APPENDIX A

SAMPLE TEACHER RESPONSES I
QUESTIONNAIRE FOR THE TEACHERS OF ENGLISH AT DEGREE LEVEL

Section - A
(Personal Information)

1. Name : U. SRIVANI DEVI
2. Designation : Lecturer in English
3. Name of the college : Govt. Degree College for Women
4. Qualifications
   a) General
   b) Professional
5. Teaching experience in college : 39 years
6. Have you undergone any special training or course in the teaching of language or literature? Please tick against your choice.
   - Yes ( )
   - No (✓)
7. If ‘Yes’ kindly specify
   a) Name of the institution / organization
   b) Name of the course
   c) Duration: years ( ) months ( ) days ( )
   d) Year in which you took part in the course
   e) Nature of the course – regular ( )
      – correspondence ( )
   f) Is the orientation of the course in language or in literature ( )
8. If you had the choice which of the following would you choose for teaching at the degree level? Please put a tick mark of your choice.
   a) Spoken English ( )
   b) Literature (✓)
   c) Grammar ( )
   d) Composition ( )
   e) Combination of c + d ( )
   f) A combination of above (a to d) (✓)
9. Do you find any time to read professional books or journals on teaching English language/literature?
   eg. ELT Journal; ELT Forum, etc.
   - Yes (✓)
   - No ( )
10. Did you attend any of the orientation courses or refresher courses?
    - Orientation course (✓)
    - Refresher course ( )
11. Are the above courses useful to improve our professional competence?
    - Yes (✓)
    - No ( )
12. After the completion of degree course are the students able to
   a) speak simple grammatical English
   - Yes (✓)
   - No ( )
   b) pronounce the words correctly
   - Yes (✓)
   - No ( )
   c) read and comprehend ideas in English from books, newspapers, periodicals, notices, posters etc.
   - Yes (✓)
   - No ( )
   d) convey ideas effectively through writing.
   - Yes (✓)
   - No ( )
Section B (Objectives and types of composition tasks)

13. a) As a part of part I English of Degree course there is a section in composition. A few objectives of a course in composition are listed below. How important do you think each of them is? Please circle 1. if you think an item is not important, 2. for important and 3. for very important. By the end of the 3 year course the learners will be able to:

   a) write grammatically correct sentences in English. 1  2  3
   b) use words appropriate to the context and purpose. 1  2  3
   c) use sentence patterns appropriate to the content and purpose. 1  2  3
   d) spell words correctly. 1  2  3
   e) use punctuation marks and capitals properly. 1  2  3
   f) arrange ideas into paragraphs, logically. 1  2  3
   g) use appropriate sentence connectors. 1  2  3
   h) make attempts in creative writing like stories, poems and essays. 1  2  3
   i) use English for practical communicative activities like writing letters, complaints, memoranda, applications effectively. 1  2  3
   j) any other – please specify ........................................

   b) To achieve the above mentioned objectives, what is your view on the adequacy of the activities in the composition classes at present?

      1) inadequate (   )  2) adequate (   )
      3) quite adequate (   )

      Please tick against your choice above.

14. What do you think is the main purpose of doing composition exercise at the degree level? Please mark your choice by putting tick (   ) in the brackets (   )

   a) to test the writing ability of the student without offering any help. (   )
   b) to help to develop the students’ writing ability by encouraging them to discuss the writing with classmates, read books and use reference materials. (   )

15. The following is the list of composition tasks. In your view how useful is each of them in the learner’s life? Please circle you choice.

<table>
<thead>
<tr>
<th>Task</th>
<th>Not so useful</th>
<th>Useful</th>
<th>Very useful</th>
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<tbody>
<tr>
<td>a) Paragraph-writing.</td>
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<tr>
<td>b) Essay-writing.</td>
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<tr>
<td>c) Precis-writing.</td>
<td>1</td>
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<tr>
<td>d) Writing formal letters.</td>
<td>1</td>
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<td>e) Writing personal letters.</td>
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<td>f) Comprehension.</td>
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<td>g) Note-making.</td>
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<td>h) Writing dialogues.</td>
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<td>i) Expanding proverbs.</td>
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<td>j) Writing a story from hints.</td>
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<td>k) Writing reports.</td>
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<td>l) Information transfer.</td>
<td>1</td>
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<td>m) Writing messages in the form of notes.</td>
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</table>
Section – C (Teacher preparation)

16. a) Do you think that for teaching composition, some amount of prior preparation on the part of the teacher is needed?  
Yes (✓)  No ( )

b) If your answer is ‘Yes’ would you please mention how much time you spend in preparation to teach a one hour.  
Composition _____2____ hours or ______ minutes.

17. You may be teaching / might have taught the following in the degree classes, (Tick them)
   a)  Prose  (✓)  b) Poetry 3  (✓)  c) Grammar 3 (✓)  
   d) Drama 3  (✓)  e) Short stories 2 (✓)  f) Novel 2  (✓)
   g) Composition  (✓)

i) Do you think that all the above items require equal amount of time for preparation?  
Yes ( )  No (✓)

ii) If your answer is ‘No’ please select three items from the list given above and mark 3, for the item you spend the most time for preparation, 2, for the item which needs less preparation and for the item which needs the least preparation.

Section – D (Materials)

18. What sort of materials do you use to teach composition?  A few possible items are listed below.  Please mention whether you use them either for preparation or in the class.  Put a tick (✓) mark.

   a) the prescribed textbook  
   b) a dictionary  
   c) a grammar book  
   d) other composition texts  
   e) newspapers, periodicals, etc.  
   f) students subject texts like, Physics, History, Economics, etc.  
   g) maps, charts, graphs, diagrams, etc.  
   h) any other (please specify)

19. a) Do you think that the present prescribed textbooks at degree level provide adequate material in composition for students as well as teachers?  
Yes (✓)  No ( )

b) If your answer is ‘No’ what other books would you like to use for teaching composition?  Please mention the author and title.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Author</th>
<th>Title</th>
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</table>
Section – E (Methods)

A few activities on the part of the teacher or learner at the three stages of writing composition are given below (stages pre-writing, during-writing and post-writing). Please indicate whether each of the activities takes place in your class or not by putting a tick in column Yes/No whether it takes place or not at present please indicate how much importance you attach to each of them by circling any of the numbers 1, 2, or 3.

<table>
<thead>
<tr>
<th>1. Not so important</th>
<th>2. Important</th>
<th>3. Very important</th>
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20. Pre-writing:

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<th></th>
<th>Yes</th>
<th>No</th>
<th>Not so important</th>
<th>Important</th>
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<tr>
<td>a) The teacher discusses the content of the composition with the whole class.</td>
<td>✔️</td>
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<td>b) The teacher discusses the content in small groups.</td>
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<td>c) The teacher discusses the content with individual students.</td>
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<td>d) The teacher gives suggestions on the language likely to be used in composition (like sentence patterns, words, sentence connectors, etc.).</td>
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<td>e) The teacher gives a model of the finished composition without any discussion.</td>
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<td>f) The teacher gives a model in the class and discusses its useful features like structure, organization, etc.</td>
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<td>g) The teacher gives a model and suggests the possible variations.</td>
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<td>h) The teacher encourages a few good students to present their outline orally in the class.</td>
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<td>i) The teacher encourages a few useful words, phrases, and expressions on the blackboard.</td>
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<td>j) The teacher uses visual aids like pictures, charts and maps or audio aids like recorded cassettes to initiate discussion.</td>
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<td>k) The teacher develops a near model, rough sketch of the composition on the blackboard after discussion in the class.</td>
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<td>l) The teacher gives a rough idea about the content but nothing about the language and allows the students to write the composition at home.</td>
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21. During-writing:

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22. Post-writing:

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23. In correcting the composition exercises, which of the following do you think is the most important aspect? Please indicate its number in the brackets given.

1) Grammatical accuracy, 2) Content and style, 3) Mechanics of writing the spelling, punctuation etc. 4) Style, 5) Organization.

( 2 )

Section – F (Examinations)

24. In the final examination as you know 70 marks out of 200 marks for 2 papers (100 marks each) are allotted to composition. This amounts to 35% of the total marks on an average. What is your view on the weightage given to the composition part? Please a tick ( √ ) against your choice.

i) More than adequate (  ) (ii) Adequate (  ) (iii) Inadequate (  √ )

25. As an examiner of the composition paper in the university examinations, what do you think about the instruction and guidelines you receive for valuing the composition tasks like dialogue-writing, note-making, etc.? Please a tick ( √ ) against your choice.

i) Not clear (  ) (ii) Clear (  √ ) (iii) Very clear (  )

26. An analysis of the composition part in the question paper is given below.

I Year
1. Comprehension - 10 marks
2. Jumbled sentences in to a paragraph - 04 marks
3. Dialogue-writing - 04 marks
4. Developing a paragraph - 05 marks
5. Short general essay - 05 marks

II Year
1. Comprehension - 10 marks
2. Note-making - 08 marks
3. Essay-writing - 08 marks
4. Report-writing - 08 marks
5. Dialogue or letter-writing - 08 marks

a) Do you think any of the items mentioned above is unnecessary at this stage?
Yes / No (Yes)
b) If your answer is ‘Yes’ please indicate the number of the item(s) you think unnecessary.
(b of Ist year)

27. In the second year paper note that only dialogue-writing or letter-writing is to be attempted. Do you think that both these are useful and hence to be taught in class?
Yes / No (Yes)

28. Do you think that including some of the following items additionally or in the place of some of the existing the items will be more useful? Put (✓) marks against the items you think useful.
a) Story-writing. (✓)
b) Information? Transfer (eg. form chart/maps diagram etc., to paragraph). (✓)
c) Answering the given letters. (✓)
d) Writing messages in the form of notes to be left in somebody’s absence. (✓)
e) Precis-writing. (✓)
f) Expansion of ideas. (✓)

29. Sometimes the same passage is given for comprehension and note making. A slight change in pattern is suggested below. Global (overall) comprehension questions will be asked on the whole passage. Closer comprehension questions will be asked on a selected paragraph. Note-making will be based on another paragraph. Do you agree with the pattern?
Yes / No (yes)

30. (a) Alloting 40 marks for composition in I year Degree, the redistribution of marks is given below including more items and modifying the existing ones.

1. Comprehension - 10 marks
2. Dialogue-writing - 05 marks
3. Paragraph-writing - 05 marks
4. Letter-writing - 10 marks
5. General essay - 10 marks

Would you please comment on the above distribution?

OK

(b) Alloting 40 marks for composition in the II year Degree the redistribution of marks is given below including more items and modifying the existing ones.

1. Comprehension - 05 marks
2. Precis-writing - 05 marks
3. Note-making - 05 marks
4. Story-writing - 05 marks
5. Report-writing - 05 marks
6. Expansion of ideas - 05 marks
7. General essay - 10 marks
Would you please comment on the above distribution?

OK

31. For each question of the composition part, which of the following distribution of marks would you prefer?

1. More weightage for content, and less for language, and mechanics of writing like spelling, capitals, punctuation, etc.
2. More weightage for content, and less for language.
3. More weightage for language and less for content.
4. Equal weightage for language and content, and language and mechanics.
5. Equal weightage for content, language, mechanics, organization and style.

Please write the number of your choice in the bracket.

32. In evaluating the composition part of the answer scripts, which of the following defects do you consider as serious?

Please select 3 or 4 more serious defects and mark 1, 2 etc., according to their seriousness against the items.

✓ (a) spelling mistakes.
✓ (b) faulty sentence structure.
✓ (c) faulty punctuation.
✓ (d) lack of connection between sentences.
✓ (e) absence of paragraph division of improper paragraph division.
✓ (f) inadequacy of content / idea.
✓ (g) bad hand-writing.
✓ (h) lack of logical connection between, one idea and the other.
✓ (i) any other – please specify.

Section – G (General)

33. a) Out of the 10 teaching hours allotment for English per week (I and II years put together), one hour in first year and one hour in the second year is spent on composition i.e. only 20% of the total English teaching hours. What do you think of the allotment of one hour per week for composition is each year?

