table No.4.6.1, it was found that there is significant association between the students' responses regarding skill enhancement through social media (0.040), use of acronyms (0.022), using inappropriate punctuation marks (0.028), improper capitalization (0.001) wrong words/spellings (0.045) and difficulty in grammar (0.000) in gender. Further, significant association is found in their responses regarding social media texting regarding in verification of grammatical aspects (0.001), checking of spellings (0.048), use of acronyms (0.024), adopting proper mechanics of writing (0.043) and wrong choice of words /spellings (0.041) regular mistakes in spelling (0.000), vocabulary problems (0.000) in mother tongue factor. Further clear significance of association is found regarding the students' social media texting perspective of verifying grammatical aspects (0.000) and regular mistakes in spelling (0.000) checking of spellings (0.000) in medium of instruction factor. Further clear significance of association is found regarding the students' social media texting perspective of skill enhancement through social media (0.001) verifying grammatical aspects (0.026) careful construction of sentences (0.008) checking of spellings (0.032) adopting proper mechanics of writing (0.000) wrong choice of words /spellings (0.014) grammatical errors (0.001) and regular mistakes in spelling (0.000) in academic programme. So, the hypothesis stand rejected as 'P' value of Chi- square was <0.05 in six criteria for gender, seven criteria for mother tongue and three criteria for medium of instruction and eight aspects in academic programme, where significant result were observed. Accordingly, the null hypothesis(H_0) was rejected and alternative hypothesis (H_1) was accepted.

Table No. 4.6.2 Chi- Square - Gender, Mother Tongue & Medium of Instruction, Academic Programme and Students 'Responses on impact of their Social Media Texting on Writing Skill.

Sr No.	Students' responses/opinion on Phenomenon of social media and its impact on their writing skill	Gender (Male/ Female)	Mother Tongue (Gujarati/Hindi/Others)	Medium of Instruction (Gujarati/Hindi/English)	Academic Programme BA/BCom/ BSc/ BBA/BCA
1	Impact of social media on Academics	0.148	0.265	0.093	**0.000****
2	Teachers' use of social media	**0.032***	0.419	0.627	**0.002****
3	Students' use of social media for educational purposes	**0.005****	0.819	0.712	0.245
4	Influence of social media on academic result	0.087	0.053	**0.000****	**0.002****
5	Effect on Report Writing	0.457	0.779	**0.043***	0.559
6	Effect on letter writing	0.224	0.069	0.358	**0.040***
7	Effect on Dialogue writing	0.386	0.186	**0.020***	**0.014***
8	Effect on essay writing	0.145	0.745	0.358	0.100
9	Damaging the Formal writing Skill	0.168	**0.008****	**0.000****	**0.026***
10	Effect of acronyms on Scores/marks	0.628	**0.032***	**0.013***	**0.004****
11	Considering social media language in academics	0.760	**0.008****	**0.032***	**0.002****
	Note: * denotes significance at 5% level				
	** denotes significance at 1% level.				

(H$_0$) There is no association between opinion/ responses on selected factors of the impact of social media texting trend of students on their academic writing as well as gender, mother tongue, medium of instruction and the discipline of their academic programme.

(H$_1$) There is association between opinion/ responses on selected factors of the impact of social media texting trend of students on their academic writing as well as gender, mother tongue, medium of instruction and the discipline of their academic programme.

From the results of the Chi -square, as given in the table No.4.6.2 it was found that the Hypothesis stand rejected as P value of Chi square was less than 0.05 in Gender in two aspects of teachers' usage of social media (0.032) and students use of social media for educational purpose (0.005). six aspects in medium of instruction on perspective of social media texting influence on academic marking (0.000), effect on report writing (0.043) and dialogue writing (0.020), influencing formal writing skill (0.000), impact of using acronyms in formal writing (0.013) and opinion on consideration of social media language in academics (0.032) in medium of instruction. There is significant association between academic programmes and the students responses on the impact of social media in eight aspects such as impact of social media on academic writing(0.000) , teachers use of social media (0.002), influence of social media on academic results (0.002), effect on letter writing(0.040) and effect on dialogue writing (0.014), opinion on damaging formal writing skill (0.026), effect of acronyms on marking (0.004) response on consideration of social media language in academics (0.002) in academic programmes .It also indicated the association of mother tongue in three aspects of social media texting perspective of students and their opinion on its impact on influencing formal writing skill (0.008), effect of using acronyms on academic scores (0.032), and opinion on consideration of social media texting language (0.008) in the mother tongue. In the remaining aspects student's perspective of the of social media texting impact was accepted as insignificant result was observed in all the factors where the results of the P value were more than > 0.05.

Table No. 4.6.3 Chi- Square - Gender, Mother Tongue, Medium of Instruction &Academic Programme and Students Responses on the impact of social media on their Communicative Competence.

Sr no	Students Perspective of social media /its impact on linguistic abilities	Gender (Male/ Female)	Mother Tongue (Gujarati/ Hindi/ Others)	Medium of Instruction (Gujarati/ Hindi/ English)	Academic Programme BA/BCom/ BSc/BBA/B CA
1	Communication skill enhancement	**0.000****	0.967	**0.001****	0.551
2	Impact of acronyms on spelling	0.627	**0.000****	0.462	**0.011***
3	Influence on Academic performance	0.087	0.053	**0.000****	**0.002***
Note: * denotes significance at 5% level					
** denotes significance at 1% level.					

Ho: - There is no association between opinion/response on selected aspects of their social media texting phenomenon of male and female students, mother tongue of the respondents and their medium of instruction and academic programme.

H1: - There is association between opinion/response on selected aspects of their social media texting phenomenon of male and female students, mother tongue of the respondents and their medium of instruction and academic programme.

From the results of the Chi -square as given in the above table No.4.6.3 it was found that there is significant association between the students' responses regarding skill enhancement through social media (0.000) in gender. In the use of acronyms and its impact on spelling (0.000) in mother tongue, and in two aspects of communication skill enhancement (0.001), influence of texting on academic performance (0.000) in medium of instruction. Further, significant association is found in their responses regarding their perspective of social media texting and its impact on their communicative confidence in two aspects, impact of using acronyms on their spelling (0.011) and influence of social media texting on their academic performance (0.002) in academic programmes. The Chi-square results also confirmed that there is significant association between academic programmes and students' habit of using acronyms, short or contracted forms or web slang in their academic programmes. So, the hypothesis stand rejected as 'P' value of Chi- square was <0.05 in one criterion for gender, one criterion for mother tongue, two criteria for medium of instruction and two criteria for academic programme. where significant results were observed. Accordingly, the null hypothesis(H$_0$) was rejected and alternative hypothesis (H$_1$) was accepted.

Table No. 4.6.4 Chi- Square - Gender, Mother Tongue, Medium of Instruction &Academic Programme and Students Responses on the impact of social media on their General Language Skills

Sr No.	Students Perspective of social media /its impact on Language Skills	Gender (Male/Female)	Mother Tongue (Gujarati/Hindi/ Others)	Medium of Instruction (Gujarati/Hindi/English)	Academic Programme BA/BCom/ BSc/BBA/ BCA
1	Enrichment of Skills	0.068	0.260	0.529	**0.000****
2	Changing Conventional way of Writing	0.551	0.077	0.928	0.860
3	Using Non-standard language	0.250	0.778	0.896	0.630
4	Improvement in Language skills	0.189	0.340	0.386	**0.004***
5	Awareness regarding difference between formal and informal writing skill	0.324	**0.017***	**0.000****	**0.016***
Note: * denotes significance at 5% level ** denotes significance at 1% level.					

Ho: - There is no association between opinion/response on selected aspects of their social media texting phenomenon of male and female students, mother tongue of the respondents, and the academic programme which are pursuing in different disciplines.

H1: - There is no association between opinion/response on selected aspects of their social media texting phenomenon of male and female students, mother tongue of the respondents, and the academic programme which are pursuing in different disciplines.

From the results of the Chi -square as given in the above table No 4.6.4 it was found that there is significant association between the students' responses in one aspect regarding the respondents' awareness about the difference between formal and informal writing skill (0.017) in both mother tongue and medium of instruction factor (0.000). Further, as per the Chi square value, which is <0.05 in three aspects of students' perspective of students' responses /opinion on the impact of social media on enrichment of skills (0.000), language skill enhancement through social media (0.004), and their awareness about the difference between formal and informal

writing skill (0.016) in the student responses in various disciplines. So, the hypothesis stand rejected as 'P' value of Chi- square was <0.05 in one criterion aspect for mother tongue and one criterion for medium of instruction and three aspects in academic programme where significant result was observed. Accordingly, the null hypothesis(H_0) was rejected and alternative hypothesis (H_1) was accepted. The H_0 regarding the gender and students' responses or opinions regarding five aspects of their social media texting perspective was accepted as the Chi square value was >.0.05 in all the five aspects. So null hypothesis was accepted and alternate hypothesis (H_1) was rejected in this regard.

Table No. 4.6.5 Chi- Square - Gender, Qualification, Faculty, Teaching experience and English Teacher Responses' on Social Media Networking of their students.

Sr no	English Teacher Responses' on Social Media Networking	Gender (Male/ Female)	Qualification (PG/M.Phil./ Ph.D./Post Doc/ Others)	Faculty, (Arts, Science, Commerce and Mgt, Law, Engi and Tech, Other)	Teaching experience
1	Bench marking aspects in assessment	**0.017***	0.528	0.499	0.524
2	Students ignore the general principles of writing	**0.021***	0.064	0.902	0.210
3	Students' awareness on Difference between social media texting and formal academic writings	**0.007***	0.726	0.541	0.919
4	Skill enhancement through social media	**0.028***	0.358	0.084	0.098
Note: * denotes significance at 5% level					
** denotes significance at 1% level					

Ho: - There is no association between opinion/response on selected aspects of their students' social media texting phenomenon of male and female teachers, qualification, faculty and teaching experience factors.

H$_1$: - There is association between opinion/response on selected aspects of their students' social media texting phenomenon of male and female teachers, qualification, faculty and teaching experience factors.

From the results of the Chi -square as given in the above table No. 4.6.5, it was found that there is significant association between English teachers' responses regarding bench marking aspects in assessment (0.017), Students ignore the general principles of writing (0.021), Students' awareness on Difference between social media texting and formal academic writings (0.007) and Skill enhancement through social media (0.028) in gender aspect. Further, insignificant association is found in their responses regarding social media texting in qualification, faculty and teaching experience wise aspects. So, the hypothesis stand rejected as 'P' value of Chi- square was <0.05 in four criterion for gender. where significant result was observed. Accordingly, the null hypothesis(H$_0$) was rejected and alternative hypothesis (H$_1$) was accepted.

Table No. 4.6.6 Chi- Square - Gender, Qualification, Faculty, Teaching experience and Teacher Responses' on Social Media Networking.

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Sr No	Teacher Responses' on Social Media Networking	Gender (Male/ Female)	Qualificati on (PG/M.Phil. / Ph.D./Post Doc/Others)	Faculty, (Arts, Science, Commerce and Mgt, Law, Engi and Tech, Other)	Teaching experience
1	social media as an effective tool for skill enhancement	0.285	0.175	0.805	**0.004****
2	Effective teaching through social media	0.738	**0.035***	0.974	0.367
3	influences the students' language proficiency	0.478	0.812	0.567	**0.012***
4	affects their formal writing skill	0.100	0.515	0.219	0.182
5	Exposure to know better English	0.264	0.267	0.799	**0.004****
6	Fear of mixing both formal and informal way of communication	0.778	0.794	0.733	0.613
7	Considering informal communication in	0.130	0.238	0.008**	0.685

	education.				
8	Confidence building	0.988	0.227	0.074	**0.004****
9	Facilitating online teaching	0.222	0.659	0.0786	**0.006****
Note: * denotes significance at 5% level ** denotes significance at 1% level					

Ho: - There is no association between opinion/response on selected aspects of their students' social media texting phenomenon of male and female teachers, qualification, faculty and teaching experience factors.

H_1: - There is association between opinion/response on selected aspects of their students' social media texting phenomenon of male and female teachers, qualification, faculty and teaching experience factors.

From the results of the Chi -square as given in the above table No.4.6.6 it was found that there is significant association between the teachers' responses regarding effective teaching through social media (0.035) in qualification aspects. Further, significant association is found in their responses regarding social media texting in social media as an effective tool for skill enhancement (0.004), influence on language proficiency (0.012), exposure to know better English (0.004), confidence building (0.004) and facilitating online teaching (0.006) in teaching experience. Further, insignificant association is found in their responses regarding social media texting in gender and faculty wise aspects. So, the hypothesis stand rejected as 'P' value of Chi-square was <0.05 in one criterion for qualification, five criteria for teaching experience. where significant result was observed. Accordingly, the null hypothesis(H_0) was rejected and alternative hypothesis (H_1) was accepted.

4.7 Overall Analysis of all three responses (All Students, All Teachers and Only English Teachers):

Table No. 4.7.1 showing opinion for use of social media to enhance skills

CATEGORY * ENHANCE_ABILITY Crosstabulation

		Enhance_Ability				Total
		YES	%	NO	%	
Category	All Student	808	85.96	132	14.04	940
	All teachers	102	60.00	68	40.00	170
	Only English subject teachers	101	57.71	74	42.29	175
	Total	1011	78.86	274	21.32	1285

In the table no 4.7.1, the total respondents (1285), All data has been accounted for and is properly separated by student 940 out of 132 is said that no(14.04) and 808 responses yes (85.96), all teachers & English teacher.

Hypothesis for Chi-square Test for Homogeneity (categories* Enhance Communicative ability)

H_0: There is no difference between respondent's categories (Students, All teachers and Only English subject teacher) and enhancement of communication through Social media

Table No. 4.7.2 showing Chi-square of opinion for use of social media to enhance skills

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	110.887[a]	2	.000
Likelihood Ratio	101.760	2	.000
Linear-by-Linear Association	99.788	1	.000
N of Valid Cases	1285		

Above test statiscics table no. 4.7.2 data results suggests, Asymptotic Sig. value (p=0.000) was lower than the standard (Sig. value <5%=0.05), So, conclude that There is difference between respondent's categories (Students, All teachers and Only English subject teacher) and enhancement of communication through Social media.

The proportions of categories who believe that social media network enhances communicative ability in English language are different.

Hypothesis for Chi-square Test for Homogeneity (categories* Enhance Communicative ability)

H_0: There is no difference between respondent's categories (Students, All teachers and Only English subject teacher) and enhancement of writing skills through Social media

Table No. 4.7.3 showing Mean Rank of Opinion of all categories to enhance writing skills through social media

Category	N	%	Mean Rank
Student	940	73.15	689.24
All teachers	170	13.23	913.09
Only English teachers	175	13.62	132.23
Total	1285	100	

Table No. 4.7.4 showing Kruskal Wallis Test of all categories to enhance writing skills through social media

Test Statistics[a,b]

	Writing_Skills
Chi-Square	468.130
df	2
Asymp. Sig.	.000

The above mentioned table no. 4.7.4 showing Kruskal Wallis test for respondent's categories all students, all teachers and only English teachers for their opinion on social media to enhance writing skills showed that there was statistical significant difference between opinion of all three categories for use of social media to enhance academic writing skills of students, **X^2 (2) = 468.130, p= 0.000**, with mean rank of 689.24 for students, 913.09 for all teachers and 132.23 for only English teachers.

