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Appendix No. I
Proposed Revised Syllabus in English for Under-Graduate Classes of B.A./B.Com./B.Sc. of Mangalore University (1985) by Francis G. Colaco: An Extract

Details of the Syllabus

i) Reading narrative: factual and descriptive texts/materials with understanding

ii) Making notes: recording/reorganizing the facts/points from what is read in a schematic or tabular form

iii) Taking notes from lectures or discussions: gathering information from different sources

iv) Organized presentation of facts/parts in continuous writing

v) Writing personal and formal letters for general purposes, e.g., invitations, requests, complying, placing orders, asking apologies

vi) Constructing dialogues appropriate to the given contexts

vii) Writing official letters and reports

viii) Reading the discursive texts and understanding the arguments involved

ix) Inferring or assessing the tone, attitude, purpose or scope of what is read

x) Presenting an argument or making a comparative assessment

xi) Reading and responding to imaginative/creative writing

xii) Attaining higher level of grammaticality and correctness of usage both in the course of developing the skills outlined above and through specific remedial work from time to time

The skills listed under i --v may be developed in the first year of the Under-Graduate Course and those listed under vi-x may be developed in the second year. The skills under xi -- xii are common to both years.

Appendix II
Job Opportunities for Graduates and Requirements

Extracts from Karnataka Public Service Commission, Bangalore from Form III, Schedule 7

Category I

1. The Karnataka Administrative Service: Assistant Commissioners
2. The Karnataka State Accounts Service: Assistant Controllers
3. The Karnataka Commercial Tax Service: Commercial Tax Officers
4. The Karnataka Treasury Service: Treasury Officers
5. The Karnataka Labour Service: Assistant Labour Commissioner
6. The Karnataka General Service (Development Branch & Local Govt. Branch): District Development Assistant
7. The Karnataka Police Service: Deputy Superintendent of Police
8. The Karnataka General Service  
(Director of Youth Services)
9. The Karnataka Reserve Police Service
10. The Karnataka General Service  
(Social Welfare Branch)

: Deputy Directors of Youth Services/
: Special Officer, National Service Scheme
: Assistant Commandants
: District officer for SC/ST Welfare

CATEGORY II

1. The Karnataka Administrative Service
2. The Karnataka Commercial Tax Service
3. The Karnataka Service for Labour Administration:
4. The Karnataka Marketing Service
5. The Karnataka Prison Service
6. The Karnataka Co-operative Service
7. The Karnataka Excise Service
8. The Karnataka Employment & Training Services:
9. The Karnataka General Service  
(Directorate of Youth Services)
10. The Karnataka General Service  
(Settlement & Land Records Branch)
11. The Karnataka Municipal Administrative Service: Chief Officer Grade I
12. The Karnataka Treasury Service
13. Food and Civil Supplies Service (Food wing)
14. The Karnataka General Services  
(See Rule-4)
15. The Karnataka General Service  
(Development Branch)
16. The Karnataka Co-operative Audit Service

: Tahasildars
: Assistant Commercial Tax Officers
: Labour Officers
: Assistant Controllers of Weights & Measures
: Assistant Superintendent of Prisons & Technical Assistant
: Assistant Registrars of Co-operative Societies
: Depute superintendent of Excise
: Employment Officers
: Assistant Directors of Youth Service
: District Youth Service Officers/ Manager, Ravindra Kalakshetra
: Assistant Superintendent of Land Records
: Assistant Treasury Officer
: Assistant Director of Food & Civil Supplies
: Assistant Director of Agricultural Marketing
: Block Development Officer
: Assistant Chief Auditors/Assistant Director of Co-operative Audit

ANNEXURE I

The following will be the subjects for the written examination for all services subject to such restrictions and with combinations as are detailed below:
### Part I  COMPULSORY SUBJECTS  (For All candidates)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Maximum Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>150</td>
</tr>
<tr>
<td><em>General English</em></td>
<td>150</td>
</tr>
<tr>
<td>General knowledge</td>
<td>150</td>
</tr>
</tbody>
</table>

*Emphasis Added*

Note: (i) The syllabus for the part I shall be as specified in Annexure II.
(ii) The duration of each of papers is of 3 hours

