

ELT in selected B-Schools of Delhi/NCR:
A Study in Needs Analysis & Register Analysis

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CERTIFICATE

This is to certify that the dissertation/thesis titled "ELT in Selected B-Schools of Delhi/NCR: A Study in Needs Analysis and Register Analysis" submitted by Ms. Ekta Singh, in partial fulfillment of the requirements for award of degree of Ph.D. of Centre for Linguistics, School of Language, Literature and Culture Studies-I, Jawaharlal Nehru University, New Delhi, has not been previously submitted in part or in full for any other degree of this university or any other university/institution.

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List of Abbreviations

BCIPS	Banarsidas Chandiwala Institute of Professional Studies
CALI	Computer Assisted Language Instruction
CALL	Computer-assisted language learning
CLT	Communicative Language Teaching
CNP	Communicative Needs Processor
DMS	Department of Management Studies
EA/OBP	English for Academic and Occupational Business Purposes
EA/OP	English for Academic/ Occupational Purpose
EALP	English for academic legal purposes
EAP	English for Academic Purpose
EBP	English for Business Purposes
EFL	English as a Foreign Language
ELT	English Language Teaching
EOP	English for Occupational Purpose
ESP	English for Specific Purposes
EST	English for Science and Technology
FMS	Faculty of Management Studies
GE	General English
Govt.	Government
ITES	Information Technology-enabled services
LBSIM	Lal Bahadur Shastri Institute of Management
LNA	Learning Needs Analysis
LSP	Language for Specific Purpose
LSRW	Listening, Speaking, Reading, Writing
PSA	Present Situation Analysis
TSA	Target Situation Analysis

Chapter 1

Introduction

1.1 Introduction

The topic ‘ELT in selected B-Schools of Delhi/NCR: A study in Needs Analysis & Register Analysis’ encompasses the study of English for Specific Purpose (ESP) in institutions offering MBA programs in Delhi/NCR. The present study focuses on the Needs Analysis and Register Analysis of the students of selected B-Schools of Delhi/NCR. Needs of the research participants have been assessed and their existing problems have been analyzed from a learner’s perspective. The purpose of this study is to establish a base and provide suggestions for designing the syllabus. This study also aims at giving inputs for the improvisation of the existing curriculum of Business Communication in MBA colleges of Delhi/NCR by determining the needs of the participants.

Communication skill is among the important pre-requisites in the job of management professionals. Tasks such as presentations, writing emails, meetings, negotiation, marketing about a brand, advertisements etc. are conducted on a daily basis in a multinational company. Good communication skills enable the professionals to perform their roles effectively. There are several working areas in the field of management, where communication plays a vital role, making communication skills an essential skill for this profession.

This research work looks into the needs analysis and register analysis for the course of business communication. Business communication is an English language course offered to MBA students in their first year of study. This course is also known as Professional English, Business English, and Communicative English in B-schools. This research work has conducted needs analysis on the selected sample of B-schools in Delhi/NCR, and register analysis of written texts of business communication. This study also carries a detailed analysis of background profiles of the research participants and its effect on their English language skills. It provides a descriptive account of the self-assessed needs of the participants, which has been mapped against their performance to see if they are in correlation.

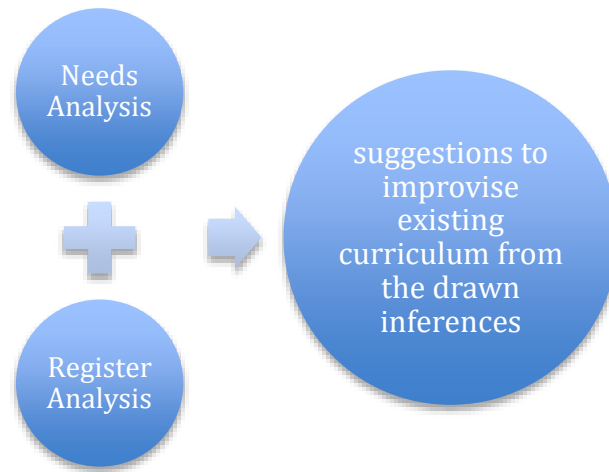


Figure 1.1: Inferences drawn from the needs analysis and register analysis

For the present work, 200 participants have been randomly selected. These participants were in their first year of postgraduate degree (MBA) course. The participants were taken from the following four colleges of Delhi/NCR, namely Faculty of Management Studies (Delhi University), Department of Management Studies (Indian Institute of Technology, Delhi), Lal Bahadur Shastri Institute of Management (LBSIM, Delhi), Banarsidas Chandiwala Institute of Professional Studies (Guru Gobind Singh Indraprastha University, Delhi). These colleges have been selected on the basis of their affiliation; two colleges, namely FMS and DMS are government management colleges, while LBSIM and BCIPS are private management colleges. The participants study English (Business Communication) in their first year of management course. The majority of the students in this study have received their education in English medium upto graduation. The participants have a varying degree of English language proficiency, which has been analyzed through the questionnaire.

1.2 Business Education in India

Business education has undergone a phase-wise development. According to Khurana (as cited in Tekarslan and Erden, 2014), the global stage of business education has been dominated by three major phases. In the first phase business education prior to World War II was vocational in nature with limited focus on research. The second phase focused on professional business communication, which started after World War II where Harvard Business School was leading in its scientific approach towards management studies along with an emphasis on research-based theoretical knowledge. It was during the third phase in the evolution of business education when business

institutions shifted towards a more market-based perspective. This led to the establishment of more sustainable and profitable business organizations with qualified business graduates and business-models.

In the Indian context, As per the Indian Higher Education Council, there are around 1600 business schools and 180,000 MBA programs in India. This constitutes a very large proportion of business schools across the globe. In India, more than 50 MBA entrance tests are conducted. Few tests are held at the national level like Common Admission Test (CAT), Management Aptitude Test (MAT), Xavier Aptitude Test (XAT), Common Management Admission Test (CMAT), AIMS Test for Management Admissions (ATMA) etc. There are several tests held at the regional level too such as, Cochin University of Science and Technology (CUSAT), Management Entrance Test Madhya Pradesh (MET-MP), Tamil Nadu Common Entrance Test (TANCET) etc. Some entrance exams also take place at an institutional level like ICFAI Business School Aptitude Test (IBSAT), Indian Institute of Foreign Trade (IIFT) Exam, Mudra Institute of Communications Admission Test (MICAT) Exam etc. These entrance exams open the doors to various MBA programs in several fields like Marketing Management, Investment, Insurance, Industrial Management, Resources and Environmental Management; Supply Chain and Operational Management; Technology Management, Healthcare Management; Luxury and Retail Management; Tourism/Hospitality Management, Property Management, Region-specific MBA specialization; Education and Government; Start-ups and Small Business etc. The top ten MBA institutes of India such as the Indian Institute of Management, Xavier institute of Business Management Studies, Faculty of Management Studies feature in the world-class institute rankings. Many Indian students aspire to take admission in these institutes. These top B-Schools of the country are comparable with the well-known and top-class B-Schools of the world, referred to as 'Ivy-league'. National Institutional Ranking Framework (NIRF) has been approved by the Ministry of Human Resource Development (MHRD), Government of India, to provide a framework to rank such institutions across the country. NIRF has ranked several MBA colleges. The parameters that are taken into account to rank these colleges are teaching, learning and resources, research and professional Practices; graduation outcomes; outreach and inclusivity; and Perception.

Even though, in terms of number, Indian business schools have a large percentage of the management institutions in the entire world, the quality of education has been on a declining path. (Philip, 2009:101). There have been several issues related to MBA colleges in India as mentioned by many researchers (Shweta & Manoj, 2011; Balamurugan & Dharsini, 2017; Mahajan et al, 2016). MBA colleges in our country lack detailed course outlines, and exams are based on the rote memorization of the course. There is a lack of analytical thinking skills among students, a lack of qualified academic staff, increasing rate of unemployment of business graduates. As cited in Dayal (2009: 145) the lectures delivered in the business colleges are mostly theory-oriented, the lack of interaction among academicians inhibits the integration of MBA program curriculums. There is a limited exposure to the business world and education, which is another shortcoming of Indian business education. A study conducted by Aspiring Minds in the year 2012 discovered that most of India's 3,000-plus MBA colleges do not teach MBA students the basic skills such as communication skills. Communication is a necessity to get placed or to get management jobs in any of the government companies or MNCs. When these students were tested on the knowledge of key industrial terms, only less than half of the students had the clarity of concepts of the area of their specialization.

1.3 Why Needs Analysis?

Needs analysis forms the base for any curriculum which is target-situation-oriented. Teachers' expertise in the specialized area and the availability of time to cover the topics are important factors to be taken into account. Thus, a tailored-syllabus is designed for the target learner's group in order to meet their target situation needs. Many case studies have attempted to outline the specific needs of specific groups like¹. An investigation was conducted on the range and kind of communicative demands faced by the students of business studies. Other case studies are carried out in different parts of the world to specify the needs of the target group of learners. These researches stress the importance of carrying out a Needs Analysis of the target group of learners before specifying the syllabus of English for Business Communication. This makes Needs Analysis a pre-requisite to identify and categorize the needs of the learners. The rationale behind choosing needs analysis for this

¹ ASEAN-New Zealand English for Business and Technology Project in 1994

research work was to analyse the teaching of English language from learner's perspective. Needs analysis leads to the betterment and a well-defined language teaching program, which ensures better success rates for learners.

1.4 Why Register Analysis?

This study also takes into account Register Analysis. The central principle of the study of register analysis is the fact that to a large extent varying communicative needs predecide the language usage. The approach of register analysis advocates that the principal linguistic features are "commonly used in association with the communicative purposes and situational context of the texts" (Biber & Conrad, 2009:2). Thus the emphasis in the study of register analysis is that each domain or discipline comprises a specific register, which is different from the register of English for a general purpose. The objective of this study is to identify and categorize lexicosemantic and morpho-syntactic features of registers in English for business purpose (EBP). The resources taken for this study are business journals and business textbooks prescribed in the syllabus of the selected MBA colleges. Register analysis has pedagogical implications as it facilitates a form-focused syllabus where certain forms and structures of English language are given higher priority over the others.

1.5 ELT in Business Communication

In this age of globalization, English forms a very important part of the MBA curriculum, as this language joins business education universally. English is not just the language of science and technology or trade and commerce, but also the prime language of business education. One of the shortcomings of MBA education in India is its lack of exposure to the outside business world and education (see pg. 14). The link that connects global business education and indigenous business education is the English language. Many reputed business organizations across the globe are dependent on English for their means of communication ranging from emails to corporate documentation. Even the most-read business resources both in prints as well as in electronic media are available in English. Thus, English proficiency plays a vital role in this cut-throat competitive corporate world. English is the official language of over seventy countries, which further makes it a mandatory requirement for many aspects of corporate life such as getting employment, communicating with clients,

achieving business partnership etc. Therefore, an effective and functional ELT course becomes a prerequisite for the success of MBA students not only in their course but also in securing a job and their career ahead.

The main objective of the present study is to focus on the English for Business Purpose (EBP) course in order to enable the language learners to use language appropriately as per the target situation. It is of utmost importance that the target situation should be identified and analyzed along with the linguistic features of that target situation. This is termed as Needs Analysis, which takes into account the perceived needs of the learners wherein needs of the learners are identified, and the syllabus for the ESP course is designed accordingly. Since the learner's needs form a base for crafting of ESP syllabus, it becomes imperative to have learner's opinions. Certain questions play a pivotal role in the making of ESP curriculum such as, what is the learner's purpose for learning the register specific language? What should all be included in the content of the course? What is a learner's expectation from the course? EBP courses or Business English instructional programs carefully draft a well researched outline of the needs of a particular target group of learners. This specification helps in designing the syllabus, which also takes into account the availability of resources such as teaching expertise and duration of the course. Once the syllabus is designed, the pedagogical material is designed and an apt teaching methodology is chosen. Finally outlining the evaluation and assessment procedure of the course is outlined (Bhatia & Bremner 2012:4).

1.6 Aims and Objectives

The aims and objectives of the study are :

1. To focus on ESP in institutions offering MBA program in Delhi/NCR
2. To conduct needs analysis and register analysis on a select sample of MBA students
3. To assess their needs and analyze their problems from the learner's perspective
4. To establish a base for designing the syllabus for teaching the subject, and also to make suggestions for making changes in the existing syllabus of business

communication in MBA colleges of Delhi/NCR by determining the needs of the course's participants.