Chapter 5 Conclusions and Recommendations

5.1 Introduction

Considering the increasing significance of social media in the current day scenario, the researcher noticed that it has become an integral part of our life. It has brought drastic changes in the field of communication. As a result of the ICT revolution many new avenues have been added to facilitate the communication. Modern technology has converted the entire world into a global village. It helps the people to be informed, enlightened, and keeping abreast with world developments. Today smart generation adapted themselves to the changing trends of communication. Now a days, personal communication through letter   writing has almost ceased to occur except in some cases. Instead, social media has offered many applications to support communication at personal, professional or corporate levels. Social media channels like Facebook, Twitter, YouTube Snapchat, Instagram WhatsApp and many other social media portals have become hard core choices of current day youth. These networking sites are used by most of the people to interact with old and new friends. Particularly amongst the youth, college students are obsessed with the use of these applications. They busily involve themselves in social media interlocutions.

This social media texting trend has given rise to new words which are full of web slangs, short forms and acronyms. On the other hand, English language proficiency has become a bench marking parameter for ensuring success in field. Without proper knowledge of computer skills and communication skills it is impossible to withstand the ever-increasing competition of the world in every profession. Further, it has been observed that most of the students and young graduates, in-spite of qualifying themselves in the prescribed written examination at various levels, fail to appear before interview with confidence. But the same youngsters freely converse and text SMSs momentarily. As a result of their regular association with these channels and are exposed to new words which are quite commonly used in these portals.   The researcher observed that some students unknowingly write those web slangs or contracted forms in their educational communication. To cite an instant, 'before' has become 'b4', and 'See you later' became 'CUL8r '. This sort of codification has become quite normal in their social

groups. So, considering the increasing number of student users, who are almost getting addicted to these portals, the researcher thought of conducting this study to study whether their regular social media texting has influenced their writing efficiency either positively or negatively.

As stated earlier the present study aimed at identifying students' social media texting trends. The study attempted to find if there is any association between the certain variables like gender, mother tongue and medium of their instruction and their language skills improvement as a result of their social media texting. The investigator attempted to find out the impact of social media on students writing efficiency, communication skills and on their academic performance from their perspective. It also attempted to know the students' social media texting habit and its impact on their writing skills from their own perspective. When the impact of Corona pandemic imposed digital strategies in educational sector, the researcher observed the social media portals facilitated the online distant mode of teaching to some extent. So, the English teachers' view may be from other teachers as they expect certain qualitative aspects from the students in terms of their written communicative abilities. But the general teachers who teach other subjects other than English may have different perception regarding the social media texting phenomenon of students and its impact on their academic performance. As the investigator serves in a grant in aid college situated in Kachchh, the study is conducted in this territory. Kachchh District geographically occupies one third part of entire Gujarat. There are many institutions which are affiliated to KSKV Kachchh University. There are many colleges which offer UG programmes in different disciplines, as the student enrollment varies from college to college, the investigator considered only those colleges with good strength for this study. As there are heterogenous groups among the respondents, this provided the researcher with varied relevant and fruitful insights into the scenario of social media texting phenomenon of final year students and their perspective of English language teaching-learning through social media at the college level. All these issues were mentioned along with the relevant remarks at the appropriate places in the earlier chapters.

In order to assimilate all the scattered fragments, major findings or revelations that emerged from this study, the researcher had utilized this chapter. Accordingly,

this chapter submits a comprehensive summary of the research study highlighting the social media texting phenomenon of college students and its impact on their communicative competence, academic performance from students, teachers from various disciplines and English teachers' perspective. It highlighted challenges faced by both the teacher and students in teaching and learning English language.

The researcher has noticed that the teachers varied in their attitudinal aspects while assessing their students' academic performance. These responses confirm the individual variations of the teachers' choices and they are reflected in teachers assigning of order of priority in the examination and evaluation patterns. Even the teachers' aspects of consideration of various skills and abilities, while assessing the answer scripts varied from teacher to teacher

Here, the researcher noticed that majority of the teachers emphasize on the need for teaching English as a skill subject, but they did give any weightage to other skills of the language. Even here the researcher noticed that the variation in the attitude of all the teachers while assigning the priority to the given choice of various abilities. So, all these varied responses did not offer any conclusive findings.

5.2 Major Findings obtained from the analysis of Data

The data which was collected in the form of responses mainly comprised of opinions collected from teachers, students and English teachers. The data collected through Students' Questionnaire, English Teachers' Questionnaire and Opinionnaire were analyzed qualitatively. Responses from the questionnaire were analyzed using the descriptive statistics of frequency counts and percentage, and inferential statistics of Chi square. Frequency counts and percentages were used in analyzing demographic variables and research questions, while inferential statistics of Chi square is used to test the stated hypotheses at 0.05 and 0.01 level of significance. On the basis of the analysis of all the three tools the researcher found certain significant findings which are given below.

5.2.1 Major Findings from the Students 'Questionnaire
➢ Majority of them believe 79% of the students' use social media platforms regularly.

- Most of the students prefer using WhatsApp for their social interaction, followed by Google, Instagram, YouTube, Snapchat, Twitter etc. respectively. None of them have mentioned Pinterest App.
- 72% of the students believe that they can enhance their communication skills their social media networking.
- 58% of the students' check their grammatical aspects while texting on social media.
- 73% of the students' carefully use words even in their social media communication.
- 61% of them confirmed that they do take care of their spellings and have got the habit of checking their spellings.
- 76% of the students' regularly use acronyms in their social media texting.
- Though 54% of the student respondents mentioned that they keep all the rules and regulations of mechanics of writing skill,46% of them reported that they don't consider aspects of mechanics of writing skills.
- Majority of the students' agreed that they freely use each of the acronyms /short forms while communicating through social media.
- 62% of the student respondents' responses confirmed that they believe that their social media texting has got some association with their formal writing skills.
- Teachers also use social media channels for educational purpose i.e., to teach their students.
- 94% of the students' use social media for educational purposes.
- 90% of the student respondents believe that social media platforms help them to communicate quickly, effectively and efficiently.
- Students' have varied responses about the effect of social media texting on their academic performance. Majority of them (52%) believe that social affects their academic performance.
- 76% of the student respondents believe that they have enriched their vocabulary levels as a result of their social media texting.
- Most of the students' opined that social media texting habit has influenced their efficiency in academic performance.
- Majority of the students' opted dialogue writing, followed by essay writing, letter writing, report writing and so on.

- 65% of the student participants believe that short forms can alter conventional way of writing.

- 68% of the student respondents feel that social media texting adopts non - standard and contracted forms of English words.

- 80% of the respondents feel that you can improve your language skills by using social media portals.

- 74% of the respondents know that social media texting is purely personal and is totally different from your formal writing skill.

- Most of the students' (487) reported about their difficulty in grammatical aspects, and another 342 of them reported that they face problems in choosing the correct word/spelling.

- Yet another 322 of them mentioned about their common mistakes in using proper punctuation marks, and another 227 of them mentioned improper capitalization as their problematic segment. Further, another183 of them mentioned grammatical aspects as their problematic segment.

- 42% of them agree that the habit of social media texting is damaging the quality of academic writing skill.

- 63% of the respondents think that acronyms interfering in formal academic writing lead in low achievement scores or grades.

- 49% of the respondents' think that social media texting should be allowed in formal and academic writings.

- 74% of the respondents believe that social media texting develops vocabulary.

- 75% of the respondents feel that social media enhances English language proficiency.

- 78% of the student respondents 'know the difference between social media texting and formal academic writing.

- Majority of the student respondents confirmed that they generally use short forms, acronyms and internet slang in vocabulary (374), Spelling (373), Grammar (302), Punctuation (173), Capitalization (147) and others (269) omission of article etc.

5.2.2 Major Findings from Teachers Questionnaire for English Teachers

- Regarding the assessment of LSRW skills,83% of the teachers replied that they regularly assess writing efficiency of their students.

- 10% of them assess Speaking skills of their students' regularly.
- Yet another 4% of them consider listening while the remaining 6 (3%) of them assess reading skill of their students' regularly.
- 86% of the teacher respondents keep any bench marking parameters while assessing their students' academic performance.
- Only 14 % of them do not keep all the bench marking aspects while assessing the academic performance of their students.
- 95% of the teachers think that the habit of frequent social media texting has an impact on the language skills in general and writing skills in particular.
- 58% of the teacher respondents believe that the habit of texting through social media enhances the vocabulary level of the students.
- 152 respondents (87%) believe that their students' freely use similar words as used in social media texting even in their examinations answer scripts.
- 37% of the teacher respondents think that social media texting habit has negative impact on their students' writing skill.
- 58 respondents (33%) couldn't express their opinion surely and remained neutral in expressing their view regarding the impact of social media texting on their writing skills.
- Only 40 respondents (23%) believe it will have positive impact on their writing skills.
- 12 respondents (7%) think   that social media texting may not have either positive or negative impact on their writing skills.
- Majority of the respondents (33%) neither agree nor disagree with the statement that social media texting helps the students to communicate effectively and efficiently.
- 47 respondents (27%) agree and another11 teachers (6%) strongly agreed with the statement "Social media texting helps the students to communicate effectively and efficiently".
- 46 respondents (27%) disagree and another 46 respondents (26%) disagree with this statement "Social media texting helps the students to communicate effectively and efficiently".
- 143 respondents (82%) notice social media type of writing in their students' formal writing.

- 150 respondents (86%) feel that the beauty and sanctity of the English language is damaged as a result of the social media casual writing.

- 155 respondents (89%) believe that their students' use of acronyms and short forms interfere in the formal writing and it may reduce the achievement score of the students.

- Only 20 respondents (11%) didn't feel that their students' use of acronyms and short forms in their formal writing reduces the achievement scores of the students.

- 171 (98%) teachers opined that students' casually text through social media ignoring the general principles of sentence construction.

- 97 of the teacher respondents (55%) think that their students' habit of regular use of social media influences their examination writing performance skills in the segment of essay writing.

- 74 of the teacher respondents (42%) think that their students' habit of regular use of social media influences their examination writing performance skills in the segment of dialogue writing concept.

- 66 of the teacher respondents (38%) think that their students' habit of regular use of social media influences their examination writing performance skills in the segment of letter writing.

- 58 of the teacher respondents (33%) think that their students' habit of regular use of social media influences their examination writing performance skills in the segment of report writing.

- 149 teachers (85%) of the they believe that that short forms/acronym can influence the conventional way of writing.

- 135 of the English respondents (77%) revealed that most of their students generally commit mistakes in grammatical aspects in their formal writing.

- 91 teacher respondents revealed that most of their students generally commit mistakes in word spelling aspects in their formal writing.

- 83 of the English respondents (47%) revealed that most of their students' generally commit mistakes by using short forms and acronyms in their formal writing.

- 69 of the English respondents (39%) revealed that most of their students' generally commit mistakes in choosing the right words and vocabulary segment of their formal writing.

- ➢ 64 of the English respondents (37%) revealed that most of their students' generally commit mistakes in articles selection segment of their formal writing.

- ➢ 62 of the English respondents (35%) revealed that most of their students' generally commit mistakes in syntax segment of their formal writing.

- ➢ 54 of the English respondents (31%) revealed that most of their students' generally commit mistakes in choosing the right capitalization marks in their formal writing.

- ➢ 52 of the English respondents (30%) revealed that most of their students' generally commit mistakes in choosing the appropriate punctuation marks in their formal writing.

- ➢ 119 respondents of (68%) confirm that they don't ignore acronyms/short forms of words / web slang while evaluating the answer scripts of the students.

- ➢ 56 of them (32%) teachers 'ignore acronyms, short forms of words and web slang while evaluating their students 'written answer scripts.

- ➢ 161 of the English teachers (92%) feel that the habit of social media texting changes style of writing skills of the students.

- ➢ Majority of the respondents 106 of them (61%) readily agreed with the given statement that "the regular use of short forms in social media texting habit reflects in students' formal writing''. Yet another 27 of them (15%) strongly agreed with this. So, out of 175 teacher respondents,133 of them (76%) agreed with this. Only 13 respondents (7%) disagreed with this while 29(17%) of them couldn't confirm their opinion in this regard.

- ➢ 117 of them (67%) notice the reflection or influence of their students' social media texting trend on their word spellings in their formal writing.

- ➢ 95 of them (54%) notice the reflection or influence of their students' social media texting trend on their sentence constructions i.e., grammar in their formal writing.

- ➢ 77 of them (44%) notice the reflection or influence of their students' social media texting trend on their vocabulary segment in their formal writing.

- ➢ 47 of them (27%) notice the reflection or influence of their students' social media texting trend on their aspects of capitalization marking segment in their formal writing.

- 45 of them (26%) notice the reflection or influence of their students' social media texting trend on their punctuation marking segment in their formal writing.

- 47 of them (27%) notice the reflection or influence of their students' social media texting trend on their aspects of capitalization marking segment in their formal writing.

- Ten of the teacher respondents' (6%) notice the reflection or influence of their students' social media texting trend on their general selection of choosing the articles and preposition segment in their formal writing.

- 97% of them (170) opined that texting through social media is different from formal academic writing.

- 90 % of them (157) think that the use of short form style and internet slang is not acceptable in formal academic writing and only 18 of them (10%) didn't agree with this line of thought.

- 85% (149) of the teacher respondents' think that short hand communication like use of 'u', 'ur', 'r', as a major problem with the students in academic writing. Only 15% of them didn't consider this as a major problem of their students in academic writing.

- 92% of the teacher respondents '(161) agree that students' social texting habit is damaging the genuineness of the English language proficiency and is diluting the quality of their formal writing, 8% of them disagreed with this opinion.

- 114 of them (65%) believe that there is harm if social media texting finds a place in formal or academic writing. Another 35% of them opined that there is no harm if this trend takes place in academics.

- 61 respondents (35%) of the teacher respondents disagreed with the statement that 'social media texting should be allowed in formal / academic writings' and another 55 of them (31%) strongly disagreed with this. Another 28 of them (16%) didn't confirm their opinion and remained neutral in their view. The remaining 26 of them (15%) agreed with this idea and the remaining 5 of them (3%) strongly disagreed with this.

- 86% (150) of the teacher respondents believe that social media texting tends students to adopt sub-standard form of English.

- 75 of them (43%) agreed with the statement 'social media texting declines the communicative standards of students" and another28 of them (16%) strongly agreed with them. Another 45 of them (26%) were not sure about this and remained neutral in their view. Only 21 of them (12%) disagreed to this and another 6 of them (3%) strongly disagreed with this. Only 27 teachers out of 175 agreed and 103 of them disagreed with this and this difference confirms that social media texting trend definitely declines the communicative standards of students.

- 93 % of the teacher respondents' (162) think that some of their students can't differentiate between social media texting and formal academic writings. Only 13 of them (7%) disagreed with this.

- Teacher responses confirmed that all the acronyms listed in the question are commonly used by their students in their academics.

5.2.3 Major Findings on the basis of All Teachers Opinionnaire

- Out of 170 respondents ,161 respondents (95%) stated that they use social media networking for communication.

- 157 respondents (92%) they use social media channels for communication with their students.

- 75 respondents (44%) believe that class room interaction is more virtual social media classes than in physical classes and another (35.3%), i.e., 60 respondents of them disagreed with this Yet another (20.6%) of them (35) neither agreed nor disagreed with the opinion that social media interaction is more in volume than physical classroom interaction.

- 102 respondents' (60%) agree with the statement that social media can be an effective tool for enhancing the learners' communication skills and another 18 of them (11%) disagreed with the statement. The remaining 29.4% (50 respondents) neither agree nor disagree with the opinion.

- More than 50% (90) of the respondents agree that social media network facilitates effective teaching and another 27 respondents (16%) disagree with the statement. The remaining 31.2% (53 respondents) neither agreed nor disagreed with the opinion.

- 127 teacher respondents '(75%) consider social media communication as an effective tool to teach any subject and another 11of them disagreed with this idea. Yet another 32 of them (18%) are not sure about their opinion.