1. more than sufficient 2. sufficient ✓ 3. insufficient

b) If you feel the time given is insufficient how many hours a week would you prefer to spend in teaching composition.

c) It was mentioned that 35% of the total 200 marks of the examination is for the composition. But only 20% of the English instructional hours is spent on teaching composition. Do you find any disproportion between these two?

Yes ( ) No ( ✓ )

34. a) Do you think composition should be taught from the beginning of the first year.

Yes ( ✓ ) No ( )
b) At times you might be given 3 hours per week to teach prose, grammar and composition. In such cases do you tend to postpone the teaching of composition towards the end of the academic year, spending the first part to teach prose and grammar? Yes ( ) No ( )

35. You may be teaching / might have taught, prose, poetry, short stories, etc. in degree classes. Have you ever tried to make use of any skills like note-making, summarizing, etc. in those classes? Yes ( ) No ( )

36. Do you think the present system of teaching composition will help the student to communicate effectively through writing? Yes ( ) No ( )

37. There are several reasons why you cannot teach composition well even if you want to. A few reasons are listed below. Please choose five which you think important and order them putting numbers 1,2, and so on against them.

a) The syllabus is very heavy; there is no time to learn composition well. ( )
b) The prescribed composition text is not suitable. ( )
c) Large classes make individual guidance and correction impossible. ( )
d) Inadequate and insufficient time for teaching. ( )
e) Lack of motivation in the learners. ( )
f) Indifference of the authorities to encourage better methods, and provide better materials. ( )
g) Lack of co-operation from the Principal in trying out innovative teaching methods (e.g. not permitting – duplicating machines and other matters). ( )
h) Too much workload for teachers. ( )
i) Composition is thrust upon teachers, who are not interested in teaching it. ( )
j) Teaching composition is considered inferior to teaching prose, poetry, short stories, etc. ( )
k) The examination pattern and question papers do not demand a better system of teaching. ( )
i) any other – please specify …………………………………………….

38. Would you please express your views on any items which are not considered so far in this questionnaire. The researcher will be obliged to you for your comments, suggestions and opinions. Please make use of the space below.

This questionnaire is good.

Some items connected to the teachers’ personal involvement with students in developing their skills in language, expression etc., not as a part of teachers’ regular duty, but out of interest and free will, may also be included.

What the teacher has done to students, not as a part of curriculum, but as a true teacher and citizens is also important. Don’t you feel so?

***
APPENDIX B
SAMPLE TEACHER RESPONSES II
QUESTIONNAIRE FOR THE TEACHERS OF ENGLISH AT DEGREE LEVEL

Section - A
(Personal Information)

1. Name : Dr. Y.S.R. Anjaneyulu
2. Designation : Reader in English
3. Name of the college : C.S.R. Sarma College, Ongole
4. Qualification : M.A., Ph.D.
   a) General
   b) Professional
5. Teaching experience in college : 27 years
6. Have you undergone any special training or course in the teaching of language or literature? Please tick against your choice.
   Yes (✓) No ( )
7. If ‘Yes’ kindly specify
   a) Name of the institution / organization
   b) Name of the course
   c) Duration: years ( ) months ( ) days ( )
   d) Year in which you took part in the course ( )
   e) Nature of the course – regular ( )
      – correspondence ( )
   f) Is the orientation of the course in language or in literature ( )
8. If you had the choice which of the following would you choose for teaching at the degree level? Please put a tick mark of your choice.
   a) Spoken English ( )
   b) Literature ( )
   c) Grammar ( )
   d) Composition ( )
   e) Combination of c + d ( )
   f) A combination of above (a to d) (✓)
9. Do you find any time to read professional books or journals on teaching English language/literature?
   eg. ELT Journal; ELT Forum, etc.
   Yes (✓) No ( )
10. Did you attend any of the orientation courses or refresher courses?
    orientation course (✓)
    refresher course ( )
11. Are the above courses useful to improve our professional competence?
    Yes (✓) No ( )
12. After the completion of degree course are the students able to
    a) speak simple grammatical English
    Yes ( ) No (✓)
    b) pronounce the words correctly
    Yes ( ) No (✓)
    c) read and comprehend ideas in English from books, newspapers, periodicals, notices, posters etc.
    Yes (✓) No ( )
d) convey ideas effectively through writing.  Yes (     )  No (✓)

Section B (Objectives and types of composition tasks)

13. a) As a part of part I English of Degree course there is a section in composition. A few objectives of a course in composition are listed below. How important do you think each of them is? Please circle 1. if you think an item is not important, 2. for important and 3. for very important. By the end of the 3 year course the learners will be able to:
   a) write grammatically correct sentences in English.  1   2   3
   b) use words appropriate to the context and purpose.  1   2  3
   c) use sentence patterns appropriate to the content and purpose.  1   2  3
   d) spell words correctly.  1   2   3
   e) use punctuation marks and capitals properly.  1   2  3
   f) arrange ideas into paragraphs, logically.  1   2   3
   g) use appropriate sentence connectors.  1   2   3
   h) make attempts in creative writing like stories, poems and essays.  1   2  3
   i) use English for practical communicative activities like writing letters, complaints, memoranda, applications effectively.  1   2  3
   j) any other – please specify ..........................

b) To achieve the above mentioned objectives, what is your view on the adequacy of the activities in the composition classes at present?
   1) inadequate  (✓)  2) adequate   (✓)
   3) quite adequate  (     )
   Please tick against your choice above.

14. What do you think is the main purpose of doing composition exercise at the degree level? Please mark your choice by putting tick (✓) in the brackets (     )
   a) to test the writing ability of the student without offering any help.  (     )
   b) to help to develop the students' writing ability by encouraging them to discuss the writing with classmates, read books and use reference materials.  (✓)

15. The following is the list of composition tasks. In your view how useful is each of them in the learner’s life? Please circle your choice.

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<td>1</td>
<td>②</td>
<td>3</td>
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<tr>
<td>b) Essay-writing.</td>
<td>1</td>
<td>②</td>
<td>3</td>
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<tr>
<td>c) Precis-writing</td>
<td>1</td>
<td>2</td>
<td>③</td>
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<tr>
<td>d) Writing formal letters.</td>
<td>1</td>
<td>2</td>
<td>③</td>
</tr>
<tr>
<td>e) Writing personal letters.</td>
<td>1</td>
<td>2</td>
<td>③</td>
</tr>
<tr>
<td>f) Comprehension.</td>
<td>1</td>
<td>2</td>
<td>③</td>
</tr>
<tr>
<td>g) Note-making.</td>
<td>1</td>
<td>2</td>
<td>③</td>
</tr>
<tr>
<td>h) Writing dialogues.</td>
<td>1</td>
<td>2</td>
<td>③</td>
</tr>
<tr>
<td>i) Expanding proverbs.</td>
<td>1</td>
<td>②</td>
<td>3</td>
</tr>
<tr>
<td>j) Writing a story from hints.</td>
<td>1</td>
<td>②</td>
<td>3</td>
</tr>
<tr>
<td>k) Writing reports.</td>
<td>1</td>
<td>2</td>
<td>③</td>
</tr>
<tr>
<td>l) Information transfer.</td>
<td>1</td>
<td>2</td>
<td>③</td>
</tr>
<tr>
<td>m) Writing messages in the form of notes.</td>
<td>1</td>
<td>2</td>
<td>③</td>
</tr>
</tbody>
</table>
Section – C (Teacher preparation)

16. a) Do you think that for teaching composition, some amount of prior preparation on the part of the teacher is needed?  
Yes (✓)  No (  )

b) If your answer is ‘Yes’ would you please mention how much time you spend in preparation to teach a one hour.  
Composition ___1____ hours or ___30___ minutes.

17. You may be teaching / might have taught the following in the degree classes, (Tick them)  
a) Prose (✓)  b) Poetry 3 (✓)  c) Grammar 3 (✓)  
d) Drama 3 (✓)  e) Short stories 2 (✓)  f) Novel 2 (✓)  
g) Composition (✓)

a) Do you think that all the above items require equal amount of time for preparation?  
Yes (  )  No (✓)

b) If your answer is ‘No’ please select three items from the list given above and mark 3, for the item you spend the most time for preparation, 2, for the item which needs less preparation and for the item which needs the least preparation.

Section – D (Materials)

18. What sort of materials do you use to teach composition? A few possible items are listed below. Please mention whether you use them either for preparation or in the class. Put a tick (√) mark.

a) the prescribed textbook (✓ )
b) a dictionary (  )
c) a grammar book (√ )
d) other composition texts (√ )
e) newspapers, periodicals, etc. (√ )
f) students subject texts like, Physics, History, Economics, etc. (  )
g) maps, charts, graphs, diagrams, etc. (  )
h) any other (please specify) (  )

19. a) Do you think that the present prescribed textbooks at degree level provide adequate material in composition for students as well as teachers?  
Yes (√)  No (  )

b) If your answer is ‘No’ what other books would you like to use for teaching composition? Please mention the author and title.

Sl.No.  Author  Title
1.  
2.  
3.
Section – E (Methods)

A few activities on the part of the teacher or / and learner at the three stages of writing composition are given below (stages pre-writing, during-writing and post-writing). Please indicate whether each of the activities takes place in your class or not by putting a tick in column Yes/No whether it takes place or not at present please indicate how much importance you attach to each of them by circling any of the numbers 1,2, or 3.

<table>
<thead>
<tr>
<th></th>
<th>1. Not so important</th>
<th>2. Important</th>
<th>3. Very important</th>
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</thead>
<tbody>
<tr>
<td>20. Pre-writing:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) The teacher discusses the content of the composition with the whole class.</td>
<td>(✓)</td>
<td>( )</td>
<td>1</td>
</tr>
<tr>
<td>b) The teacher discusses the content in small groups.</td>
<td>(✓)</td>
<td>( )</td>
<td>1</td>
</tr>
<tr>
<td>c) The teacher discusses the content with individual students.</td>
<td>( )</td>
<td>(✓)</td>
<td>1</td>
</tr>
<tr>
<td>d) The teacher gives suggestions on the language likely to be used in composition (like sentence patterns, words, sentence connectors, etc.).</td>
<td>(✓)</td>
<td>( )</td>
<td>1</td>
</tr>
<tr>
<td>e) The teacher gives a model of the finished composition without any discussion.</td>
<td>( )</td>
<td>(✓)</td>
<td>1</td>
</tr>
<tr>
<td>f) The teacher gives a model in the class and discusses its useful features like structure, organization, etc.</td>
<td>(✓)</td>
<td>( )</td>
<td>1</td>
</tr>
<tr>
<td>g) The teacher gives a model and suggests the possible variations.</td>
<td>(✓)</td>
<td>( )</td>
<td>1</td>
</tr>
<tr>
<td>h) The teacher encourages a few good students to present their outline orally in the class.</td>
<td>(✓)</td>
<td>( )</td>
<td>1</td>
</tr>
<tr>
<td>i) The teacher encourages a few useful words, phrases, and expressions on the blackboard.</td>
<td>(✓)</td>
<td>( )</td>
<td>1</td>
</tr>
<tr>
<td>j) The teacher uses visual aids like pictures, charts and maps or audio aids like recorded cassettes to initiate discussion.</td>
<td>( )</td>
<td>(✓)</td>
<td>1</td>
</tr>
<tr>
<td>k) The teacher develops a near model, rough sketch of the composition on the black board after discussion in the class.</td>
<td>( )</td>
<td>(✓)</td>
<td>1</td>
</tr>
<tr>
<td>l) The teacher gives a rough idea about the content but nothing about the language and allows the students to write the composition at home.</td>
<td>(✓)</td>
<td>( )</td>
<td>1</td>
</tr>
</tbody>
</table>
21. During-writing:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not so important</th>
<th>Important</th>
<th>Very important</th>
</tr>
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<tbody>
<tr>
<td>a)</td>
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<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>b)</td>
<td>✓</td>
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<td>c)</td>
<td>✓</td>
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<td>e)</td>
<td>✓</td>
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<td>3</td>
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<tr>
<td>f)</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

22. Post-writing:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not so important</th>
<th>Important</th>
<th>Very important</th>
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</thead>
<tbody>
<tr>
<td>a)</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>b)</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>c)</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
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<td>d)</td>
<td>✓</td>
<td>✓</td>
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<td>e)</td>
<td>✓</td>
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<td>f)</td>
<td>✓</td>
<td>✓</td>
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<td>g)</td>
<td>✓</td>
<td>✓</td>
<td>1</td>
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</tbody>
</table>
h) The teacher assigns awards like excellent, good, satisfactory or grades like ABCD or marks like 6/10, 4/10, etc. 
(i) The teacher reads out in the class all the mistakes committed by below average students.
(j) The writers of good compositions are encouraged to read out their pieces, etc.
(k) The teacher insists on writing imposition of spelling, sentence patterns, etc.
(l) The teacher discusses all the aspects of that piece of writing and gives a similar task to see whether the writing has improved.

