Chapter 3
Methodological Framework

One of the major reasons for undertaking this research was that there is no information available on any study, which covers such a wide area, done anywhere in this country so far to the best of our knowledge and belief. There are some studies touching upon certain limited issues done as a part of work for a Master's degree either at the MA, MLitt, MPhil, or PhD. However, most of these studies tend to cover school education, for these have been done largely in the Faculty of Education in universities across this country, and unfortunately replicate the areas/findings in earlier studies by moving to either the class prior to the one in the earlier studies or to the next higher class. This way, we have several dissertations and theses using a multiple-choice test format to test and report on reading comprehension. We understand that there is more to the teaching and testing of English than merely reading comprehension. Also, that would lend itself to shifting the focus of this research work elsewhere. We do not, therefore, feel the need to review such studies in this research work.

There is some research work quite unrelated or tagged to degrees offered by universities but there is no work in this area covering higher education, with the sole exception of works like that of Khan (1987), who made an attempt in this area in the form of a Mini-Research Project carried out with the financial support made available by the UGC, New Delhi. However, the report remains unpublished even 15 years after its submission. It was also felt that this was the need of the hour in view of the
changing economic environment and the policies of the State with regard to English and funding of higher education.

Evolving a methodological framework appropriate for a particular kind of research is a tricky business indeed. First in the list is a checklist, which is used in checking for accuracy, completeness etc. A checklist is but an inventory of items related to a given subject. For instance, this thesis partially uses a checklist because our research tool is a checklist-cum-questionnaire.

Primary data forms an important part of research. It is information that has been collected in person and uses measurement whereby the researcher takes readings as in an experiment in a laboratory in the sciences, or conducts interviews through oral or written questions. The researcher could use a survey. We considered the various methods used for the purpose of data collection and finally chose to do a survey using a Checklist-cum-Questionnaire.

A checklist-cum-questionnaire was used for collecting the relevant data. Khan (1987) had validated it, but we re-validated it by sending it across to a number of senior teachers of English in Gujarat before we actually used it. This instrument had two different forms, which were then administered on two different occasions at an interval of a month to a randomly selected group of 200 teachers of English working in the colleges across the state of Gujarat.
The variables included (a) the urban and the rural segments, (b) low and high-performance institutions, (c) colleges using vernacular and English as the medium of instruction etc. We carried out the necessary statistical analysis and our conclusions are based on them. The research work, as is evident, involves a descriptive and a quasi-experimental format.

A sample survey, if it has to be reliable and authentic, must cover a representative group of the target population of the subjects. Accordingly, we had mailed the Checklist-cum-Questionnaire to 500 teachers of English colleges affiliated to the various universities in Gujarat after selecting them at random for the purpose of conducting the survey.

It was thought advisable to use copies of the relevant question papers set at FY, SY, and TY BA, BCom, and BSc levels in English (Compulsory) at as recent an examination as was possible in five universities of Gujarat: Gujarat University, North Gujarat University, Sardar Patel University, Saurashtra University, and South Gujarat University. These are appended as Annexure 1 with this thesis. The question papers were checked against the syllabi at FY, SY, and TY levels of BA, BCom, BSc courses in English (Compulsory) before being used in order to make sure that these tested what was taught.
The methodological framework designed for this research work involved (1) a 30-Item Checklist-cum-Questionnaire using a multiple-choice format that gave the respondents a number of options to choose from, and (2) the analysis of Question Papers set at the FY, SY, and TY BA/BCom/BSc Examinations conducted by Gujarat, North Gujarat, Sardar Patel, Saurashtra, and South Gujarat Universities in March/April 2002.

We have made an attempt to test the following hypotheses: (1) The use of the same format of the test papers and the structure of the test-tasks has over the years led to a set pattern getting internalised by the students and the questions can be guessed easily putting a big question mark on their reliability; (2) The test-tasks are structured in such a way that they do not measure the ability of students to organise, argue, and cohere ideas into a unifying whole; (3) The texts prescribed are usually ignored by the students resulting in a situation where they are not in a position to demonstrate their familiarity with them; and (4) The reliance on the concept of comparative marking by the teacher-evaluators in our system of higher education has added to lack of reliability of the tests. All this has apparently added up to make for the loss of their efficacy – a fact borne out by several studies. There is hardly any one-to-one correlation between the marks secured by a candidate and his/her linguistic ability that would justify their award.