- Out of the total 170 respondents ,85 of them (50%) of them readily agreed while another 37 of them (22%) strongly agreed with the statement 'Social Media networking influences the students' language proficiency". Another 30 of them (18%) remained neutral and they neither agreed nor disagreed with the given statement. Only 18 of them disagreed with the statement.

- 138 of the teacher respondents (81%) agree with the given statement the given statement regarding students' communication with their friends through social media affects their formal writing skills in English. Yet another,10 respondents of them (11%) neither agreed nor disagreed with the statement remained neutral in their expression. Only 13 of them strongly disagreed with the given statement.

- 98 of the respondents '(58%) believe that as a result of their social media networking, learners are exposed to know better English another. Yet another, 42 respondents of them (25) neither agreed nor disagreed with the statement remained neutral in their expression. Only 30 of them (17%) disagreed with the given statement

- Majority of the teacher respondents, i.e., 84 of them (49.4%) totally disagreed with this while, another 55 respondents of them (32.4%) strongly disagreed with this 'Social network chatting habit may mix both formal and informal way of communication for students. Yet another 27 respondents (15.9%) neither agreed nor disagreed with this. The remaining four of the respondents didn't agree with this statement.

- 94 of the respondents (55%) agreed and strongly agreed with the view that there is need to adopt informal communication styles even in the educational communication. Further, another 46 teachers of them (27%) remained neutral as they neither agreed neither disagreed with this. However, 23 of the respondents disagreed while another eight of them strongly disagreed with this respectively.

- 105 of the teacher respondents (61%) agreed that communicating through social media drives away the learner's phobia of English as a foreign language. Yet another 46 of them (27%) remained neutral in this regard. Out of the

remaining 19 respondents,17 of them (10%) and two of them (1.2%) disagreed and strongly disagreed with this statement.

➢ 91 of the teacher respondents (56%) agree with the statement "Social Media communication should be standardized as per the general norms". Further another 50 respondents of them (29.4%) remained neutral and they neither agreed nor disagreed with the given statement. Amongst the remaining 25 respondents 18 of them (10.6%) of them disagreed and other seven respondents' (4.1%) strongly disagreed with the statement.

➢ 94 of the teacher respondents (55%) agree that during the Corona pandemic period, social media facilitated online teaching momentarily without any additional infrastructural support or not. Another 52 teachers of them (31%) remained neutral in this regard. Out of the remaining 24 respondents',16 of them (9.4%) agreed and 8 of them (4.7%) strongly agreed with this.

➢ 170 teacher respondents' majority of them i.e., 101 of them (59%) disagreed that teaching through social media enables the learners to chat independently with the teacher in online interaction. teaching learning processes through social media results in increase in the volume of interaction or not.

➢ Majority of the respondents i.e., 53 of them (31.2%) disagreed 86 of the teacher respondents (51%) disagree that Teaching and learning through social media witnessed increase in interaction. Further yet another 51 of them (30%) remained neutral, in this regard. Yet another20 respondents (11.8%) agreed with this statement and the remaining 13 of them (7.6%) strongly agreed in their opinion.

➢ Majority of them, 122 of them (71%) use social media for   academic purpose. Another 113 of them (67%) also use these channels for.   their   personal communication purposes.

➢ Yet another 106 of them (62%) use this social media for information sharing purpose. 90 of the respondents also mentioned (53%) use this media for professional communication. Yet another 49 of them (29%), use this media for chatting with students (29%) and four other respondents mentioned other purposes like conference calling, screen sharing for video etc (2%) respectively.

➢ (58%) believe that as a result of their social media networking, learners are exposed to know better English another. Yet another,42 respondents of them

(25) neither agreed nor disagreed with the statement remained neutral in their expression. Only 30 of them (17%) disagreed with the given statement.

➢ Most of the teachers reported i.e., 117 of them (67%) felt the spelling as the possibly affected the segment followed by Grammar (54%), vocabulary (44%), capitalization (27%), Punctuation (26%) and others (6%) respectively.

➢ 106 of them (61%) readily agreed that "the regular use of short forms in social media texting habit reflects in their formal writing.

➢ 119 respondents of them (68%) responded in negation while the remaining 56 of them (32%) replied that they do ignore acronyms, short forms of words and web slang while evaluating their students' written answer scripts.

➢ While choosing the possible affected areas of their social media texting habit ,97 respondents opted (55%) essay writing concept, followed by dialogue writing (42%, letter writing (38%) and report writing (33%) respectively.

5.3 Conclusions on the phenomenon of their texting from students' perspective.

➢ The study confirmed that 79% of the students regularly use social media portals.

➢ Students' revelations confirmed that social media network enhances their communication skills.

➢ The study found the General phenomenon of Students' social media texting trend of the students while texting on social media.

➢ The study results stated that 58% of the students' check their grammatical aspects, 73% of the students' carefully use words and 61% of them confirmed that they do take care of their spellings and have got the habit of checking their spellings while texting on social media.

➢ Students' regularly use acronyms in their social media texting.

➢ Students don't bother about the quality aspects of mechanics of writing media

➢ The study confirmed students' freely use each of the acronyms /short forms while communicating through social media.

➢ Students' use social media for educational purposes also.

➢ Social media platforms help them to communicate quickly, effectively and efficiently.

- The habit of social media texting is damaging the quality of academic writing skill.
- Social media enhances English language proficiency.
- All the students do not know the difference between social media texting and formal academic writing.

5.3.1 Impact of social media on Academic Performance

- Acronyms interfering in formal academic writing lead in low achievement scores or grades
- Social media platforms help them to communicate quickly, effectively and efficiently.
- Students enrich their vocabulary levels through social media networking.
- Social l media texting habit has influenced the students' efficiency in academic performance.
- Social media texting habit may affect dialogue writing, followed by essay writing, letter writing, report writing and so on.

5.3.2 Social media language/Texting Phenomenon (Students' Perspective)

- Short forms can alter conventional way of writing.
- Social media texting adopts non -standard and contracted forms of English words.
- Students' can improve their language skills by using social media portals.
- All the students do not know about difference between formal writing and personal texting.
- Students face problems in Grammatical aspects, choosing the right word, spelling, punctuation marks, capitalization.
- Students' generally use short forms, acronyms and internet slang in vocabulary (374), Spelling (373), Grammar (302), Punctuation (173), Capitalization (147) and others (269) omission of article etc
- Some students use short forms, web slangs, contracted forms which are not acceptable as per academic standards.
- Casual texting and free writing may influence their formal writing.
- Mechanics of Writing are not followed in social media texting.

5.4 Language Teachers Conclusions

➢ The English teachers regularly assess writing efficiency of their students.

➢ Teachers consider all bench marking parameters while assessing their students' academic performance.

5.4.1 Teachers Perspective of Impact of Social media Texting on Language Skills

➢ Students' habit of frequent social media texting has its impact on all language skills in general and writing skills in particular

➢ Students' freely use similar words as used in social media texting even in their examinations answer scripts. This may reflect in their academic scores.

➢ Social media texting habit has negative impact on students' writing skill as students ignore quality aspects of written English.

➢ Social media practice will have positive impact on their communication skills. Even those students who are weak in English, forget about their drawback and actively participate in virtual interactions momentarily.

➢ Only in few exceptional cases, social media texting may not have either positive or negative impact on their writing skills. So, it depends upon the students' ability to distinguish between formal and informal communication.

➢ Teachers do not have consensus on *the statement that* 'social media texting helps the students to communicate effectively and efficiently'.

➢ Teacher responses confirmed that some students reproduce the social media type of writing in their students' formal writing.

➢ The beauty and sanctity of the English language is damaged as a result of the social media casual writing.

➢ Students' use of acronyms and short forms interfere in the formal writing and it may reduce the achievement score of the students.

➢ Students' casually text through social media ignoring the general principles of sentence construction.

➢ Students' habit of regular use of social media influences their examination writing performance in some segments like essay writing, dialogue writing, letter writing and report writing.

➢ Short forms/acronym can influence the conventional way of writing.

- Students generally commit mistakes in grammatical aspects, spellings, Use of short forms, vocabulary, articles, syntax, capitalization, punctuation &acronyms in their formal writing.
- Teachers don't ignore acronyms/short forms of words / web slang while evaluating the answer scripts of the students.
- The habit of social media texting changes style of writing skills of the students.
- Students' regular use of short forms in social media texting reflects in students' formal writing skills.
- Students' social media texting trend may influence their word spellings, grammar, vocabulary in their formal written communication.
- Teachers confirmed that texting through social media is different from formal academic writing.
- Students' use of short form style and internet slang is not acceptable in formal academic writing
- Short hand communication like use of 'u', 'ur', 'r', as a major problem with the students in academic writing.
- Students' social media texting habit is damaging the genuineness of the English language proficiency and is diluting the quality of their formal writing.
- There is harm if social media texting finds a place in formal or academic writing.
- Social media texting should not be allowed in formal / academic writings'
- Social media texting tends students to adopt sub-standard form of English.
- Social media texting declines the communicative standards of students.
- Some students can't differentiate between social media texting and formal academic writings patterns.
- Teacher responses confirmed that all the acronyms listed in the question are commonly used by their students in their academics.

5.5 All Teachers Opinionnaire Conclusions
- Teachers' use social media networking for educational purpose also.
- Classroom interaction is more in volume in virtual classes than physical classes.

- Social media can be an effective tool for enhancing the learners' communication skills.
- Social media network facilitates effective teaching.
- Social media communication as an effective tool can be used to teach any subject.
- Social Media networking influences the students' language proficiency.
- Students' communication with their friends through social media affects their formal writing skills in English.
- Through social media networking, learners are exposed to know better English.
- Some students as a result of their social network chatting habit, may mix both formal and informal way of communication'.
- Teacher have varied opinions regarding the need to adopt informal communication styles even in the educational communication.
- Communicating through social media drives away the learner's phobia of English as a foreign language.
- Teachers differ in their opinion on 'Social Media communication should be standardized as per the general norms'.
- During the Corona pandemic period, social media facilitated online teaching momentarily without any additional infrastructural support.
- Teaching through social media doesn't enable the learners to chat independently with the teacher in online interaction.
- Teachers didn't opine that teaching and learning through social media witnessed increase in interaction.
- Teachers use social media for academic purpose, personal communication purpose, information sharing purpose, professional communication purpose, for chatting with students and other purposes like conference calling, screen sharing for video etc
- respectively.

Objective wise Hypotheses Test Results

Objective 1: To study the phenomenon of texting ability of students writing skill efficiency.

H_0: - There is no association between opinion/response on selected aspects of students' responses on social media texting phenome non and its influence on their writing skill enhancement in variables such as gender, mother tongue of the respondents, their medium of instruction and the discipline of their Academic Programme. (BA, BCom, BSC, BBA, BCA)

H_1: - There is association between opinion/response on selected aspects of students' responses on social media texting phenomenon and its influence on their writing skill enhancement selected in variables such as gender, mother tongue of the respondents, their medium of instruction and the discipline of their Academic Programme.

The researcher attempted to examine if there is any association between students' responses on various aspects of their skill enhancement through social media texting and various selected variables such as gender, mother tongue, medium of instruction and discipline of their academic programme.

As per the Chi square test results there is association between the students' responses on six different aspects of their social media texting phenomenon in Skill enhancement through social media (**0.040**), Using acronyms (**0.22**), Inappropriate punctuation marks (**0.028**), Improper capitalization (**0.001**), Wrong spellings (**0.045**) and Grammatical aspects (**0.000**) in **Gender** variable.

In the same way the association is also found in seven aspects of their social media texting phenomenon in Verifying Grammatical Aspects (**0.001**), Checking of Spellings (**0.048**), using acronyms (**0.024**) their perception on adopting mechanics of writing (**0.043**) Wrong Choice of words/spellings (**0.041**), committing regular spelling mistakes (**0.000**), facing problems in vocabulary (**0.000**) in **Mother Tongue** variable.

Further results also confirmed that there is association between student responses on their social media texting and their **Medium of instruction** variable in three aspects in verifying Grammatical Aspects (**0.000**), Checking of Spellings (**0.000**), Committing regular spelling mistakes (**0.000**).

The Chi square result test also confirmed the association between students responses on us eight aspects pertaining to their social media texting phenomenon such as Skill enhancement through social through social media (**0.001**), Verifying Grammatical

Aspects (**0.026**) Careful construction of sentences(**0.008**) Checking of Spellings(**0.32**), Adopting Mechanics of Writing(**0.000**), Wrong Choice of words/spellings(**0.014**), Grammatical errors(**0.001**) Regular mistakes in spelling(**0.000**) in the **discipline of their Academic Programme.**

As 'P' value of Chi- square was <0.05 in six criteria for gender, seven criteria for mother tongue and three criteria for medium of instruction and eight aspects in academic programme, where significant result were observed. Accordingly, the null hypothesis(H_0) was rejected and alternative hypothesis (H_1) was accepted.

The results of the study confirmed that there is association in all the four variables and the responses of students on various aspects of skill enhancement. So, the null hypotheses are rejected and alternative Hypotheses is accepted.

Objective 2. To analyze whether there are any negative/positive impacts of students' social media texting academic writing skills.

(H_0) There is no association between opinion/ responses on selected factors of the impact of social media texting trend of students on their academic writing as well as gender, mother tongue, medium of instruction and the discipline of their academic programme.

(H_1) There is association between opinion/ responses on selected factors of the impact of social media texting trend of students on their academic writing as well as gender, mother tongue, medium of instruction and the discipline of their academic programme.

The researcher attempted to study if there is any association between students' responses on the impact of their social media texting on their writing skill and various variables such as gender, mother tongue, medium of instruction and discipline of their academic programme.

As per the Chi square test results there is association between the students' responses on two different aspects of their social media texting phenomenon and its impact on their writing skills, in Teachers' Using of social media (**0.032**) and in students use of social media for educational purposes (**0.005**) in **Gender** variable.

In the same way the association is also found in three aspects of their social media texting phenomenon and its impact on their writing skill in damaging the quality Aspects of Writing Skill (**0.008**), Effect of Acronyms on Academic Scores (**0.032**) and their perception of considering social media language in academics (**0.008**) in **Mother Tongue** variable

Further results also confirmed that there is association between student responses on their social media texting and its impact on their academic writing skill and their **Medium of instruction** variable in **six aspects** in Influence of social media on academic result (**0.000**),Effect on report Writing (**0.043**),Effect on the concept of Dialogue writing (**0.020**), opinion on damaging Formal Writing Skill(**0.000**)Effect of Acronyms on their academic cores/marks (**0.013**) and consideration of social media language in academics (**0.032**).

The Chi square result test also confirmed the association between students responses on eight aspects of their social media texting phenomenon and their perception of its impact on their academic writing skills in such as Impact of social media on academics (**0.000**) ,Teachers use of Social media (**0.002**), Influence of social media on academic result (**0.002**), Effect on letter writing (**0.040**) ,Effect on Dialogue Writing (**0.014**),Damaging Formal Writing Skills(**0.026**), Effect of Acronyms on scores/marks(**0.004**) and in their perception of considering social media language in academics (**0.002**) in the **discipline of their Academic Programme.**

From the results of the Chi -square, it was found that as P value of Chi square was less than 0.05 in all these aspects the null hypotheses stand rejected and alternative hypotheses stands accepted. So, the study confirms that there is association between students' responses on their social media texting phenomenon and its impact on their academic writing skills in all the four variables such as Gender, Mother Tongue, Medium of Instruction and the discipline of their academic programme.

In the remaining aspects student's perspective of the of social media texting impact was accepted as insignificant result was observed in all the factors where the results of the P value were more than >0.05.

Objective 3 To check whether their regular personal texting influences their general linguistic abilities.