1.7 Research Questions

The research questions of the study are:

1. Is there a significant difference between the performance of the participants of private and government institutions?
2. Are the needs of students from English medium education different from the students from Hindi/Regional medium educational background?
3. What are the areas of 'lacks', 'necessities' and 'want' as per the participants' self-assessment of their linguistic needs?

1.8 Significance

The present study serves to advance the research in the field of applied linguistics, particularly in the field of English for Specific Purpose (ESP) studies, which forms a part of English Language Teaching (ELT). It attempts to enhance the awareness about needs analysis in syllabus designing of B-schools among researchers and professionals.

This study will help in adding on to the existing knowledge of the various courses followed by different B-schools across Delhi/NCR region. This study focuses on the teaching of business communication from the viewpoint of a learner. Learners in this study belong to a diverse range of linguistic, regional, educational background hence, this also presents an overview of their attitude towards language learning, their present competence in English language and their expectation from the course of business communication. This analysis puts forward the 'necessities', 'lacks' and 'wants' of the learners. This analysis can provide an empirical base for the needs of specific group of learners and learners of business communication at large hence, the practitioners and researchers of ELT can be specific about learner's needs. It aims at comparing the linguistic needs of the students studying in different MBA colleges of Delhi/NCR, which have been randomly selected. The selected B-schools for this study comprise of two private institutions and two government institutions, giving us

a more holistic overview of the level of linguistic proficiency of students of these b-schools. This study gives an insight into the existing linguistic needs of the management students and also outlines the existing loopholes in the curriculum. It further provides the curriculum designers of EBP courses with suggestions on the improvisation of the existing curriculum. This study plays a significant role in analyzing and describing the register used in prescribed text materials and journals of EBP courses of the selected MBA colleges. The study further extends the findings to other reading materials as well.

1.9 Limitations

Every study has its set of limitations. The present research work has its own set of constraints too. ESP is a vast area of study, the complete inclusion of which is beyond the scope of the present study. The Present research was limited to the discussion of Needs Analysis and Register Analysis in detail to find out the ‘lacks’, ‘wants’, and ‘necessity’ of the research participants. However, due to the nature and format of the questionnaire, the researcher could not assess the participants’ listening and speaking skills. Since the data collection of the present study was not a part of any examination or evaluation process for the participants, their motivation to attempt all the questions was low. However, the presence of the faculties of the respective MBA colleges in the classroom still instilled the seriousness of the process of data collection. Also, in order to make the environment friendly and free of any hesitation, the researcher tried to first talk to them a bit about their educational profile and background etc.

1.10 Summary of the Chapter

In this chapter the topic of the thesis has been introduced, emphasising on the importance of needs analysis and register analysis in the designing of syllabus. This chapter has given a brief account of needs analysis and register analysis. However, a detailed and elaborate description of the needs analysis and register analysis has been given in the following chapter (see chapter 2 & 3). The chapter ends with the listing out of aims and objective, research questions and significance of the present study

Chapter 2

English Language Teaching

2.1 Introduction

This chapter presents an overview of topics like applied linguistics, English Language Teaching (ELT), and its development over the years. This chapter consists of a historical account of the development of ELT from the early years till now. History of ELT can also be viewed in synchronization with the developments in many fields, especially with applied linguistics and psychology of learning and education. A part of this chapter also takes into account the concept of applied linguistics as it forms the base of ELT, as Corder (1973) has argued that applied linguistics consists of applications, which can be applied at various levels in language teaching operation.

This chapter also attempts to bring to the fore several issues that exist in the area of ELT along with the discussion on several interventions that have been made to combat the same. Development in the field of ELT has also been supported immensely by the technological advancements, which are very visible in the ELT classrooms these days. Emphasis has been laid on the importance of integrating suitable teaching methodology, adequate technology, and syllabus and study material in order to have an effective ELT procedure in place. This effort will be a futile one if well-trained ELT practitioners do not conduct it. The need for English language teachers with the knowledge of linguistics and applied English linguistics cannot be overlooked, as this can be considered as a pre-requisite for an English language teacher to prove himself/herself to be an effective English language teacher.

2.2 Applied Linguistics: An Introduction

According to Wilkins (1999:7), 'Applied linguistics' is about using the information with respect to language, its learning process and how it is used in order to fulfill some purpose and resolve few problems in the real world situation. These purposes are several in numbers and varied in nature.

Historically, researchers always took keen interest in languages and language teaching, and this fact goes back to the times of ancient Greeks. Both Aristotle and

Plato had made contribution in the field of designing of curriculum. This designing of syllabus started with good writing (grammar), comprised of effective discourse (rhetoric), and concluded with the development of dialectic to foster a philosophical approach to life (Howatt, 1999:618). Samuel Johnson (1755) who made long-lasting contribution to English literature, in the field of poem, drama, literary criticism editing and lexicography. He published *Dictionary of the English Language*, which very soon became an unquestionable expert on the meaning of English vocabulary. It also aided the standardization process of English spellings. Robert Lowth (1762) who was a Bishop of the Church of England and Professor at Oxford of Poetry, a prominent grammar book named *Short Introduction to English Grammar* was published by him. In this text he attempted to prescribe 'correct' grammar. He had no background of specialization in linguistics, and he based this grammar on the model of classical Latin, even though these two languages were quite differently organized.

During 20th century linguistic description and pedagogy experienced real acceleration as several movements influenced this area, and it kept on modifying by the subsequent developments. In the beginning of the century, the 'grammar-translation method' was mostly used to teach second languages. This method was being used since the late 18th Century later in the 19th Century, it was completely codified by Karl Plot (Kelly, 1969:53). This approach initially was reformist in its characteristics and tried to ease the process of language-learning by the incorporating illustrations of sentences and not the whole texts (Howatt 1984:136). Gradually, with the passing of the time, this method developed to be a more controlled system and obscure in nature. The focus of content of teaching shifted to writing and reading literary text materials. This approach stressed on archaic vocabulary, which were found in the classics.

As soon as the grammar-translation method grew to become more pedantic in its approach, new direction in pedagogy was required. One of the key concerns of the grammar-translation method was its tendency to focus more on the ability of analyzing language instead of the ability of using it. It emphasized more on writing and reading and very less on the ability to communicate in the target language and gave less importance to the skill of communicating in target language. In the beginning of the 20th Century, numerous ideas emerged for the use based language teaching, and one of the prominent methods was the 'direct method.' This method

focused on the exposure to oral communication with speaking and listening being the prime skills. It imitated the process of natural learning of one's mother tongue. Usage of L1 in the classroom was strictly banished and sole emphasis was on the usage of the second language. The Direct Method came with its own sets of problems, firstly being the requirement of teachers who were extremely competent in the target language, which is an impossible thing at all times. Even though it followed the process of L1 acquisition, it did not take into account the difference between the process of acquisition of L1 and L2. The main difference between the L1 and L2 learners is that L1 learners get sufficient exposure to the L1 language, which could not be matched by the direct method.

Michael West (1937) in the UK gave a new method called Reading Method, which emphasized on increased exposure to language through reading. He 'substituted low-frequency' words with high-frequency terms that could appear in any texts. This reduced the lexical load of a reader to a great extent. This approach of vocabulary management was termed as 'vocabulary control movement.' Until World War II, Direct Method, Reading method and Grammar-Translation, and the Direct Method continued to be the dominant methods to language teaching.

The limitations of all the above-explained teaching methods became obvious during the war as the American military discovered that there was a shortage of people proficient in the target language. This resulted in to a situation where the soldiers urgently needed oral and aural skills. American structural linguists (e.g. Diller, 1971) tried to fill the gap by borrowing a few things from the direct method as it stressed more on speaking and listening. The justification for this was drawn from the theory of Behaviorism, which advocates that language learning is an outcome of habit formation. This particular method included all the activities, which were considered to be a part of reinforcing 'good' language habits. These activities involved practices of intensive oral drilling, attention to pronunciation, focus on sentence patterns and rote learning. To sum this up, learners were expected to learn the language through drills instead of analyzing the target language. This method was termed as 'Army method' and the learners were mostly highly motivated and mature, and their success rate was dramatic. Due to the high success rate of this method, it continued to be used even after the war and was later termed 'Audiolingualism'.

In 1959, Chomsky's criticism of the behaviorist foundations of structural linguistics proved to be decisive and, as a result of which audiolingualism started to be favored less over the period of time. Language was started to be viewed to be controlled by cognitive factors rather than the believing on the behaviorist theory of habit formation. Cognitive factors were defined as a set of innate, abstract rules. In 1959, Chomsky proposed that children formulate a hypothesis about their language, which they test out in practice. He also advocated that children by birth have an understanding of the functionality of language, this is termed as 'Universal Grammar'². He suggested that they have a knowledge of the fundamental *principles* of language such as the knowledge of languages having pronouns. The series of research inspired by Chomsky's ideas resulted in to the expansion of the area of second language acquisition along with the development of the area of psycholinguistics, its psychological counterpart.

In the initial years of 1970s, Dell Hymes introduced the concept of 'communicative competence,' which dealt with the correct usage of language in the given context instead of focusing on the ability to form grammatically correct sentences. This promoted the shift in the focus from language 'correctness' to language usage for a particular context. This approach brought into light the dynamic and communicative nature of language.

In 1982, Krashen's theory of acquisition shifted the focus to the role of input in language learning. 'Monitor Theory' proposed that the acquisition of the second language was mostly an unconscious process by the exposure of oneself to the 'comprehensible input' rather than learning it through rigorous exercises. He proposed that a learner's emotional state could affect his/her learning by acting as an 'Affective Filter'. This theory mainly proposed that a classroom should be able to provide a rich exposure to language which is understandable and meaning-based and should have features just ahead of the learner's current ability (i+1)³.

These factors gave rise to the methodology, which stressed the language use for meaningful communication, and it was termed as communicative language teaching

² The innate faculties that human possess to acquire language.

³ As per Krashen's input hypothesis, if a language learner is at the stage 'i' then the acquisition will take place only when the individual receives '**comprehensible input**' that is of level 'i+1'.

(CLT). It emphasized more on the learner's fluency and message instead of their grammatical accuracy. This methodology used tasks and problem-solving activities for teaching. In this process, students were provided with different sets of information and the two students had to exchange and negotiate the same. The medium of instruction for non-language related subjects like politics and history was L2 as well, which further facilitated the learning of L2 in order to learn that subject. This was taken to another extreme where the 'immersion' programs were offered in primary and secondary schools and all the subject matter was taught in L2. There were positive results from this immersion program; it showed that learners could achieve good fluency in L2 even without providing explicit instruction. This method also led the learners to develop brilliant receptive skills.

Advancement in technology throughout the century had impacted applied linguistics to the greatest extent. Even though language laboratories have been using this technology since the middle to the late 1940s, the advancement of personal computers provided individual users with quite sophisticated language programs. In the area of pedagogy, this opened the gates to 'computer-assisted language learning' (CALL). Advancement in computer technology also led to the facilitation in the incorporation of video and audio inputs into language learning programs. In the present times, CALL has proven itself to be among the most dynamic fields in applied linguistics.

2.3 Early years of ELT development

The acronym English language teaching (ELT) was first adopted as a title of a new journal of British Council in 1946. However, initially, it did not have a wide range of usage. English language teachers refrained from describing themselves as English language teachers and the title 'English language teachers' association' was used instead. History of ELT can be traced back from the 15th Century, which is referred to as the first phase of ELT development. The first phase of ELT development existed between the 15th Century and 18th Century. The period between the 18th Century and the 19th Century is considered as the second phase of ELT development. The third phase is known as the modern phase of ELT development that is considered to have started from the beginning of the 20th Century, continuing till the present times.

The teaching of modern vernacular languages in England began with the beginning of French dying out as a second language towards the end of the Middle Ages. The bilingual feudal community, which was being ruled by the Anglo-French Plantagenet dynasty, slowly and gradually shifted to becoming a largely monolingual nation under the ruling of the Tudors. This change was gradual but irreversible. In the late 1340s, John of Trevisa, a well-known cleric and translator, criticized the fact that children instead of knowing French had a better command over English language. Therefore, it became a necessity for them to introduce Latin lessons in English. The Age of Chaucer also marks the waxing moon of English self-confidence. English became the major language during the reign of King Henry V in the 15th Century, he declared English to be the official language. Later, Henry IV opted for English for claiming the crown. He even delivered his acceptance speech in English. His son Henry V carried forward the tradition by adopting English as a medium of communication for the royal correspondence instead of French (Howatt & Widdowson, 2004:9).