23. In correcting the composition exercises, which of the following do you think is the most important aspect? Please indicate its number in the brackets given.

1) Grammatical accuracy, 2) Content and style, 3) Mechanics of writing the spelling, punctuation etc. 4) Style, 5) Organization.

24. In the final examination as you know 70 marks out of 200 marks for 2 papers (100 marks each) are allotted to composition. This amounts to 35% of the total marks on an average. What is your view on the weightage given to the composition part? Please a tick (✓) against your choice.

i) More than adequate ( ) (ii) Adequate (✓) (iii) Inadequate ( )

25. As an examiner of the composition paper in the university examinations, what do you think about the instruction and guidelines you receive for valuing the composition tasks like dialogue-writing, note-making, etc.? Please a tick (✓) against your choice.

i) Not clear (✓) (ii) Clear ( ) (iii) Very clear ( )

26. An analysis of the composition part in the question paper is given below.

I Year

1. Comprehension - 10 marks
2. Jumbled sentences in to a paragraph - 04 marks
3. Dialogue-writing - 04 marks
4. Developing a paragraph - 05 marks
5. Short general essay - 05 marks
II Year
1. Comprehension - 10 marks
2. Note-making - 08 marks
3. Essay-writing - 08 marks
4. Report-writing - 08 marks
5. Dialogue or letter-writing - 08 marks

a) Do you think any of the items mentioned above is unnecessary at this stage? Yes / No (No)

b) If your answer is ‘Yes’ please indicate the number of the item(s) you think unnecessary. ( )

27. In the second year paper note that only dialogue-writing or letter-writing is to be attempted. Do you think that both these are useful and hence to be taught in class? Yes / No (Yes)

28. Do you think that including some of the following items additionally or in the place of some of the existing the items will be more useful? Put (✓) marks against the items you think useful.

a) Story-writing. ( )
b) Information? Transfer (eg. form chart/maps diagram etc., to paragraph). (✓)
c) Answering the given letters. ( )
d) Writing messages in the form of notes to be left in somebody’s absence. (✓)
e) Precis-writing. ( )
f) Expansion of ideas. ( )

29. Sometimes the same passage is given for comprehension and note making. A slight change in pattern is suggested below. Global (overall) comprehension questions will be asked on the whole passage. Closer comprehension questions will be asked on a selected paragraph. Note-making will be based on another paragraph. Do you agree with the pattern? Yes / No (Yes)

30. (a) Allotting 40 marks for composition in I year Degree, the redistribution of marks is given below including more items and modifying the existing ones.

1. Comprehension - 10 marks
2. Dialogue-writing - 05 marks
3. Paragraph-writing - 05 marks
4. Letter-writing - 10 marks
5. General essay - 10 marks

Would you please comment on the above distribution? Marks for general essay may be reduced. Marks for dialogue writing may be double
(b) Allotting 40 marks for composition in the II year Degree the redistribution of marks is given below including more items and modifying the existing ones.

1. Comprehension - 05 marks
2. Precis-writing - 05 marks
3. Note-making - 05 marks
4. Story-writing - 05 marks
5. Report-writing - 05 marks
6. Expansion of ideas - 05 marks
7. General essay - 10 marks

Would you please comment on the above distribution?

The distribution of marks is alright

31. For each question of the composition part, which of the following distribution of marks would you prefer? (5)

6. More weightage for content, and less for language, and mechanics of writing like spelling, capitals, punctuation, etc.
7. More weightage for content, and less for language.
8. More weightage for language and less for content.
9. Equal weightage for language and content, and language and mechanics.
10. Equal weightage for content, language, mechanics, organization and style.

Please write the number of your choice in the bracket.

32. In evaluating the composition part of the answer scripts, which of the following defects do you consider as serious?

Please select 3 or 4 more serious defects and mark 1, 2 etc., according to their seriousness against the items.

✓ (a) spelling mistakes. (1)
✓ (b) faulty sentence structure. (3)
✓ (c) faulty punctuation. (2)
(d) lack of connection between sentences. ( )
(e) absence of paragraph division of improper paragraph division. ( )
(f) inadequacy of content / idea. ( )
(g) bad hand-writing. ( )
(h) lack of logical connection between, one idea and the other. ( )
(i) any other – please specify. ( )

Section – G (General)

33. a) Out of the 10 teaching hours allotment for English per week (I and II years put together), one hour in first year and one hour in the second year is spent on composition i.e. only 20% of the total English teaching hours. What do you think of the allotment of one hour per week for composition is each year? (2)
1. more than sufficient 2. sufficient ✓ 3. insufficient
b) If you feel the time given is insufficient how many hours a week would you prefer to spend in teaching composition.

c) It was mentioned that 35% of the total 200 marks of the examination is for the composition. But only 20% of the English instructional hours is spent on teaching composition. Do you find any disproportion between these two?

Yes (✓) No ( )

34. a) Do you think composition should be taught from the beginning of the first year.

Yes (✓) No ( )

b) At times you might be given 3 hours per week to teach prose, grammar and composition. In such cases do you tend to postpone the teaching of composition towards the end of the academic year, spending the first part to teach prose and grammar?

Yes (✓) No ( )

35. You may be teaching / might have taught, prose, poetry, short stories, etc. in degree classes. Have you ever tried to make use of any skills like note-making, summarizing, etc. in those classes?

Yes (✓) No ( )

36. Do you think the present system of teaching composition will help the student to communicate effectively through writing?

Yes ( ) No (✓)

37. There are several reasons why you cannot teach composition well even if you want to. A few reasons are listed below. Please choose five which you think important and order them putting numbers 1, 2, and so on against them.

a) The syllabus is very heavy; there is no time to learn composition well. ( 3 )
b) The prescribed composition text is not suitable. ( )
c) Large classes make individual guidance and correction impossible. ( 1 )
d) Inadequate and insufficient time for teaching. ( )
e) Lack of motivation in the learners. ( 2 )
f) Indifference of the authorities to encourage better methods, and provide better materials. ( 4 )
g) Lack of co-operation from the Principal in trying out innovative teaching methods (e.g. not permitting – duplicating machines and other matters). ( )
h) Too much workload for teachers. ( )
i) Composition is thrust upon teachers, who are not interested in teaching it. ( 4 )
j) Teaching composition is considered inferior to teaching prose, poetry, short stories, etc. ( )
k) The examination pattern and question papers do not demand a better system of teaching. ( )
i) any other – please specify ..........................................................

38. Would you please express your views on any items which are not considered so far in this questionnaire. The researcher will be obliged to you for your comments, suggestions and opinions. Please make use of the space below.
APPENDIX C
SAMPLE STUDENT RESPONSES I
QUESTIONNAIRE FOR SECOND YEAR DEGREE STUDENTS

Section – A (About Yourself)

1. Name : J. Hemalatha
2. Group : B.Sc.
3. Name of the college : V.S.R. Govt. Degree & P.G. College
4. Mother tongue : Telugu
5. Name (s) of schools attended : N.M.R. Vijaya Convent High School, Challapalli

6. Medium of instruction :
   a) at Primary level : Telugu
   b) at Secondary level : Telugu

7. Occupation of your Father / guardian : Business

8. Do you get any English newspaper and / or English magazines at home? ( ) (✓)
9. Do you read any English books other than the prescribed textbooks? ( ) (✓)
10. Do you listen to the radio / T.V. news bulletins in English? (✓) ( )
11. Do you write letters in English to your friends, relatives or parents? (✓) ( )
12. Do you write applications / requests in English to any offices or companies? (✓) ( )
13. Does anybody speak English at home? Please put a tick against your answer.
   never ( ) sometimes (✓) often ( ) most of the time ( )

14. Do you speak English to the following people? Put a tick against your answers.
   never sometimes often most of the time
   a) the members of your family. ( ) (✓) ( ) ( )
   b) to your friends. ( ) (✓) ( ) ( )
   c) to your English teachers. ( ) (✓) ( ) ( )
   d) to your other teachers. ( ) (✓) ( ) ( )
   e) to others. ( ) (✓) ( ) ( )

Section B (Aims of Learning English)

15. In your opinion, what are the aims of learning English at the Degree level. A few aims are listed below. If you feel any of them is not important, draw a circle around (I); Draw a circle around (2) if you think that the item is important and around (3) if it is very important.
a) to pass the examination.  
Not so important  Important  Very important
1  2  3
b) to go in for higher studies where subjects are taught in English.  
1  2  3
c) to get a job.  
1  2  3
d) to pass the examination.  
1  2  3
e) to read newspapers, books and periodicals in English.  
1  2  3
f) to understand the English way of life and culture.  
1  2  3
g) to develop abilities like understanding, speaking, reading and writing English.  
1  2  3
h) to get the social status of an English knowing person.  
1  2  3
i) to learn optional subjects of study like History, Physics better.  
1  2  3
j) to go for vocational courses in Polytechnic etc.  
1  2  3
k) to go for professional courses like Medicine, Engineering, Agricultural science, etc.  
1  2  3
l) any other-please specify ………………………………………

16. By the end of the second year of degree course you are expected to have gained some abilities in using the English language. A few of them are given below. Which of them do you consider as most important, write (1) against that, and (2) for the next important one and so on.

a) the ability to listen to lectures, speeches, broadcasts and commentaries in English and understand the ideas and gather information. (1 )
b) the ability to speak English correctly. (1 )
c) the ability to read newspapers, books, etc., and understand the ideas. (1 )
d) the ability to write applications, letters, etc. correctly and effectively. (1 )

Section – C (Aims of Writing Composition)

17. Why do you want to learn writing composition? A few reasons are listed below. How important, do you think each item is? Please circle (1) for not important (2) for important and (3) for very important. By the end and of the Three Year Degree Course will you be able to ……

Not so important  Important  Very important

a) write English sentences grammatically using the right words and structures.  
1  2  3
b) write words without spelling mistakes.  
1  2  3
c) use punctuation marks and capitals correctly.  
1  2  3
d) arrange ideas into paragraph.  
1  2  3
e) make attempts at writing stories, poems, essays, etc.  
1  2  3
f) use English for practical purposes like writing letters, applications, etc.  
1  2  3
g) take down notes from lectures and speeches and summarize essays or lessons during the following years of higher studies.  

h) score high marks in the 42% section of composition in paper-II General English

18. Which of the following do you consider as the main purpose of doing composition exercises in the class? Put a (✓) against your choice.
   a) to test your ability to write English (✓)
   b) to help you to develop your writing ability

19. The following is a list of composition tasks. How useful do you think, each of the item is a your future life? Please circle your choice as follows (1) for not useful (2) for useful and (3) for very useful.