Ho: - There is no association between opinion/response on selected aspects of students' social media texting phenomenon and its influence on their general linguistic abilities in four demographic variables such as gender, mother tongue of the respondents and their medium of instruction and the discipline of their academic programme.

H1: - There is association between opinion/response on selected aspects of their social media texting phenomenon of male and female students, mother tongue of the respondents and their medium of instruction and academic programme.

The researcher attempted to study if there is any association between students' responses on the impact of their social media texting on their general linguistic abilities and various variables such as gender, mother tongue, medium of instruction and discipline of their academic programme.

From the results of the Chi square, it was found that there is significant association between the students' responses in one aspect i.e., skill enhancement through social media **(0.000)** in **gender.**

Further, the results also confirmed that there is association between the students' responses on their social media texting habit of using acronyms and the impact of these acronyms on their general linguistic abilities or communicative competence in one aspect i.e., in the use of acronyms and its impact on spelling (0.000) in **mother tongue.**

Further, significant association is found in their responses regarding their perspective of social media texting and its impact on their communicative confidence in two aspects of communication skill enhancement (0.001), influence of texting on academic performance (0.000) in **medium of instruction.**

Further, significant association is found in their responses regarding their perspective of social media texting and its impact on their communicative confidence in two aspects, impact of using acronyms on their spelling **(0.011)** and influence of social media texting on their academic performance **(0.002)** in **academic programmes.**

So, the hypothesis stand rejected as 'P' value of Chi- square was <0.05 in one criterion for gender, one criterion for mother tongue, two criteria for medium of instruction and two criteria for academic programme. where significant results were observed. Accordingly, the null hypothesis(H_0) was rejected and alternative hypothesis (H_1) was accepted.

The results confirmed that there is association in all the four variables and the responses of students on various aspects of skill enhancement. So, the null hypotheses are rejected and alternative Hypotheses is accepted.

Objective 4: To know whether texting through social media influences the general standards of English language writing skills.

Ho: - There is no association between opinion/response on selected aspects of their social media texting phenomenon and its influence on their general standards of communicative skills in English in four variables such as gender, mother tongue of the respondents, and the academic programme which they are pursuing in different disciplines.

H_1: - There is no association between opinion/response on selected aspects of their social media texting phenomenon and its influence on their general standards of communicative skills in English in four variables such as gender, mother tongue of the respondents, and the academic programme which they are pursuing in different disciplines.

The researcher attempted to study   if there is any association between students' responses on their perspective of their   social media texting on their general standard of English Writing Skill   and various variables such as gender, mother tongue, medium of instruction and discipline of their academic programme.

From the results of the Chi -square, it was found that there is significant association between the students' responses in **one** aspect regarding the respondents' awareness about the difference between formal and informal writing skill (0.017) in both **mother tongue** and **medium of instruction f**actor (0.000).

Further, as per the Chi square value, which is <0.05 in three aspects of students' perspective of students' responses /opinion on the impact of social media on enrichment of skills **(0.000),** language skill enhancement through social media (**0.004**), and their awareness about the difference between formal and informal writing skill (**0.016**) in the student responses in various disciplines of their **academic programme**

So, the hypothesis stand rejected as 'P' value of Chi- square was <0.05 in one criterion aspect for mother tongue and one criterion for medium of instruction and three aspects in academic programme where significant result was observed. Accordingly, the null hypothesis(H_0) was rejected and alternative hypothesis (H_1) was accepted.

The H_0 regarding the **gender** and students' responses or opinions regarding five aspects of their social media texting perspective was accepted as the Chi square value was >.0.05 in all the five aspects. So null hypothesis was accepted and alternate hypothesis (H_1) was rejected in this regard.

The results confirmed that there is association in all the four variables and the responses of students on various aspects of skill enhancement. So, the null hypotheses are rejected and alternative Hypotheses is accepted

Objective 5: To know the teachers' opinion on their student's usage of social media and its impact in their language learning.

Ho: - There is no association between English teachers' opinions/responses on selected aspects of their students' social media networking texting phenomenon in variables such as gender, qualification, faculty and teaching experience factors of teachers.

H_1: - There is association between English teachers' opinion/response on selected aspects of their students' social media networking texting phenomenon in variables such as gender, qualification, faculty and teaching experience factors of teachers.

From the results of the Chi -square, it was found that there is significant association between English teachers' responses regarding bench marking aspects in assessment (**0.017**), Students ignore the general principles of writing (**0.021**), Students' awareness on Difference between social media texting and formal academic writings (**0.007**) and Skill enhancement through social media (**0.028**) in **gender aspect**.

Further, insignificant association is found in their responses regarding social media networking in **qualification, faculty** and **teaching experience** wise aspects. So, the hypothesis stand rejected as 'P' value of Chi- square was <0.05 in four criterion for gender. where significant result was observed. Accordingly, the null hypothesis(H_0) was rejected and alternative hypothesis (H_1) was accepted.

General teachers' perspective of students' social media networking and its impact on various aspects of language learning.

Ho: - There is no association between general teachers' responses/ opinions on selected aspects of their students' social media texting phenomenon and various demographic aspects of teacher variables such as gender, qualification, faculty and teaching experience factors.

H_1: There is association between the English teachers' responses/ opinions on selected aspects of their students' social media texting phenomenon and various demographic aspects of teacher variables such as gender, qualification, faculty and teaching experience factors.

From the results of the Chi -square it was found that there is significant association between the teachers' responses regarding effective teaching through social media (**0.035**) in **qualification aspects.**

It was found that there is significant association between the teachers' responses regarding consideration of informal communication in education (**0.008**) in **faculty aspects.**

Further, significant association is found in their responses regarding **five** aspects social media texting in social media as an effective tool for skill enhancement (**0.004**), influence on language proficiency (**0.012**), exposure to know better English (**0.004**), confidence building (**0.004**) and facilitating online teaching (**0.006**) in teaching experience.

Further, insignificant association is found in their responses regarding social media texting in gender   aspect. The H_0 regarding the gender and teachers' responses or opinions regarding all aspects of their students' social media texting perspective was accepted as the Chi square value was >.0.05 in all the nine aspects. So null hypothesis was accepted and alternative hypothesis (H_1) was rejected in this regard.

So, the hypothesis stand rejected as 'P' value of Chi- square was <0.05 in one criterion for qualification, one criterion in faculty and five criteria for teaching experience. where significant result was observed. Accordingly, the null hypothesis(H_0) was rejected and alternative hypothesis (H_1) was accepted.

5.6 Suggestions

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. They help the learner gain independence, comprehensibility, fluency and creativity in writing. So, to be efficient in writing, the learner   should   have at least three important subskills. First of all, he should have the ability   to manipulate the script of the language, hand writing if written in physical form, spelling and punctuation. Secondly, he should have adequate knowledge about the grammatical aspects. Thirdly, organizing the message in expository language. So, writing is a highly personal accomplishment. Some may develop excellent talents while some others of the same back ground fail to develop minimal efficiency in this regard. This written communicative efficiency can only be achieved by consistent efforts of learning and practicing the fundamental aspects of written communication. These specialized skills can be enhanced only through proper planning, mental preparation and through revision. English language is the language of the choice and it is the most likely to be understood by the majority in today's scenario. There is need to make the students realize the emphasis of on English language proficiency which the demand of the day.

English language teaching is a field of theory and practices. English courses in our colleges and universities are literature oriented. Today, we need functional knowledge-oriented language courses to enable our students for various language requirements in their professional life. But today, both the students and teachers have become examination oriented. As a result of this, in spite of securing passing mark, most of the students couldn't develop that basic level of communicative abilities in English and they are unaware about the difference between formal communication and informal communication. They casually adopt the same their social media free style even in their formal communication. They do not know about the bench marking aspects in writing sentences in English and as a result of this ignorance they are badly hit in their academic performance in English subject.

As a result of their poor expressive abilities, they fail to secure a safer career in this competitive world. Writing a good composition is an art like talent. As it is rightly said an artist's heart is his head. In the same way one has to realize the purpose of one's writing. In order to draft an essay on any topic first he should have a clear concept of it. Further, he should be in a position to express his views in an organized way. He should have that flair or the language to organize his ideas coherently in flawless English. He should have accuracy, command over the language, knowledge of proper marks of punctuation and capitalization. In order to create such a language learning environment, all the significant components i.e., the teacher, the learner, the syllabus and the class-room environment should be in tune. If there is any lacuna in any of these four components, the language learning output cannot be satisfactory. So, the researcher after identifying certain flaws in the English language teaching-learning scenario would like to recommend the following mentioned remedial measures for improvising the situation.

5.6.1 The Teachers:

➢ Teacher should guide the students by providing the list of those social media portals which enable their students to improve their academic activities and improve their performance.

➢ First of all, the teacher should make the student realize the fundamental difference between their personal texting and formal writing in academics.

- The teacher should take care that the emphasis should be there on all the four language skills.

- The teacher should develop personal interaction with the students to motivate them to learn to communicate in standard English is need of the hour.

- The teacher should properly guide the students about the useful social media portals which facilitate their language learning environment. They should ensure that they use social media as an effective tool to improve their performance in communicative abilities and academic performance.

- The teacher should make use of the latest available teaching aids with the help of ICT tools and educate the students about certain applications which enhance their language learning output.

- As pointed out by many researchers, over utilization of these social media portals may definitely have its adverse effect on their academic performance, all the students should be directed to manage their study time and to prevent distraction from the social media. More attention should be given to academics.

5.6.2 The System:

- Language being a skill subject cannot be taught demonstratively in massive class rooms. So, the strength in each class should be optimal. Then the teacher can give immediate feedback while observing their texting trends.

- The teaching-learning evaluation process should include all the four language skills. At the same time considering the weightage of writing skill in English subject at higher level in the current scenario, all the students should be made to realize the need for developing proper written communicative skills.

- The physical infrastructural capacities should be upgraded.

- The curriculum should be strategically planned with special emphasis on practical elements of teaching and learning.

5.6.3 The Learner:

➢ Should be informed about the influence of social media on their academic performance. He should be educated on the influence of social media on their academic performance.

➢ Should be monitored by teachers and parents on how they can gain from these social media portals. So, they should have proper knowledge about both positive and negative influences of their social media texting

➢ Should develop that ability to balance between their formal and informal social media communication.

➢ should create a balance between his chitchatting and academic activities.

➢ should realize the value of communication skill in professional and personal development.

➢ should be exposed to more authentic qualitative English vocabulary

➢ should be encouraged to develop habit of using language for various purposes.

➢ should focus on practical acquisition of knowledge rather than theoretical learning.

➢ should avoid stereo-typed practices and learn to create his own strategy of presentation.

➢ should be encouraged to read books and journals to enhance level of vocabulary.

➢ should develop aptitude for learning any language

5.6.4 The Institutional Management

Should create a committee to monitor and control the excessive use and abuse of social media portals in the college campus.

➢ Should create general awareness about using social media as an e-learning tool

➢ Should direct the students how these portals can be used for getting educational materials for students' assignments and project works.

- ➢ Social media portals can be a relevant platform to promote interaction between the students and their teachers. Timely feedback on the texting trend may generate an awareness among youngsters.
- ➢ The students should be encouraged to publish their articles on these portals to improve their communication skills and writing skills.

5.7 Suggestions for further Studies

- ➢ The present study opens for a good number of research studies to be carried out in the same area in future. There is a scope to include other relevant variables which could not be covered in the present study.
- ➢ Further it can study attitudinal aspects of students of various disciplines at various levels with special focus on the impact of social media on their academic performance.
- ➢ This study can be a base for further research studies on social media as an effective tool for enhancing communication skills
- ➢ Similar research studies can be conducted in other states so as to bring about improvement in the academic performance of students through the use of social media networks and to create more pages for research and academic activities, thereby avoiding distraction which leads to deviation from their academic works.
- ➢ Further studies can be conducted separately on the impact of social media on LSRW skills.
- ➢ Separate discipline wise studies can be conducted to study the impact of social media on their subject in different disciplines.

5.8 Conclusion

The results of the study showed that though social media has some positive aspects, it will have its adverse effects on students' academic performance. As a result of their exposure to new words and slang, which are not acceptable in English as per the academic bench marking written communication the students' academic scores may be negatively influenced.

The researcher believes that if the students are capable of judging their social media activities with accountability, the same social media can provide many avenues to

polish their communicative competence. They can learn many things through collaborative learning.

They can form online groups to plan a project, to have group discussion on a shared content, or to establish healthy networking relation amongst teachers, students or peer groups.

If the students are informed about how they can maximize the benefits of social media, it can be very supportive and helpful in facilitating the educational communication through social media.

To conclude, today, information technology provides teachers many options of multimedia, software, applications and devices to create learner friendly environment in the class room to motivate learners. So, it has become inseparable part of 21st century education. If some youngsters misuse or over utilize the social media apps freely and get habituated to repeat the same substandard language in their academics, it is necessary to make them realize about the formal written communication and informal texting with social groups. We all know grammar seems to be the most complex segment for many second language learners. We can not blame social media for their inadequate knowledge. It is the drawback of our system which focuses on theoretical acquisition of knowledge rather than practical dimension of teaching. English, being a skill subject should be taught in a demonstrative way. This social media could, to some extent driven away the fear and hesitation from the current day learners, they are exposed to not just substandard words in English but to see the world from a different perspective. So, if consider this social media as an obstacle, we become apathetic to the career prospects of the human resources of our Young India. We need to guide the young generation by generating the awareness about positive and negative impacts of this platform on their progressive career. It is an excellent platform which elevates their personality and enables them to withstand increasing levels of competition confidently.

List of Tables

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Chapter 7 Tools

∅ **Students Questionnaire**

∅ **English Teachers Questionnaire**

∅ **All Teachers Questionnaire**

7.1 Students Questionnaire

Questionnaire for Students'

Dear student,

As a part my ICSSR sanctioned Major Research Project work, entitled "A Study of the impact of social media on students writing skill in English language at the undergraduate level", I have prepared a questionnaire to know your view on this subject. I request you to kindly go through each item and give your response. Your responses will be kept confidential and will be used exclusively for this research.

Thank you
Awaiting your prompt responses,
Project Director
Dr. A.V Bharathi

Instruction: Please put a tick mark against each appropriate option

પ્રિય વિદ્યાર્થી,
ICSSR સાગત-એ મને મંજૂર સંયુક્ત મુખ્ય સંશોધન પ્રોજેક્ટ અંતર્ગત, "સ્નાતક કક્ષાએ વિદ્યાર્થીઓના અંગ્રેજી લેખન કૌશલ્ય પર સોશિયલ મીડિયાની અસરોનો અભ્યાસ" માટે તમારો મત જાણવા માટે પ્રશ્નાવલી તૈયાર કરી છે. હું તમને વિનંતી કરું છું કૃપા કરીને દરેક પ્રશ્નમાંથી પસાર થવું અને તમારો પ્રતિભાવ આપવો. તમારા પ્રતિભાવો ગુપ્ત રાખવામાં આવશે અને તેનો ઉપયોગ ફક્ત આ સંશોધન માટે જ કરવામાં આવશે.