The 30-Item Checklist-cum-Questionnaire was sent to as many as 500 teachers teaching in colleges affiliated with these universities in Gujarat. All the Question Papers set at the FY, SY, and TY BA/BCom/BSc Examinations conducted by
Gujarat, North Gujarat, Sardar Patel, Saurashtra, and South Gujarat Universities in March/April 2002 were analysed to find out what areas of English language they sought to test through these achievement-cum-progress tests. We shall discuss each of these in the following two sections in this chapter.

I

The 30-Item Checklist-cum-Questionnaire carried a note titled “To my fellow teachers”, which explained to them that the inquiry was meant strictly for research purposes, and that they need not have any misapprehension in their minds that the data might be misused. They were requested not to suppress any vital information that they could provide in their response through the Checklist-cum-Questionnaire. The note also pledged that the researcher would never compromise the confidentiality of their response. It explained to them that the personal details were required only for the classification of the data, and thus the page carrying these would be removed after being given a coded number and that the same code number would also figure on the first page of the booklet when it would be sent for computing their responses. It also explained to them that it was in our mutual interest that they provide their native responses to the items on the Checklist-cum-Questionnaire.

There were “General Instructions” that followed. To begin with, there was a note that “Language testing” or “language tests” were phrases used throughout the Checklist-cum-Questionnaire to mean “the testing of English language”. They were informed that there were 30 items on the Checklist-cum-Questionnaire and that each of the
items had a number of statements listed under it. They were told that the Checklist-
cum-Questionnaire required them specifically to rank these statements under each of
the items at certain places in the order of their choice as they deemed fit.

Moreover, they were requested to put a tick mark in the appropriate square brackets at
the beginning of each item, selecting any or as many of them as they felt would help
them answer the question to their satisfaction in case of the rest of the items. They
were also informed that they would be free to make a note of their response at the end
of the page if none of the alternatives given were acceptable to them. They were
requested to ensure that they neither struck out any response, nor overwrote on the
response once they had made an entry because it would make it difficult for us to
understand what their actual response was. They were asked to ascertain whether or
not the responses they entered represented their personal opinions and beliefs, and not
to write any comment or add any statement of their own to those listed under the
items because the Checklist-cum-Questionnaire was a standardized one. Finally, they
were requested to follow the instructions, both general and those built into the items.

The respondents were then requested to provide personal particulars like their (a)
Name, (b) Designation, (c) Teaching experience, (d) Educational qualifications, (e)
Mailing addresses both Institutional and Residential with PIN Code, phone number,
and e-mail address.¹ For the rest of the discussion on the checklist-cum-
Questionnaire, please see Chapter 4.
We also made a close study of the Question Papers set at various examinations in five of the universities of Gujarat: Gujarat, North Gujarat, Sardar Patel, Saurashtra and South Gujarat Universities.

II

We analysed the structure of the Question Papers and present it here.

**Arts**

1. Gujarat University

**FYBA 'A' Stream**

1. --- Writing an essay type question to narrate/describe/explain: 1 out of 3

2. --- Answering textual questions in brief: Wh-type: 5 out of 8

3. (a) Constructing sentences in own words: 5 out of 5
(b) Matching exercise: 5 in Column A; and 6 in Column B

4. (a) Identifying parts of speech of words underlined: 3 out of 4
(b) Gap-filling: use of proper forms of 'Be', 'Do' and 'Have: 3 out of 4
(c) Gap-filling: use of proper forms of the verbs given: 3 out of 4
(d) Gap-filling: use of proper articles or determiners: 3 out of 4
(e) Gap-filling: use of suitable pronouns from those given: 3 out of 4
(f) Translating given sentences from Gujarati into English: 5 out of 8

5. --- Comprehending a passage; wh-type questions: 5 out of 5

6. --- Writing a paragraph: 1 out of 3

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SYBA

1 --- Writing an essay type answer to narrate/describe/explain: 1 out of 3
2 --- Writing short answers to Wh-type questions: 5 out of 8
3 (a) Constructing sentences in own words: 5 out of 8
    (b) Matching exercise: 5 in Column A; and 6 in Column B
4 (a) Gap-filling: use of suitable prepositions from those given: 5 out of 6
    (b) Transforming: change of voice: 5 out of 6
    (c) Gap-filling: use of appropriate words from those given: 5 out of 6
    (d) Identifying clauses sentences: 5 out of 6
5 --- Writing a job application, or a letter: 1 out of 2
6 --- Comprehending a passage: 7 Wh-type questions