<table>
<thead>
<tr>
<th>Task</th>
<th>Not so useful</th>
<th>Useful</th>
<th>Very useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Paragraph-writing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b) Essay-writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c) Precis-writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d) Writing formal letters.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e) Writing personal letters.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f) Comprehension.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g) Note-making.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h) Writing dialogues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i) Expanding proverbs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>j) Writing a story form hints.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>k) Writing reports.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>l) Information transfer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>m) Writing messages in the form of notes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>n) Changing information to writing given in charts to, graphs, tables etc.,</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Section – D (Materials for Composition)

20. What sort of materials do you use in the composition classes? A few possible ones are listed below. Put a (✓) against the item you use at present.
   a) the prescribed text book (Degree Text). (✓)
   b) other composition texts. (✓)
   c) a dictionary. (✓)
   d) a grammar book. (✓)
   e) textbook of your optional subjects. (✓)
   f) newspapers, journals, etc. (✓)
   g) maps, charts, graphs, etc. (✓)
   h) any other (please specify)..........................

21. The present prescribed textbook “Enriching your Competence in English” has 36 pages for composition. Do you think this is sufficient to learn how to write composition?
   Yes (✓) No (   )
22. What other books would you like to use for practicing composition? Please write down below the titles of the books and other authors.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Book</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>English Grammar and Composition</td>
<td>B. Subramanayan</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
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</tbody>
</table>

Section - E (What happens in the composition class?)

A few activities which may take place in the composition class are listed below. They fall into 3 stages – before-writing, during-writing and after-writing. Please indicate whether each of the activities takes place in your composition class or not. Put a (✓) against either ‘Yes’ or ‘No’ whether the activity takes place in your class at present. What do you think about its importance? Draw a circle around (1) if you think the item is not important, (2) for important, and (3) for very important.

23. Before-writing.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
<th>Not so important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The teacher discusses the content of the composition with the whole class.</td>
<td>✓</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b) The teacher discusses the content in small groups.</td>
<td>✓</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>c) The teacher discusses the content with individual students.</td>
<td>✓</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d) The teacher gives suggestions on what structures, words, phrases and sentence connectors are likely to be used in the composition.</td>
<td>✓</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>e) The teacher reads out a model in the class and explains its useful features.</td>
<td>✓</td>
<td></td>
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<td>3</td>
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<td>f) The teacher gives a model and suggests possible changes.</td>
<td>✓</td>
<td></td>
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<td>3</td>
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<tr>
<td>g) The teacher encourages a few good students to read out their outlines in the class.</td>
<td>✓</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h) The teacher writes down a few useful words and phrases on the blackboard.</td>
<td>✓</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i) The teacher uses visual aids like pictures, charts and maps or audio aids like recorded cassettes to start discussion.</td>
<td>✓</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
j) The teacher writes down a rough sketch of the composition on the blackboard after discussion in the class. 

k) The teacher gives a rough idea about the content but nothing about the structures and words and allows you to write the composition at home.

24. During-writing:

<table>
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<tr>
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<th>Yes</th>
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<th>Important</th>
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</thead>
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<tr>
<td>a) The teacher goes round the class and helps you with the right words, spelling, etc., wherever necessary.</td>
<td>(✓)</td>
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<td>b) The teacher spots the mistakes and corrects them then and there.</td>
<td>(✓)</td>
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<td>c) The teacher discusses / explains the areas of common difficulty while you write.</td>
<td>(✓)</td>
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<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d) The teacher encourages the use of dictionary, grammar book, etc.</td>
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<td>e) The teacher does not allow the students to talk to each other.</td>
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25. After-writing:

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<th></th>
<th>Yes</th>
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<tr>
<td>a) The teacher asks you to read your composition again, to find out the mistakes and correct them yourself.</td>
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<td>d) The teacher asks you to exchange your composition with another student and correct each other’s mistakes.</td>
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h) The teacher insists on reading out the best composition in the class by the writer. (✔) ( ) 1 2 ③

i) The teacher insists on all the students writing imposition of spelling. (✔) ( ) 1 ② 3

j) The teacher discusses all the aspects of that composition and asks you to write another one on a similar topic. (✔) ( ) 1 ② 3

26. In the following are as of writing composition which of the following do you think is most important. Put a tick (✔) against the item.

a) Grammatical corrections. (✔)

b) Correct spelling, punctuation. (✔)

c) Content / idea. (✔)

d) Style. (✔)

e) Organization. (✔)

Section – F (Examinations)

27. You have to write 2 papers for 100 marks each for the university exam under Part-I English. Out of 200 marks 28% in I Year and 42% in II Year are set up for composition activities what do you think of this allotment? Put a (✔) against your choice.

1. not enough  2. enough ✔  3. more than enough

28. An analysis of the composition part in the question paper is given below.

1st Year

1. Comprehension - 10 marks
2. Jumbled sentences in to a paragraph - 04 marks
3. Dialogue-writing - 04 marks
4. Developing a paragraph - 05 marks
5. Short general essay - 05 marks

2nd Year

1. Comprehension - 10 marks
2. Note-making - 08 marks
3. Essay-writing - 08 marks
4. Report-writing - 08 marks
5. Dialogue or letter-writing - 08 marks

a) Do you think any of the items should be left out from the question paper?

b) If your answer is ‘yes’, please indicate in the brackets the number of the items to be left out. ( )

c) In second year, dialogue-writing or letter-writing is to be attempted in the examination. Do you think both are to be included without choice? Yes ( ) No (✔)
29. Do you think it will be useful for you to include some of the following items additionally or in the place of some of the existing ones? Please a (✓) against the useful items.

a) Report writing. (✓)

b) Information – transfer (eg. from charts / maps, diagram, etc. to paragraph). (✓)

c) Answering the given letters. (✓)

d) Writing messages in the form of notes to be left in somebody’s absence (✓)

e) Writing short notices. (✓)

f) Writing welcome speech / vote of thanks to be read out in the meeting. (✓)

g) Writing short and effective slogans. (✓)

h) Writing captions for cartoons / pictures. (✓)

i) Writing agenda for a meeting. (✓)

j) any other – please specify ……………………………………….

30. You might have seen some of the previous question papers of General English. Do you have any difficulty in understanding the question, or the instructions?  
   Yes (   ) No ( ✓ )

31. Do you think that through getting a pass mark in the composition section, you will be able to communicate effectively through written English in future? 
   Yes ( ✓ ) No (   )

Section – G (General)

32. At present Part-I English is compulsory at the degree level do you think it should be made optional and you should be given a choice to select one language out of Telugu, English, Hindi etc.?  
   Yes ( ✓ ) No (   )

33. Which language would you prefer for answering in the examination for your main subjects of study?  
   Telugu (   ) English ( ✓ )

34. Which language would you like to be the medium of learning?  
   English ( ✓ ) Telugu (   )

35. (a) Does your English teacher use Telugu in the composition class?  
       Yes (   ) No ( ✓ )

       (b) If your answer is “Yes’ please put a ( ✓ ) against the item for which he uses Telugu.

(i) to give instructions on how to organize your writing. ( ✓ )
(ii) to explain the content of the composition ( ✓ )
(iii) to help you to correct your mistakes which you write ( ✓ )
(iv) any other (please specify) ……………………………………….

36. (a) Out of 10 teaching hours allotted for English per week (I and II Years put together), one hour in the second year is spent on composition. What do you think of this allotment of one hour to learn composition?  
       1. more than enough (   )  2. enough ( ✓ )  3. not enough (   )

       (b) If you feel the time given is not enough, how many hours a week would you need for learning composition? ( ✓ )
(c) Do you think that composition should be taught from the beginning of the I year degree?  Yes (✓) No ( )

37. You have learnt how to summarize and make notes in the composition classes. Have you ever made use of this ability in the other English classes or in your optional classes?  Yes (✓) No ( )

38. Do you think with the practice you get from the composition classes at present you will be able to communicate effectively?  Yes (✓) No ( )

39. There are several reasons why you are not able to learn composition writing very effectively in the class. A few reasons are listed below. Please choose three of them which you think more important than the rest and order them putting 1,2,3, against them.

a) The syllabus is very heavy; there is no time to learn composition well. (2 )
b) The prescribed composition text is not suitable. (2 )
c) In large classes the teacher is not able to help each student. (2 )
d) Composition is treated inferior to prose, poetry, short stories, etc. (2 )
e) The examination pattern and the question paper do not demand a better way of learning. (2 )
f) Writing composition can be learnt without any help from the teachers. (2 )

40. Do you have anything more to say about teaching and learning composition writing? If so please make use of the space below. You can write your opinions, suggestions and comments.

***
APPENDIX D

SAMPLE STUDENT RESPONSES II

QUESTIONNAIRE FOR SECOND YEAR DEGREE STUDENTS

Section – A (About Yourself)

1. Name : Bethapudi Kiran
2. Group : II B.Com. (C.A.)
3. Name of the college : V.S.R. Govt. Degree College
4. Mother tongue : Telugu
5. Name (s) of schools attended : John’s High School, Repalle
6. Medium of instruction:
   a) at Primary level : Telugu
   b) at Secondary level : Telugu
7. Occupation of your
   Father / guardian : Farmer

Yes No.
8. Do you get any English newspaper and / or English magazines at home? ( ) (✓)
9. Do you read any English books other than the prescribed textbooks? (✓) ( )
10. Do you listen to the radio / T.V. news bulletins in English? (✓) ( )
11. Do you write letters in English to your friends, relatives or parents? (✓) ( )
12. Do you write applications / requests in English to any offices or companies? (✓) ( )
13. Does anybody speak English at home? Please put a tick against your answer.
   never ( ) sometimes (✓) often ( ) most of the time ( )
14. Do you speak English to the following people? Put a tick against your answers.
   never ( ) sometimes (✓) often ( ) most of the time ( )
   a) the members of your family. ( ) (✓) ( ) ( )
   b) to your friends. ( ) (✓) ( ) ( )
   c) to your English teachers. ( ) (✓) ( ) ( )
   d) to your other teachers. ( ) (✓) ( ) ( )
   e) to others. ( ) (✓) ( ) ( )

Section B (Aims of Learning English)

15. In your opinion, what are the aims of learning English at the Degree level. A few aims are listed below. If you feel any of them is not important, draw a circle around (I); Draw a circle around (2) if you think that the item is important and around (3) if it is very important.
a) to pass the examination. 

b) to go in for higher studies where subjects are taught in English. 

c) to get a job. 

d) to pass the examination. 

e) to read newspapers, books and periodicals in English. 

f) to understand the English way of life and culture. 

g) to develop abilities like understanding, speaking, reading and writing English. 

h) to get the social status of an English knowing person. 

i) to learn optional subjects of study like History, Physics better. 

j) to go for vocational courses in Polytechnic etc. 

k) to go for professional courses like Medicine, Engineering, Agricultural science, etc. 

l) any other-please specify  

16. By the end of the second year of degree course you are expected to have gained some abilities in using the English language. A few of them are given below. Which of them do you consider as most important, write (1) against that, and (2) for the next important one and so on.

a) the ability to listen to lectures, speeches, broadcasts and commentaries in English and understand the ideas and gather information. 

b) the ability to speak English correctly. 

c) the ability to read newspapers, books, etc., and understand the ideas. 

d) the ability to write applications, letters, etc. correctly and effectively. 

Section – C (Aims of Writing Composition)

17. Why do you want to learn writing composition? A few reasons are listed below. How important, do you think each item is? Please circle (1) for not important (2) for important and (3) for very important. By the end and of the Three Year Degree Course will you be able to ……

a) write English sentences grammatically using the right words and structures. 

b) write words without spelling mistakes. 

c) use punctuation marks and capitals correctly. 

d) arrange ideas into paragraph. 

e) make attempts at writing stories, poems, essays, etc. 

f) use English for practical purposes like writing letters, applications, etc.
18. Which of the following do you consider as the main purpose of doing composition exercises in the class? Put a (√) against your choice.
   a) to test your ability to write English  
   b) to help you to develop your writing ability  

19. The following is a list of composition tasks. How useful do you think, each of the item is in your future life? Please circle your choice as follows (1) for not useful (2) for useful and (3) for very useful.