Towards the end of the 15th Century, affairs of the state under the head of the royal secretariat were conducted in English. During the same period, it was also seen that the variety of English spoken in the East-Central Midlands was established as a prestigious or standard variety of English pronunciation. This variety became popular amongst the nobility and others who were associated with power in the Tudor dynasty. The Tudors already saw English as the language of the nation whereas Latin remained secured as a symbol of the well educated. Since Latin was the only language with a documented grammar, it was the only language that was taught in schools. On the other hand, the scholarly description of the English language did not appear until 1586.

The only language teaching materials that were relied upon were texts. Latin texts were used to teach Latin and were mostly written in the 11th century before the Norman Conquest. Such texts were usually based on the description of events of everyday rural lives like hunting, farming, trading etc. (Howatt & Widdowson, 2004:11). This method of teaching through the use of a series of question-answers is also known as catechistic technique, which believes in prompting memory and converting the text into digestible chunks, which can later be memorized by heart. However, language teaching through dialogues in modern times has not adopted the

entire features of catechistic method, but the growth of this kind of language teaching had followed a similar procedural tradition and has provided language teachers with some of its advantages.

As time progressed, the popularity of English as a mode of communication increased. This is evident from the documentation of polyglot dictionaries, phrasebooks, etc. They were considered to be the prevalent means for acquiring ‘survival knowledge’ of the foreign language during the Renaissance period. A few examples of early existing handbooks for the English Language Teaching (ELT) are *A Very Profitable Book to Learn the Manner of Reading, Writing and Speaking English and Spanish* (1554) published by John Wyght. Towards the end of the 15th century, the statutes of the royal kingdom were written in the English language, whereas the handling of the state affairs through the secretariat was done in the vernacular language. During the new Tudor dynasty, the variety of English pronunciation of East Central Midlands was established as the prestigious variety. This variety of English pronunciation was used among the nobility and people of power in the new Tudor dynasty. Tudors considered English to be the language of the nation, which was spoken from the king to the downward classes of society.

On the other hand, French was seen as a language, which was considered as a necessity for people whose ambition was towards the culture of promotion in high places. Latin was considered to be the symbol of properly educated men and women. Latin grammar was taught in the schools only, as Latin was the only language that had a documented grammar. Any attempt to describe English grammar was made much later; it can be traced back to early 1586 when a brief outline of a longer work by William Bullokar appeared, named *Pamphlet for Grammar* (Howatt and Widowson, 2004:11).

In the absence of descriptions and documentation of the vernacular language, language teaching had to be mostly based on texts and the use of dialogues. There were obvious reasons to employ such teaching methods, as the use of dialogues in Latin language teaching was a tradition that was being followed since the Middle Ages. This practice of Latin language teaching through dialogue or colloquy is evident by the presence of series of questions and answers related to daily activities of

life, hunting, farming, etc. in an interlinear translation of Latin text called *Abbot of Eynsham into Anglo-Saxon*.

Towards the end of the 16th century, the Protestant Reformation brought together the pro-reformationists and educationist from all across Europe. This led to the writing and publication of ELT textbooks in order to teach English to the non-English speaking Europeans. Due to this reformation, there was a huge influx of immigrants from Spain, Italy, and France to England. Among such immigrants, there were a few teachers who were proficient in English and began to teach English to other European immigrants. These teachers can be considered among the initial non-native English Language teachers. ELT helped many immigrants in achieving their targets of improving career prospects and business. It was during this time that numerous English textbooks were published, e.g. '*The English School Master*,' '*Familiar Dialogues*', etc. Such textbooks were in the format of everyday conversations.

From the starting of the 20th century to the present date, the development of ELT can be divided into three major phases. The first phase was from 1900 to 1946, the second from 1946 to 1970 (after World War II), and the third phase from 1970 till the present time. Research in applied linguistics added a scientific base and logical reasoning to ELT. With the emergence of new learning theories and methods of teaching, it became a necessity to develop new techniques for target language learning. The initial development of ELT in its second phase of development saw collaboration with British Broadcasting Corporation (BBC), as British Council and publishers of ELT books were located only in London, United Kingdom. There was a remarkable economic growth in the UK in 1960, which led to an increase in the number of immigrants looking for jobs and better career prospects. This period gave a new angle to ELT as it was addressed as 'English for Immigrants.' In the year 1970, it was renamed as Teaching English as a Second Language (TESL). The acronym ELT was coined in the year 1946 after the British Council published the 'English Language Teaching' journal. In the same period, many in-service teachers' training programs were initiated to make ELT even more effective in the classrooms. With Hornby's (1950) writing on Situational Approach to Language Teaching, there was a shift in the focus from the theory-based language teaching to the classroom or practice-based language teaching.

In the third phase of ELT development, communicative language teaching had a great impact on ELT trend and classrooms. Everything ranging from curriculum to textbooks and evaluation procedure was based on this idea. Hence, Communicative Language Teaching became the most acceptable method of language teaching among ELT professionals. According to Van Ek (1980), there were two groups of English Language Learners based on their needs. The first group was the one whose requirement was ELT of a basic i.e. general form. The second group was of those learners who needed English for some special or specific purpose. This led to the origin of English for Specific Purpose (ESP), paving its way to several branches of studies such as English for Academic Purpose (EAP), English for Science and Technology (EST), English for Occupation Purpose (EOP) etc.

2.4 Spread of English language across the world

According to Hoffman (2000:5), language spread can be defined as “an increase in the number of users and functions of a language beyond the boundaries of the area where it was originally spoken”. Several factors can act as catalyst in spreading language such as, colonization, military conquest, conscious and careful planning, perception of material advantage, and prestige. There have been various investigations in order to list out the factors as well as effects of the growth of the English language (Kachru 1982, Fishman *et al.* 1977, Brosnahan, 1963, Wardhaugh, 1987). The initial impetus to the spread of the English language across the world can be attributed to the combination of British colonization during the 19th and early 20th centuries and the dominance of North America. This made English a language that was important for broader communication across the globe. It kept on spreading into the regions and nations where it was never spoken before. Earlier the English language was given its imposition by the colonial administrators in the colonized territories. Later on, in the post-colonial times, this spread was boosted by the ascent of the United States as a leader in world affairs, and economic dependency combined with internationalization that retained this spread. The spread of English language is unique in comparison to the spread of other colonial languages like Spanish and French, was the pace and range of its growth over the regions. Its spread was not just limited to bilingual/multilingual regions but monolingual regions also such as the far and Middle East and several regions of Europe.

According to Kachru (1985:30), the spread of English can be seen along three concentric circles of rings, which describe the sociolinguistic and historical profile in several regions of the world. Among these three concentric circles of rings, the innermost circle consists of the countries which are considered as the nations where English is the first language for the majority of the population, countries such as the United Kingdom, United States of America, Australia, Canada, and New Zealand. In these countries, English is in contact with the heritage languages of these countries. The second ring is for the countries where English does not hold the status of being the first language, but its status is established as that of a second language, which is used as the medium of education at the institutional level as an aftermath of colonization. Such countries are Nigeria, India, and the Philippines. The outermost ring is known as the expanding ring where English does not hold any status officially but is taught as a foreign language in countries such as South America, Japan, continental Europe, and China. Those who are part of the international communities which have been formed almost all over in Europe wherever international institutions, organizations, and companies have been established are considered to be the members of the 'expanding circle.' There are several institutions such as UN, NATO, the Council of Europe, most prominent being the European Union which have thousands of members. In such institutions, it is English, which is used as an official language and not the languages of the members' countries. As per Kachru (1985),

- a. 'Inner circle' of the concentric circles constitute countries like the U.K, USA, New Zealand, Australia etc. that are English-speaking countries and have native speakers of the English language.
- b. 'outer circle' indicates the countries where English has gained a special status and is of national importance. Even if it is not the native language of that country, it has become the 'official' or 'national' language of those countries. This circle includes countries like India, Singapore, Malaysia, Pakistan, Nigeria, Bangladesh etc.
- c. 'expanding circle' comprises of those countries where English has never been imposed or has any historical importance. It also has not acquired a national or official status. These countries include Saudi Arabia, China, Taiwan, Zimbabwe, Nepal, Japan, China, Israel etc.

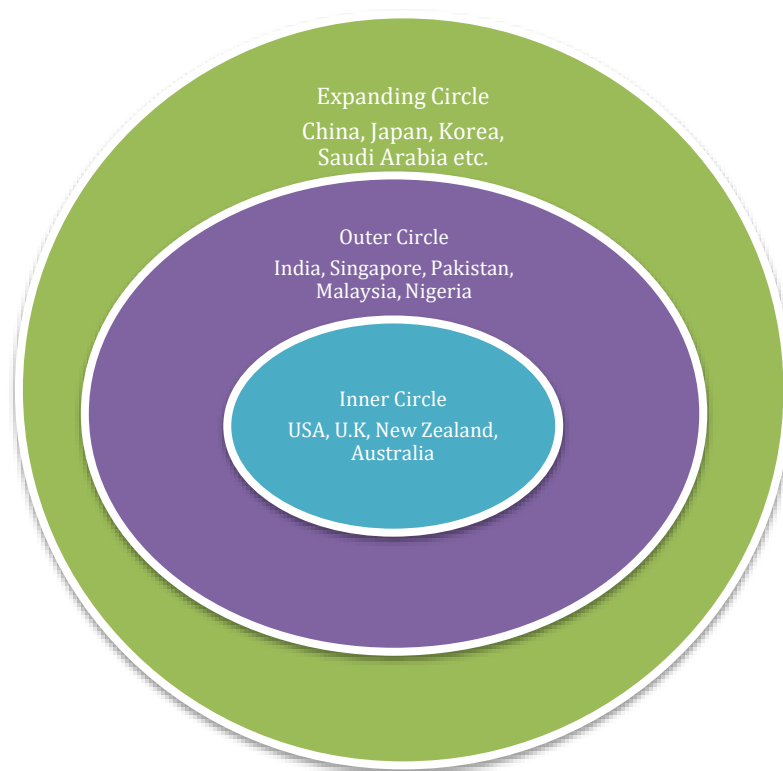


Figure 2.1: Concentric circle for the spread of the English Language (Kachru, 1985)

English has also been acquired as the third language in many regions of the world. English serves as a third language for several school children in Central America, French-speaking Canada, and South America where heritage languages such as Quechua, Mohawk and Guarani are spoken. The speakers of African languages who use French as a second language use English as their third language. English also serves as a third language in many parts of Pacific or Asia where several languages are used but English is used to reach wider population. It is the third language for many immigrants who are settled in countries where English is learned as a second language (Cenoz & Jessner 2000:ix). The spread of the English language can be attributed to such international forums such as the United Nations (UN), World Health Organization (WHO), United Nations Educational Scientific and Cultural Organization (UNESCO), United Nations Children’s Fund (UNICEF) etc. Such organizations have also given acceleration to the expansion of the English language. This led to the pressure of adopting a *lingua franca* to facilitate communication and discussions in such forums (Crystal, 1997:10).

There were several factors, which facilitated the spread of the English language across the world. Few of them are as follows;

- a. The need for a common global language has always been emphasized and appreciated by the academic communities across the world, as there is wide availability and accessibility of several journals, magazines, electronic and written books in the English language.
- b. Increase in the number of people traveling internationally facilitated the use of English as *lingua franca*.
- c. Access to an uninterrupted Internet facility led to the world shrinking into a global village. There was a need for a common language to be used by diplomats, politicians, ambassadors, scholars, business persons, media persons, scientists, etc.

The above-mentioned factors along with many others helped English to achieve the present status. It is beyond doubt that English is used dominantly as language of communication for the prominent countries of the world.

There have been many studies in order to specify the spread of the English language and describe the factors, which might have facilitated it. Such studies often focus on the regions of the world where either British or North Americans ruled for a substantial period of time. As in these regions, English was the language for colonial administration, thus becoming the second language in those regions and eventually establishing itself as an official or national language in those regions (Hoffman 2000:1).

According to Hoffman (2000), the expansion of the English language under the British regime was somewhat slower and it began to gather momentum only after the Second World War. It is generally observed that the spread of a particular language does not essentially contribute to bilingualism or multilingualism. However, in the case of English, it was seen as a strong promoter of bilingualism and multilingualism on both individual and societal levels. This was viewed as a new phenomenon in Europe. The Second World War especially with respect to the macro linguistic point of view was accompanied many distinctive changes. There was a rise in bilingualism or multilingualism. The trend of multilingualism was on the rise for the linguistic

communities who were already bilingual. This rise in this trend was associated with the spread of English as there was an increase in the population who used English to communicate with not just native speakers of English language but used it as a *lingua franca* as well with speakers of various other languages (ibid.:2).