TYBA

1 --- Writing an essay type answer to narrate/describe/explain: 1 out of 3
2 --- Writing short answers to Wh-type questions: 5 out of 8
3 (a) Gap-filling: correct forms of verbs: 5 out of 6
    (b) Gap-filling: use of suitable prepositions from those given: 5 out of 6
    (c) Gap-filling: conjunctions: 5 out of 6
    (d) Transforming: direct speech: 5 out of 6
    (e) Gap-filling and rewriting as directed: 5 out of 6
4 (a) Essay writing: 500 words: 1 out of 4
    (b) Translating a passage from English into Gujarati
5 --- Translating a passage from English into Gujarati
6 --- Comprehending a passage: Wh-type questions: 5
2. North Gujarat University

FYBA

1 (a) Answering briefly any 5 of the 8 questions: Textual
    (b) Writing short notes on any 2 out of 3 topics: Textual

2 (a) Developing a story from a given outline
    (b) Rearranging 12 given sentences in a logical order so that a story emerges

3 (a) Writing two words to rhyme with each of the words given
    (b) Matching sounds in column A with the words having the same sound in column B: all the 6

4 (a) Gap-filling with appropriate articles: all the 3
    (b) Gap-filling with appropriate prepositions: all the 4
    (c) Gap-filling with correct form of verb: all the 6

5 (a) Matching words in column A with their meanings in column B: 6
    (b) Adding prefixes in column A to the words given in column B to form new meaningful words: all the 4
    (c) Making sentences using 2 pairs of words given

SYBA

Not available

Conducted by Colleges for the last two years
TYBA

1 (a) Sketching character/describing an event

2 (a) Writing short notes on any 3 of the 6 topics
    (b) Answering in brief any 5 of the 10 questions set

3 (a) Drafting a job application for the post of a postman OR
    (b) Writing a leave note to one’s employer giving reasons. OR
    (c) Writing a letter of complaint about irregularities of Bus service in one’s locality.

4 (a) Comprehending a given passage by reading and answering questions on it: 5

5 (a) Writing a short composition of about 150 words on any 1 of the 5 topics given

3. Sardar Patel University

FYBA

Note: There are 2 Sections in these papers with Section – I accounting for Questions 1 to 3, and Section – II accounting for Questions 4 to 6.

1 Discussing a point of view/writing a detailed note on a topic

2 Answering any 3 of the 5 Wh- and 1 Do-types

3 Writing short notes on any 3 of the 6 topics

4 Writing a paragraph on any 1 of the 4 topics

5 (a) Transforming the degree in 5 out of 7 sentences given
    (b) Making adjectives from 5 out of 7 nouns

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6 (a) Gap-filling and rewriting by doing as directed in 10 out of 12 items given

SYBA

Note: There are 2 Sections in these papers with Section – I accounting for Questions 1 to 3, and Section – II accounting for Questions 4 to 6.

1 Examining something in the light of a statement/writing a detailed note on a topic

2 Answering briefly any 3 of the 6 wh-type questions

3 Writing short notes on any 3 of the 6 topics

4 Writing an essay on any 1 of the 4 topics set

5 Comprehending a passage by answering 5 questions set on it

6 (a) Gap-filling and rewriting sentences using appropriate modal auxiliaries given the brackets: 6 out of 8

(b) Change the following sentences into passive voice: 4 out of 6

(c) Fill in the blanks using the correct forms of the verbs given in the brackets: 2 out of 4

TYBA

Note: There are 2 Sections in these papers with Section – I accounting for Questions 1 to 3, and Section – II accounting for Questions 4 to 6.

1 Sketching a character/write short notes on 2 topics

2 Answering any 3 of the 6 wh-questions given

3 Writing short notes on any 2 of the 4 topics

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4 Writing an essay on any 1 of the 4 topics given
5 Making a précis of a given passage and giving it a suitable title
6 Gap-filling and rewriting sentences using the correct form of the verbs given in each case: 12 out of 16

4. Saurashtra University

FYBA

This Paper was not available despite our repeated attempts made to secure it.

SYBA

1 (a) Giving a brief outline of a story from the text, and pointing out its moral

OR

(b) Writing short notes on any 2 of the 4 topics set on the text

2 (a) Explaining with reference to the context any 2 of the 4 lines set OR

(b) Answer briefly any 4 of the 6 wh-type questions on the text

3 (a) Gap-filling: using suitable articles in the 3 sentences given

(b) Transforming: voice in the 5 sentences set

(c) Identifying affixes in the 5 words given

(d) Forming words by using 5 given affixes

4 (a) Writing a letter describing one's survival in a five-storeyed hostel-building at the time of recent earthquake

(b) Translating 9 sentences from Gujarati into English

5 (a) Gap-filling and rewriting by doing as directed in 10 sentences
(b) Gap-filling task: using appropriate modal auxiliary given against each of the 10 sentences given

Note: QPs from 2001 Examination.