પ્રતિભાવો આપવા બદલ આપનો આભાર
પ્રોજેક્ટ ડાયરેક્ટર
ડૉ.એ.વી. ભારતી

સૂચના: કૃપા કરીને દરેક યોગ્ય વિકલ્પ સામે ટિક માર્ક કરવું

प्रिय विद्यार्थी,
आई.सी.एस.एस.आर. के भाग रूप में प्रमुख शोध परियोजना कार्य को मंजूरी मिली है, जिसका शीर्षक 'स्नातक स्तर पर अंग्रेजी भाषा में छात्रों के लेखन कौशल पर सोशल मीडिया के प्रभाव का अध्ययन' है, मैंने इस विषय पर आपके विचार जानने के लिए एक प्रश्नावली तैयार की है। मैं आपसे अनुरोध करती हूं कृपया प्रत्येक आइटम का अध्ययन करें और अपनी प्रतिक्रिया दें। आपकी प्रतिक्रियाओं को गोपनीय रखा जाएगा और इस शोध के लिए विशेष रूप से उपयोग किया जाएगा।

शुक्रिया
आपकी प्रतिक्रियाओं की प्रतीक्षा में,
प्रोजेक्ट निदेशक
डॉ. ए.वी भारती

निर्देश: कृपया प्रत्येक उपयुक्त विकल्प के सामने सही का निशान लगाएं

*Required

1. Name of the student *

   _____

2. Gender *

   Mark only one oval.

   ◯ Female   ◯ Male

3. Age ઉંમર *

   _____

4. Mother Tongue માતૃભાષા *

   Mark only one oval.

   ◯ Gujarati -ગુજરાતી
   ◯ Hindi હિન્દી
   ◯ Others ,If any અન્ય

5. Name of the College કૉલેજનું નામ *

   Mark only one oval.

   ◯ DL LAW COLLEGE, BHUJ
   ◯ HR GAJWANI COLLEGE OF EDUCATION, ADIPUR
   ◯ JB THACKER COMMERCE COLLEGE, BHUJ
   ◯ LALAN COLLEGE, BHUJ
   ◯ MAA ASHAPURA B.Ed. COLLEGE, BHUJ
   ◯ MUKTA JEEVAN SWAMI BAPA COLLEGE, BHUJ
   ◯ RD ARTS AND COMMERECE COLLEGE, MUNDRA
   ◯ TOLANI COMMERCE COLLEGE, ADIPUR
   ◯ TOLANI COLLEGE OF ARTS AND SCIENCE, ADIPUR
   ◯ TOLANI INSTITUTE OF LAW, ADIPUR
   ◯ SANSKAR INSTITUTE
   ◯ DNV COLLEGE

6. Programme pursuing કોર્સનું નામ *

   Mark only one oval.

   ◯ B.A.
   ◯ B.Com.
   ◯ B.Sc.
   ◯ B.Law.
   ◯ B.Ed.
   ◯ BBA
   ◯ BCA

7. Semester સેમેસ્ટર *

   Mark only one oval.

   ◯ 3
   ◯ 4
   ◯ 5
   ◯ 6

8. Medium of instruction વર્ગ શિક્ષણ ભાષા *

   Mark only one oval.

   ◯ Hindi હિન્દી
   ◯ English અંગ્રેજી
   ◯ Gujarati -ગુજરાતી

9. Contact number ફોન નંબર *

   _____

10. E-mail ID *

    _____

Share Your Views તમારો અભિપ્રાય જણાવો

11. Do you frequently use social media portals to communicate with your friends/family? શું તમે તમારા મિત્રો/ પરિવાર સાથે વાતચીત કરવા માટે વારંવાર સોશિયલ મીડિયા પોર્ટલનો ઉપયોગ કરો છો? *
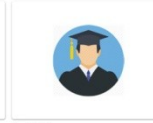
    Mark only one oval.

    ◯ Yes
    ◯ No

12. Which social media portals do you frequently use? તમે કયા સોશિયલ મીડિયા પોર્ટલનો વારંવાર ઉપયોગ કરો છો?

    Tick all that apply.

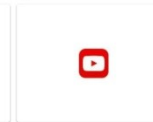
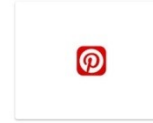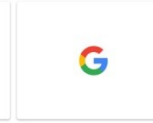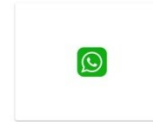   ☐ Facebook   ☐ Instagram

    ☐ Twitter   ☐ YouTube

    ☐ Pinterest   ☐ Google
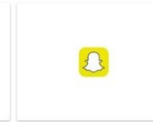
    ☐ WhatsApp   ☐ Snapchat
    Other: ☐ _____

13. Select Yes or No for the following questions: નીચેના પ્રશ્નો માટે હા અથવા ના પસંદ કરો: *

Mark only one oval per row.

	YES	NO
Do you believe that social media network enhances your communicative ability in English language? શું તમે માનો છો કે સોશિયલ મીડિયા નેટવર્ક અંગ્રેજી ભાષામાં તમારી વાતચીત કરવાની ક્ષમતાને વધારે છે?	○	○
Do you check grammatical aspects while texting on social media? શું તમે સોશિયલ મીડિયા પર ટેક્સ્ટ કરતી વખતે વ્યાકરણના પાસાઓ તપાસો છો?	○	○
Do you carefully use words and frame sentences correctly while chatting? શું તમે ચેટ કરતી વખતે શબ્દો અને વાક્ય રચનાનો સાવધાનીપૂર્વક ઉપયોગ કરો છો?	○	○
Do you spell-check while texting on social media? શું તમે સોશિયલ મીડિયા પર ટેક્સ્ટ કરતી વખતે જોડણી-તપાસ કરો છો?	○	○
Do you use acronyms in social media texting? શું તમે સોશિયલ મીડિયા ટેક્સ્ટિંગમાં ટૂંકા અક્ષરોનો ઉપયોગ કરો છો?	○	○
While texting, do you keep in mind the rules and regulations of mechanics of writing skills in English language? શું તમે અંગ્રેજી ભાષાના લેખન કૌશલ્યના નિયમોને ધ્યાનમાં રાખીને ટેક્સ્ટ સંદેશ મોકલો છો?	○	○

14. Do you use any of these acronyms and short forms mentioned below while communicating through Social media? Put tick mark against each of them that you use. | શું તમે સોશિયલ મીડિયા દ્વારા સંદેશાવ્યવહાર કરતી વખતે નીચે જણાવેલ આમાંથી કોઈપણ ટૂંકાક્ષરો અને ટૂંકા સ્વરૂપોનો ઉપયોગ કરો છો? તમે ઉપયોગ કરો છો તે દરેક સામે ટિક માર્ક મૂકો. *

Tick all that apply.

- ☐ GM for Goodmorning
- ☐ UR for Your
- ☐ Ttyl for Talk to you later
- ☐ Bcoz for Because
- ☐ B4 for Before
- ☐ OMG forOh My God
- ☐ Tysm for Thankyou so much
- ☐ Lol for Laughing out loud
- ☐ BTW for By the way
- ☐ D for the
- ☐ U for You
- ☐ Y for Why
- ☐ Msg for Message
- ☐ 4ever for Forever
- ☐ ASAP for As soon as possible
- ☐ HBD for Happy Birthday
- ☐ GR8 for Great
- ☐ AAMOF for As a matter of fact
- ☐ DIY for Do it yourself
- Other: ☐

15. *

Mark only one oval per row.

	YES	NO
Do you think that there is relation between your social media texting skill and your formal academic writing skills? શું તમને લાગે છે કે તમારી સોશિયલ મીડિયા ટેક્સ્ટિંગની કુશળતા અને તમારી શૈક્ષણિક લેખન કુશળતા વચ્ચે સંબંધ છે?	○	○
Do your teachers use any social media portal to teach you? શું તમારા શિક્ષકો તમને શીખવવા માટે કોઈપણ સોશિયલ મીડિયા પોર્ટલનો ઉપયોગ કરે છે?	○	○
Do you use social media for educational purposes? શું તમે શૈક્ષણિક હેતુઓ માટે સોશિયલ મીડિયાનો ઉપયોગ કરો છો?	○	○
Do you opine that social media platforms help you to communicate quickly, effectively and efficiently? શું તમે માનો છો કે સોશિયલ મીડિયા પ્લેટફોર્મ તમને ઝડપથી, કાર્યક્ષમ અને અસરકારક રીતે વાતચીત કરવામાં મદદ કરે છે?	○	○

16. What is the impact of short forms/ acronyms on your spelling? ટૂંકાક્ષરોની તમારી જોડણી પર કેવી અસર છે? *

Mark only one oval.

- ○ Positive સકારાત્મક
- ○ Negative નકારાત્મક
- ○ Neutral તટસ્થ
- ○ Indifferent કોઈ અસર નથી

17. Do you agree that social media texting affects your academic performance? શું તમે સંમત છો કે સોશિયલ મીડિયા ટેક્સ્ટિંગ તમારા શૈક્ષણિક પ્રદર્શનને અસર કરે છે? *

Mark only one oval.

- ○ Strongly disagree સંપૂર્ણ અસહમત
- ○ Disagree અસહમત
- ○ Neutral તટસ્થ
- ○ Agree સહમત
- ○ Strongly agree સંપૂર્ણ સહમત

18. Do you think that you have enriched your vocabulary levels due to regular social media texting? શું તમને લાગે છે કે નિયમિત સોશિયલ મીડિયા ટેક્સ્ટિંગને કારણે તમે તમારા શબ્દકોશના સ્તરને સમૃદ્ધ બનાવ્યું છે? *

Mark only one oval.

- ○ Yes
- ○ No

19. Does social media texting influence the following areas of your writing efficiency in examinations? શું સોશિયલ મીડિયા ટેક્સ્ટિંગ પરીક્ષામાં તમારી લેખન કાર્યક્ષમતાના નીચેના ક્ષેત્રોને પ્રભાવિત કરે છે? *

Tick all that apply.

- ☐ Report Writing અહેવાલ લેખન
- ☐ Letter Writing પત્ર લેખન
- ☐ Dialogue Writing સંવાદ લેખન
- ☐ Essay Writing નિબંધ લેખન
- Other: ☐

20. *

Mark only one oval per row.

	Yes	No
Do you believe that short forms can alter conventional way of writing? શું તમે માનો છો કે ટૂંકા અક્ષરો લખવાની રીતે પરંપરાગત રીતને બદલી શકે છે?	○	○
Do you feel that social media texting adopts non standard and contracted forms of English words? શું તમને લાગે છે કે સોશિયલ મીડિયા ટેક્સ્ટિંગ અંગ્રેજી શબ્દોના બિન -પ્રમાણભૂત અને સંકુચિત સ્વરૂપો અપનાવે છે?	○	○
Do you feel that you can improve your language skills by using social media portals? શું તમને લાગે છે કે તમે સોશિયલ મીડિયા પોર્ટલનો ઉપયોગ કરીને તમારી ભાષા કુશળતા સુધારી શકો છો?	○	○
Do you know that social media texting is purely personal and is totally different from your formal writing skill? શું તમે જાણો છો કે સોશિયલ મીડિયા ટેક્સ્ટિંગ સંપૂર્ણપણે વ્યક્તિગત છે અને તમારી શૈક્ષણિક લેખન કુશળતાથી તદ્ન અલગ છે?	○	○

21. Which type of mistakes do you generally commit while writing? સામાન્ય રીતે લખતી વખતે તમે કઈ પ્રકારની ભૂલો કરો છો? *

Tick all that apply.

- ☐ Use of inappropriate punctuation અયોગ્ય વિરામચિહ્નોનો ઉપયોગ
- ☐ Use of improper capitalization નાના મોટા અક્ષરોનું ધ્યાન રાખી છો
- ☐ Use of wrong spellings/words ખોટી જોડણી/શબ્દોનો ઉપયોગ
- ☐ Grammatical errors વ્યાકરણની ભૂલો
- ☐ Any other કોઈ અન્ય

22. Do you agree that the habit of social media texting is damaging the quality of academic writing skill? શું તમે સહમત છો કે સોશિયલ મીડિયા ટેક્સ્ટિંગની આદત શૈક્ષણિક લેખન કુશળતાની ગુણવત્તાને નુકસાન પહોંચાડે છે? *

Mark only one oval.

- ○ Strongly disagree સંપૂર્ણ અસહમત
- ○ Disagree અસહમત
- ○ Neutral તટસ્થ
- ○ Agree સહમત
- ○ Strongly agree સંપૂર્ણ સહમત

23. *

Mark only one oval per row.

	Yes	No
Do you think that acronyms interfering in formal academic writing lead in low achievement scores or grades? શું તમને લાગે છે કે ટૂંકાક્ષરો તમારા શૈક્ષણિક લેખન લખવામાં ધ્યાન કરે છે અને જે ઓછા માર્ક અથવા ગ્રેડ તરફ દોરી જાય છે?	◯	◯
Do you think that social media texting should be allowed in formal and academic writings? શું તમને લાગે છે કે સોશિયલ મીડિયા ટેક્સ્ટિંગને શૈક્ષણિક લખાણોમાં મંજૂરી હોવી જોઈએ?	◯	◯
Do you believe that social media texting develops vocabulary? શું તમે માનો છો કે સોશિયલ મીડિયા ટેક્સ્ટિંગ શબ્દભંડોળ વિકસાવે છે?	◯	◯
Do you feel that social media enhances English language proficiency? શું તમને લાગે છે કે સોશિયલ મીડિયા અંગ્રેજી ભાષાની નિપુણતા વધારે છે?	◯	◯
Do you know the difference between social media texting and formal academic writing? શું તમે સોશિયલ મીડિયા ટેક્સ્ટિંગ અને શૈક્ષણિક લેખન વચ્ચેનો તફાવત જાણો છો?	◯	◯

24. Where do you generally use the short forms, acronyms or internet slang? તમે સામાન્ય રીતે ટૂંકા સ્વરૂપો, ટૂંકાક્ષરો અથવા ઈન્ટરનેટ સ્લેંગનો ઉપયોગ ક્યાં કરો છો? *

Tick all that apply.

- ☐ Punctuation વિરામચિહ્ન
- ☐ Spelling જોડણી
- ☐ Capitalization
- ☐ Grammar વ્યાકરણ
- ☐ Vocabulary શબ્દભંડોળ
- ☐ Others, if any કોઈ અન્ય

7.2 English Teachers Questionnaire

Teachers' Questionnaire for Teachers of English

Dear Colleagues , As a part of my ICSSR sponsored major research project entitled 'A Study of the impact of Social Media Communication on students writing skills in English language at the undergraduate level' , I have prepared a questionnaire for those teachers who teach English at UG and PG levels. This study attempts to focus on identifying the impact of social media communication of the students on their academic writing. I request you all to go through these questions and give your responses. Your responses will enable me to find out appropriate conclusions for this research. I appreciate your positive response.
Thank you
Regards
Dr A.V.Bharathi

Instructions: 1 Please go through each item and put a tick mark(s) on the best option(s). There could be more than one option for some of the items.
2   If you feel that a particular response does not apply to your situation, please mention as NA(Not Applicable).   3   If you feel that the responses are inadequate, you may add your response.

kjayshakya@gmail.com (not shared) Switch account   Draft restored

* Required

Name *

Your answer

Age *

○ Below 30years
○ Between 31 and 40 years
○ Between 41 and 50 years
○ 50years and above

Gender *

○ Female
○ Male
○ Other:

Qualifications: *

○ Post Graduation
○ PG with M Phil
○ Doctorate Degree
○ Others if any

Faculty / Discipline *

○ Arts
○ Science
○ Commerce
○ Humanities
○ Others

Type of Service

○ Regular in a University
○ Regular in a College
○ Contractual service
○ Visiting Faculty
○ Other:

Teaching Experience

○ Below 10 years
○ between 11 and 20 years
○ between 21 and 30 years
○ 31 years and above

Which of the following papers/ subjects do you teach?