<table>
<thead>
<tr>
<th>Task</th>
<th>Not so useful</th>
<th>Useful</th>
<th>Very useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Paragraph-writing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b) Essay-writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c) Precis-writing</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d) Writing formal letters.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e) Writing personal letters.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f) Comprehension.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g) Note-taking.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h) Writing dialogues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i) Expanding proverbs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>j) Writing a story form hints.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>k) Writing reports.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>l) Information transfer.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>m) Writing messages in the form of notes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>n) Changing information to writing given in charts to, graphs, tables etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Section – D (Materials for Composition)

20. What sort of materials do you use in the composition classes? A few possible ones are listed below. Put a (√) against the item you use at present.
   a) the prescribed text book (Degree Text).  
   b) other composition texts.  
   c) a dictionary.  
   d) a grammar book.  
   e) textbook of your optional subjects.  
   f) newspapers, journals, etc.  
   g) maps, charts, graphs, etc.  
   h) any other (please specify).  

21. The present prescribed textbook “Enriching your Competence in English” has 36 pages for composition. Do you think this is sufficient to learn how to write composition?
   Yes ( √ ) No (     )
22. What other books would you like to use for practicing composition? Please write down below the titles of the books and other authors.

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Book</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section - E (What happens in the composition class?)

A few activities which may take place in the composition class are listed below. They fall into 3 stages – before-writing, during-writing and after-writing. Please indicate whether each of the activities takes place in your composition class or not. Put a (✓) against either ‘Yes’ or ‘No’ whether the activity takes place in your class at present. What do you think about its importance? Draw a circle around (1) if you think the item is not important, (2) for important, and (3) for very important.

23. Before-writing.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
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<th>Important</th>
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</thead>
<tbody>
<tr>
<td>a) The teacher discusses the content of the composition with the whole class.</td>
<td>✓</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b) The teacher discusses the content in small groups.</td>
<td>✓</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c) The teacher discusses the content with individual students.</td>
<td>✓</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>d) The teacher gives suggestions on what structures, words, phrases and sentence connectors are likely to be used in the composition.</td>
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<td>e) The teacher reads out a model in the class and explains its useful features.</td>
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j) The teacher writes down a rough sketch of the composition on the blackboard after discussion in the class. (✓) ( ) 1 ☐ 3

k) The teacher gives a rough idea about the content but nothing about the structures and words and allows you to write the composition at home. (✓) ( ) 1 ☐ 3

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a) The teacher asks you to read your composition again, to find out the mistakes and correct them yourself. (✓) ( ) 1 ☐ 3
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c) The teacher just indicates the types of errors using abbreviations like sp/gr and asks you to correct them. (✓) ( ) 1 ☐ 3
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26. In the following are as of writing composition which of the following do you think is most important. Put a tick (✓) against the item.

a) Grammatical corrections. ( )
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1. Comprehension - 10 marks
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a) Do you think any of the items should be left out from the question paper? (✓)
b) If your answer is ‘yes’, please indicate in the brackets the number of the items to be left out. (✓)
c) In second year, dialogue-writing or letter-writing is to be attempted in the examination. Do you think both are to be included without choice? Yes (✓) No ( )
29. Do you think it will be useful for you to include some of the following items additionally or in the place of some of the existing ones? Please a ( ✓ ) against the useful items.

   a) Report writing. ( ✓ )
   b) Information – transfer (eg. from charts / maps, diagram, etc. to paragraph). ( )
   c) Answering the given letters. ( ✓ )
   d) Writing messages in the form of notes to be left in somebody’s absence ( )
   e) Writing short notices. ( ✓ )
   f) Writing welcome speech / vote of thanks to be read out in the meeting. ( ✓ )
   g) Writing short and effective slogans. ( ✓ )
   h) Writing captions for cartoons / pictures. ( ✓ )
   i) Writing agenda for a meeting. ( ✓ )
   j) any other – please specify ………………………………

30. You might have seen some of the previous question papers of General English. Do you have any difficulty in understanding the question, or the instructions?

   Yes ( ✓ ) No ( )

31. Do you think that through getting a pass mark in the composition section, you will be able to communicate effectively through written English in future?

   Yes ( ✓ ) No ( )

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32. At present Part-I English is compulsory at the degree level do you think it should be made optional and you should be given a choice to select one language out of Telugu, English, Hindi etc.? (Yes ( ✓ ) No ( )

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   Telugu ( ✓ ) English ( )

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35. (a) Does your English teacher use Telugu in the composition class?

   Yes ( ) No ( ✓ )

   (b) If your answer is “Yes’ please put a ( ✓ ) against the item for which he uses Telugu.

   (i) to give instructions on how to organize your writing. ( ✓ )
   (ii) to explain the content of the composition ( )
   (iii) to help you to correct your mistakes which you write ( ✓ )
   (vii) any other (please specify) ………………………………

36. (a) Out of 10 teaching hours allotted for English per week (I and II Years put together), one hour in the second year is spent on composition. What do you think of this allotment of one hour to learn composition?

   1. more than enough ( )  2. enough ( ✓ )  3. not enough ( )

   (b) If you feel the time given is not enough, how many hours a week would you need for learning composition? ( ✓ )
(c) Do you think that composition should be taught from the beginning of the I year degree?  
Yes (✓) No (       )

37. You have learnt how to summarize and make notes in the composition classes. Have you ever made use of this ability in the other English classes or in your optional classes?  
Yes (✓) No (       )

38. Do you think with the practice you get from the composition classes at present you will be able to communicate effectively?  
Yes (✓) No (       )

39. There are several reasons why you are not able to learn composition writing very effectively in the class. A few reasons are listed below. Please choose three of them which you think more important than the rest and order them putting. 1,2,3, against them.

a) The syllabus is very heavy; there is no time to learn composition well. (✓)
b) The prescribed composition text is not suitable. (✓)
c) In large classes the teacher is not able to help each student. (✓)
d) Composition is treated inferior to prose, poetry, short stories, etc. (✓)
e) The examination pattern and the question paper do not demand a better way of learning. (✓)
f) Writing composition can be learnt without any help from the teachers. (✓)

40. Do you have anything more to say about teaching and learning composition writing? If so please make use of the space below. You can write your opinions, suggestions and comments.

***
APPENDIX E

GENERAL ENGLISH SYLLABUS FOR U.G. COURSES FROM 2002-2003 : 1 YEAR

Prose: “Selections from English Prose”

1.  A Chat with Mrs. Smiles - W.R. Lee
2.  Lover’s Reunion - D.H. Spencer
3.  Blood, Toil, Sweat and Tears - Sir Winston Churchill
5.  The Topaz Cufflink’s Mystery - James Turber
6.  Letter to Indu - Jawaharlal Nehru
7.  Dolly at the Dentist’s - George Bernard Shaw
8.  A Sense of the Future - J. Bronowski
9.  The Thief’s Story - Ruskin Bond

Poetry: “Poetry for Pleasure”

1.  On his Having Arrived at the Age of Twenty-Three - John Milton
2.  Go Lovely Rose - Edmund Walker
3.  Tables Turned - William Wordsworth
4.  Sonnet to Science - Edgar Allan Poe
5.  The Express - Stephen Spender
6.  Laugh and Be Merry - John Masefield
7.  On Killing a Tree - Gieve Patel
8.  Piano and Drums - Gabriel Okara

Short Stories: “Best-loved Stories”.

1.  The Refugees - Pearl S. Buck
2.  The Gold Watch - Mulk Raj Anand
3.  The Open Window - Saki
4.  Lemon Yellow and Fig - Manohar Malgonkar
5.  The Fortune-Teller - Karel Capak
6.  God Sees the Truth but waits - Leo Tolstoy

Language Study: “Enrich Your Communication in English”

1.  Vocabulary and Spelling
2.  Parts of Speech
3.  Sentences, Clauses and Phrases
4.  Prepositions and Conjunctions
5.  Verbs
6.  Tenses
7.  Concord: Agreement of the Subject and the Verb
8.  Transformations of Sentences:
   - Degrees of Comparison
   - Active and Passive voice
   - Direct and Indirect Speech
9.  Simple, Complex and compound sentences
10. Writing Paragraphs
11. Letter-Writing
APPENDIX F


Prose: “Prose for Communication Skills”

1. In London       - M.K. Gandhi
2. Pecuniary Independence    - P.T. Barnum
3. The Drunkard (An Excerpt)    - William H. Smith
4. Three Days to See    - Helen Keller
5. Knowledge society     - A.P.J. Abdul Kalam
7. Man’s Peril       - Bertrand Russell
8. Shooting an Elephant - George Orwell
9. The Day Dog Hammarskjold Rode in My Jeep    - Jhan Robbins

Poetry: “The Silent Song – An Anthology of Verse”

1. London      - William Blake
2. Ode to the West wind      - P.B. Shelley
3. Ode to a Nightingale     - John Keats
4. Ulysses       - Alfred Tennyson
5. The Last Ride Together    - Robert Browning
6. Because I could not Stop for Death (from the Chariot) - Emily Dickinson
7. Mending Wall       - Robert Frost
8. The Gift of India    - Sarojini Naidu
9. Advice to Fellow-Swimmers - Kamala Das

Non-detailed: “Vignettes of Life – A Collection of Short Stories

1. The Lottery Ticket - Anton Chekov
2. Ha’ Penny       - Alan Paton
3. Subha           - Rabindranath Tagore
4. Diamond Rice    - Ranga Rao
5. The Only American from Our Village - Arun Joshi
6. Luck           - Mark Twain

Language study: “Enrich Your Communication in English”

1. Phrasal Verbs and Idioms
2. Reference Skills
3. Information Transfer
4. Summarizing, Note-making and Note-taking
5. Essay Writing
6. Dialogue Writing
APPENDIX G

SAMPLE DEGREE EXAMINATION QUESTION PAPER : I YEAR

(Examination at the end of First Year)

Part I — English

Paper I — GENERAL ENGLISH

Time : Three hours

Maximum : 100 marks

PART A

(ANALYTICAL SKILLS)

1. (a) Read the following passage and answer the questions below : (5 x 1 = 5)

To form an administration of this scale and complexity is a serious undertaking in itself. But we are in the preliminary phase of one of the greatest battles in history. We are in action at many other points — in Norway and in Holland — and we have to be prepared in the Meditersanean. The air battle is continuing, and many preparations have to be made here at home.

(i) Why is the administration complex?

(ii) What is the war referred to?

(iii) What are the two countries mentioned?

(iv) Who is the speaker?

(v) Against whom is the battle preparations?

(b) We are not afraid of the future because of a bomb. We are afraid of bombs because we have no faith in the future. We no longer have faith in our ability, as individuals or as nations, to control our own future. The loss of confidence has not sprung overnight from the invention of a weapon. (5 x 1 = 5)

(i) There is a loss of faith

(1) the bomb

(3) negative thinking

(2) atheism

(4) refusal to accept science.

(ii) Meaning of ‘overnight’

(1) immediately

(2) that night

(3) in a day

(4) very late.

(iii) Antonym of ‘confidence’

(1) courage

(2) content

(3) diffidence

(4) faith.
(iv) Synonym of 'spring'

(1) a coil  (2) rise
(3) season  (4) jump.

(v) What is the problem discussed?

(1) social  (2) political
(3) economical  (4) moral.

2. (a) Correct the following sentences:

(i) Life like spider spins many webs.
(ii) Rao is a scholar and speaks well.
(iii) Here are my luggages.
(iv) They played a trick to him.
(v) The river overflowed its banks.

(b) Rewrite as directed:

(i) Announce the results. (Change to passive voice)
(ii) Mumbai is the most crowded city in India. (Change to comparative degree)
(iii) She is doubtful whether she will succeed. (Change into simple sentence)
(iv) Rich are happy in the world. (Insert an article)
(v) He was born at Sweden. (Correct the preposition)

(c) Change the following into indirect speech:

(i) “We won’t return the transistor”, said Pradeep.
(ii) “Don’t forget to post the letter”, she said.
(iii) She asked, “Should I go there?”

(d) Fill in the blanks with suitable form of verbs in the brackets:

(i) The Telephone ——— (ring), as I ——— (come) in.
(ii) I ——— (go) to bed now. Good night!
(iii) English ——— (speak) all over the world.
(iv) My mother always ——— (cook) food.
(e) Fill in the blanks with suitable words given below: (5 × 1 = 5)

(i) Raju ———— smoking at last.