TYBA

1  (a) Essay-type wh-type question with a sub-question on the text: who and why
2  (a) Writing a detailed notes on any 2 of the 5 topics set on the text
3  (a) Explaining with reference to the context any 2 of the 5 lines set from the text
4  (a) Answering any 2 of the 4 wh-type question and 1 seeking description: text-based
5  (a) Transforming 10 sentences into indirect narration
   (b) Correcting, if necessary, 10 sentences
6  (a) Giving synonyms of 5 words
   (b) Giving antonyms of 5 words
   (c) Giving one word for 10 descriptions or meanings
7  Writing an essay on any 1 of the 5 topics
8  (a) Making a note from a given paragraph
   (b) Making a précis of a given passage and suggesting a suitable title for it
9  Answering 10+1 wh-questions set on a Table showing share prices on a Stock Exchange

Note: QPs from 2001 Examination.
5. South Gujarat University

FYBA

1 Answering briefly any 3 of the 6 wh-questions set on the text
2 Critically appreciating a poem OR explaining descriptions in a given poem OR writing on a situation as portrayed in a poem
3 Narrating a story from the text with special emphasis on its end OR providing information about a character OR explaining the significance of a given title
4 Comprehending a passage by reading and answering 5 wh-questions
5 Writing a letter to a friend describing impressions on a recent visit to an earthquake affected area OR to a cousin inviting him to attend a dinner on one’s birthday
6 Gap-filling and rewriting by doing as directed in 9 sentences
7 (a) Giving phonetic transcription of 8 words listed

SYBA

This Paper was not available despite our repeated attempts made to secure it.

TYBA

1 Giving answers to any 3 of the 6 questions in three to four sentences each
2 Commenting on ideas as discussed in an essay OR Summarising views on a particular issue OR evaluating an author’s thoughts about something.
3 Showing how a character proves a particular point OR Giving an author's views on something OR Giving one’s own views on a character’s behaviour
4 Making a precis of a given passage into 1/3 of its original length and giving it a suitable title

5 Expressing one’s views on a subject in a letter to an editor of a newspaper OR Writing a job application for the post of an Administrative Officer in a leading organisation

6 Gap-filling and rewriting by doing as directed

7 (a) Making nouns from 3 verbs given
(b) Giving the past tense form of 3 verbs
(c) Making plurals of 3 nouns given
(d) Gap-filling and rewriting by using 2 words as verbs
(e) Gap-filling and rewriting by spelling 2 words correctly
(f) Gap-filling and rewriting by giving synonyms of 2 words
(g) Gap-filling and rewriting by giving antonyms of 2 words
(h) Gap-filling and rewriting by using 2 idiomatic expressions
(i) Gap-filling and rewriting by using 2 phrasal verbs

1. Gujarat University

FYBCom

1 --- Writing an essay type question to evaluate/describe/sketch character: 1 out of 3

2 --- Writing short notes: 2 out of 4

3 (a) Writing a letter seeking explanation from the bank for a bounced cheque OR delay in its collection
4  (a) Drafting a simple questionnaire for survey of socio-economic conditions OR
(b) Drafting a simple questionnaire for survey of consumer preference: new toilet soap.
5  (a) Arguing for or against a proposition in about 200 words: 1 out of 3
6  (a) Explaining commercial terms: 5 out of 7
(b) Constructing sentences in a commercial context: 7 out of 9 words/phrases
(c) Drafting resolutions on decisions: 4 out of 5 items on Agenda

SYBCom
Conducted by Colleges for the last two years
Question Paper of SYBCom was not available despite repeated attempts made to secure it.

TYBCom
1  --- Writing an essay type answer to sketch character/illustrate a comment made: 1 out of 3
2  --- Writing short notes: 2 out of 4
3  (a) Writing an individual report on opening a new branch OR a committee report on grievances of the workers
4  (a) Drafting of speech in 125 words introducing someone OR canvassing at a union election meeting
5 (a) Drafting advertisement in about 25 words to introduce OR to promote
the sale of a product

6 (a) Comprehending a passage set for reading: Wh-type questions: 3

2. North Gujarat University

FYBCom

1 (a) Stating whether the given statements are True or False. 4: Textual
   (b) Gap-filling and rewriting by doing as directed: 5

2 Writing a job application for the post of a Public Relation Officer. OR
   Drafting a letter sending quotations with terms of payment and period of the
   offer.