#### ANNEXURE II

General English: Candidate will be required to answer questions designed to test their understanding of English and workman like use of words. Some of the questions will be devised to test also their reasoning power, their capacity to perceive implications, and their ability to distinguish between the important and the less important. Passages will usually be set for summary or precis; credit will be given for concise and effective expression.
## APPENDIX III
A PROFILE OF SKILLS : AN EXTRACT FROM BASIC COURSE IN SPOKEN AND WRITTEN ENGLISH

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the Skill</td>
<td>Increasing Vocabulary</td>
<td>Involving Conversation</td>
<td>Telling</td>
<td>Narrating</td>
<td>Comprehending</td>
<td>Reporting</td>
<td>Describing</td>
<td>Interviewing</td>
<td>Interacting</td>
<td>Listening</td>
</tr>
</tbody>
</table>

### PROFILE OF SKILLS (Contd.)

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of the Skill</td>
<td>Reading</td>
<td>Grammatical Correctness</td>
<td>Explanation</td>
<td>Argumentation</td>
<td>Refuting</td>
<td>Moderating</td>
<td>Platform Speaking</td>
<td>Condensing</td>
<td>Civility</td>
<td>Paragraph Writing</td>
</tr>
</tbody>
</table>

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APPENDIX IV

A Tentative Outline Of The Contents Of The Multi-Level, Skill-Based Course: Extract From General English At The Undergraduate Level, 1977 By Rajul Sogani

Basic

Mechanical Skills and Study Skill:
Spellings, punctuations, use of capital letters, arranging words in an alphabetical order, consulting a glossary and the new method English Dictionary, West and Endicotts (1935)

Vocabulary:
Understanding and use of 1500 words, e.g., the Minimum Adequate vocabulary of West (1960)

Grammar:
Simple past, present and future tense, present continuous and perfect, a few common prepositions, articles, questions and negatives, quality and comparison auxiliaries, such as 'can' 'may' and 'must'

Listening:
Comprehension of short sentences, sequences of sentences and simple dialogues

Intermediate

Using a dictionary, further exercises in spellings and punctuations

Vocabulary:
Use of 2500 words of the General Service List and common phrases

Grammar:
Past continuous and perfect, reported speech, active and passive, simple transformation of sentences

Listening:
Short passages and dialogues

Advanced

Using a dictionary and a pronouncing dictionary, consulting other reference materials

Vocabulary:
Use of appropriate words and phrases in a variety of familiar contexts.

Grammar:
Transformation of sentences, reported speech.

Listening:
Longer passages and narrative including conversation
Speech:
A few common questions and responses, e.g., greetings, introduction, telling the time, etc.

Asking questions and giving information in familiar situation.

Participating in conversations, making short speeches, narrating events.

Reading:
Silent reading and comprehension of short passages, using minimum adequate vocabulary

Silent reading and comprehension of longer passages on familiar topics of about 250 words based on their General Service List

Comprehension of expository and narrative prose on a variety of subjects using unfamiliar words and phrases, finding information following an arrangement, making inferences, interpreting attitudes and characters.

Writing:
Arranging sentences in a logical sequence, writing short, guided composition

Guided composition of familiar topics of about one or two paragraphs, short informal letters

Repeating events, describing processes, writing formal and informal letters, precis writing.

It may be pointed out here that this is a strictly a language course and appreciation of literature is not one of its objectives although simple literary material may be used for the purpose of language teaching. Here, the emphasis is on the skills rather than on subject matter, so the prescribed teaching materials are to be used merely as aids to the development of skills.
Appendix V
A THREE-POINT RATING SCALE AND A QUESTIONNAIRE FOR THE
FINAL YEAR DEGREE STUDENTS

<table>
<thead>
<tr>
<th>Name of the student:</th>
<th>Name of the college:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place: ---------------</td>
<td>Medium of Instruction:</td>
</tr>
<tr>
<td>Class studying: ------</td>
<td>At school:-------------</td>
</tr>
<tr>
<td>Mother tongue: ------</td>
<td>At college:-----------</td>
</tr>
<tr>
<td>Are you from an Urban or Rural area?</td>
<td></td>
</tr>
</tbody>
</table>

---

Section I
Given below are some statements regarding the teaching / learning of English at the degree level. Please indicate your agreement or disagreement frankly by encircling one of the alternatives-A,B or C.