(ii) Students ———— to great leaders of the country.

(iii) Men ———— achieve their goals.

(iv) Children ———— love and affection.

(v) Life is a ———— happiness and sorrow.

Look up, strive to, mixture of, respond to, gave up, drive off, work out.

(f) Rewrite the following set of jumbled sentence to them into a meaningful paragraph: (5 × 1 = 5)

(i) So when morning came he, went down to the rail-yards to get some work.

(ii) He did not go in.

(iii) Sher Singh always felt shy even in his house.

(iv) He stayed at the entrance of the hospital.

(v) He had no money.

(g) Write a dialogue between yourself and a Ticket Collector. You have boarded a train in a hurry and don't have a ticket. (Eight lines of dialogue) (3)

(h) Write a paragraph using the hints:

Afforestation — damage to environment — depletion of natural resources — corrosion.

(i) Write an essay in about 100 words on any ONE of the following: (5)

(i) Necessity is the mother of wit.

(ii) Sound Pollution.

(iii) Influence of T.V. on society.
PART B
(Descriptive Skills)

3. Answer any ONE of the following:
   (a) Give a brief character-sketch of Dorothy Clandon.
   (b) Narrate in brief the attempt of the people to catch the cobra.
   (c) What advice does Bronowski give to the layman about science.

4. Write short notes on any THREE of the following:
   (a) Why does Milton regret that his 23rd has passed?
   (b) How does Wordsworth describe the sun?
   (c) What are the two concepts personified in the just two lines of 'Sonnets--To Science'?
   (d) "Laugh and be proud to belong to the old proud pageant of man". -- Explain
   (e) Comment on the poet's mood in the last stanza of 'Enterprise'.

5. Write an essay on ONE of the following:
   (a) Sketch the character of Mr. Sharma as revealed in the story 'The Gold Watch'.
   (b) Assess the character of the salesman in 'Lemon Yellow and Fig'.
   (c) Explain the title of the story and justify it with reference to what happens to Aksenov.

6. (a) Explain any TWO of the following:
   (i) Six years later Arthur Bloxham, who had studied law at Oxford, was a promising young barrister.
   (ii) When there was nothing more to be done Dasa asked triumphantly, "Where is the snake?"
   (iii) And yet in this world of shock and change, it makes little difference what period is fixed for a sentence.

   (b) Explain any ONE of the following:
   (i) All is, if I have grace to use it so,
   As ever in my great Task-Master's eye.
   (ii) Books! Tis a dull and endless strife,
   Come, hear the woodland linnet,
   How sweet his music!
   (iii) Laugh and be merry together, like brothers akin!
APPENDIX H

SAMPLE DEGREE EXAMINATION QUESTION PAPER : I YEAR

(Examination at the end of Second Year)

Part I (i) — English

Paper II — GENERAL ENGLISH

Time: Three hours

Maximum : 100 marks

SECTION A

(PROSE)

1. (a) Read the following passage carefully and answer the questions that follow :

As if all this were not enough to make me look the thing, I directed my attention to other
details that were supposed to go towards the making of an English gentleman. I was told it was
necessary for me to take lessons in dancing, French and elocution.

(i) Who is the speaker of this passage?
(ii) What made him look ‘the thing’?
(iii) Why did he want to become an English gentlemen?
(iv) What was he told?
(v) Give the meaning of the word ‘elocution’.

(b) Read the following paragraph and answer the questions by choosing the right answer :

To be a successful writer, you must write interestingly; but different kinds of people have
different interests, and it is most unlikely that you will be able to appeal to all of them. You
therefore have to know exactly what type of reader you are writing for and exactly what kinds of
things interest such a reader.

(i) To be a successful writer, one must write

(1) Lengthy works  (2) Carefully
(3) Interestingly  (4) Personally.

(ii) People have

(1) Same reactions  (2) Disinterest
(3) No interest  (4) Different interests.

(iii) ‘Unlikely’ means

(1) Show liking  (2) To hate
(3) Remotely possible  (4) Not possible.
(iv) Write the antonym of 'successful'
   (1) Failure
   (2) To win
   (3) Be the best
   (4) Happy.
(v) The synonym of 'different'
   (1) Change
   (2) Various
   (3) Many
   (4) Similar.

2. Answer any TWO of the following in not more than 100 words each: 
   \(2 \times 5 = 10\)
   (a) According to Barnum, what kind of people can attain 'pecuniary independence'?
   (b) Why did Gandhi want to become an English gentleman? Give two reasons.
   (c) What is the moral of the play 'The Drunkard'?
   (d) Trace the importance of knowledge as a source of prosperity from the distant past to the present.

3. Answer any ONE of the following in 200 words:
   \(10\)
   (a) List Keller's visits to various places on her second 'seeing day'.
   (b) Describe the character of Edward Middleton as it emerges in his conversation.
   (c) Justify the title of the essay 'Man's Peril'.

SECTION B
(POETRY)

4. (a) Answer any ONE of the following in 100 words:
   \(5\)
   (i) How does the poet compare himself with the West Wind?
   (ii) What according to Ulysses are the limitations of his life in Ithaca?
   (iii) Describe how farmers mend the wall.
(b) Explain any ONE of the following:
   \(5\)
   (i) Like the bright hair uplifted from the head
      Of some fierce Maenad ...
   (ii) Perhaps the self same song that found a path
        Through the sad heart of Ruth.
   (iii) Since then — 'tis centuries — and yet
        Feels shorter than the Day.
5. Answer any ONE of the following in about 200 words:
   (a) Consider 'The last Ride Together' as a dramatic monologue.
   (b) Write an appreciation of the poem "Ulysses" quoting lines that have appealed strongly to your imagination.
   (c) Bring out the patriotic feeling in the poem "The Gift of India".

SECTION C

(SHORT STORIES)

6. Answer any ONE of the following in 200 words:
   (a) Narrate the story of "The Lottery Ticket" in your own words.
   (b) Sketch the character of Subha.
   (c) Comment on Arun Joshi's handling of the American Dream of success.

SECTION D

(LANGUAGE WORK)

7. Read the following passage and make a note of the main points:
   Here, then, is the problem which I present to you, stark and dreadful and inescapable. Shall we put an end to the human race; or shall we renounce war? People will not face this alternative because it is so difficult to abolish war. The abolition of war will demand distasteful limitations of national sovereignty. But what perhaps impedes understanding of the situation more than anything else is that the term 'mankind' feels vague and abstract.

8. Write an essay on ONE of the following:
   (a) Population explosion.
   (b) Secularism in India.
   (c) Free press.

9. Answer any ONE of the following:
   (a) Write a report on an official function of the C.M.
   (b) Give a report about a football match.

10. Use any FOUR of the idioms and phrasal verbs in your own words:
    (a) Look after
    (b) Sympathise with
    (c) As dumb as a door nail
    (d) Hat trick
(e) All in all
(f) Put on airs
(g) At logger heads
(h) Call off.

11. Answer any ONE of the following:

(a) Write a dialogue between yourself and a new classmate you met on the first day of college.

(b) A dialogue between a customer and shopkeeper about a faculty mixie purchased a week back.

(c) A dialogue between two friends after seeing a movie.

(d) A letter to your sister telling her about the importance of computer.
# APPENDIX I


### 1. MODIFIED CURRICULUM : YEAR – I

Year-I modified curriculum-(I-A) 2005-2006

<table>
<thead>
<tr>
<th>Year –I</th>
<th>Section</th>
<th>Selections</th>
<th>Author</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Prose-</td>
<td>1. A Chat with Mrs. Smiles</td>
<td>WR.Lee</td>
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<tr>
<td>10 Marks</td>
<td></td>
<td>2. A Snake in the Grass</td>
<td>R.K. Narayan</td>
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<td></td>
<td></td>
<td>3. Letter to Indu</td>
<td>J.Nehru</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. A Sense of the Future</td>
<td>J.Bronowski</td>
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<td>5. The Thief’s Story</td>
<td>Ruskin Bond</td>
</tr>
<tr>
<td></td>
<td>Poetry-</td>
<td>1. On his Having Arrived at the Age of Twenty-Three</td>
<td>John Milton</td>
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<td>10 marks</td>
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<td>2. The Express</td>
<td>Stephen Spender</td>
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<td>3. Laugh and Be Merry</td>
<td>John Masefield</td>
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<td>4. On Killing a Tree</td>
<td>Gieve Patel</td>
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<td>5. Piano and Drums</td>
<td>Gabriel Okara</td>
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<td>Short Stories -</td>
<td>1. The Refugee</td>
<td>Pearl S. Buck</td>
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<td>5 Marks</td>
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<td>2. The Gold Watch</td>
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<td>3. The Fortune-Teller</td>
<td>Karel Capak</td>
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### Language Study-25 Marks

“Enrich Your Communication in English” – Lorven

The following Chapters are prescribed for study:

1. Vocabulary and Spelling
2. Parts of Speech
3. Sentences, Clauses and Phrases
4. Prepositions and Conjunctions
5. Verbs
6. Tenses
7. Concord: Agreement of the Subject and the Verb
8. Transformations of Sentences:
   - Degrees of Comparison
   - Active and Passive voice
   - Direct and Indirect Speech
9. Simple, Complex and compound sentences
10. Writing Paragraphs
11. Letter-Writing
## 2. COMMUNICATION CURRICULUM : YEAR I

<table>
<thead>
<tr>
<th>Year-I Communication Curriculum</th>
<th>2005-2006</th>
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<tr>
<td><strong>Year-1 /Level-2 Modules</strong></td>
<td><strong>Topics</strong></td>
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</tbody>
</table>
| 1-B-1 Spoken English            | 1. Neutralization of Accent pronunciation | *Intro to English sounds*  
  * Practice in identifying Vowels, Symbols, words, stress, using  
  * Consonants (GIE)  
  The dictionary, common words  
  (Contrasted with Dr.E, Am.E)  
  *Syllables  
  *Stress  
  *Intonation  
  Reducing MTI – Problematic sounds of regional language | 15 Hours | Sound System |
|                                 | 2. Formal/Informal English-differences monologue/Dialogue | *Self-introduction*  
  *Hobbies and favorites*  
  *Greeting people*  
  *Giving instruction/directions, making requests, asking permission, offering help | 5 | |
| 3. Telephoning Skills           | | Types of calls  
  *Call structure-stages of a call  
  *Leaving a message  
  *Role play  
  *Voice modulation practice | | |
| I-B-2 Listening Comprehension   | 1. Listening for stress, accent, rhythm and intonation | *Identifying sounds/word stress/intonation patters | 5 | Audi CD/tapes |
|                                 | 2. Listening for the main idea | *Listening to and understanding a speech/talk/conversation | 4 | Audio CD/tapes |
|                                 | 3. Listening for specific information | *Handling a call-(live/answering machine) listening to and taking down a message  
  *Following instructions / directions  
  *Dictation practice | 4 | *Audio CD/taps  
  *L. Site maps recommended |
|                                 | 4. Listening for pleasure | *Stories, anecdotes  
  *English songs | 2 | Audio CD tapes |
# 3. INTEGRATED ENGLISH CURRICULUM : YEAR I

**2005-2006 (MC+CC)**

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<th>I Year</th>
<th>INTEGRATED ENGLISH CURRICULUM</th>
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<td>(NON-PROFESSIONAL, UNDERGRADUATE)</td>
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<th>Key:</th>
<th>1. Modified Curriculum-MC</th>
<th>3. Integrated English Curriculum-IEC</th>
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<td>2. Communication Curriculum-CC</td>
<td>4. Annual University Exam. AUE</td>
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## YEAR I COURSE DETAILS

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<th>CC-Part I-Paper I-B</th>
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<th>Reading and Writing</th>
<th>Speaking-1-B-1</th>
<th>Listening-1-B2</th>
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<th>FEASIBLE NO OF HOURS</th>
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<th>50 Marks – 50% of IEC</th>
<th>25 Marks – 25% of IEC</th>
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<th>EVALUATION</th>
<th>Pass-35% of 100/ a Minimum of 17 marks</th>
<th>Pass-35% of 100/ a minimum of 18 marks</th>
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# APPENDIX J