Areas like Gibraltar, which is not a part of British Isles, has English as the official language. Similarly, there are many territories in Europe, which are not a part of English Isles and still have English as the official language. There are other regions in Europe where English serves as a co-official language along with other national languages such as in the Republic of Ireland and Malta. However, in the Republic of Ireland, English is used by the majority of the population, whereas a very small section of the population speaks Irish Gaelic. On the other hand, in Malta, the Maltese language has gained popularity over the English language. There are various regions like Cyprus, enclaves of British or American, Armed forces in Germany where, although English is used in the official sphere but it has not been given the official status. (ibid.:3)

Internationalization is also considered to be a strong force, which affected the spread of English and increased its usage in different communicative functions by the non-native speakers. Some of the most notable features in this respect have been the effects of increased mobility, multinational trade, commerce, and international co-operation in several diverse fields. This also affected the medium of communication for the mass media and the medium of communication among people with different mother tongues.

As per McArthur (1998:24), even though the spread of English in the other continents was a result of colonial conquest and immigration, it is ‘a veritable newcomer in the European continent.’ It was only during the later half of the twentieth century when the English language started to leave its mark, and it was even much later than that in the case of many eastern and southeastern European countries. There are many popular beliefs, which could have contributed to this kind of existing situation. However, linguistically, this can be reasoned out that, non-native speakers of the English language use English in diverse settings on a regular basis, such as for either recreational purpose or professional sphere, or both. It has been observed that linguistic needs of people have been changing at a faster pace than ever. ‘Snowball

effect' has been a possible explanation of it, and it is quite visible these days. As English has become a language of prestige and has wider and growing functions, its acquisition is attached with instrumental rewarding (Hoffman 2000:7).

2.5 Varied Usage of English language

Traditionally English in most of the European countries was associated with several other varieties of language being spoken in England. Even the present-day teaching materials used by the English language teachers are in British English. However, after the Second World War, American English emerged to be the dominant and more influential variant of the English language as it widely spread across the globe. Post World War II, Americans had made a greater impact on Austrians and German which was soon followed by America's dominant political, economical and scientific position in global affairs. Currently, majority of the global population is exposed to American English wherever English is in usage.

The position of the English language differs from country to country. In countries like Scandinavia, Netherlands, and Belgium English has reached a higher position as compared to other parts of Europe because of their smaller population. This can be also attributed to their dependence on international business and trade collaboration for their economic development. On the other hand, countries where Romance languages are being spoken, the growth of English has been slower. In the ex-colonial countries, the English language has penetrated a larger domain of functions ranging from official work, trade and commerce, education, etc. English in higher education has gained much momentum across the world. In the field of academics, the majority of academicians choose to publish their research work in the English language. According to Viereck (1996), a major chunk of scientific publications in the present days has been in English. It has taken the position of *lingua franca* for scientific debates. English provides for unambiguous technical terms, which are universally accepted and recognized. Such terms are not available in any language other than English.

The usage of English has become very popular in various fields like sports, entertainment, commerce, youth culture, and tourism. Its presence has been strongly felt in media and is dominantly used in advertising, especially for consumer goods

like cars, cosmetics, clothes etc. Its gained importance is also evident from the fact that it is considered to be an essential pre-requisite in several professional environments such as international organizations, national organizations having multi-national ties, education, various areas in media e.g., television, films, telecommunications, and in the sphere of information technology. With the development and expansion of information networks, there has been a rise in internationally oriented services. This has made the knowledge of English inevitable for the use of media of communication, electronic information, Internet and Communication Technology (ICT).

The spread of the English language can be described at sociolinguistic level, i.e., the increased number of instances and spheres where English is being used, and at linguistic level, which examines overt and covert influences of the English language over other languages. There are several examples of loans of all kinds of lexical, syntactic, and semantic transfers. Many languages, especially in terms of lexical transfers, have experienced penetration by the English language.

2.6 ELT in India

English is the most commonly spoken and written language after Hindi in India. It symbolizes better education and higher intellect. In India, code-mixing of English and the native tongue is common in conversations. The culture of abruptly switching to English language in regional/vernacular conversations has gained wide popularity. English language has become Lingua Franca in this country not just among different linguistic groups but also it has gained wide popularity in the same speech communities that use English in their interpersonal communication. English in India has been given the status of an official language. Hence, most of the legal, financial, educational, and business-related matters uses English for its day-to-day affairs.

Britishers came to India with their language and culture. Since the main purpose of English people coming to India was trade and commerce, they did not emphasize much on teaching the English language to Indians in the beginning. After the battle of Plessey (1757), the situation began to change. Suddenly, their position as traders changed to rulers of this country, and in order to have an effective governing system in place, they decided to start educational institutes for teaching the English language.

The first two of such educational institutes were established in Calcutta and Madras in the year 1781. In 1791, Benares Sanskrit College was also founded. Although, these institutions were opened for classical learning but there was a provision of teaching English in these institutions.

English, as commonly called to be “Queen’s Language,” stepped in the country i.e., the Indian subcontinent in the year 1600. The Englishmen arrived in India primarily for the purpose of establishing their business and trade. With the accession of the entire country, their language spread over various parts of the country. The Englishmen were not remotely interested in educating the Indians, and for a few decades, English remained only among the rulers. Even though the rulers spoke English across the country, Indians did not have access to it.

In the year 1813, the Company's Charter Act was renewed, and there was an insertion of a clause which stated that the Governor-General of India had to spend at least one lakh rupees for the education of Indians every year. The Act had a significant influence on the education system and the proliferation of English in India. This move by the British Empire not only encouraged the spread of English language and literature across the country but also led to the translation of Sanskrit and Arabic texts into English. These translations were popular and of great importance to India. This helped in promoting Indian Classic literature to other nations. The Committee of Public Instruction was set up in Calcutta in 1823 for the implementation of the amendments made in the Charter Act of 1813. The committee adopted an oriental policy for the growth and spread of English in the Indian subcontinent, which promoted English and other regional languages simultaneously in the education system.

There were two major sources responsible for the spread of English in the country, first being the Christian Missionaries, and second was the Semi-rationalist movements that sprung up in several parts of the country with the motive of revamping the Indian education system. The educational campaign of Christian Missionaries started off as early as 1542, with the arrival of St. Francis Xavier in India. These missionaries advocated the co-existence of regional languages with the western subjects. This promoted the usage of English for the instruction medium.

The famous minutes of Lord Macaulay on 2nd February 1835, advocated the use of English as the medium of Education. There was an emergence of support for education in English medium in the country. Suddenly, there was also a decline in the publication of books in Sanskrit and Arabic and a reduction in the funding of the Madrassa at Delhi and Hindu College at Banaras. The money gathered was invested in the education of western subjects, with English as a medium of instruction. Later, many such minutes were passed like *Lord Auckland's Minutes of 1839*, *Wood's Dispatch of 1854*, and *Hunter Commission of 1882*. These minutes suggested several changes in English education in India in order to make English as a medium of education, a permanent feature in the Indian educational system. The prime motive of the British government behind the introduction and continuation of English education in India was to make Indian *Babus* (Clerks) who could serve them in the administration. Nevertheless, whatsoever was the intention behind such changes in the Indian education system, the introduction of English as a medium of education proved to be a boon for the Indians.

The spread of the English language led to the spread of bilingualism in English in the country. The development and growth of bilingualism in English has its roots in the colonization of the country. During the 16th century, early efforts of contact with south Asia was observed which till 18th and 19th century came under the administrative and political domination of the British. With the deepening of British roots in the country, unconsciously the English language was also getting its deep root (Kachru 1994:497).

Kachru (1994) has given three phases in which bilingualism in English was introduced in the Indian subcontinent and Ceylon. These three phases are as follows;

First phase: The first phase of the spread of English is found to be the contribution of the missionaries. The beginning of such efforts can be traced back to 1614, and it started to get more effective with the permission given to them to use ships of East India Company.

Second phase: As per the study of Adam's Report, a small group of Indians in Bengal wanted to study English along with Persian and Bengali. This request was made before Raja Ram Mohun Roy's request for the introduction of English in India.

After the passing of Minute of 1835, which is considered as a crucial minute in the introduction of English in Indian education, this move further strengthened the preference of a handful of Indians for the English language. Raja Rammohun Roy was a strong proponent of English language over other Indian languages for scientific, academic and other international functions.

Third phase: This phase has its beginning in around 1765 when East India Company had already established itself as a political power in India. The Minute of 1835 is considered to be a very significant step in establishing English as a medium of education in India, although this minute was not passed without a lot of debates and controversies. During this time, there were two polarized views on this wherein one group, which was led by Hon. H. T Prinsep, was against the implementation of the English language as a compulsory language in education. On the other side was Macaulay who was a strong proponent of teaching English as a compulsory language. His aim was to form a group of Indians who can function as interpreters between the British government and millions of Indians. This minute led to the process of forming English bilinguals in India.

With the passing time, the importance of the English language kept on increasing. This led to a great demand for the expansion of the English language teaching from different regions of the country. Raja Ram Mohun Roy, in order to cater to these demands, opened Hindu College in 1817. Soon after this, there was a series of schools and colleges opened by the missionaries where they gave utmost importance to the teaching of the English language. After the recommendation of Macaulay's famous minute (1835), ELT in India got an impetus, which also resulted in the marginalization of other Indian regional languages. As English became the language which started to be used in areas like the judiciary and administration along with the vernaculars, it provided Indians with opportunities in the various level of administrative and judicial positions.

Even though the Indian education system got immensely influenced and shaped by the colonial history of the country, yet there were people also termed as orientalist, who favored the continuation of oriental learning. They tried to promote the Indian classical traditions by promoting its education e.g. Warren Hastings established Calcutta Madarsa in 1781, William Jones established Asiatic Society in 1784 and

Jonathan Duncan established Benares Sanskrit College in 1791. This led to the Orientalist-Anglicist controversy. Several reformists considered the English language to be a symbol of 'eternal slavery' and a reason for the degradation of the diversified culture of our country. According to them, English was a foreign language and it was responsible for wasting time of students and efforts. They were of the opinion that students could learn any idea or concept better in their mother tongue. As a result of such conflicts in the implementation of the language in education, it was decided that Hindi should eventually replace the English language and other regional languages should be developed alongside Hindi.

The decision of replacing English by Hindi was taken by the Indian education commission (1949), and it was decided that Hindi should replace English as soon as possible. However, the Indian constitution in 1950 decided to give English the official status for a period of 15 years, after which Hindi was to replace it. Later on, Parliament decided to keep English as an associate official language of the country alongside Hindi.

The three-language formula was formulated during the 1950s. It laid emphasis on the teaching of regional languages. Its aim was to promote national identity and national integration through languages spoken in the country. Education Commission was set up in 1964 in order to resolve the problems associated with the medium of education. This commission proposed that regional languages should have precedence over English and should be taught till the highest level of education, whereas English could be the language that is taught as a subject and as library language at a higher level of education. As a result of this proposal, vernacular languages were given preference over the English language for over two decades. However, it has been seen in the past two decades that there has been an increase in the number of English medium schools in the urban regions of the country. Students studying in such schools have been observed to have poor knowledge of their mother tongue, as they rarely find any exposure to their mother tongue. In order to have a good command of the English language, parents alienate their children from their traditional language and culture, which also blocks their cognitive development. Although the importance of the English language cannot be denied in the age of globalization, equal weightage and

importance needs to be given to the learning of vernacular language and culture for children, which would result into their multi-dimensional development.

2.7 Status of ELT in India

The status of English as a foreign language did not remain for a long period of time; it gradually and eventually has taken the place of being the second language of India. Many acronyms have been assigned to the teaching of English in the country, e.g., ‘ESL’ English as a second language as English has been officially recognized to be the second language. Yardi (1977) in ‘Teaching English in India Today’, asserts, “in India until recently, English was a ‘second’ language. It is now in the process of acquiring the status of a Compulsory ‘third’ language”.

After the independence of India, there was a phenomenal spread of the English language in the area of education. This was a direct result of the expansion of the national and international markets for both print and electronic media. This change brought in demand for English-educated people. India was in a way forced to cope-up with the existing situation in order to come at the same pace as the rest of the world.

The advent of the IT revolution⁴ led to the movement, which emphasized ‘English for masses.’ This expansion of the English language had a proper infrastructure, effective material, and trained teachers. Revolution in the IT sector also resulted in the emergence of varieties of English in the country ranging from native variety to bazaar variety or standard variety to Hinglish⁵ specimens.