(Key: A=Strongly Agree; B= Agree; C= Strongly Disagree)

1) The English that is taught in schools and colleges is very useful in the later life of the student.  
   **A** **B** **C**

2) There is no sufficient emphasis on the teaching of English grammar at the college level.  
   **A** **B** **C**

3) The lessons and poems prescribed for Part I (B.A./B.Sc./B.Com.I) are interesting and helpful for learning the language.  
   **A** **B** **C**

4) The novels/dramas prescribed for Part II (B.A/B.Sc) are quite good, but it is very difficult to answer questions set on them in the examination.  
   **A** **B** **C**

5) One period in a week should be exclusively allotted for grammar and composition (working out exercises on grammar, writing reports, letters, paragraphs, précis, etc.) in the college.  
   **A** **B** **C**

6) A graduate can read any passage in English (of general interest) and comprehend it fairly well.  
   **A** **B** **C**

7) The English teaching programme enables students to write reports, applications, requests, etc., in a satisfactory manner.  
   **A** **B** **C**

8) Very few students of final year degree class can speak English with ease and confidence.  
   **A** **B** **C**

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9) Many students encounter difficulties while writing answers to the questions.

10) Most of the college teachers use lecturing method.

11) Not all students can follow the lectures in the class-room.

12) Very few teachers use mother tongue / regional language while teaching English.

13) Students never like to be asked questions in the classes in the college.

14) Students can learn English even outside the class-room — talking with friends, reading newspapers, watching / listening to TV, etc.

15) The teachers should encourage students in “Self-study methods”

Section II

1) Do you think a special course in English (a proficiency course in English) would be useful for students at the post-degreee level? (Please mark one of the following.)

--- i) Yes
--- ii) No
--- iii) Uncertain

2) Would you like to attend a special course in English that would enable you to speak, read and write English better? (Indicate by putting a tick mark.)

--- i) Yes
--- ii) No
--- iii) Uncertain

3) What would you like to learn or develop the most in such special courses?
(Please rank the following.)

--- i) Grammar
--- ii) Writing skills
--- iii) Reading skills
--- iv) Spoken English
--- v) Expansion of vocabulary
--- vi) Listening skills

4) If you would like to attend a special course in English, when would you like to attend it?

--- i) During vacation
--- ii) Along with the study of other subjects during the academic year.
--- iii) In the beginning of the I term for about a month
--- iv) if any other, please specify
5) Which method would you prefer in a special course in English?
(Please rank the following.)

-------------- i) Question and answer method
-------------- ii) Lecture-method.
-------------- iii) Working in groups/pairs
-------------- iv) Self-learning methods with a little assistance from teachers

DATE:__________________________________________
SIGNATURE_____________________________________

Appendix VI

A QUESTIONNAIRE FOR TEACHERS OF ENGLISH IN THE SELECTED COLLEGES IN KARNATAKA

Name:__________________________________________________________
Designation:_________________________________________________
Qualifications: (Please specify degree / diploma / certificate, etc.) ____________________________

Name of the College:______________________________________________

Age: (Please tick the appropriate item.)

-------------- i) 25 years or younger
-------------- ii) 25 years to 35 years
-------------- iii) 35 years to 45 years
-------------- iv) 45 years or more

Teaching experience in total number of years______________________

1) How important is the role of English in India, today? (Please tick the appropriate item.)

-------------- i) Very important
-------------- ii) Moderately important
-------------- iii) Unnecessary
2) What should be the goal for teaching of English at the degree Level in terms of suitability and usefulness? (Indicate your extent of agreement or disagreement by encircling one of the options.)

(Key: A = Strongly agree; B = Agree; C = Strongly Disagree)

i) It should necessarily be a terminal course (i.e., a course intending to prepare students for vocations rather than for post-graduate studies) A B C
ii) It should prepare even for post-graduate studies A B C
iii) It should be a course which should be both terminal and preparatory A B C
iv) It should be merely a remedial course A B C
v) If any other, please specify --------------------------------------------------------

3) Which of the following, in your opinion, should have the highest priority for the success of the English Teaching Programmes, at the Degree-Level of education?

(Please rank the following.)

----------- i) Reform in the syllabus to make the objectives of teaching more explicit and realistic
----------- ii) Improvements in teaching materials. (Work-books, Textbooks, etc.)
----------- iii) Reform in the examination system
----------- iv) Training of college teachers
----------- v) If any other, please specify --------------------------------------------------------

4) Which of the following areas should have greater stress for the good command over English at the college level? (Please rank the following options.)