3 Writing a letter of inquiry: competitive prices, terms and the time of delivery.
   OR
   Drafting a letter cancelling an order placed for lack of execution within time
   limit stated.

4 Drafting a letter expressing regret for goods being out of stock on goods
   ordered but offering substitute goods. OR
   Drafting a letter of complaint about damaged goods, suggesting a possible
   adjustment.

5 Developing a theme arguing For or Against any 1 of the 3 topics given, in not
   more than 150 words

6 (a) Matching the words given in 'A' with their meaning in 'B': 5
   (b) Gap-filling and rewriting sentences using the correct words given in
       brackets: 5
Summarizing a passage to one third of the length and giving it a suitable title

SYBCom

Conducted by Colleges for the last two years

Note: Question Paper of SYBCom was not available despite repeated attempts.

TYBCom

1. (a) Discussing a given point of view on a character. OR
   (b) Offering a critical appreciation of a text as a particular genre.

2. Writing short notes on any 2 of the 4 topics given. OR
   Drafting a committee report on the inspection of the branches of a company.

3. Drafting for publication in a daily a report on any one of the following: 3 items

4. Drafting a report as a Secretary on the charges levelled against some of the top officials of the company.

5. Preparing a simple questionnaire leading to an inquiry into any 1 of the 3 topics given. OR Writing an essay on 1 of 3 topics given.

6. (a) Providing evidence of Comprehension of a market report by answering 7 questions set.

3. Sardar Patel University

FYBCom

There are 2 Sections in these papers with Section – I accounting for Questions 1 to 3, and Section – II accounting for Questions 4 to 6.
Answering 3 of the 5 questions: text-based

(a) Writing short notes on 2 topics given OR Writing short notes on 2 other topics given

(b) Associating meaning from Group B with words from the pairs in Group-A: 6 items

(a) Writing a paragraph of about 150 words on any 1 of the 2 topics given

(b) Associating meaning from Group B with words from the pairs in Group-A: 6 items

(a) Gap-filling and rewriting 5 out of 8 sentences: appropriate tense of the verb given

(b) Gap-filling and rewriting as directed: 4 out of 6

(c) Gap-filling and rewriting 6 out of 8 sentences: modal auxiliaries expressing given meaning

(a) Writing a letter of inquiry about the supply of 250 table fans for a new hotel.

(b) Writing short notes on 2 commercial terms

(a) Writing a letter about the terms and conditions for supply of goods

(b) Writing short notes on 2 commercial terms

(a) Writing a letter placing an order OR expressing regrets for inability to supply goods.
**SYBCom**

There are 2 Sections in these papers with Section – I accounting for Questions 1 to 3, and Section – II accounting for Questions 4 to 6.

1. Explaining 4 of the 6 commercial terms in 8 lines

2. (a) Describing things, unusual circumstances and giving reasons: text-based.

   (b) Answering 3 wh-type questions on the text OR Describing a character/giving reasons for his/her actions/others’ opinion of him/her

3. (a) Answering 2 wh-type questions; describing a character’s situation in a context: text-based

   (b) Writing short notes on 2 textual topics OR on 2 other textual topics

4. (a) Drafting a letter apologising to a customer for a stale and inedible snack and making amends

5. (a) Drafting a letter from a Bank, giving a adequate reasons for withdrawal of overdraft facility OR on the value of good credit rating payment by instalments if need be

6. (a) Drafting a Agency letters OR a circular on the conversion of partnership into a limited company

   (b) Drafting reply on behalf of LIC about the documents required for a loan of a large amount

**TYBCom**

There are 2 Sections in these papers with Section – I accounting for Questions 1 to 3, and Section – II accounting for Questions 4 to 6.
1 Write an essay on any 1 of the 4 topics given
2 (a) Sketching a character/tracing the development of a character in the light of a statement OR Giving reasons/information and supporting a statement by citing instances from the text.
3 (a) Writing short notes on 2 textual topics OR on 2 other textual topics
4 (a) Drafting a committee report on labour problem in an organisation
5 (a) Drafting a speech to be made by a principal at an NSS Camp OR a newsreport covering the event of the Prime Minister's visit to the riot-torn Gujarat
6 (a) Drafting Minutes of Statutory Meeting OR Writing sales letter for any 1 of 3 products

4. Saurashtra University

FYBCom

1 (a) Discussing/explaining/giving a considered opinion* a point of view about the text
(b) Writing a short note on any 1 of the 3 characters given from the text
2 (a) Giving brief answers to any 2 of the 5 questions set on the text
(b) Explaining with reference to their content any 2 of the 4 lines given
3 (a) Gap-filling exercise: correct form of the verb given in 10 sentences the brackets
(b) Gap-filling exercise: appropriate article in the 5 sentences given
(c) Gap-filling exercise: verbs agreeing with the subject in 5 sentences

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4 (a) Matching items in Column-A with their meanings in Column-B: 5 sentences
(b) Making 2 words from 4 jumbled group of letters
(c) Replacing underlined words with appropriate words given in 5 sentences
(d) Making 4 sentences from a jumbled group of words.
(e) Arranging 4 sentences to make a meaningful paragraph
5 (a) Reading a given invitation and answering 5 wh-type questions on it
(b) Writing a story using a given outline
*The phrasing used is “Give your judgment (sic)”.