English also had an influence on literary forms of Indian languages; for example, writing of stories in short stories format has come from English literature. In the field of electronic media, the format of many programs such as talk shows, soap-opera, quiz contests etc. has been modeled on the lines of western programs.

All the above changes have made India a large-scale industry for English education. English medium schools of various standards have been mushrooming all across the country. Such vast and extensive spread of ELT created the need for the development

⁴ We are now living in the age of information, wherein every corporate entity or profession needs ever-changing information technology (IT) for its survival in 21st century.

⁵ A mixture of Hindi and English language.

of its methods and standard material for teaching. The process of expansion of ELT can be divided into three following phases;

- i. This phase consists of the time when there were changes in the socio-political sphere of the world due to the increasing influence of the USA in combination with the newly gained independence by several colonial countries between 1960 and 1965.
- ii. The onset of the second phase was initiated by the arrival of applied linguistics, which generated new ideas of ELT.
- iii. The third phase is considered to be 1970 onwards, by which English had already attained the dominant position of being the unchallengeable world super language.

From the year 1880, English has come a long way till now. In the 1880s, approximately 60% of the primary schools used English as their medium of instruction. Around 1985 Language laboratory became an essential part of the ELT paradigm as Computer Assisted Language Instruction (CALI) had reached the majority of the Indian classrooms. This development can be attributed to the scientific advancements taking place across the globe at that time. Currently, CALI has emerged to become Computer Assisted Language Learning (CALL). Even after technological advancements, the Indian classrooms have not well received such computer-assisted language learning techniques because of two major reasons. Firstly due to the constraints of funds and finances, and secondly, the prevalent mindset that learning cannot happen in the absence of a teacher.

There was a paradigm shift around the year 1990. The economic liberalization led to the inflow of multinational companies (MNC) in the country, which further led to several significant developments such as the boom in job opportunities. The statistics of the year 1990-91 showed that the total strength of English language learners in India would surpass the total population of several countries in Europe. This was also evident from the fact that in the year 1989, one-third of the total published books and one-fifth of total published periodicals were in the English language. As per the census of the year 2011, the literacy rate of India was 65.38%, and the English literacy rate was around 6.5% which indicates a rough number of 25 to 30 million of English users in India.

Growth in the job opportunities was accompanied by the demand for proficient English speakers. Digital media like Television and the Internet got more English channels. International lifestyle also became a tempting option among individuals. People started realizing the value and demand of the English language in the job market. Eventually, with the increased number of Universities, colleges, and schools, there was an elevation in the status of the English language in our country. As stated by Scrase (2004:1), “English is not only important in getting a better job, it is everywhere in social interaction. If you can’t speak it you are nobody”. This statement makes quite a prestigious impression of the status of English in the nation.

English plays a different role in the social context of our country, and as opposed to the views of a few people, English does not stand in conflict with other regional languages. English is not the language of agriculture in our country, but agricultural universities use English as the medium of education as modern knowledge of agriculture is available in the English language. English is not the language that is being used in the transaction of daily-basis business or marketplace, but English is the medium of instruction. English might not be the language of the workforce in a technical workshop but, English is the medium of instruction in technical institutes as it can be seen from the above arguments that English is deep-rooted in the education system of our country.

India is a multilingual country and is the third-largest English-speaking country after the United States of America and the United Kingdom. English in India is perceived as ‘must-know’ language. In present times, it has become the ladder for upward mobility in society. As stated by Scrase (2004:1), “English is an international language. You feel humiliated if you can’t speak English. People think you are dumb”. The views expressed above quite evidently show that the status of English is not just limited to mark the level of education but also the level of intelligence. English is said to be the language of industrialization and modernization. Later, it moved on to become the language of globalization. Scrase has put the rapid shift in the language system in India in the age of globalization as, “English is recognized as an important global or international language, essential for professional employment and significantly, a key component of the cultural capital of middle-class Indians” (2004:2).

In present times, English does not come across as a language with its cultural baggage; rather it is perceived as a language that is culture-neutral. People from all across the world are communicating in the English language; it has given them a way to express their cultures to the entire world. In this way, English has become a more accepted language. People are aware of the fact that learning English is not synonymous with westernization or losing one's identity.

English started to be used in various domains like bureaucracy, print media, education, commercial communication, etc., which also brought department-specific registers into the picture. This also included several expressions, which were specific to Indian culture giving rise to Indian English.

In a metropolitan city like Delhi/NCR, it is quite common to see any educated person mixing both English and other Indian languages in their conversations. In the era of globalization, English has become the language of trade and commerce, media both print and digital, and higher education. There is no doubt that English has attained the position of being a global language in current times.

2.8 English for Specific Purposes (ESP)

During the end of the Second World War in 1945, there ushered an age of unparalleled development in the field of scientific, technical, and economical activity. Such development led to a world unified and dominated by two forces- technologies and commerce (Hutchinson & Waters, 1987). The effect of this on the global population was that English was now the key to the international currency of commerce and technology. Prior to this, the knowledge of a foreign language was considered to be a mark of a well-rounded education. The oil crisis of the early 1970s led to a huge inflow of funds and western expertise to the oil-rich countries. This change made English learning inevitable for big businesses along with commercial pressure, which started to exert influence. There was a constraint of both money and time. Consequently, there was an emergence of cost-effective courses with clearly defined goals.

The demand for tailor-made English courses for specific needs was ever-growing. This led to an inflow of new ideas and concepts in the study of language. Usually, the

area of linguistics largely focused on the description of rules of English usage and that too, mostly grammar. Soon there was a shift in the attention from formal usage of language to the language used in real-life communication through the emergence of new studies (Widdowson,1978). A very important finding of such research studies is that the language we speak or write to communicate varies significantly, in several ways, differing from one context to another. In the field of ELT, this finding gives rise to the understanding that there are substantial differences between the English of different professions or different contexts e.g. English of Business and that of Engineering.

The phase extending from the late 1960s to the early 1970s witnessed the highest expansion of research being conducted in the field of nature of particular varieties of English. Many exemplary works emerged during this phase such as Ewer and Latorre (1969) called '*A Course in Basic Scientific English,*' Swales (1971) '*Writing Scientific English,*' Selinker and Trimble (1976) and others. Initially, for a brief span of time, the area of English for Science and Technology (EST) became synonymous with English for Specific Purpose (ESP).

Strevens (1988:1), has defined ESP through categorizing and identifying its absolute and variable characteristics. According to him, the absolute characteristics of ESP consist of;

- I. It is designed in a way to meet the specific needs of the learner;
- II. Content (topics and themes) is in accordance to the specific disciplines, activities, and occupation;
- III. The English language is centered on those activities that include aspects of its syntax, discourse, lexis, and semantics;
- IV. ESP is in contrast with general English

In addition to the above characteristics, Strevens (1988:1-2) has also drawn out two variable characteristics, which vary or might not be present;

- I. Restricted as a language skill to be learned (e.g., speaking only);
- II. Not taught in accordance with the predetermined methodology

Dudley-Evans based their definition of ESP on the lines of Strevens' definition and gave a modified definition. The absolute characteristics, which were present in Strevens' definition, were removed, and more variable characteristics were added to it. They have defined the absolute characteristics into three other characteristics, which are;

- I. ESP is designed to cater certain detailed needs of the learners;
- II. ESP uses the specific methodology and tasks of the specific discipline it operates within;
- III. Course design of ESP is focused around the discourse, language (register, lexical, grammatical), skills, and genres suitable for these specific disciplines;

In the section of variable characteristics, Dudley-Evans and St. John (1998) have given the following variable characteristics;

- I. ESP course-design is made in accordance with certain disciplines;
- II. ESP prefers employing a particular teaching situation along with a specific methodology which varies from general English;
- III. ESP courses are most designed mostly for adult language learners, offered at a higher-level institution or in a professional institution. However, sometimes it is also for the learners at the secondary school level;
- IV. ESP is usually designed for intermediate or advanced learners and;
- V. Majority of the ESP courses provide some basic knowledge of that language system and it can be used with beginners.

2.9 Development of ESP

According to Hutchinson & Waters (1987) at the beginning of the early 1960s, ESP has undergone five major phases of development,. Various stages of development have laid focus on different aspects of ESP and have had diverse approaches and methods. In due course of progression and development, various theories and methods have been extensively discussed, debated, criticized, accepted, and ignored. Even the refuted and criticized themes and methods have proven to be useful in later times. The beginning of a new approach to language teaching crafted the way ahead for several

other language-related kinds of research. Language for Specific Program (LSP) or ESP was gaining popularity and prominence due to many existing factors. In the latter half of the twentieth century, there was a need to design English courses and materials that were different from the general English language teaching courses. Such courses were designed for learners who were learning English in order to carry out a particular role, which would cater to their specific needs and aspirations. The focus in the late 1950s was shifted from the teachers to the learners.

The term ESP is used to reflect the specific nature or to state the specific intention of the learners to learn the English language. It is quite difficult to distinguish between the structure and nature of the ESP and General English (GE) courses. Although, there have emerged various English language courses by the name of Media English, Business English, Medical English, Legal English etc. ESP practitioners are motivated to find and incorporate realistic teaching materials, which cater to the needs of students. In the last two to three decades, there has been a difference in the approach; it has shifted from being a Synthetic approach⁶ to an Analytical approach⁷.

Johnson (1989) has outlined the phases in language teaching existing since the 1960s into three main phases. According to him, these three phases are as follows;

- a. First Phase: ‘communicative revolution’ which could be roughly placed between the 1960s up to early 1970s.
- b. The second phase: between the latter half of the 1970s till the early 1980s.
- c. The third phase started in the early 1980s and is continuing.

A. Phase - I

The first phase of ESP development has been influenced and inspired by many new ideas that emerged because of the existing inadequacies in the theories and practices of language teaching. The attention here was being given to a different kind of specialization. This specialization was to inquire about the needs of the learners. This new approach was necessary because of the extra academic and extra linguistic

⁶ Different parts of the language are taught separately and step by step so that acquisition is a process of gradual accumulation of parts until the whole structure of language has been built up. (Wilkins, 1976:2)

⁷ in the analytic approach the learner is exposed to stretches of language “a whole chunk at a time” (the phrase is from Newmark 1966) and has the job of analysing the chunks to develop an understanding of how discrete items operate (Wilkins 1976:13).

reasons such as the growth of trade and commerce in the country, and unparalleled growth in the media and communication technology. It further resulted in the technological advancements that led to an increase in global and cultural exchange practices. These developments exerted pressure on the language teacher to design courses and language teaching materials, which were well-suited for carrying out these functions viz. medical functions, business purposes, media, and many other purposes. Halliday, McIntosh and Strevens (1964) advocated the need for the specific course and teaching materials best suited to the teaching situation. They also recommended a special register for specific language studies.

B. Phase - II

The second phase emerged during the late 1970s with many more theories being put to practice. This time the emphasis was laid upon;

- a. Communicative competence
- b. Process of language acquisition
- c. 'Use' of the language

These studies focused on the syllabus design, need analysis, and the role of both the teacher and the learner. In addition to this, the focus was also on the classroom-based interaction. This phase witnessed the growth in the number of commercial English educational institutions. Wilkins in 1976, came up with the concept of 'Notional Syllabuses.' This was considered to be one of the important views where he opposed the syllabus based on the grammar of the language. He outlined a new approach in his discussion of (a) semantic-grammatical categories, (b) model-meaning categories, and (c) communicative function categories, he has discussed notional categories and categories of communicative function in relation to the 'meaning' aspect of language.

Munby's *Communicative Syllabus Design* (1970), laid emphasis on the need analysis in the procedure of language teaching. The concept of language-specific programs gained widespread prominence and a prime place in language teaching. After which, the objective and content of language was decided by these two factors viz. Needs Analysis and language-specific programs. This phase was marked by a convergence of theory and practice in language teaching. One drawback of this phase was that not

many ideas were generated and secondly, there was limited interaction and integration of the existing ideas and concepts. In the 1970s, there was an emergence of the concept of 'communicative competence' (Hymes, 1971), which in the 1990s further developed as a communicative approach in language pedagogy. This approach was that knowledge enables one to use a language effectively. Hymes' original paper on 'communicative approach' was not related to language teaching, but it did influence all the aspects of language teaching ever since. It provided a theoretical framework, which helped in describing a learner's language-related knowledge and his/her capability of using language effectively in every given situation.