----------- i) Encouraging extensive reading beyond the prescribed textbooks
----------- ii) Communicative skills
----------- iii) Spoken English
----------- iv) Writing skills

5) In your opinion, how effective are the textbooks prescribed for teaching English at the following level? (Indicate your opinion by putting tick mark.)

<table>
<thead>
<tr>
<th>Levels</th>
<th>Highly effective</th>
<th>Moderately effective</th>
<th>Not effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUC I &amp; II</td>
<td>----------------</td>
<td>----------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>B.A. I,II &amp; III</td>
<td>----------------</td>
<td>----------------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>

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6) How would you describe the changes brought about in the textbooks of PU courses in recent years (i.e., after 1986) in Karnataka? (Please rank the options.)

- i) Greater emphasis on learning the language
- ii) Emphasis on communicative skills of language learning
- iii) Sufficient emphasis on reading skills
- iv) Good for urban and English medium students

7) Do you think the introduction of separate textbooks for B.Sc., B.Com., B.A. Part I is a welcome change in the ELT area? (Please tick one of the following.)

- i) The most essential change
- ii) Not sure
- iii) Unnecessary

8) How well do your students follow your lectures in the class? (Please tick one of the following.)

- i) Very well
- ii) Fairly well
- iii) Not well

9) Do you find the lecture-method useful? (Tick one of the three alternatives.)

  - i) As a language teaching technique
  - ii) For imparting information
  - iii) For promotion of thought
  - iv) For change in attitude

10) Are there any factors which make it difficult for you to employ new methods and techniques effectively in the classroom? (Please tick the appropriate item.)

  - i) Large classes
  - ii) Limited number of hours given to English
  - iii) Non-availability of audio-visual aids
  - iv) Unrealistic examination system
  - v) Lack of basic language competence of the learners
  - vi) Lack of motivation on the part of the learners
11) How far are our students fit for "self-study method"?

--- i) To a greater extent
--- ii) To a little extent
--- iii) Not at all

12) Do the degrees like M.Phil., Ph.D., improve the quality of teaching General English (Basic) at the collegiate level?

--- i) Yes
--- ii) No
--- iii) Not at all

13) Do you think some kind of professional training is required for teachers to teach English at the college level?

--- i) Yes
--- ii) No
--- iii) Not certain

14) What facilities for teacher be provided to keep them abreast of new developments in ELT? (Please indicate your opinion by ranking the following proposals.)

--- i) Organising of short-training programmes. (e.g., Summer Institutes Refresher courses)
--- ii) Formation of professional associations of teachers of English leading to exchange of ideas
--- iii) Extension of any available training facilities (e.g., those provided in CIEFL, Hyderabad)
--- iv) Library facilities
--- v) If any other please specify

15) How far is the present system of examination useful in testing the ability to use language at the graduate level?

--- i) To a great extent
--- ii) To a little extent
--- iii) Not at all

16) Do you think a PROFICIENCY COURSE IN ENGLISH at the post-degree level would be useful to students in their later life?

--- i) Yes
--- ii) No
--- iii) Not certain

17) Who according to you, should conduct such proficiency courses in English? (Please mark one of the following.)

--- i) Colleges
--- ii) Universities
--- iii) ELT centers
--- iv) Private agencies
--- v) If any other please specify
18) What would be the ideal duration for such courses? (Please mark one of the following.)

-------- i) 1 month
-------- ii) 2 months
-------- iii) 3 months

19) When should the courses be conducted? (Please mark one of the following.)

-------- i) During the vacation
-------- ii) Along with the study of other subjects during the academic year
-------- iii) In the beginning of the I term for about a month
-------- iv) If any other, please specify

20) Which method would you suggest for such courses? (Please mark one of the following.)

-------- i) Interactive methods
-------- ii) Lecture-method
-------- iii) Group study
-------- iv) Self-learning methods with a little assistance from teachers
-------- v) If any other, please specify

PLACE: ------------------------
DATE: ------------------------ SIGNATURE

Appendix VII

QUESTIONNAIRE FOR ADMINISTRATORS OF ELT CENTRES / ELT EXPERTS /
MEMBERS OF BOARD OF STUDIES / SYLLABUS DESIGNERS

III

Name: -------------------------------------------------------------

Designation: -------------------------------------------------------

Qualifications: (Please specify degree / diploma / certificates, etc.)--------------------------------------------

Name of the Institution / College / University ____________________________

Experience in designing syllabi / textbooks / as administrator of ELT Institutes, etc. (please specify.) -------------------------------

NAME: _______________________________ SIGNATURE: ______________

DATE: ______________________________
1) What should be the goal of teaching of English at the Degree Level, in terms of suitability and usefulness? (Indicate your extent of agreement or disagreement by encircling one of the options.)