☐ English Literature
☐ General/Compulsory English
☐ Business Communication /Commercial Communication
☐ General Communication /Spoken English
☐ Linguistics
☐ Others

Email Id

Your answer

Contact Number

Your answer

Which particular skill/s do you regularly assess in examinations? *

○ Listening
○ Speaking
○ Reading
○ Writing

Do you keep in mind any bench marking parameters while assessing academic performance of the students? *

○ Yes
○ No

Do you feel the habit of frequent social media texting has an impact on the language skills in general and writing skills in particular? *

○ Yes
○ No

Do you believe that the habit of texting through social media enhances the vocabulary levels of the students? *

○ Yes
○ No

Do you think that the students freely use similar words as used in social media texting even in their examinations answer scripts? *

○ Yes
○ No

What do you think is the impact of social media on your students' writing skills? *

○ Positive
○ Negative
○ Neutral
○ Indifferent

Social media texting helps the students to communicate effectively and efficiently....Do you agree with this statement? *

○ Strongly Disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly Agree

Have you noticed social media type of writing in your students' formal writing? *

○ Yes
○ No

Do you feel that the beauty and sanctity of the English language is damaged as a result of the social media casual writing habit? *

○ Yes
○ No

Do you think that the interference of acronyms and short forms in the formal writing may reduce the achievement score of the students? *

○ Yes
○ No

Do you think that students casually text through social media ignoring ,the general principles of sentence construction? *

○ Yes
○ No

Do you think the habit of regular use of social media influences the students' examination writing performance skills in the following different areas? *

☐ Report writing
☐ Letter writing
☐ Dialogue writing
☐ Essay writing

Do you believe that short forms/acronyms can influence the conventional way of writing?[*

○ Yes
○ No

Do you opine that students' regular personal texting influences their linguistic abilities?[*

○ Yes
○ No

What sort of general mistakes do you frequently observe in your students ' formal written communication in English? *

☐ (a) Grammatical errors like tenses, moods, modals, degrees, speech
☐ (b) Errors in syntax and semantics
☐ (c) Use of incorrect spellings
☐ (d) Use of incorrect vocabulary and sentences
☐ (e) Wrong usage of articles and propositions
☐ (f) Use of short forms, acronyms, abbreviations and internet slang
☐ (g) Improper capitalization
☐ (h) Use of inappropriate punctuation

Do you ignore acronyms/short forms of words / web slang while evaluating the answer scripts of the students? *

○ Yes
○ No

Do you feel the habit of social media texting changes style of writing skills of the students? *

○ Yes
○ No

Do you agree that the regular use of short forms in social media texting reflects in formal writing? *

○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

In which of the following areas do you generally notice the reflection or influence of their social media texting? *

☐ Punctuation
☐ Spelling
☐ Capitalization
☐ Grammar
☐ Vocabulary
☐ Any other

Do you think that texting through social media is different from formal academic writing? *

○ Yes
○ No

Do you think that the use of short form style and internet slang is not acceptable in formal academic writing? *

○ Yes
○ No

Do you consider that short hand communication like use of 'u', 'ur', 'r', is a major problem with the students in academic writing? *

○ Yes
○ No

Do you opine that students' social texting habit is damaging the genuineness of the English language proficiency and is diluting the quality of their formal writing? *

○ Yes
○ No

Do you think that there is no harm if social media texting finds a place in formal or academic writing? *

○ Yes
○ No

Do you agree that social media texting should be allowed in formal / academic writings? *

○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

Do you believe that social media texting tends students' to adopt sub-standard form of English? *

○ Yes
○ No

Do you agree that social media texting declines the communicative standards of students? *

○ Strongly disagree
○ Disagree
○ Neutral
○ Agree
○ Strongly agree

Do you think that some of the students can't differentiate between social media texting and formal academic writings? *

○ Yes
○ No

Do your students use any of these acronyms in their academics?

☐ GM for Good morning
☐ Ur for Your
☐ Ttyl for Talk To you later
☐ Bcoz for Because
☐ B4 for Before
☐ OMG Oh My God
☐ Tysm for Thankyou so much
☐ Lol for Laughing out loud
☐ BTW for By the way
☐ D for The
☐ U for You
☐ Y for Why
☐ Msg for Message
☐ 4ever for Forever
☐ Asap for As soon as Possible
☐ HBD for Happy Birthday
☐ GR8 for Great
☐ AAMOF As a matter of fact
☐ DIY for Do it yourself

Submit   Clear form

7.3 All Teachers Questionnaire

All Teachers' Opinionnaire

Dear Sir/Madam,
Warm Greetings !
As a part of my ICSSR sanctioned major research project entitled " A study of the impact of Social media on students' writing skills" , I prepared this opinionnaire for the teachers at colleges and universities. I request you to spare few minutes and give your opinion by clicking at the appropriate link. Your responses are very valuable as they enable me to draw some authentic conclusions in this regard.
If you feel any of the options is missing you can add it.
Looking forward to receive your responses
Thanking you
Dr A.V.Bharathi
Associate Professor
Tolani Commerce College
Adipur
Gujarat
av.bhararhi@yahoo.com
*Required

1. Prefix *

   Mark only one oval.

   ◯ Dr.
   ◯ Prof.
   ◯ Mr.
   ◯ Mrs.
   ◯ Ms.

2. Name *

   _____

3. Designation *

   Mark only one oval.

   ◯ Principal
   ◯ Professor
   ◯ Associate Prof.
   ◯ Assistant Prof.
   ◯ Adhyapak Sahayak
   ◯ Others

4. Contact No *

   _____

5. E-mail ID *

   _____

6. Gender *

   Mark only one oval.

   ◯ Female
   ◯ Male
   ◯ Other

7. Qualifications *

   Mark only one oval.

   ◯ Post Graduation.
   ◯ PG with MPhil
   ◯ PhD
   ◯ Post Doctoral
   ◯ Others

8. Faculty *

   Mark only one oval.

   ◯ Arts
   ◯ Science
   ◯ Commerce and Management
   ◯ Social Sciences
   ◯ Medicine
   ◯ Law
   ◯ Engineering and Technology
   ◯ Other: _____

9. Name of the College /University *

   _____

10. Place of College/University *

    _____

11. Nature of Service *

    Mark only one oval.

    ◯ Fixed
    ◯ Contractual
    ◯ Temporary
    ◯ Visiting
    ◯ Others

12. Teaching Experience *

    Mark only one oval.

    ◯ Below 5 years
    ◯ Between 6 and 10 years
    ◯ Between 11 and 15 years
    ◯ Between 15 and 20 years
    ◯ Between 20 and 25 years
    ◯ More than 25 years

13. Do you use social media platforms for communication ? *

    Mark only one oval.

    ◯ Yes
    ◯ No
    ◯ Maybe

14. Do you communicate with your students through social media channels ? *

    Mark only one oval.

    ◯ Yes
    ◯ No

15. Did you observe that social media interaction is more in volume than physical classroom interaction? *

    Mark only one oval.

    ◯ Yes
    ◯ No
    ◯ Maybe

    Share your views

16. *

    Mark only one oval per row.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Do you agree that Social Media networking influences the students language proficiency?	◯	◯	◯	◯	◯
Student's communicating habit with their friends through Social Media affects their formal writing skill in English, Do you agree with the statement?	◯	◯	◯	◯	◯
Do you agree that as a result of the Social Media networking, the learners are exposed to know better English?	◯	◯	◯	◯	◯
As a result of this social network chatting habit, student may mix both formal and informal way of communication.	◯	◯	◯	◯	◯
There is need to adopt informal communication styles even in the educational communication.	◯	◯	◯	◯	◯
Communicating through social media drives away the learner's phobia of English as a foreign language.	◯	◯	◯	◯	◯
Social Media communication should be standardized as per the general norms.	◯	◯	◯	◯	◯

17. For what purpose do you regularly use social media network?

    Tick all that apply.

    ☐ Personal communication
    ☐ Professional communication
    ☐ Academic purpose
    ☐ Information sharing
    ☐ Chatting with students
    Other: ☐ _____

18. Do you think social media can be an effective tool to enhance learners communication skills? *

    Mark only one oval.

    ◯ Yes
    ◯ No
    ◯ Maybe

19. Do you think that social media network facilitates your teaching effectively?

    Mark only one oval.

    ◯ Yes
    ◯ No
    ◯ Can't say
    ◯ Other: _____

20. Social media communication ,if guided properly, can be an effective tool in the process of teaching and learning any subject.

    Mark only one oval.

    ◯ Yes
    ◯ No
    ◯ Maybe

21. During this Corona pandemic times, social media facilitated online teaching momentarily without any additional infrastructural support. *

    Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

22. Teaching through Social media has enabled many learners to chat independently in the interaction through chat. *

    Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

23. Teaching and learning through social media witnessed increase in the volume of interaction. *

    Mark only one oval.

	1	2	3	4	5	
Strongly Agree	◯	◯	◯	◯	◯	Strongly Disagree

UTILIZATION CERTIFICATE

This college has received **Rs. 25,000/-** By neft **010517258008** dtd. 18.04.2023 for expenditure under the NSS scheme for the projects.

During the F. Y. 2022-23 , the college has incurred the expenditure against the said Grant as following :

|	TYPE OF EXPENDITURE	AMOUNT RS.
1	NSS Camp exp.(Transportation charges TCC to Sanghad & Sanghad to TCC , Lodging boarding, stationery exp for camp {Dt. 06.02.2023 to 11.02.2023}	28,470.00
2	Scarfs (From Thacker Collection)	1,050.00
3	Snacks Exp dtd .10.12.2022 during POKSO Programme at college	3,000.00
4	NSS activity report for FY 21-22 (colour xerox)	312.00
4	Transportation charges Dtd .11.10.2022 for Patan tour (Three days state level NSS Day celebration organised by Hemchandracharya North Gujarat University at Patan) dt 22.9.22 to 24.9.22	2,900.00
5	Traditional day celebration by NSS students (6 days) (Stage decoration by SAI Mandap Service)	15,000.00
6	* Remuneration paid for NSS Accounts work from April 2022 to March 2023 (100 * 12)	1,200.00
7	* Remuneration paid for NSS Professor Incharge from Apr'2022 to March 2023 (400 * 12)	4,800.00
	TOTAL EXPENDITURE	**56,732.00**
Less :	Grant received from NSS for FY 2022-23	**(25,000.00)**
	NET AMOUNT RECEIVABLE FROM NSS GRANT	**31,732.00**

The above expenditure incurred for the prescribed project is strictly In accordance with the Guidelines and terms and conditions by the University for Utilization of the Grant and the entire expenditure is fully supported vouchers which are authorized and scrutinized by us.

Signed by the Officer In-Charge NSS Program Officer.

Principal's Sign with Seal

Date : 23/09/2023

Place : Gandhidham
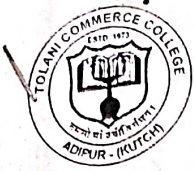
TOLANI COMMERCE COLLEGE

DR. MANISH PANDYA
PRINCIPAL

AFFILATED TO K.S.K.V. KACHCHH UNIVERSITY, BHUJ
NAAC Accredited 'B' Grade CGPA 2.80
VISIT : WWW.tcc.ac.in, E-mail : tcc@tolani.org

2019-20

UTILIZATION CERTIFICATE

This college has received **Rs. 22,000/-** By NEFT No. RBIPMUR209666978 dtd. **18/03/2020** from
for expenditure under the NSS scheme for the projects.

During the F. Y. 2019-20 , the college has incurred the expenditure against the said
Grant as following :

	TYPE OF EXPENDITURE	AMOUNT RS.
1	Travelling exp to and fro charges of students (Adipur to Rajkot and Rajkot to Adipur ticket for 2 days' residential programme at Ramkrishna Ashram at Rajkot)	6,591.00
2	Bank charges (Sms & folio)	814.20
3	Purchase of Jackets from Bhagyoday Prakashan against bill no. 431 dtd. 23.3.2020	8,977.00
4	* Remuneration paid for NSS Accounts work from April 2019 to March 2020 (100 * 12)	1,200.00
5	* Remuneration paid for NSS Professor Incharge from Apr'2019 to March 2020 (400 * 12)	4,800.00
	TOTAL EXPENDITURE	22,382.20
Less :	Excess Amount Borne by College	(382.20)
	NET AMOUNT	22,000.00

The above expenditure incurred for the prescribed project is strictly In accordance with the
Guidelines and terms and conditions by the University for Utilization of the Grant and the
entire expenditure is fully supported vouchers which are authorized and scrutinized by us.

Kaipesh Machhar

Signed by the Officer In-Charge NSS Program Officer.

For AMKS & CO.
Chartered Accountants

CA AAMIR KHAN
PARTNER
M.NO. 132088
FRN 128982 W

Principal's Sign with Seal
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

PRINCIPAL

Date : 16/09/2020
UDIN : 20132088AAAAKC9006
Place : Gandhidham

P. O. Box No. 27, Near Post Office, ADIPUR (Kachchh) - 370 205.
Phone : (02836) 260623 Fax : (02836) 263429, VISIT : WWW.tcc.ac.in, Email : tcc@tolani.org

TOLANI COMMERCE COLLEGE

AFFILATED TO K.S.K.V. KACHCHH UNIVERSITY, BHUJ
NAAC Accredited 'B' Grade CGPA 2.80

UTILIZATION CERTIFICATE

This college has received **Rs. 22,000/-** By NEFT No.SAA432045075 dtd. **19/02/2019** from for expenditure under the NSS scheme for the projects.

During the F. Y. 2018-19 , the college has incurred the expenditure against the said Grant as following :

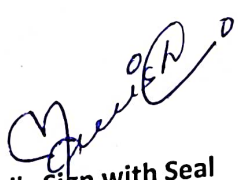|	TYPE OF EXPENDITURE	AMOUNT RS.
1	Refreshement expenses during one day Govardhan Parvat NSS camp for students	4,000.00
2	Tempo charges during Govardhan parbat one day camp	1,200.00
3	Bank charges (Sms & folio)	ASIU) → 684.00
4	Purchase of Jacket, cap, badge, enrollment pad, vogal nss, PO table plate, flag,banner, whistle etc from Bhagyoday Prakashan against bill no. 593 dtd. 31.3.2019	10,737.00
5	* Remuneration paid for NSS Accounts work from April 2018 to March 2019 (100 * 12)	1,200.00
6	* Remuneration paid for NSS activities From April 2018 to March 2019 (400 * 12)	4,800.00
	TOTAL EXPENDITURE	22,621.00
		(621.00)
Less :	Excess Amount Borne by College	
	NET AMOUNT	22,000.00
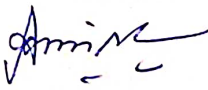
The above expenditure incurred for the prescribed project is strictly In accordance with the Guidelines and terms and conditions by the University for Utilization of the Grant and the entire expenditure is fully supported vouchers which are authorized and scrutinized by us.
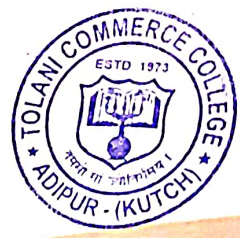
Signed by the Officer In-Charge NSS Program Officer.

For AMKS & CO.
Chartered Accountants

CA AAMIR KHAN
PARTNER
M.NO. 132088
FRN 128982 W

Principal's Sign with Seal
PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205.

Date : 27/04/2019

Place : Gandhidham

UTILIZATION CERTIFICATE

This college has received **Rs. 22,000/-** By NEFT No.RBIPMUR278302418 dtd. <u>06/04/2018</u> from KSKV Kachchh University - BHUJ for expenditure under the NSS scheme for the projects.