In the developing countries, students want to avail maximum possible educational opportunities that are accessible in the universities both in technical and professional institutions. Widdowson (1972:15) made a detailed study of the problem which he explains as, "the problem is that students, and especially students in developing countries, who have received several years of formal English teaching, frequently remain deficient in the ability to use the language in the practical contexts, and to understand its use, in normal communication whether in the spoken or written mode".

ESP is an approach, which caters to the needs of adult learners who need English for a specific goal; it can be for higher education, business and trade, media and communication, or medical field etc. According to Peter Master (1998:718), the course design crafted out for such learners should be 'process-oriented' and not 'goal-oriented.' The conventional method of 'goal-oriented' methods uses descriptive language usage. On the other hand, the 'process-oriented' method identifies two basic learning styles called 'convergent' and 'divergent,' the former is related to the students of natural sciences and that latter is related to the students of arts and humanities subject (1998:718).

Leach and Svartvik (1975) focused on the use of grammar in day-to-day conversation and writing. Their way of presenting the usage of grammar was different, as they tried to show that it is systematically related to meaning, use, and situation. They emphasized more on the communication aspect of learning English Grammar. They stressed the fact that the grammar of the English language is quite systematically associated with its meaning and usage in different situations. The main objective of the book was to elaborate on the grammar lessons, which according to them, would

extend their range of competence and their use of communication strategies in the language.

Brumfit, in his paper 'Communicative Language Teaching' (CLT), published in 1978 laid emphasis on the importance of conventional competence. According to him, CLT is the knowledge of the structure and properties of the language, which also includes referential meaning in it. Secondly, all kinds of knowledge is necessary in order to use language effectively in the real world. He laid stress on the *communicative* feature of teaching through which a learner can use the language in real-life situations (1984).

Munby's concept of socio-linguistics (1978) to specify the purpose of the specific language teaching program model gained wide popularity. He proposed a theoretical framework to construct the parameters of the model that is essential to outline the specificity of communicative competence. He has suggested to draw out the profile of the communication-related need of the learners. This profile eventually gets interpreted as an ESP specification, which reflects the target communicative competence of the learner. According to Munby (1978) in ESP courses, the syllabus and course material are well drawn out through prior analysis of the communication needs of the learners. This is unlike those language courses where the approach is not learner-centered; rather it is a teacher's predetermined preference for General English or looking at English as a part of General English.

Brumfit and Johnson (1979) had also discussed designing syllabus and they stressed on selecting structural items to incorporate in the syllabus and grading them in a suitable order. They stated that it was the form rather than the meaning, which predominated the language teaching methods and teaching materials. This approach became popularly known as the 'Structural Approach' in language teaching.

C. Phase - III

There was a change in the perspective of teaching, and it was warmly accepted and welcomed by the contemporary teachers and researchers since these studies had started to focus on the adult learners who had specific needs for learning the language. English language teaching syllabus started to incorporate the communicative view of language learning. Syllabi were designed in such a way where context was specified both in terms of functionality as well as its grammatical pattern. There has been an

ongoing gradual shift in language teaching since the 1970s. Stevrens (1977) explained the concept of ESP and also discussed the basic difference between occupational and educational purposes in learning English.

Howatt (1984), explained the approach to ESP as “the communicative philosophy of the seventies encouraged three rather different approaches to ESP, though they shared many common principles.” Among these three approaches mentioned, the first approach stresses on the interpretation of English usage from a functionalist point of view. It extensively makes use of syllabus categories derived from discourse analysis. The second approach was represented by the elementary Batts and Dudley-Evan’s series, which laid emphasis on the notional factor than the functional factor of it. The third approach was to teach communicative skills and activities, which a learner would require to perform further in his/her work or anything else he/she is aspiring for. This approach emphasized the importance of training the learner’s useful communicative strategies in place of analyzing the detailed linguistic features of representative text.

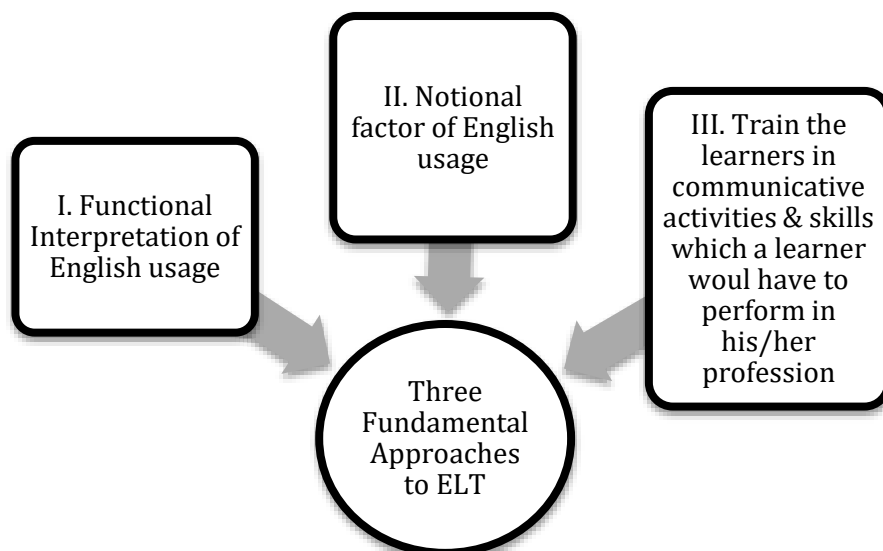
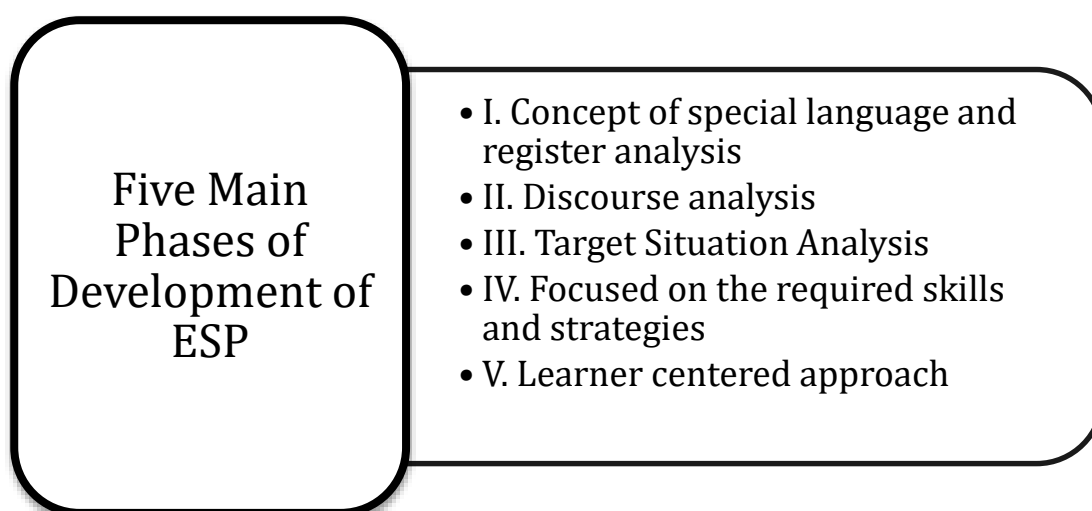


Figure 2.2: Three Fundamental Approaches to ELT (Howatt 1984)

Hutchinson and Waters (1987) have given out the major reasons behind the rise of ESP. This phase was considered to be the time of revolution in linguistics. They traced the five main phases of development of ESP, which also include the present phase as mentioned below;

2.10 Five main phases of Development of ESP:

- I. The First phase stressed upon the concept of Special Language and also on Register Analysis
- II. The Second phase emphasized on the Discourse Analysis
- III. The third phase put the focus on Target Situation Analysis
- IV. The fourth stage largely focused on the required skills and strategies
- V. The fifth stage is said to be the contemporary or the ongoing stage, which has a learner-centered approach.



**Figure 2.3: Five main phases of development of ESP
(Hutchinson and Water, 1987)**

2.11 Current Trends in ESP (1991-2016)

Johns and Dudley-Evans (1991) have outlined the ongoing trend of the modern history of ESP. They have described it as an international movement, which is significantly characterized by a focus on adult learners with wider professional roles. They have presented a standard definition of ESP and have also discussed specific characteristics of this movement, which are needs assessment and discourse analysis. They have defined ESP by discussing its absolute and variable characteristics. Johns and Dudley-Evans (1991) have pointed out the recent development in the needs assessment section, which had grown to become more sophisticated in its nature and approach. The material developers are becoming more aware of the complicated

nature of their task. According to them, the ESP material designers and practitioners have started putting in more efforts to expand and improve their collection and methods of analysis.

Johns and Dudley-Evans (1991) have explained the international character of ESP and also described its importance in English as Foreign Language (EFL) environments. They have given the context of countries like Nigeria, India, Singapore, Fiji, and Kenya, which require English for their internal communication. For the citizens of these nations, English comes as the most neutral language available. Gueye (1990) advocates that in such countries, ESP through English for Development purposes motivates the students to understand their vital role in the educational and social development of their own nation.

ESP has been widely accepted and has opened opportunities for the teachers, especially in EFL contexts, to pursue ESP as a full-fledged career option. However, with such significant developments in this field of ESP, there is rarely any empirical study conducted to analyze the effectiveness of these ESP courses. Few questions have been raised which are central to the contexts of ELT, i.e., conflicts and controversies within ESP. These questions are as follows;

- I. How specific should ESP courses and text be?
- II. Should they focus on one particular skill, e.g., reading, or should the four skills⁸ always be integrated?
- III. Can an appropriate ESP teaching methodology be developed?

They have argued that it is not necessary that the seeming suitability of the wide angle approach to the pre-study courses can lead to an ESP course suitable for all students and professionals across EFL contexts. Several experiments of team-teaching led to the conclusion that the common core ESP approach requires to be complemented with the effort to define students and their related detailed needs. The difficulties faced in real-life language which they come across in their classes and professional lives also needs to be accounted for.

⁸ The four basic language skills: Listening, Speaking, Reading, Writing (LSRW)

Belcher (2006:135) has talked about ESP praxis; she has emphasized the importance that is given to the collection of empirical needs-assessment data. These data are prerequisite for the creation and adaptation of materials in order to meet the specific needs identified. One of the concerns raised by the author here is that if these genre-based theoretical insights are reflected in the classroom teaching practices. She has mentioned about academic-for-occupational purposes English (EA/OP)⁹, where the text has to be approached as context. She has specified the advantages that the technology provides a classroom with, which provides access to virtual, i.e. real-world settings. Technology is not merely a facilitator of collecting, recording, and analyzing the interactional data but also contributes immensely to generating teaching materials out of those occupational situations e.g., lawyer/client, businessperson/customer etc.

Further, there has been a discussion on how various EA/OP classes do take an immersion like, simulation approach i.e. the sociocultural approach. There has been an increase in the trend of ESP instruction being provided by dual-specialist professionals e.g., Susan Reinhart, an attorney and English for academic legal purposes (EALP), Sally Candlin, who has degrees in both linguistics and nursing. However, EBP courses should be given a diverse mix of both experienced and professional business English learners, to provide learners with both realistic mixed-expertise environment and collaboratively informed one. Few EA/OP classes have aimed to move at a closer target context by physically taking the students to several field-related environments. There are many such examples like the New York Business English Program classes that are not just situated at Columbia University's School of Business, but also students pay frequent visits to Wall Street to meet the executives there and discuss issues related to international business. Egly (2002) has advocated the importance of such 'field trip' strategies as it impacts the learners' motivation. The progress observed in these cases is far better than the limited 'immersion.' The emphasis is on the 'on-site' classes approach, where the learners are placed in the workplace settings. Numerous advantages have been mentioned of such an approach to teaching, which are as follows;

1. both learners and their interlocutors are aware of the learners' needs
2. teachers are able to observe the ongoing situated interactions
3. workplace and related materials are readily available for classroom models

⁹ EAP: English for Academic Purpose & EOP: English for Occupational Purpose

4. the on-site language teachers are quite aware of the disadvantages faced by a learner in the workplace such as being tired after a full day's work, erratic attendance leading to unpredictable class strength. This also makes the sequencing of the classes difficult.

Taking all the above factors into consideration and also taking in to account the problems encountered in the on-site classrooms, ESP practitioners have come up with several ideas and strategies to cope up with the on-site teaching situations. They have argued that no off-site venue can give such exposure and allow them to achieve as much as they do while teaching in their students' target (and current) settings. The advent and advancements in technology has facilitated these kinds of classroom settings by overcoming the spatial and temporal bounds of their classrooms. Technology allows the students to use audio or videotape during their job. This helps the ESP practitioners in assessing the learners' needs in the target settings.