## GENERAL ENGLISH SYLLABUS FOR U.G. COURSES FROM 2006-2007 : II YEAR

### 1. MODIFIED CURRICULUM : YEAR II

<table>
<thead>
<tr>
<th>Year -II</th>
<th>Section</th>
<th>Selections</th>
<th>Author</th>
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<td></td>
<td>Prose-15 Marks</td>
<td>1. In London</td>
<td>M.K. Gandhi</td>
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<td></td>
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<td>2. Three Days to See</td>
<td>Helen Keller</td>
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<td></td>
<td></td>
<td>3. Knowledge society</td>
<td>A.P.J. Abdul Kalam</td>
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<td>4. Man’s Peril</td>
<td>Bertrand Russell</td>
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<td>5. Shooting an Elephant</td>
<td>George Orwell</td>
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<td>Poetry-10 marks</td>
<td>1. Ode to a Nightingale</td>
<td>John Keats</td>
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<td>2. Ulysses</td>
<td>Alfred Tennyson</td>
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<td>3. The Last Ride Together</td>
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<td>4. Mending Wall</td>
<td>Robert Frost</td>
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<td>5. The Gift of India</td>
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<td>Short Stories-5 Marks</td>
<td>1. The Lottery Ticket</td>
<td>Anton Chekow</td>
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<td>2. Subha</td>
<td>Rabindranath Tagore</td>
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<td></td>
<td>3. Luck</td>
<td>Mark Twain</td>
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### Language Study-25 Marks

“Enrich Your Communication in English” – Lorven

1. Phrasal Verbs and Idioms
2. Reference Skills
3. Information Transfer
4. Summarizing, Note-making and Note-taking
5. Essay Writing
6. Dialogue Writing
## 2. COMMUNICATION CURRICULUM : YEAR II

<table>
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<tr>
<th>Year-II / Level-2 Modules</th>
<th>Topics</th>
<th>Concepts / Activities</th>
<th>Time Frame</th>
<th>Additional Infrastructure Requirement</th>
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| II-B-1 Spoken English    | 1. Neutralization of Accent pronunciation | * Word stress, tone, pitch, speed, weak forms, pauses  
* Reading aloud texts  
* Sentence stress (Recording voice)  
* Intonation  
* Word ending pronunciation  
* Problem sounds  
* Accents – regional, standard  
* Reducing MTI | 10 Hours | * Sound System  
* Recording facility |
|                          | 2. Art of Conversation | * Instantiating, sustaining, closing, turn-taking  
Interrupting, apologizing, clarifying, confirming, etc. | 10 Hours | Nil |
|                          | 3. Giving a Formal Talk/Speech | * Speech type: Describing/Narrating-people, places, things, events | 4 Hours | * Sound System |
|                          | 4. Telephoning Skills | * Types of Calls – Formal / Informal  
* Making/changing appointments  
* Practice with Mock Calls  
* Telephone etiquette | 10 Hours | * Speaker Phone recommended |
| II-B-2 Listening Comprehension | 1. * Barriers to listening  
* Types of listening-  
- academic (lectures)  
- information (facts and inferences) | * Role play  
* Listening to and understanding live or recorded text  
* Taking dictation-paragraphs, dialogues (written/spoken) | 3 Hours | * Audio, CD/tapes |
|                          | 2. Real life listening-  
* railway/airport announcements, radio/TV news  
* casual conversations | * Identifying context  
* Listening for the main idea  
* Listening for specific information  
* Information transfer-filling in a form/table while listening | 3 Hours | * Audio CD/tapes |
# 3. INTEGRATED ENGLISH CURRICULUM :: YEAR II

**INTEGRATED ENGLISH CURRICULUM** 2006-2007  
A.P. DEGREE COLLEGES  
(NON-PROFESSIONAL, UNDERGRADUATE)

Key:  
1. Modified Curriculum-MC  
2. Communication Curriculum-CC  
3. Integrated English Curriculum-IEC  
4. Annual University Exam. AUE

## YEAR II COURSE DETAILS

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<td>10 Marks</td>
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<td>EVALUATION</td>
<td>Pass-35% of 100/ a Minimum of 17 marks</td>
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APPENDIX K

SAMPLE DEGREE EXAMINATION QUESTION PAPER : I YEAR

(1101)


(Examination at the end of First Year)

Part I — English

Paper I (A) — GENERAL ENGLISH

Time : Two hours

Maximum : 50 marks

1. (a) Read the following passage and answer the questions :

Of Course, I am honest. And I am also a hard worker. In the very second week I had made more sales than the previous salesman had made during any week. The fact that this was the week before Diwali, which, as you know, is the time when more saris are bought than at any other time, may have had something to do with it. On the other hand it may have been due to my salesmanship. Any way, I had good reason to be satisfied with the way things were going.

(i) Of course, I am ____________

(1) Honourable
(2) Humble
(3) Honest
(4) Dishonest.

(ii) The speaker made more sales than

(1) The boss
(2) The wife of the boss
(3) The previous salesman
(4) The daughter of the boss.

(iii) The salesman made more sales because

(1) It was Diwali season
(2) The salesmanship of the salesman
(3) Of the variety available
(4) Diwali season and salesmanship.

(iv) The salesman was ____________

(1) Happy
(2) Satisfied
(3) Unhappy
(4) Proud
(v) What is the antonym of honest?
   (1) Truthful
   (2) Open
   (3) Plain
   (4) Dishonest.

(b) Read the passage and answer the questions:

   In the solitude of prison I shall think of you a great deal. I shall sit here wrapped up in
   my thoughts and you will be a constant companion bringing joy and solace to me. So, I
   shall not be really lonely and the years or months that I pass here perhaps bring peace
to my mind.

   (i) Why does Nehru feel that he will not be lonely in the prison?
   (ii) Whom does Nehru address these lines?
   (iii) What will bring peace to Nehru’s mind?
   (iv) In which prison is Nehru placed?
   (v) What is the word in the passage which means ‘consolation’?

2. Answer the following questions:

   (a) What is the central idea of the poem “On His Having Arrived at the Age of Twenty –
       Three”?
   (b) Describe ‘The Express’ in your own words.
   (c) How does the poet persuade the reader to laugh and be merry?
   (d) The poem, ‘On Killing a Tree’ is a plea for the protection of Nature. Discuss.
   (e) How does Okara contrast the primitive African with the modern Africa?

3. Answer any ONE of the following questions.

   (a) How does Pearl S. Buck portray the farming community in The Refugees”?
   (b) What is wrong with Mrs. Myers as a fortune-teller?
   (c) Sketch the character of Sudershan Sharma.

4. (a) Rearrange the following jumbled sentences into a meaningful sequence:

   (i) They can weigh up to 90 kilograms and are two metres tall.
   (ii) Kangaroos are found in Australia, Tasmania and New Guinea.
   (iii) The Kangaroos can hop at the speed of 60 kilometres per hour.
   (iv) There are over 40 species of Kangaroos.
   (v) Presently, Kangaroos are disappearing from the forests.

     (5 x 1 = 5)
(b) Fill in the blanks with appropriate word given in brackets: \(10 \times \frac{1}{2} = 5\)

The family _________ (consisting /containing) _________ (of/with) the mother and her four sons assembled _________ (at/in) the gate in _________ (great/famous) agitation. The old servant Dasa was _________ (sleeping/sweeping) in the shed. They shook him out of his sleep and announced to him the _________ (arrival/survival) of the cobra. ‘There is no cobra’, he replied and tried to _________ (dismiss/cancel) the matter. They swore _________ (at/with) him and _________ (force/forced) him to take interest _________ (in/with) the cobra.

(c) Write a meaningful paragraph in 100 words basing on the hints given below: \(10\)

Modern world — a global village — English connecting language — listening and speaking skills — acquired by doing — should not be shy — must have initiative — a little computer knowledge — possibility to get jobs.

(d) Correct the grammatical errors in the following passage: \(10 \times \frac{1}{2} = 5\)

Lovers by learning acquire knowledge for careful study of books, keen observation and listening the conversation of others. Knowledge is a means for an end, but not an end in themselves. The purpose of collecting information is to brought it to use. It has not quality that be matters, it is always the quantity that matters less.
APPENDIX I

SAMPLE DEGREE EXAMINATION QUESTION PAPER : II YEAR

B.A./B.Com./B.Sc./B.B.M. DEGREE EXAMINATION, MARCH 2008.

(Examination at the end of the Second Year)

Part I — English

Paper II (A) — GENERAL ENGLISH

Time: Two hours

Maximum: 50 marks

1. (a) Answer any ONE of the following in not more than 75 words each (Prose): (5)
   (ii) Why did Gandhi want to become an English gentleman?
   (ii) Enumerate Keller’s plans for her third and last day of ‘vision’.
   (iii) Comment on Orwell’s decision to shoot the elephant.

(b) Answer any ONE of the following questions in about 200 words each (Prose): (10)
   (i) Justify the title of the essay ‘Man’s Peril’.
   (ii) What should India do to become a knowledge society, according to Abdul Kalam?
   (iii) Summarise Gandhi’s experience as a student in London.

2. Answer any FIVE of the following questions in about 40 words each (Poetry): (5 x 2 = 10)
   (a) What does the nightingale symbolise for the poet?
   (b) What is Ulysses’ ambition?
   (c) Bring out the grief of mother India over the loss of her children.
   (d) How does the lover express his intense love for his beloved in “The Last Ride Together”?
   (e) What is the message you find in Robert Frost’s poem ‘Mending Wall’?
   (f) Sketch the character of Telemachus.
   (g) What is the immediate effect of the song of the nightingale on the poet?

3. Answer any ONE of the following questions in about 75 words each (short stories): (1 x 5 = 5)
   (a) Narrate in your own words, the story of ‘The Lottery Ticket’.
   (b) Sketch the character of Subba.
   (c) Describe Scoresby’s sudden rise to success.
4. (a) (i) Use any FIVE phrasal verbs in your own sentences. (5 × 1 = 5)
   (1) Look after
   (2) Bear with
   (3) Keep up
   (4) Cut down
   (5) Give up
   (6) Call on
   (7) Get through.

   Or

   (ii) Use any FIVE of the following Idioms in your own sentences:
   (1) Fabian Tactics
   (2) Achilles heel
   (3) Monkey business
   (4) Wild goose chase
   (5) Black sheep
   (6) Apple of one’s eye
   (7) Build castles in the air.

   (b) (i) The following words have different connotations in the context of computer science. Write their meanings (Reference Skills). (5 × 1 = 5)
   (1) Mouse
   (2) Bug
   (3) Character
   (4) Graphics
   (5) Mail.

   Or

   (ii) Read the following passage and present it in the form of a bar diagram.

   In 1998, China exported goods worth of $10 billions. In the same year India’s exports were worth of $1 billion. In 1999 China’s exports were worth $15 billion. In 1999, India exported goods worth $3 billions. In 2000, the corresponding figures for China and India were $20 billions and $5 billions respectively.

   (c) (i) Write an essay on any ONE of the following: (1 × 5 = 5)
   (1) English in the 21st Century
   (2) Population and Unemployment
   (3) Drug addiction.

   Or

   2 (2 ENG)
(ii) This is the beginning of a conversation. Imagine the necessary details and develop

Rajiv: Excuse me, I need some information regarding trains for Hyderabad.

Clerk: Certainly, you see there are two direct trains to Hyderabad.

(d) (i) Read the following passage and make a note of the main points:  

Education is the instrument for social economic and cultural change. If we are to work for social and national integration, if we are to foster moral and spiritual values, and increase productivity, agricultural and industrial, we have to use education in a proper way. Science and technology will help us to solve the problems of hunger and poverty, of disease and illiteracy, of superstition and deadening custom, of vast resources running to waste, of a rich country in habit by poor people. We have to free ourselves from the inertias and in efficacies which have bogged down our programmes of development. Our administration at all levels, should become clean and efficient.