(Key: A = Strongly Agree; B = Agree; C = Strongly Disagree)

i) It should necessarily be a terminal course (i.e., a course intending to prepare students for vocations rather than for post-graduate studies). A B C
ii) It should be even for post-graduate studies. A B C
iii) It should be a course, which should be both terminal and preparatory. A B C
iv) It should be a merely remedial course. A B C
If any other, please specify. -----------------------------------------------------------

2) Which of the following, in your opinion, should have the greatest priority for the success of the English Teaching programmes at the Degree Level of education? (Please rank them.)

-------- i) Asserting the minimum level of competency of the “Entry behaviour” of the students
-------- ii) Reform in the syllabus to make the objectives of teaching more explicit and realistic
-------- iii) Measures to avoid over-crowded class
-------- iv) Improvements in teaching materials
-------- v) Improvements in teaching methods
-------- vi) Reform in examination system
-------- vii) Training of college teachers
-------- viii) If any other, please specify

3) Given below are a few important criteria for evaluation of textbooks. Indicate the extent to which the textbooks prescribed for undergraduates fulfil the criteria, by encircling one of the three options.

(Key: 1 = Fulfils to a very great extent; 2 = Fulfils to a limited extent; 3 = Does not fulfil at all)

i) Prepare the student for the real world 1 2 3
ii) Fit in with the stated objectives 1 2 3
iii) Communicative 1 2 3
iv) Have an interesting and motivating aspect 1 2 3
v) Match the level of the students 1 2 3
vi) Provide variety 1 2 3
vii) Provide up-to-date contemporary material 1 2 3
viii) Achieves the aims stated 1 2 3
ix) Provide “While” activities (refer to activity in the class) 1 2 3
x) Provide “Post” activities (refer to activity to be done after the class) 1 2 3

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4) How far does the present system of examination test the learner's ability to use language? 
(Please indicate your opinion by using tick-mark in the appropriate column.)

<table>
<thead>
<tr>
<th>Levels of Education</th>
<th>10% &amp; below</th>
<th>20%</th>
<th>30%</th>
<th>40%</th>
<th>50%</th>
<th>60%</th>
<th>70% &amp; above</th>
</tr>
</thead>
</table>

PUCourses

B.A. / B.Sc. / B.Com.I

B.A. / B.Sc. / B.Com.II

B.A. III

5) How would you describe the changes brought about in the textbooks of PUCourses in recent years (i.e., after 1986) in Karnataka? (Please rank the options.)

--- i) Greater emphasis on learning the language
--- ii) Emphasis on communicative skills of language-learning
--- iii) Sufficient emphasis on reading skills.
--- iv) Lack of stress on spoken English.
--- v) Good for urban and English-medium students

6) Do you think the introduction of separate textbooks for B.Sc. / B.A. / B.Com. Part-I a welcome change in the ELT area?

--- i) Yes, the most essential one.
--- ii) No, not at all necessary.
--- iii) Uncertain.

7) What should be the attitude of the teacher towards over-crowded class rooms, in colleges?
(Please mark one of the following.)

--- i) Accepting the facts and employing the methods and techniques suitable for teaching in the over-crowded classes
--- ii) Making lectures interesting ones
--- iii) If any other, please specify

8) Do the degrees like M.Phil., Ph.D., improve the quality of teaching General English at the collegiate level?

--- i) Yes
--- ii) No
--- iii) To a little extent
9) What would you suggest to improve the professional competence of teachers handling degree classes? (Please rank the following options.)

-------- i) Short-term training programmes. (e.g., Summer Institutes / Refresher Courses, etc.)
-------- ii) Formation of professional associations of teachers of English, leading to exchange of ideas
-------- iii) Extension of any available training facilities (e.g., those provided in CIEFL, Hyderabad)
-------- iv) Improvements in library facilities
-------- v) Strengthening the ELT section at the Post-graduation level
-------- vi) If any other, please specify

10) Do you think, A PROFICIENCY COURSE IN ENGLISH at the post-degree level would be of some help to the students, in their later life?