Thereafter, the area of ESP has been seen as an area having broader implications through its classroom efforts. The sociopolitical approach of ESP is said to be inspired by thinkers like Freire (1994), social critic Foucault (1980), and feminists like Luke and Gore (1992). Critical pedagogy has been advocating that the learners need to learn more than just communicative competency and functional literacy. Functional literacy needs to be extended to become voices that can speak for themselves and should be capable enough to make a difference in their own and others' lives. In order to raise ideological consciousness among learners, critical pedagogists have adopted various ESP techniques. Critical pedagogy has paved its way into ESP classrooms in different ways and means. It has critically redefined the traditional Needs Analysis as "rights analysis" (Belcher, 2006:137). This concept has moved from being collaborative learning to collectivist action. The text has been re-visioned not just as something located in a particular context but also as a hybrid outcome of multiple contexts, which is a space for negotiations of personal and social identities of professional or academic and home values.

As per Belcher (2006:137), we are yet in the initial stages of understanding genres, genre sets, blended genres and genre systems. In the age of computer-mediated communication, we are witnessing entirely new genres. Such computer-mediated communication can further be located somewhere between literacy and oracy. This

kind of communication system extends beyond the realms of oracy and literacy; as it also includes visual and auditory literacy through color, graphics, and videos.

Above discussion mentions the emergence of new sociopolitical and sociocultural approaches in ESP. These changes have given rise to several challenges for ESP experts. They need to find out new ways and means to facilitate conceptualization and operationalization of practitioners, wherein it broadly consist of an inclusive multi-literacies approach. This can foster and evaluate genre competence. Even for the experts whose interests lie more in contexts rather than its texts, there are under-researched discourse settings. The author here has suggested aiming at finding out more in-depth knowledge of texts and contexts along with a broader and varied school, workplace, and other community settings. Thus, the goal of ESP research should hold a multidimensional knowledge perspective.

Long (2005) has advocated the pivotal role of needs-analysis in teaching ESP. The key concept in designing any course in language teaching is ‘Specificity.’ In order to make the language course more focused and specific in nature, the needs of the learners should be specified. He has addressed various methodological issues while conducting needs analysis, such as surveys through questionnaires, interviews, observation, language samples, journals, logs etc. He also emphasizes the need for case studies related to the needs of the population from different fields, e.g. business, public sector organizations, even football, and academic setting like foreign language learners.

Nation and Maclister’s (2010) give a comprehensive account of the process of curriculum design and elaborate on the steps involved in the process along with case studies and examples derived from the real-time application of these steps in several situations. They talk about real-life experiences and research related to the area of language teaching. It combines the theoretical features of language acquisition with the practical application in the real-time classroom teaching and the development of the curriculum.

2.12 ESP in Indian Context

With the advent of globalization, the world economy and cultures are becoming largely interconnected and interdependent. India is rising in its economic status, as it is a developing nation. It is becoming a source of skills and technology for the other developing as well as developed countries. A rapidly developing economy is often coupled with rapid urbanization. The Indian population is increasingly becoming more urban and moving towards a middle-class lifestyle. Both of these factors play a vital role in adoption of English language as a medium of communication, education, science and technology, trade and commerce etc. David Graddol (2006:39) asserts that global expansion of English language has helped in the acceleration of outsourcing of services and has provided India with a competitive edge. Services like Consultancy, Business Process Outsourcing (BPO), Information Technology Outsourcing (ITO), Knowledge Process Outsourcing (KPO) etc. are now being outsourced from our country. There has been an emerging trend of research and development programs globally, and this trend is gradually catching up in India as well. India serves as a main destination for outsourcing services, due to its capability of evolving as per the constantly changing needs. As per the reports of National Association of Software & Service Companies (NASSCOM), which is the apex body for premier IT software and services companies of India. India's share in the market of international outsourcing has risen from 51% in 2009 to 55% in 2010. India has performed outstandingly in its efficiency in customer services; therefore, its future looks promising. In today's era, customers in addition to have solutions which are cost-effective for their outsourced business also require better service quality, skilled staff and efficient business process.

As a result of globalization, the education system has undergone a rapid change. Countries are trying to advance the abilities of their workforce as their respective economies are inching up in the value chain. In such a globalized economy, English has joined the list of basic skills. English can no longer be seen as a foreign language, and this has brought a profound change in the group of people who are learning English, such as their motives for learning it and their needs as learners. One of the very important aspects of the education system in the post-modern world is the fragmented nature of the group of learners in the same classroom. Gone are the days

when students used to come from similar social and ethnic backgrounds with similar world experiences and aspirations. Nowadays, a classroom is becoming largely diverse in nature. This emerging trend has given rise to several pedagogical approaches to cater to personalized learning. Such trends have further emphasized the need for learner's autonomy and also the diversity of learning resources.

The development of ESP in India took place years later as compared to other countries. Needs analysis, curriculum planning, and syllabus design, etc. for ESP gained the attraction of Indian researchers after quite a few years. Agnihotri and Khanna (1994) have discussed the pedagogical practices and curriculum design for Indian English language learners. The role of motivation, attitudes, and stereotypes in English language learning as a second language in India has been accounted for.

According to Agnihotri, Khanna, and Mukherjee (1998), the role of schooling has a major influence on the proficiency of English learners. The quality of schooling of a learner plays the role of a significant indicator in their achievement of second language learning. According to them, more than 62 percent of the informants who had scored lower than the average performance belonged to the type of school, which had very low exposure to the English language.

Narang (2006) gives a historical overview of CLT beginning from the year 1880 to 1980. She has discussed the non-readiness of Indian Language Teaching and the existing learning scenes of CLT and its gradual failure in 1980. She has cited instances from the application of CLT in Punjab University, Chandigarh. She has looked in to the changing attitude towards CLT and also its increasing acceptance towards the 21st century. She has given an account of the investigation to find out the reason behind the failure of implementation of CLT in the Indian context and later on its acceptance within the same context.

Narang (2006) presents an overview of the historical background of the major paradigm shifts in the field of language pedagogy. It provides several insights into the language pedagogical approaches and the issues related to the process of learning. Narang (2006) is a treasure house of empirical research, which focuses on various aspects of language learning and also of issues related to the procedure of learning a foreign language and second language. It consists of a rich source of studies ranging

from ELT methodology to actual classroom observation in ESP, thus, making it a resource of knowledge with empirical data and an insightful source of ELT and ESP in the Indian context. Various empirical researches have been carried out focusing on different aspects of learning English as a second or foreign language. Few of the researches focusing on various aspects of English for Specific Purposes has been outlined below; they present a wide variety of empirical research that has been conducted in JNU in the field of ELT and ESP.

Chandra (2006) has presented a good case of ESP in her work on a specific register of media. Her work is centered on the linguistic needs of the students pursuing their course in mass communication. The need to have a language course, which consists of specific terms of the lexicon as well as terms that are frequently used in the profession, has been stressed on. She also stressed on the need of an ESP for mass communication course which will provide the language learners with answers to the 5W's and 1H within the context of English used in media i.e. *where* to use *which* style/lexicon, to *whom* and *what* to state, also *why* and *how* to use lexicon/structures effectively.

Reddy (2013) gives an account of a genuine dilemma faced by the ELT practitioners in the context of communicative language teaching. The arguments presented in favor of not teaching grammar are influenced by Krashen's (1981) theory of language acquisition, which advocates the fact that acquiring language means learning the meaningful usage of language and not learning the right form of utterances. Language learners by focusing more on learning the rules of grammar 'monitor' their language and fail to learn its use in the right context. There is another viewpoint expressed by many scholars, which advocates explicit teaching of grammar rules in order to make the language learning quicker. Pandey (2013) focused on assessing the needs of business studies undergraduate students in Nepal.

Dalal (2013) has dealt with analyzing the difference in the ways of processing language in the case of engineering students from students of two different disciplines. There was a written examination conducted to analyze the performance of such students. The analysis of the performance gave insights into the ESP programs and the needs of the students that should be addressed for the given group of students.

Therefore, it is evident that a large body of work exists in the field of needs analysis and register analysis. Researches in many of the case studies have focused their work on analyzing the learners' linguistic needs required for the target situation and their performance in various language skills such as written and oral language learning skills.

2.13 Summary of the Chapter

This chapter attempts to present an in-depth discussion on ELT, mainly its emergence, development and current status. Applied linguistics has been discussed from a viewpoint of historical aspect of language pedagogy. Spread of English across the globe, its rise as a dominant common language and its effect on ELT worldwide has been looked into. There is a detailed discussion on historical development and current status of English and ELT.

Needs analysis and register analysis as an integral part of ELT will be discussed in chapter 3 with a special focus on the role of needs analysis and register analysis in the designing of curriculum. ELT practitioners see this role as one of the major concerns in ESP.

Chapter 3

Needs Analysis and Register Analysis

3.1 Introduction

The present chapter has an in-depth discussion on Needs Analysis and Register Analysis. It consists of a discussion of the historical emergence of needs analysis and register analysis. Needs analysis forms the basis for any ESP course. It is instrumental in making any ESP course effective, efficient and relevant. This makes an ESP course custom-made in order to cater to the professional needs of learners. It also comprises of discussion on various theories and approaches to needs analysis with a special stress being given to the Hutchinson and Waters' model of needs analysis. The communicative approach has been considered as a hands-on approach to language teaching of ESP, as under this approach, learners are taught to achieve tasks, which are in synchronization with their professional environment. Needs analysis is crucial to any process of course designing and conducting any language course, and this applies to both ESP and general English course. Many authors and scholars have acknowledged its centrality to language teaching (Munby, 1978; Hutchinson and Waters, 1987; Dudley-Evans and St. John, 1998; Hamp-Lyons, 2001; Finney, 2002). Authors like Fulcher (1999), McDonough (1984), and Carol (1980) have stressed the vitality of conducting needs analysis for developing ESP courses.

The second part of this chapter comprises of a detailed discussion on the concept of register analysis. With the utilization of larger and diverse corpora with quantitative and computational tools, register analysis has provided new insights into several fields of language structure and functional use. Register analysis serves as a very basis to investigate the functional aspect of a language; hence, it helps in contributing to the material and syllabus development of any ESP course.

3.2 Early Years of ESP Development

The historical review of ESP begins as early as World War II when Swales (1988) started *Episodes in ESP*. The central focus of ESP at that time was on the area of English for Science and Technology (EST). It started with the counting of grammatical features in the written discourse. One of the first examples of such an

exercise was by Barber (1962) in *Episodes*, which counted the grammatical features across genres journals, articles, and textbooks in order to determine few sentence level characteristics of EST. This type of exercise was soon done away with, as it was realized that such work had only descriptive validity and little explanation to it (Swales 1988:59). Many factors contributed to the growth of ESP, such as development in the field of science and technology, English being used for the international language of science, business, and commerce. In addition to that, there was an increase in the number of students studying in the USA, UK, and Australia (Hutchinson and Waters 1987:4). Needs analysis forms the key essence of ESP. According to Hutchinson and Waters (1987), the development of ESP was a result of several outcomes of historical events resulting in to rise in the number of people wanted to learn the English language due to its status as a key language for various fields like business and commerce, and science and technology. The emergence of ESP teaching movement can be seen as a resultant of varying needs of English language learners pertaining to their specific purposes as per their field of study and profession description. Hutchinson and Waters (1987) have defined ESP to be an approach to language learning, which takes needs of learners as a foundation. As per them, it does not involve a particular way of language teaching or material or methodology. They suggest that the foundation of any ESP course needs to involve the learners in it.

Robinson (1991:3) stresses the primacy of needs analysis in ESP. Her definition is based on two key defining criteria. One of which is the fact that ESP is goal-oriented, and second that needs analysis helps in the development of ESP course as it aims to specify precisely the purpose for which learners have to use English. She has specified some of the characteristic features of ESP courses among which is a limited time period which acts as a constraint, and in that given time period the objectives of the ESP have to be met. Another characteristic mentioned by her is the homogenous classes in terms of specialist studies they are involved in.