Or

(ii) Read the following passage and summarise it:

First, Science has obviously multiplied the power of the war markers. The weapons of the moment can kill more people more secretly and more unpleasantly than those of the past. This progress - as for want of another word, I must call it - this progress has been going on for some time; for some time it has been said, of each new weapon, that it is so destructive or so horrible that it will frighten people into their wits and force the nations to give up war for lack of cannon fodder. This hope has never been fulfilled, and I know no one who takes refuge in it today.
APPENDIX M

GENERAL ENGLISH SYLLABUS FOR U.G. COURSES FROM 2008-2009: I YEAR


English syllabus
Paper – I (Part-I)

FIRST YEAR

POETRY

Title of the Poem                      Name of the Poet
1. Ode to Autumn                      John Keats
2. Dover Beach                        Matthew Arnold
3. The Unknown Citizen                W.H. Auden
4. Poem – 36                          Rabindranath Tagore
5. Myriad-Winged Bird                 A. Satyavathi Devi
6. Telephone Conversation             Wole Soyinka

PROSE

Title of the Prose Lesson             Name of the Author
1. Is Progress Real?                  Will Durant
2. Stephen Leacock Conjuror’s Revenge
3. The Best Investment I Ever Made    A.J. Cronin
4. Prospects of Democracy             Dr. B.R. Ambedkar
5. I Have a Dream                     Martin Luther King
6. Letter to a Teacher                Nora Rossi and Tom Cole

GRAMMAR AND VOCABULARY

1. Reading Comprehension
2. Verb Forms
3. Right Words (Synonyms, Antonyms, Homonyms and One-Word Substitutes)
4. Idioms
5. Detection of Errors

FURTHER READING FOR FIRST YEAR

The plan of the text and the exercises as per the annexure – 2.

Short Stories:
1. How Far is the River       Ruskin Bond
2. Little Girls are Wiser than Men    Leo Tolstoy

One-Act Plays
1. The Boy Comes Home       A.A. Milne
2. Merchant of Venice (Casket Scene only)   William Shakespeare

LANGUAGE USAGE

1. Punctuation (to be given from a one-act play)
2. Dialogue Writing (to be given from a short story)
APPENDIX N

GENERAL ENGLISH SYLLABUS FOR U.G. COURSES FROM 2009-2010: II YEAR

Modified Curriculum – Year II

MARCH, 2010
GENERAL ENGLISH II YEAR SYLLABUS
(New Examination)

The following topics are prescribed for the II Year General English –

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<td>2. The Solitary Reaper</td>
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<td>3. Road Not Taken</td>
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<td>4. Refugee Mother and Child</td>
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<td>5. Good Bye Party for Mrs. Pushpa T.S.</td>
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<td>6. I will embrace only the sun (Post Modern Telugu Poetry OUP)</td>
<td>Tripurani Srinivas(Down to Earth)</td>
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<td>3. Not Just Oranges</td>
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<td>5. On Shaking Hands</td>
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APPENDIX O

SAMPLE DEGREE EXAMINATION QUESTION PAPER: I YEAR

(1101)


(Examination at the end of First Year)

Part I — English

Paper I — GENERAL ENGLISH

Time: Two hours Maximum: 50 marks

SECTION A — (5 x 2 = 10 marks)

1. Answer any FIVE out of eight questions in about 25 words:

(a) In Durant's 'Is Progress Real?', what idea finds itself in a dubious shape? Why?
(b) Why was the conjurer's reputation sinking?
(c) How did the doctor's help change the young man's life?
(d) According to Ambedkar, what is the impact of the caste system on India's democracy?
(e) What kind of America does King envisage in his speech 'I Have a Dream'?
(f) Why does the student say that the teacher should "be a bit humble, at least"?
(g) How does "graded inequality" affect caste system?
(h) "We have come here today to dramatise an appalling condition. In a sense we have come to our nation's capital to cash a check. Who is the speaker of the given passage? What appalling condition is he referring to?

SECTION B — (5 x 2 = 10 marks)

2. Answer any FIVE out of eight questions in about 25 words:

(a) What, according to Keats, are the features of the season autumn?
(b) Describe the beauty of the landscape at the Dover Beach.
(c) Explain why "the unknown citizen" remains unnamed in the poem.
(d) How does the poet enter the pages of eternity in the poem, "Myriad-Winged Bird"?
(e) What is the central idea of the poem, "Telephone Conversation"?
(f) Describe how Tagore wishes to use his strength for self-improvement.
(g) Why is the question "Was he free? Was he happy?" termed "absurd."
(h) "And sometimes like a gleaner thou dost keep Steady thy laden head across a brook;"
Who is the poet of the given lines? Identify the figures of speech used here.
SECTION C — (5 × 2 = 10 marks)

3. Answer any FIVE out of Eight questions in about 25 words:

(a) "And she would not have been able to quiet the crowd, if it had not been for Akouly and Malasha themselves"

This sentence marks a twist in the story. What is the twist?

(b) What does the river look like in the boy's imagination?

(c) Justify the title of Tolstoy's short story.

(d) Write the conversation that would have taken place between Malasha and Akouly at the end of the story.

(e) Describe Bassanio's reaction when he finds Portia's picture in the lead casket.

(f) Does Portia delay Bassanio in choosing the casket? Why?

(g) What were the three options Philip had when he was attacking the enemy at the front?

(h) Punctuate the given lines using capital letters wherever necessary.

James - but those were Germans its different shooting Germans you're in England now you couldn't have a crime on your conscience like that.

SECTION D — (20 marks)

4. Read the following passage and answer the questions that follow:  (5 × 1 = 5)

Many people think it is harmful to keep flowers and plants in a sick-room, especially overnight. There is some reason for this belief. At night plants breathe oxygen, as we do ourselves. The amount of oxygen that plants use is small, however, and is not likely to affect the supply of air in a modern, well-ventilated sick-room. A more serious objection is that flowers with a strong scent may annoy a sensitive person. When we remember the delight that flowers usually bring to most individuals, there seems to be little reason to banish them unless there should be an exceptionally large number.

(a) What is the general opinion of many people about flowers being kept in a sick-room?

(b) When do the plants breathe oxygen?

(c) "... there seems to be little reason ...": replace the word 'little'.

(d) What does the word "banish" mean?

(e) Give a suitable title to the above passage.
5. Fill in the blanks with suitable verb forms in the passage below: (5 × 1 = 5)

In a village near Moscow, there _________ (live) two friends. One of them was Senyon and the other was Vasily. Both of them _________ (work) for the Railways as track-keepers. Each of them _________ (give) charge of a good length of railway track. Their job was to _________ (walk) along the track everyday and _________ (keep) it in good condition.

6. (a) Pick out suitable synonyms for the following words. (2 × 1 = 2)

(i) endure
   (1) involve (2) tolerate (3) agree

(ii) haughty
   (1) lavish (2) cunning (3) arrogant

(b) Pick out suitable antonyms for the following words. (2 × 1 = 2)

(i) hope
   (1) despair (2) denial (3) defend

(ii) stale
   (1) fresh (2) good (3) new

(c) Pick out the suitable one word substitute for the given line. (1 × 1 = 1)

One who does not believe in God?
(i) Sycophant  (ii) Atheist  (iii) Chauvinist.

7. Correct the underlined part in the following sentences: (5 × 1 = 5)

(a) Ramesh has driven the car skillfully yesterday.

(b) The earth goes round the sun, isn’t it?

(c) Those three girls love each other.

(d) Srinivas went to the store before he went home.

(e) I wish I am a bird.
APPENDIX P

PATTERN OF QUESTION PAPER: II YEAR

ACHARYA NAGARJUNA UNIVERSITY

MARCH, 2010

MODEL PAPER – B.A., B.Com, B.Sc, BCA, BMM – II Year (New Examination)

Subject: GENERAL ENGLISH

TIME: 2 Hrs. Max. Marks: 50

SECTION - A

1. Answer any five out of eight questions in about 25 words

a) Why did Kelada receive the envelope and how did he react to it?
b) What is the most challenging aspect of film making?
c) Describe the greeting ritual at Prince Kropotkin’s house.
d) What happened half an hour after the visit of the girl and her mother?
e) How has advertising also toppled the world of Nature?
f) How was achievement in the English language rewarded? Does Ngugi consider this fair?
g) How does stoppage phase hands?
h) Explain “If I had pretty wife, I should not let her spend a year in New York while I stayed at Rome”

SECTION - B

2. Answer any five out of eight questions in about 25 words

a) Why does the poet call the Sun busy old fool and why as he (The Sun) Unruly?
b) What is the message of Robert Frost’s poem “Road Not Taken”?
c) What are some of the emotions the mother experiences for her child?
d) How is Miss Rashmi T.S. described?
e) How does a minor reduce the status of human being?
f) How does the poet in his poem “I will embrace only the Sun” capture the passage of time in his life?
g) What are the two birds the solitary reaper is compared to?
h) Explain: “Behold her, single in the field,

von solitary highland Loch”

SECTION - C

3. Answer any five out of eight questions in about 25 words

a) How does Perumalay describe the Gajar Halwa?
b) How did the two brothers cross the rushing waters?
c) How did the Mathematics teacher outwit Wassett Kopf?
d) Describe Shareensh’s encounter with the cobra?
e) What comparison does Caesar use to defend himself?
f) Why does Antony take Ceaser’s body to the market place?
g) Rearrange the following jumbled sentences in a logical and coherent manner—

A) Why do you want it back?
B) Because I did not get my money worth, that is why?
D) I did not learn anything. I want my money back.
E) I am not sure I understand
F) Dominic, I want my tuition fees back. Is that plain enough?

(1) DCABF (2) CDADF (3) EFAEDC (4) FADECE

h) Write a paragraph with the hints given below:

A famous Shikari – little Bahadur likes a modal – all he had done – lived his life in Leidwani –
grazing his animals – cultivating his bit of land – an expedition into the jungle – big game – to
shoot or photograph then – sent Bahadur the Brave.
IV. Answer all the questions given below:

A. Prepare the resume' responding to the following advertisement

Wanted agricultural officers – The applicant should be a graduate in agriculture. He should have a basic knowledge in computer programming. He should be fluent in English and Telugu. One year experience is preferable. Apply within 15 days.

OR

You are Ram. Your friend Malik is promoted. Congratulate him by Email letter. His email id is malik___@gmail.com

B. Write a short paragraph expanding one of the following proverbs:

a. Where there is a will, there is a way
b. Better late than never

Read the following chart and answer the questions

- Take two cups
  - Of water

- Add ½ cup of milk

- Boil the water & milk

- Add 2 spoons of sugar

- Add 2 spoons of Tea
  - And simmer for a minute

- Cover the vessel

- Strain the tea into two two cups

Questions:

1. What is third step in the process?
2. How many stages are described here?
3. What is to be done in the sixth stage?
4. How many cups of tea are being made?
5. What is this type of diagram called?

C. Make a note of the following passage:

Nothing can be more truly referred to as 'Indian' than the Black gram. It is believed to be originated in India since time memorial. Black gram is one of the most highly prized pulses of India. It is used in the preparation like idlies, papads, vadas etc.

An addition to its excellent food value, black gram is also known for its therapeutic benefits. Germinated black gram taken with gourd juice and a teaspoon of honey is beneficial in the treatment of diabetes. A decoction of black gram acts as a good therapeutic in
dyspepsia, gastric catarrhal conditions like dysentery and diarrhea. It is good for rheumatic diseases and urinary stones. Its other natural benefits include its cooling actions, aphrodisiac and nerve tonic. The paste of cooked black gram lengthens the hair, keeps it black and cures dandruff.

Or

Make a mind map on how you spend your holidays

D. Identify the figures and objects in the picture given below and describe them.

OR

Write the following dialogue in the reported speech

Geography master: please tell me what city of the same name in the capital of German province of Brunswick?

Wasserkopf: What a dumb question! The answer is the part of the question.