During the F. Y. 2017-18 , the college has incurred the expenditure against the said Grant as following :

	TYPE OF EXPENDITURE	AMOUNT RS.
1	Certificates for NSS students from Raksha Printers	2,100.00
2	NSS workshop at Prabhu Darshan dtd. 14/07/2017	3,860.00
3	Bank charges (Sms & folio)	1,048.00
4	Revolving chair purchase from Shiv Furniture Mall (3nos.)	8,100.00
5	Scarfs (From Thacker Collection)	1,000.00
6	Refreshement expenses during one day NSS camp for students	1,020.00
7	* Remuneration paid for NSS Accounts work from April 2017 to March 2018 (100 * 12)	1,200.00
	* Remuneration paid for NSS activities From April 2017 to March 2018 (400 * 12)	4,800.00
	TOTAL EXPENDITURE	23,128.00
		(1,128.00)
Less :	Excess Amount Borne by College	
	NET AMOUNT	22,000.00

The above expenditure incurred for the prescribed project is strictly In accordance with the Guidelines and terms and conditions by the University for Utilization of the Grant and the entire expenditure is fully supported vouchers which are authorized and scrutinized by us.
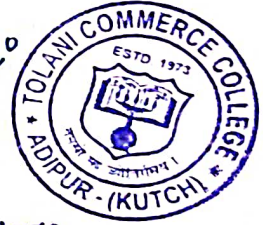
Signed by the Officer In-Charge NSS Program Officer.

For AMKS & CO.
Chartered Accountants

CA AAMIR KHAN
PARTNER
M.NO. 132088
FRN 128982 W

Principal's Sign with Seal
PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205.

Date : 01/06/2018

Place : Gandhidham

File No. 02/122/2019-20/MJ/RP

Audited Statement of Accounts

Major Research Project Entitled "A study of the impact of social media on Students' Writing Skills in English Language at the Undergraduate Level"

Expenditure Head	Percentage Allocation to total Budget of the Study	Actual Value as per the Study	Actual expenditure	Unspent Balance return to ICSSR
Full time Research Staff	45% 2,25000	210000	225000	
Part Time Assistant/Hiring Charges	15000	15000		
Field work cost Travel/Logistics/Lodging. Boarding etc Source Materials/Software/Data Base etc	35% 175000	175000	175000	
Office Equipment & Contingency	10%+5% 50000+25000	75000	86012	
Institutional Overheads	7.5% 37500	37.500		
Total		475000	486012	

Amount to be received 1,25,000 .

Registrar/Principal/Director
{Signature with Rubber Stamp}

PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

Project Director
{Signature with Rubber Stamp}
Dr. A. V. Bharathi
Project Director
ICSSR Major Research Project
File No. 02/121/2019_2020/MJ
Tolani Commerce College
Adupur-370205
Kachchh. Gujarat India

Certified by the C.A.
(Signature with Rubber Stamp)

CA AAMIR KHAN
M. No. 132088
F. R. No.: 128982W

Place : Gandhidham
Date : 29th April 2022
UDIN : 22132088ALA2NZ6786

AMKS & CO.
Gandhidham
Chartered Accountants

GENERAL FINANCIAL RULES 2017
Ministry of Finance
Department of Expenditure

GFR 12 – A
[(See Rule 238 (1)]

FORM OF UTILIZATION CERTIFICATE
FOR AUTONOMOUS BODIES OF THE GRANTEE ORGANIZATION

UTILIZATION CERTIFICATE FOR THE YEARS 2020(January)to April 2022 in respect
of recurring/non-recurring GRANTS-IN-AID/SALARIES/CREATION OF CAPITAL ASSETS

1. Name of the Scheme : **ICSSR Major Research Projects (0877)**
2. Whether recurring or non-recurring grants. : **Both**

3. Grants position at the beginning of the financial year

   (i) Cash in Hand/Bank Rs1000
   (ii) Unadjusted advances : NIL (Zero)

   (iii) Total:3,50,000

4. Details of grants received, expenditure incurred and closing balances: (Actuals)

Unspent Balances of Grants received years [figure as at Sl. No. 3 (iii)]	Interest Earned thereon	Interest deposited back to the Govern-ment	Grant received during the year			Total Available Funds (1+2-3+4)	Expenditure incurred	Closing Balances (5-6)
						5	6	7
1	2	3	4					
			Sanction No. (i)	Date (ii)	Amount (iii)			
NIL			02/121/2010-20/Mj/RP2019	13/12/2019	5,00,000	350,000	4,75,000	0

Component wise utilization of grants:

Grant-in-aid– General	Grant-in-aid– Salary	Grant-in-aid–creation of capital assets	Total
			475000
1,75,000+25000	2,25000	50,000	

Details of grants position at the end of the year
   (i) Cash in Hand/Bank 1000
   (ii) Unadjusted Advances Nil
   (iii) Total: Rs.4,75,000

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Certified that I have satisfied myself that the conditions on which grants were sanctioned have been duly fulfilled/are being fulfilled and that I have exercised following checks to see that the money has been actually utilized for the purpose for which it was sanctioned:

(i) The main accounts and other subsidiary accounts and registers (including assets registers) are maintained as prescribed in the relevant Act/Rules/Standing instructions (mention the Act/Rules) and have been duly audited by designated auditors. The figures depicted above tally with the audited figures mentioned in financial statements/accounts.

(ii) There exist internal controls for safeguarding public funds/assets, watching outcomes and achievements of physical targets against the financial inputs, ensuring quality in asset creation etc. & the periodic evaluation of internal controls is exercised to ensure their effectiveness.

(iii) To the best of our knowledge and belief, no transactions have been entered that are in violation of relevant Act/Rules/standing instructions and scheme guidelines.

(iv) The responsibilities among the key functionaries for execution of the scheme have been assigned in clear terms and are not general in nature.

(v) The benefits were extended to the intended beneficiaries and only such areas/districts were covered where the scheme was intended to operate.

(vi) The expenditure on various components of the scheme was in the proportions authorized as per the scheme guidelines and terms and conditions of the grants-in-aid.

(vii) It has been ensured that the physical and financial performance under................. (name of the scheme has been according to the requirements, as prescribed in the guidelines issued by Govt. of India and the performance/targets achieved statement for the year to which the utilization of the fund resulted in outcomes given at Annexure – I duly enclosed.

(viii) The utilization of the fund resulted in outcomes given at Annexure – II duly enclosed (to be formulated by the Ministry/Department concerned as per their requirements/specifications.)

(ix) Details of various schemes executed by the agency through grants-in-aid received from the same Ministry or from other Ministries is enclosed at Annexure-II (to be formulated by the Ministry/Department concerned as per their requirements/specifications.

Date:

Place:

Signature

Name......Harsha Motwani

Chief Finance Officer

(Head of the Finance)

(Strike out inapplicable terms)

Signature

Name: Dr Manish Pandya

Head of the Organisation

PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205
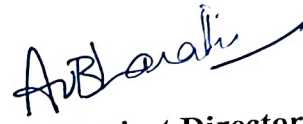
Dr. A. V. Bharathi
Project Director
ICSSR Major Research Project
File No. 02/121/2019_2020/MJRP
Tolani Commerce College
Adupur-370205
Kachchh. Gujarat India

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ASSETS CERTIFICATE

It is certified that the following mentioned equipment purchased by Dr AVBharathi for her ICSSR major research project have been handed over to the college:

Sr. No.	Items
1	HP Laptop (GEM Invoice No924573dated 7th October 2020)
2	Canon Printer (Bill No198 dated 27th December,2021.)
3	34 Books (Invoice No 121865 dated 28th January 2022 & Invoice No 121869 dated 30th January,2022.)

Signature of the Principal

PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

Signature of the Project Director

Dr. A. V. Bharathi
Project Director
ICSSR Major Research Project
File No. 02/121/2019_2020/M
Tolani Commerce College
Adupur-370205
Kachchh. Gujarat India

Certificate for availing final instalment

Name of RUSA Component: - RUSA 2.0 Component No.9 Infrastructure Grants to Colleges

Name of Institution: **Tolani Commerce College, Adipur**

I.   Certified that the following equipment/ items have been purchased with RUSA Grants (Central and State) after following the financial rules and extant orders and necessary inventories in stock register have been made, kept at **Tolani Commerce College, Adipur;** and that they are in full working condition.

Sr. No.	Items	Expenditure incurred (in Rs.)	Remarks (Specification, etc.)
1.	Desktop Computer Acer Intel Core i5 8500	9,08,880	GEMC-511687744272551
2.	Desktop Computer Acer Intel Core i5 8500	90,888	GEMC-511687716327770
3.	Multi Station Gym	4,33,800	GIMC-8804958
4.	Aerofit 4hp Treadmills model-AF-15	2,84,000	GIMC-511687711334643
5.	Twister Gym Equipment	30,398	GEM-8030606
	Total	**17,47,966**	

II.   Certified that the Measurement Book (MB) pertaining to construction works has been recorded by the designated & competent authority. All accounts of these activities are being maintained in the accounting formats prescribed under the financial rules and extant orders of the State.

III.   Certified that the physical inspection of these works undertaken from RUSA Grants has been carried out by the officials of the Higher Education Department and found to be satisfactory.

Round Seal of Institutes

Name and Signature of Principal

PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

I. Rupmh
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PRINCIPAL
Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

Physical Report of Inspection of works under Rashtriya Uchchatar Shiksha Abhiyan

A. Details of the Members of Committee constituted for Inspection

S.No.	Name	Designation
1	Dr. R. U. Purohit	Principal, Shree D. K. V. Arts & Science College, Jamnagar
2	Shri R. I. Patel	Technical Expert Engineer (Civil)
3	Shri Bharat Patel	Technical Expert Engineer (Electrical)
4	Shri Keval Makwana	Consultant, State Nodal Office, RUSA (Civil)

B. Details of Inspection

1. Institute Visited: **Tolani Commerce College, Adipur**
2. Date of Inspection: 24/08/2023, THURSDAY
3. Meeting with Project Monitoring Unit of the Institution
a. (Details of composition of PMU, salient points of discussion and its outcome)

Sr. No.	Name	Designation
1.	Dr. Manish K. Pandya	Principal, Tolani Commerce College, Adipur
2.	Dr.Jagdish R. Raiyani	RUSA Coordinator, Tolani Commerce College, Adipur
3.	Shri Harsha Motwani	Account Officer, Tolani Commerce College, Adipur
4.	Er. K. L. Bhavnani	Engineer, Tolani Commerce College, Adipur

4. Details of fund released to institutions

Component Sanctioned	Total Amount Sanctioned for XII Plan (inRs.)	Central Share Released (inRs.)	State Share Released (inRs.)	Total fund released (inRs.)	Date
RUSA 2.0 Component No.9 Infrastructure Grants to Colleges	2,00,00,000/-	60,00,000/-	40,00,000/-	1,00,00,000/-	17/06/2019
		30,00,000/-	20,00,000/-	50,00,000/-	29/07/2021
Total		90,00,000/-	60,00,000/-	1,50,00,000/-	

5. Whether the Institution is registered with PFMS? (Yes/No)

   Yes

6. Details of Bank A/c of Institution:

   Bank: HDFC BANK

   Branch: ADIPUR

   A/C No. : SAVINGS: 50100514652544

   HOLDINGS:

   IFSC Code: HDFC0001276

7. Attach duly filled in format of Physical and Financial Progress

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Financial Progress (Year Wise)

Sr No.	Financial Year	Released Central/State (In. Rs.)	Total Amount Utilised (In. Rs.)
1	2018-19	0.00	0.00
2	2019-20	1,00,00,000/-	19,74,768.00
3	2020-21	0.00	80,24,456.00
4	2021-22	50,00,000/-	50,00,776.00
5	2022-23	0.00	0.00
	Total	1,50,00,000/-	1,50,00,000.00

Physical Progress

New Construction, Amount: Utilized Amount - Rs. 70,73,295/-

Type	Name of Work/Nature as per DPR	Stage of work 1. Site Selection/Land Allotment 2. Foundation Stage 3. Plinth Stage 4. Lintel Stage 5. Roof Stage 6. Flooring and Finishing	Deadline to Finish Work Date (DD/MM/YYYY)	Remarks
New Construction Work	Toilets (Separate for Boys and Girls)	Finished	28/02/2022	--
	Classrooms (Including Technological Enabled Classroom)	Finished	28/02/2022	--
	Common Room for Students	Finished	28/02/2022	--
	Table and chair	Pending	31/03/2024	--

Up-gradation/ Renovation Amount: Utilized Amount - Rs. 61,78,739/-

Type	Name of Work/Nature as per DPR	Stage of work 1. Less than 25% 2. 25% - 50% 3. 50% - 75% 4. 75% - 100% 5. 100%	Deadline to Finish Work Date (DD/MM/YYYY)	Remarks
Up-gradation/ Renovation Work	Administrative Building	100%	31/03/2023	-
	Campus Development	100%	31/03/2023	-
	Toilets	100%	31/03/2023	-
	Library	100%	31/03/2023	-
	Class rooms	100%	31/03/2023	-
	Computer Centre, Principal Room and Staff Room	100%	31/03/2023	-

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New Equipment Amount: Utilized Amount – Rs. 17,47,966/-

Type	Name of Item as per DPR (List of Equipment Procured So Far)	Stage of work 1. Tender Stage 2. Bid Evaluation Stage 3. Order Stage 4. Delivered	Deadline to Finish Work Date (DD/MM/YYYY)	Remarks
New Equipment	Desktop Computer Acer Intel Core i5 8500	Delivered	28/01/2020	-
	Desktop Computer Acer Intel Core i5 8500	Delivered	08/10/2020	-
	Multi Station Gym	Delivered	08/10/2020	-
	Aerofit 4hp Treadmills	Delivered	26/11/2020	-
	Gym equipment	Pending	31/03/2024	-

8. Whether Signboard regarding RUSA assistance with the required details has been put up at the institute? Yes

9. Whether the Institution has geo tagged photos of its physical progress on Bhuvan RUSA Portal? Yes

C. Outcomes of Inspection

- All the equipment's and facilities are in good condition and in use
- The renovation work has been verified including civil and electric work and the work is satisfactorily completed as per DPR & RUSA guidelines
- All expenses by the institution are as per existing purchase policy of Government, DPR and RUSA guidelines
- The visible RUSA tag/stickers shown in relevant places
- The committee is satisfied with the expenditure done by institution and is of opinion that this institution is eligible for final instalment

Name and Signature Committee constituted for Inspection

S.No.	Name	Designation	Signature
1	Dr. R. U. Purohit	Principal, Shree D. K. V. Arts & Science College, Jamnagar	
2	Shri R. I. Patel	Technical Expert Engineer (Civil)	
3	Shri Bharat Patel	Technical Expert Engineer (Electrical)	
4	Shri Keval Makwana	Consultant, State Nodal Office, RUSA (Civil)	