-------- i) Yes
-------- ii) No
-------- iii) Uncertain

11) If your answer to item 10 is "Yes", What should be the content of such proficiency course in English? (Please write the number to indicate the order of priority.)

-------- i) Grammar and Usage
-------- ii) Reading comprehension
-------- iii) Writing skills (basic ones)
-------- iv) Spoken English
-------- v) Expansion of vocabulary
-------- vi) Listening skills
-------- vii) Communicative skills

12) Who do you think, is the right agency for conducting such courses? (Please mark one of the following.)

-------- i) Private agencies
-------- ii) Selected Colleges
-------- iii) Universities
-------- iv) ELT Centers
-------- v) If any other, please specify
13) Which method would you suggest for such courses? (Mark one of the following.)

- i) Interactive methods
- ii) lecture-method
- iii) Group study
- iv) Self-learning methods with a little assistance from teachers
- v) If any other, please specify

PLACE: 
DATE: 
SIGNATURE

Appendix VIII
Types of Interview Questions: The UBS Career Guide by Jayanthi Gosh, 1996

Interview questions fall into the following categories.

i) **Open-ended questions:** A typical question of all interviews: Tell me about yourself. You should talk of where you come from, give a brief review of family, your academic career, your academic interests and why you decided to go into a particular field of specialization/job. Relate experiences, if any, which have helped you. A typical question of management interviews. Why should I hire you? Or “In what ways do you think you can contribute to the organization?” You may start off by describing your strengths and proceed to highlight how they match the requirements of the job and the company. (Your basic research on the company should give you an idea of how you may contribute and ways and means of improvement.)

ii) **Subject-oriented questions:** You should be able to handle such questions with confidence and authority as they refer to your subject of specialization. This is possible only if you have a clear concept, adequate knowledge and the ability to communicate it in a proper manner. You should be able to interlink the subject with real-life and practical situations.

iii) **Questions about your career goals:** The motive is to know whether you plan to make a serious commitment to the course/job or whether your are merely experimenting. There is no need to reveal your fantasies. Instead, concentrate on realistic aspirations, which are consistent with the
prevailing scenario. Explain how you developed an interest in the area of specialization, what you have learnt about it and how you tried to achieve the interview.

iv) **Self-assessment questions:** While answering such questions concentrate on positive qualities. Do not exaggerate, but be specific. Try to back up good qualities by citing examples and try to show how these are related to the course/job requirements. When revealing and analysing your weaknesses, choose good, ‘bad’ qualities like overenthusiasm, striving for perfection at the cost of health, high expectations from other people, etc.

v) **Questions on issues of national and international importance:**
Organize your knowledge and present it concisely and in a balanced manner taking into account all aspects of the issue.

vi) **Questions on interests/hobbies:** If you mention interests do not enumerate an assortment of them and reveal lack of depth and focus. Single out one or two; you should be able to talk about them in depth.
Appendix X


A few guidelines for the right approach for effective participation in GD are as follows.

- Once the topic is announced, collect your thoughts before you decide to speak.
- Do not be afraid to take a non-popular stand but put it across with conviction. Even if you are wrong, it gives a new direction to peoples’ thinking.
- Be involved till the end of the discussion.
- Listen attentively to what each member has to say.
- If you are not among the opening speakers and feel that all your points/ideas have already been stated, acknowledge their validity and relevance and pass the opportunity to another member and try to wind up by summarizing the position and reasons of each speaker. If the discussion tends to get off the track and confused, try to get it back on the right lines with relevant points.
- Be natural and unaffected.
- Learn to disagree agreeably, without giving offence.
- Develop fluency in speech by reading aloud and speaking in English regularly.
- Proper expression of thoughts and relevant ideas on a wide range of topics can come only if you read on a variety of topics from books, newspapers, journals, and magazines and discuss with friends, mentors and seniors.
- Mastery over subject matter combined with correctness of speech makes a worthwhile and effective contribution of a GD. Your voice and appearance have to convey your involvement an enthusiasm; only then will you get an animated response.
- Ease of manner, enthusiasm, sincerity and authority can only be communicated if you have an optimistic approach. Optimism is always a winning quality.
- Most students/candidates fail to come out properly during GD mainly due to FEAR.
- The best method of removing all your fears and improve your powers of expression is by conducting GDs amongst yourselves on a regular basis whenever there is time. This will also serve the purpose of increasing your knowledge base, level of confidence, and clarity of thought and expression.