SYBCom
1 (a) Elaborating/elucidating a given statement on the text/narrating a story hidden behind a statement
(b) Writing short note on any 1 of the 3 characters from the text
2 (a) Answering briefly any 2 of the 5 wh-questions based on the text
(b) Explaining with reference to the context any 2 of the 4 statements
3 (a) Gap-filling exercise: use of appropriate modal auxiliaries in 5 sentences
(b) Gap-filling exercise: appropriate prepositions in 5 sentences
(c) Gap-filling exercise: proper possessives in 5 sentences
(d) Gap-filling and rewriting after doing as directed in 5 sentences
4 (a) Comprehending a given passage by answering 5 questions on it
(b) Making a note from the passage given in question 4 (a)
5 (a) Drafting a job application for the post of Personnel Manager OR an appointment for/resignation from the post of administrative officer in LIC of India
(b) Translating 5 of the 7 sentences from English into Gujarati or Hindi
(c) Translating 5 of the 7 sentences from Gujarati into English

TYBCom
1 (a) Explaining/commenting on the validity of a statement of a given statement from the text with convincing examples/stating agreement/disagreement with a statement on the text with reasons
2 (a) Answering briefly any 2 of the 4 wh-questions on the text
3 (a) Explaining with reference to the context any 2 of 4 lines from the text
(b) Writing short notes on any 1 of the 3 topics given
4 (a) Drafting a questionnaire on any 1 of the 4 topics given
5 (a) Drafting a letter from a customer asking the bank to stop payment of a cheque OR from the bank informing a customer that loan for a vehicle can be granted on certain conditions
6 Developing a theme by arguing in favour and against on any 1 of the 4 propositions given
7 (a) Using 5 of the 6 given phrasal verbs in own sentences so as to bring out the meaning
(b) Combining 5 of the 6 sentences into 1 sentence
(c) Gap-filling and rewriting by doing as directed any 5 of the 6 sentences
Comprehending a market report by reading it and answering 6 wh-type questions on it

5. South Gujarat University

FYBCom

1 (a) Reducing given information in the form of a paragraph to compose a telegram
(b) Preparing an advertisement for the sale of any 1 of the 2 products
(c) Drafting a job advertisement on any 1 of the 2 posts given
(d) Reading a given paragraph, and picking out the main idea and supporting details. Arranging the 3 sentences in their right order

2 (a) Preparing a brief conversation between a salesman and a customer on the quality of jeans
(b) Arranging 5 sentences in a given paragraph in their right order
(c) Arranging words in sentences in a given paragraph in their right order

3 (a) Matching 4 sentences of group-A with their function in group-B
(b) Locating and noting down the reference and their substitutes from 2 given sentences
(c) Answering 3 given questions in one sentence each

4 (a) Writing a short note on any (a) 1 of the 2 commercial terms, and (a) 1 of the 2 other commercial terms OR

4 Drafting the minutes of the first meeting of the Board of Directors of a business organisation
5 (a) Writing a letter to a business organization inquiring about the price of office furniture and a request for the latest copy of their catalogue OR

(b) Writing to a business organisation in response to their inquiry

6 (a) Placing an order with a statement that if not delivered within the time-limit given, the order would stand

(b) Writing to a shoe company that the goods ordered for have already been dispatched and making a request for early payment of bills.

7 (a) Writing to a cloth centre about poor quality of cloth sent causing loss of business, and asking for the recovery of loss caused OR

(b) Replying to a complaint about unsatisfactory performance of a machine saying that instructions were not probably followed before its use

**SYBCom**

1. (a) Writing a minimum of 4 sentences, using given information in a Table to describe something

(b) Rearranging 8 words as they would appear in a dictionary:

(c) Making short notes based on a given paragraph

(d) Using given points to show how one prepares tea

2. (a) Writing 2 sentences on the given points to make a good paragraph

(b) Drafting a report in about 8 sentences using given points

(c) Writing any 3 sentences with different meanings: 'Mine' or 'Co-ordinate'.