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TOLANI COMMERCE COLLEGE, ADIPUR
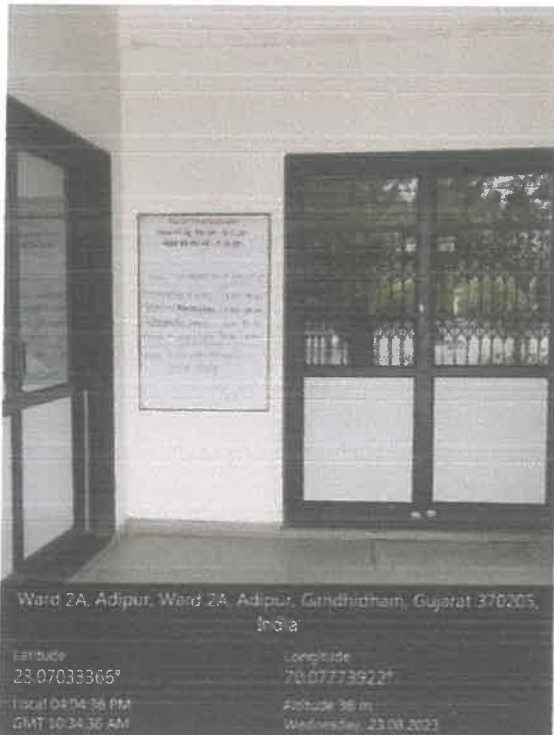## RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (NEW CONSTRUCTION)
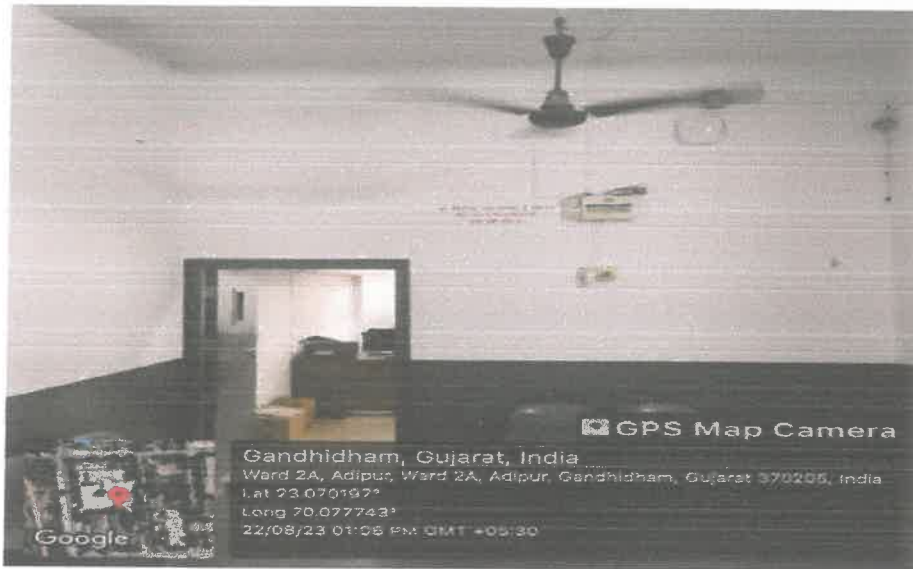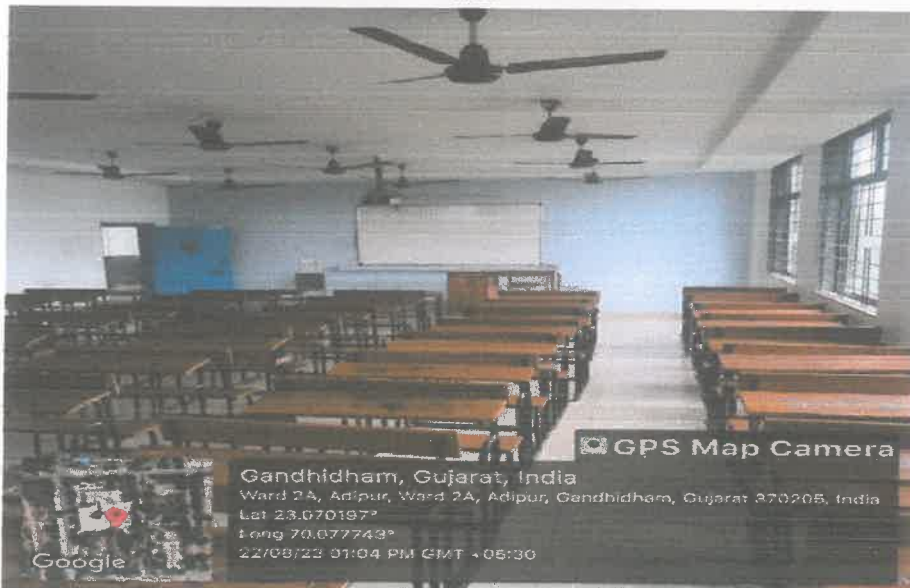

New Construction

New Construction

New Construction

New Construction

PRINC**I**PAL
Tolani Commerce College
ADIPUR - KUTCH
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TOLANI COMMERCE COLLEGE, ADIPUR
RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (NEW CONSTRUCTION)

New Construction

New Construction

PRINCIPAL
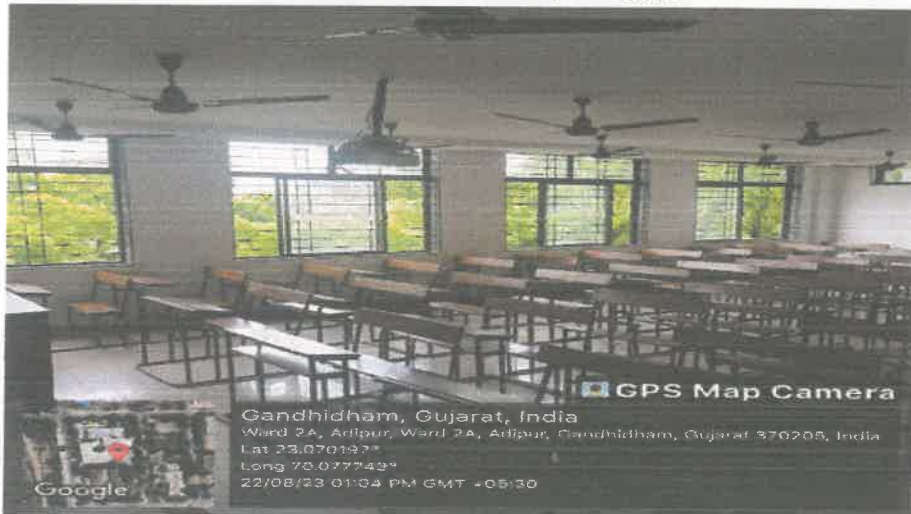Tolani Commerce College
ADIPUR - KUTCH
GUJARAT - 370 205

TOLANI COMMERCE COLLEGE, ADIPUR
RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (Renovation)

Renovation – Class Room

Renovation – Class Room

Renovation – Class Room

PRINCIPAL
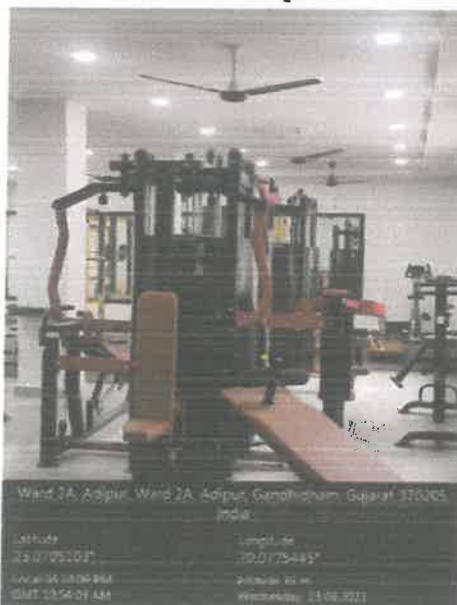Tolani Commerce Coll.
ADIPUR - KUTCH
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TOLANI COMMERCE COLLEGE, ADIPUR
RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (Renovation)

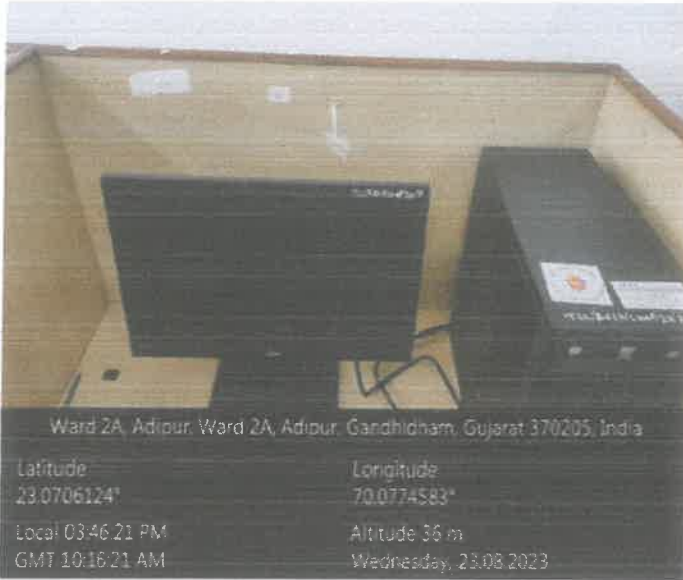**Renovation – Ground- Paver Block**

Renovation – Computer Room

Renovation – GYM Room

TOLANI COMMERCE COLLEGE, ADIPUR
RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (EQUIPMENTS)

Desktop Computer (Acer)

Desktop Computer (Acer)

Gym Equipment – Twister

Desktop Computer (Acer)

TOLANI COMMERCE COLLEGE, ADIPUR
RUSA INSPECTION – 24/08/2023, PHOTOGRAPHS (EQUIPMENTS)

Ward 2A, Adipur, Ward 2A, Adipur, Gandhidham, Gujarat 370205, India
Latitude
23.0706124°
Longitude
70.0774583°
Local 03:44:45 PM
GMT 10:14:45 AM
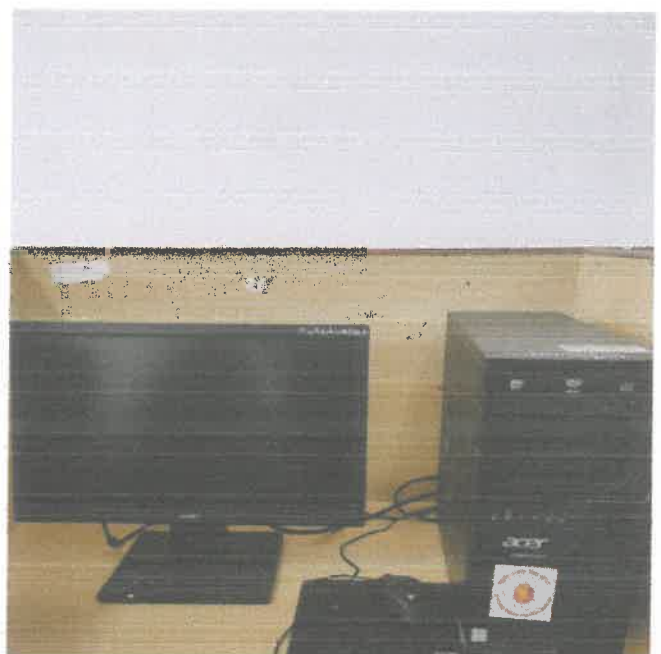Altitude 36 m
Wednesday, 23.08.2023

Gym Equipment – Treadmill

Ward 2A, Adipur, Ward 2A, Adipur, Gandhidham, Gujarat 370205, India
Latitude
23.0706124°
Longitude
70.0774583°
Local 03:45:14 PM
GMT 10:15:14 AM
Altitude 36 m
Wednesday, 23.08.2023

Gym Equipment – Multi Station

2020-21
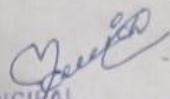
Sr. No.	scholarship	BOYS	GILRS	BOYS-GILRS TOTAL	TOTAL AMOUNT
1	OBC	348	416	764	24,39,700
2	SC	134	161	295	15,55,725
3	ST	4	5	9	48,900
4	Highter Ed. Scheme	-	-	-	-
5	Disable students	-	-	-	-
4	NSP	4	8	12	52,032
6	TOTAL	490	590	1080	40,96,357

2021-22

Sr. No.	scholarship	BOYS	GILRS	BOYS-GILRS TOTAL	TOTAL AMOUNT
1	OBC	408	382	790	23,22,100
2	SC	162	165	327	18,04,005
3	ST	6	8	14	77,680
4	Highter Ed. Scheme	2	1	3	10,200
5	Disable students	1	-	1	3,800
6	NSP	4	2	6	22,012
	TOTAL	583	558	1141	42,39,797

2022-23

Sr. No.	scholarship	BOYS	GILRS	BOYS-GILRS TOTAL	TOTAL AMOUNT
1	OBC	384	426	810	53,36,000
2	SC	181	164	345	19,77,410
3	ST	6	3	9	51,120
4	Highter Ed. Scheme	-	-	-	-
5	Disable students	-	-	-	-
6	NSP	1	5	6	19,012
	TOTAL	572	598	1170	73,83,542

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TOLANI COMMERCE COLLEGE
ADIPUR-(KUTCH)
Scholarship Estiment 2018-19 TO 2022-23

2018-19

Sr. No.	scholarship	BOYS	GILRS	BOYS-GILRS TOTAL	TOTAL AMOUNT
1	OBC	321	342	663	21,12,200
2	SC	150	123	273	14,85,210
3	ST	2	5	7	37,185
4	Highter Ed. Scheme	-	-	-	-
5	Disable students	-	-	-	-
6	NSP	-	2	2	6004
	TOTAL	473	472	945	36,40,599

2019-20

Sr. No.	scholarship	BOYS	GILRS	BOYS-GILRS TOTAL	TOTAL AMOUNT
1	OBC	385	362	747	24,95,350
2	SC	157	157	314	16,67,275
3	ST	3	10	13	64,700
4	Highter Ed. Scheme	-	-	-	-
5	Disable students	-	-	-	-
6	NSP	3	2	5	14,008
	TOTAL	548	531	1079	42,41,333

PRINCIPAL
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Highter Ed. Scheme
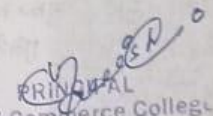
Sr. No.	YEARS	BOYS	GILRS	BOYS-GILRS TOTAL	TOTAL AMOUNT
1	2018-19	-	-	-	-
2	2019-20	-	-	-	-
3	2020-21	-	-	-	-
4	2021-22	2	1	3	10,200
5	2022-23	-	-	-	-
	TOTAL	2	1	3	10,200

Disable students

Sr. No.	YEARS	BOYS	GILRS	BOYS-GILRS TOTAL	TOTAL AMOUNT
1	2018-19	-	-	-	-
2	2019-20	-	-	-	-
3	2020-21	-	-	-	-
4	2021-22	1	-	1	3,800
5	2022-23	-	-	-	-
	TOTAL	1	-	1	3,800

NSP

Sr. No.	YEARS	BOYS	GILRS	BOYS-GILRS TOTAL	TOTAL AMOUNT
1	2018-19	-	2	2	6004
2	2019-20	3	2	5	14,008
3	2020-21	4	8	12	52,032
4	2021-22	4	2	6	22,012
5	2022-23	1	5	6	19,012
	TOTAL				

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TOLANI COMMERCE COLLEGE
ADIPUR-(KUTCH)
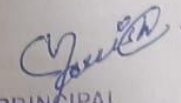### Scholarship Estiment 2018-19 TO 2022-23

OBC

Sr. No.	YEARS	BOYS	GILRS	BOYS-GILRS TOTAL	TOTAL AMOUNT
1	2018-19	321	342	663	21,12,200
2	2019-20	385	362	747	24,95,350
3	2020-21	348	416	764	24,39,700
4	2021-22	408	382	790	23,22,100
5	2022-23	384	426	810	53,36,000
	TOTAL	1846	1928	3774	1,47,05,350

SC

Sr. No.	YEARS	BOYS	GILRS	BOYS-GILRS TOTAL	TOTAL AMOUNT
1	2018-19	150	123	273	14,85,210
2	2019-20	157	157	314	16,67,275
3	2020-21	134	161	295	15,55,725
4	2021-22	162	165	327	18,04,005
5	2022-23	181	164	345	19,77,410
	TOTAL	784	770	1554	84,89,625

ST

Sr. No.	YEARS	BOYS	GILRS	BOYS-GILRS TOTAL	TOTAL AMOUNT
1	2018-19	2	5	7	37,185
2	2019-20	3	10	13	64,700
3	2020-21	4	5	9	48,900
4	2021-22	6	8	14	77,680
5	2022-23	6	3	9	51,120
	TOTAL	21	31	52	2,79,585

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