3. Writing not less than 10 sentences using given following points on a film personality or a film OR a film

4. (a) Drafting a letter of explanation from a bank for a cheque returned in
spite of sufficient balance OR

(b) Drafting a letter from a bank to a customer about the depreciation of security covering overdraft and asking for additional security or reduced amount of overdraft

(c) Drafting a letter from a Bank regarding the transfer of a customer's account

4. Drafting a speech for delivery on any 1 of the 5 given occasions

5. (a) Drafting of a reply to a shareholder

(b) Writing a confidential letter to a company Director asking him to divulge his interest

(b) Writing to a company Director asking him to attend a meeting

6. (a) Drafting a letter from LIC to a policy-holder regarding the lapsing of his policy OR

(b) Drafting fire insurance letters OR

(c) Drafting a letter of claim for damaged goods

**TYBCom**

1. Justifying a remark from the text OR Showing how characters change in the light of certain circumstances OR Commenting on a role played by someone/something in the text

2. Writing short notes on any 2 of the 4 topics from the text

3. Writing an essay on any 1 of the 4 topics
4. Writing an individual report on proposals for retrenching the staff at all levels OR Drafting a committee report going into the various demands of employees

5. Drafting a questionnaire leading an inquiry into any 1 of the 4 topics set

6. (a) Writing a press report for publication on any 1 of the 4 topics OR
(b) Studying a given market report and answering 9 questions set on it

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**Science**

1. Gujarat University

**FYBSc**

1. --- Writing an essay type question to elaborate/contrast/discuss: 1 out of 3
2. --- Answering textual questions in brief: Wh-type: 5 out of 8
3. (a) Constructing sentences in own words: 3 out of 5
   (b) Matching exercise: 4 in Column A; and 5 in Column B
   (c) Gap-filling and rewriting as directed: all the 6 sentences
   (d) Gap-filling and rewriting sentences using correct forms of verbs: all the 7 sentences
4. (a) Translating passage into Gujarati/ Hindi
5. (a) Writing paragraph: 200 words: 1 out of 4
6. --- Comprehending a passage set for reading; wh-type questions: 5

**SYBSc**

1. --- Writing an essay type answer to illustrate/discuss with illustration/justify a point of view: 1 out of 3

55
2  ---  Writing short answers to Wh-type questions: 5 out of 8
3  (a)  Constructing sentences in own words: 5 out of 8
     (b)  Matching exercise: 5 in Column A; and 5 in Column B
4  (a)  Transforming: voice: all the 5 sentences
     (b)  Transforming: change of voice: 5 out of 6
     (c)  Gap-filling: use of suitable prepositions from those given: all the 5 items
     (d)  Gap-filling: use of correct forms of adverbs/adjectives from those given:
          all 5
     (e)  Identifying and naming the clauses in sentences: all the 5 items
5  (a)  Writing a letter describing an event OR a job application
6  ---  Comprehending a passage set for reading: 4 Wh-type questions

TYBSc
1  ---  Writing an essay type answer to elaborate/comment/discuss: 1 out of 3
2  ---  Writing short answers to Wh-type questions: 5 out of 8
3  (a)  Gap-filling with suitable forms of gerund, infinitive and participles: 5
     (b)  Gap-filling with suitable modals from those given: all the 5
     (c)  Transforming: direct speech: all the 5
     (d)  Gap-filling: conjunctions: all the 5
     (e)  Gap-filling and rewriting as directed: all the 5
4  (a)  Essay writing: 300 words: 1 out of 4 OR
     (b)  Translating a passage from English into Gujarati
5  (a)  Comprehending a passage set for reading: Wh-type questions: all the 6
2. North Gujarat University

FYBSc

1   (a)   Answering briefly any 4 of the 8 questions
2   ---   Writing short notes on any 2 of the 4 topics
3   (a)   Developing a story from the given points and giving it a suitable title
4   (a)   Writing a word rhyming with 3 words given
          (b)   Identifying a letter that is silent in 3 words
          (c)   Identifying words in 3 pairs of words with a long/short vowel sound,
                  and completing them
5   (a)   Writing words that rhyme with 3 words given
          (b)   Identifying a letter that is silent in 3 words given
          (c)   Identifying words in 3 pairs of words with a long/short vowel sound,
                  and completing them
          (d)   Using given 5 words as directed in sentences of one's own

SYBSc

Not available

Conducted by Colleges for the last two years

TYBSc

1   (a)   Writing an essay-type question requiring narration in detail OR
          (b)   Discussion on a topic
          (c)   Writing short notes on 2 given topics
2   ---   Answering briefly any 4 of the 6 questions
3  (a) Writing a short composition on any 1 of the 3 topics given
    (b) Writing a dialogue at the post office on the investment of some surplus money OR with the railway police inspector on a stolen bag.

4  (a) Writing a letter of complaint on bad management of public gardens, their misuse by anti-social elements OR writing a letter to the editor of a local newspaper highlighting grievances of cinema-goers

5  (a) Making a précis of a passage and answering 3 questions set on it

6  (a) Translating a passage into Gujarati or Hindi:
    (b) Paraphrasing given lines in simple English

3. Sardar Patel University

FYBSc

Note: This paper is called E-101. Sardar Patel is the only university in Gujarat that does not have English at FYBSc and TYBSc levels. However, it has a paper where practical work is done and examined as a part of Course E-102.

1  Answering precisely any 7 of the 10 questions: text-based

2  Gap-filling and rewriting 14 statements, choosing in the light of the stories you have studied, the most appropriate alternatives:

3  Gap-filling and rewriting 12 statements choosing the correct alternatives:

4  Writing a letter telling the family about the Annual Day Celebrations of one’s college OR to the principal of one’s college asking for permission to sit the arrears test.

5  Writing a short essay on any 1 of the 4 topics given
SYBSc

There is no English Paper at this level in this University

TYBSc

There is no English Paper at this level in this University

4. Saurashtra University

FYBSc

1. Describing in own words an experience/answering a wh-type question based on the text
2. Explaining with reference to the context any 2 of the 4 lines given
3. Answering any 3 of the 6 wh-questions
4. Writing short notes on any 2 of the 4 topics given
5. (a) Gap-filling exercise: correct form of the verbs in 10 sentences
   (b) Gap-filling: prepositions in 10 sentences
6. (a) Gap-filling exercise: proper auxiliary in 10 sentences
   (b) Identifying the parts of speech in the underlined words in 10 sentences
7. (a) Correcting 5 given sentences, if necessary
   (b) Comprehending a passage by reading it and answering 6 wh-type questions on it

SYBSc

This Paper was not available despite our repeated attempts made to secure it.
TYBSc

1. Explaining with reference to the context any 2 of the 4 lines from the text
2. Writing brief answers to any 2 of the 4 wh-questions based on the text
3. Writing short notes on any 2 of the 4 literature-oriented topics from the text
4. Discussing a point on the text/examining a literary piece as a literary genre
5. (a) Transforming a passage from the text into indirect speech
   (b) Correcting 5 sentences, if necessary
   (c) Giving antonyms for 6 words given
   (d) Giving synonyms for 6 words given
   (e) Giving a one word substitute for 2 descriptions
   (f) Giving meanings of 2 words given
6. (a) Making a précis of a passage and giving it a title
   (b) Reading visual information given and answering 5 wh-questions based on it
7. (a) Recasting a paragraph in the form of a note
   (b) Writing a report about the recent events, and suggesting permanent solutions

5. South Gujarat University

FYBSc

1. Answering briefly any 3 of the 6 wh-questions set on the text
2. (a) Narrating a story from the text in simple words OR
   (b) Examining some idea from the text OR
   (c) Discussing some idea from the text
3 Writing short notes on any 2 of the 4 topics set on the text
4 Writing a letter to one's father requesting permission to join a tour to Nepal
   OR Writing a letter to the Principal requesting exemption from the unit test
   due to a marriage in the family
5 (a) Making a précis of a passage, and giving a suitable title to it:
6 Gap-filling and rewriting by doing 14 sentences as directed
7 Giving phonetic transcription of the 8 words given

SYBSc

This Paper was not available despite our repeated attempts.

TYBSc

1 Answering briefly any 3 of the 5 questions set on the text
2 (a) Answering wh-question on central character in a novel, justifying arguments OR
(b) Writing a detailed note on a topic on the manner in which something happened OR
(c) Writing a detailed note on a given topic from the text
3 Writing short notes on any 2 of 4 questions on the text
4 Making a précis of a given passage and giving it a suitable title
5 (a) Drafting a committee report using given points on the advisability of establishing a radio station at some place OR
(b) Writing an individual report on the tour of North India during Diwali vacation using given points
1. They were also requested to sign a declaration, which read: “All the relevant particulars provided above are true to the best of my knowledge and belief. The response to items in this Checklist-cum-Questionnaire reflect my personal opinions and beliefs. I have no objection to the data being used for research purposes if confidentiality is maintained as promised.”