3.3 Difference between ESP and General English (GE)

ESP and GE are not one and the same thing from both teaching and learning perspectives. ESP is called to be specialized English. Since 1960, ESP has been developing as a separate discipline. ESP is a focused learning and teaching situation

of the English language. The main difference between ESP and GE is the purpose of their learning of the English language. ESP learners are generally adults who have had exposure to the English language learning during their school time. The aim of ESP teaching is to communicate a set of professional skills and to perform certain profession-associated functions. Therefore, any ESP course is based on the assessment of the needs and purpose for which learning the English language is required. ESP stresses more on teaching language in a given context instead of focusing on teaching grammar and other language structures. It teaches English language for a variety of fields ranging from Business to tourism and hospital management. The focal point of ESP lies in the fact that English language teaching is not detached from the practical world of learners. ESP works in integration with the professional subject area. In GE, all four skills i.e. Listening, Speaking, Reading and Writing (LSRW), are given equal importance whereas, in ESP, needs analysis determines the language skills, which are required the most, and after that, the course is decided accordingly. For example, development of writing skills will be stressed more in the case of graduates in business schools, whereas spoken skills will be stressed more in the area of tourism and hospitality.

ESP practitioners and researchers need to have an awareness of the features of ESP and the fact that a pre-requisite for any ESP course is need assessment. Knowledge of how to conduct an effective needs assessment procedure is also a requirement for an ESP researcher. The usage of English varies from one field of profession to another field or profession; for example, English for business purposes will be different from English used in the area of medicine.

3.4 Needs Analysis in ESP

With the rise in the interest in ESP over the last decade, there has been a development in the concept of needs analysis. The foundation of ESP, given its nature, is learner's task-oriented. Needs analysis is generally viewed as the process of identification of problems and priorities of learners in a target usage situation. Needs analysis enables an English language teacher to comprehend the potential for educational needs. Information received after the process of needs analysis is crucial in designing any ESP program. The origin of needs analysis in ESP was shaped because of the existing necessity of the time. With the development in education, trade and commerce,

information technology, computer, the global economy, and ELT, there have been various changes in ESP. As per Hutchinson and Waters (1987:6-7), there were three demands, which led to the birth of ESP, namely, demands of a brave world, a revolution in linguistics, and emphasis on the learner. They have also argued that World War II and the Oil Crisis of 1970 were the two main reasons for the origin of ESP. This change in the global market led to the rising of ESP as a discipline. As per the views of Johns and Dudley-Evans, the importance of ESP was recognized by the international community just not as a means of transmission of knowledge but a neutral medium used for communication at a global level (1991:301-302). The first book on ESP had its origin in the register analysis of scientific and technical writing. ESP movement had logically emphasized on semi – or sub technical vocabulary. Hutchinson and Waters (1987:7) very rightly pointed out that English had become the subject of needs, wishes, and demands of common people and English language teachers.

Around the same time, linguistic in general and ELT, in particular, witnessed a change in its subject area. Now, instead of traditional linguistics, which viewed language as an object, which requires to be described and segregated into its discrete parts like phonemes, morphemes, and words, the revolution in the field of linguistics started to view language as a means of communication used based on contexts.

Needs analysis plays a critical role in determining and implementing the stakeholders' needs. It is vital for accountability and reveals how relevant as ESP course is. Learners' needs and requirements form the base of any ESP course. It is considered as the essential beginning point of any ESP course. The need of a learner can be defined as the reason or purpose for which a learner is learning English. Usage of the English language will vary from one learner to another, one context to another, and one discipline to another. Needs of the learners can be categorized into two parts: immediate, and delayed needs. Immediate needs consist of the needs, which learners require to have at the time of the course.

On the other hand, delayed needs refer to the needs, which learners may require later in their workplace after the completion of the course. An ESP teacher needs to be aware of the options and limitations arising out of the demands and requirements of learners. As per Brumfit (1984), the process of needs analysis is not exclusive or

unique to ESP, but it is common to all other ELT programs. However, it can be reasoned that the foundation or the beginning of any ESP program is needs analysis; an ESP practitioner or teacher, not an outsider, carries out this procedure. Needs analysis should form the base of ESP course material, syllabus design, and the method of teaching. To summarize, one can say that need analysis comprises of necessities, demands, likes, wants, lacks, goals, aims, purpose, and objectives of a learner.

3.4.1 Need Analysis and ESP course designs

Need analysis forms the backbone of any ESP syllabus. The syllabus is known to be a set of specifications of what all needs to be included in an ESP course. The process of syllabus design would include examining the need analysis and specifying the objective of the course. It implies the selection, sequencing, grading of the content, and then dividing the content further into units (Jordan, 1997).

Course design is the second step after obtaining the syllabus. Hutchinson and Waters (1998:65) state, “course design is the process by which the raw data about learning need is interpreted in order to produce an integrated series of teaching-learning experience, whose ultimate aim is to lead the learners to a particular state of knowledge”. According to Hutchinson and Waters, needs can be divided into two categories, which are: i) target needs ii.) learning needs. Target needs comprise of the learners’ needs, which they require in the target situation, whereas learning needs comprise of learners’ needs, which they require in order to learn. They clearly demarcated between ‘target needs’ which a learner requires in the target situation and ‘learning needs’ which learner requires in order to learn (ibid.:54). According to them, target needs should be viewed as *necessities*, *lacks* and *wants*. As per them, necessities are;

- a. the learner needs to know about the demands of the target situations in order to function efficiently in the target situation;
- b. the learner needs to know the linguistic features such as- functional, discursal, lexical, structural etc., these features are commonly used in the identified situation.

Emphasizing the necessities is not enough, as we do not know about existing knowledge of the language of learners, it is difficult to identify the necessities that

they lack. *Wants* of the learners can be subjective and may as well conflict with the perception of other interested parties like course designers, teachers etc. It has also been observed that there is no necessary link between necessities perceived by the ESP practitioner and what the learners feel they need. Perceived needs of the learners should not be avoided as it might affect their motivation in the learning process.

The task of identifying needs of learners is not an easy one in fact, it requires a complex and laborious procedure. There are many ways through which this information can be gathered such as; interviews, questionnaires, data collection, observation etc. However, analysis of *learning needs* is a tricky area to work on as any kind of analysis falls short in giving the information about how the learners learned the language items, skills, or what strategy they put into use.

Course designing comes across as a challenging task for ESP practitioners or researchers as the course has to be developed after analyzing learners' needs in accordance with their requirements. This requires investigating a number of factors and issues before making decisions. There are many factors that are involved, such as; if the course is intensive or extensive in nature, if the course meets a learner's immediate or delayed needs, and if the group of learners is homogeneous or heterogeneous. In brief, course design is to synchronize or write materials as per the decided syllabus in order to develop a suitable teaching methodology for teaching the study materials. This also decides the nature of the assessment process through which the progress of a learner towards a specified objective can be assessed.

3.4.2 Material Development for an ESP course

Experience in material development in terms of both providing and writing is of vital importance for an ESP teacher. It is expected from an ESP teacher to produce a course, which matches the need of a group of learners, but the limited time given to the teaching of the course can act as a constraint. Even though there are a variety of ESP textbooks available in present times, none of them can be claimed to be suitable to meet specific needs of learners. That does not mean that each ESP practitioner has to be a good material designer, but they are required to provide the learners with adequate materials, they should be creative with the available resources, they should

be able to modify the material in accordance to the needs of the learners and supplement it with extra materials (Jones 1990:91).

Revision and adaptation of the existing ESP materials should be a part of any ESP program. In the case of English for Academic Purpose (EAP), ESP teachers generally consult the content teachers or work alongside them as a part of a team in order to provide and upgrade the ESP materials, which would be suitable for learners in a particular academic program.

3.4.3 Teaching Methodology in ESP

One of the strengths of ESP teaching methodology is that it can adopt the methodology of other content subjects. It integrates the subject learning and language learning approaches. According to Widdowson (1983:108-109), ESP is integrally linked with the functional areas (academic, vocational, professional), which represent future aspirations of learners. This is evident from the use of methods like case studies, tasks, and project work etc. A typical ESP class makes use of CD-ROM, video-discs, internet, e-mail, Computer Aided Language Learning (CALL). Tasks like real play, role-play, and simulation play have a crucial role in ESP classrooms.

There are several ways by which an ESP teacher can boost the positive emotions in the learners towards learning;

- I. use of group work and pair work in order to reduce the stress of public speaking, e.g. pyramid discussions;
- II. Structuring of a task, i.e., introduce the task, remove barriers, give out clear instructions, demonstrate the task, supervise the activity, give feedback;
- III. Learners should be given time to think, ask questions, to think and answer, to complete the task, listen to the learners;
- IV. The process should be emphasized on more than the end result, as getting answers from the learners is more important than getting correct answers;
- V. Teaching should include, variety, fun events, and variations;
- VI. Mechanical and monotonous teaching should be avoided.

3.5 Approaches to Needs Analysis

The approach to ESP teaching is based on the needs of the learners. This view has been very well presented by Hutchinson and Waters (1987) in the statement, “Tell me what you need English for and I will tell you the English that you need” (p.8). This statement signifies the importance of needs analysis in any ESP course. There are numerous approaches to needs Analysis, ranging from form-based procedures to communication based ones. In the process of development of needs analysis, it has undergone various stages and several other terms have been introduced in the course such as: *Present Situation Analysis*, *Pedagogic Needs Analysis*, *Deficiency Analysis*, *Strategy Analysis/Learning Needs Analysis*, *Means Analysis*, *register Analysis*, *Discourse Analysis and Genre Analysis*. The below mentioned section starting from 3.5.1 attempts to give an overview of various approaches (see Fig. 3.1) to needs analysis.

3.5.1 Target Situation Analysis: TSA

Hutchinson and Waters (1987) defined target needs to be a question, i.e. “what the learners need to do in the target situation.” Robinson (1991) defines needs analysis to be students-centered. Target needs center on the concept of *necessities*, *lacks*, and *wants*.

- *Necessities:*

Necessity defines a type of need that is shaped by the demands of the target situation. It can be illustrated by the example of a pre-school teacher who needs to have knowledge of basic English. This job requires the understanding of basic English sentences like “stand up,” “sit down,” “wash your hands,” etc. The teacher needs to know the basic linguistic features (structural, functional, and lexical), which are commonly used in a kindergarten classroom environment. Hutchinson and Waters state that it requires an observation of the situation in which the learner is required to function and, thereafter, analyze the constituent part of it.

- *Lacks:*

It is vital to know about what a learner already knows so that a course designer will be able to determine the necessity of the learner, which he/she does not know. According to Hutchinson and Waters, the target proficiency needs require to be matched against the already existing proficiency of the learners. The existing gap will be referred to as the lacks of learners.

- *Wants:*

Both necessities and lacks are viewed from objective sense and lack the perspective of learners on it. Wants describes the needs of learners from the point of view of learners. Here learners play an active role; they have interests and are aware of their exact needs. While discussing wants Hutchinson and Waters have pointed out that the ESP situation is characterized by awareness of needs by the learners. There can be a conflict between viewpoint of “necessities” and “lacks” of learners and that of teachers, course designers, and sponsors, etc.

3.5.2 Present Situation Analysis: PSA

According to Robinsons (1991), PSA involves an inquiry into what students are like at the beginning of the language course, which deals with analyzing their strengths and weaknesses. Richterich and Chancerel (1980) had given the most extensive process of establishing the PSA. They have advised for three basic sources of information to keep into consideration, which are: (a) the learners themselves, (b) the language teaching setting, and (c) the “use institution,” e.g., their place of work.

Therefore, needs analysis can be said to be a combination of both PSA and TSA. However, in the area of ESP, one cannot be entirely dependent on either PSA or TSA as a reliable indicator of the desired needs of the learners in order to reach their target goals.

3.5.3 Learning Needs Analysis: LNA

According to Hutchinson and Waters (1987), learning needs can be described as a journey, which has “lacks” as its starting point. “Necessities” can be regarded as the final destination. However, there are some important factors that need to be taken into

consideration in order to reach the destination successfully. Generally, the only concern of an ESP teacher should not be just knowing or conducting the ESP course but paying attention to learning is also an important task. Motivation plays a key role in a successful learning process. If the sole concern of an ESP course designer remains content and materials of ESP that might lead to a long and dull course that will not be able to attract attention of learners. This makes choosing interesting texts and creating a motivational classroom environment all the more important. In brief, needs for specific tasks that are fulfilling, enjoyable, manageable, and productive in combination with the set target situation can lead to an effective ESP course.

Hutchinson and Waters (1987) recommended a familiar framework as target situation analysis in order to analyze learning needs. In this framework, they raised questions like: why the learners are taking this course; how the learners learn; what resources are available; who the learners are; where and when the ESP course will take place etc.

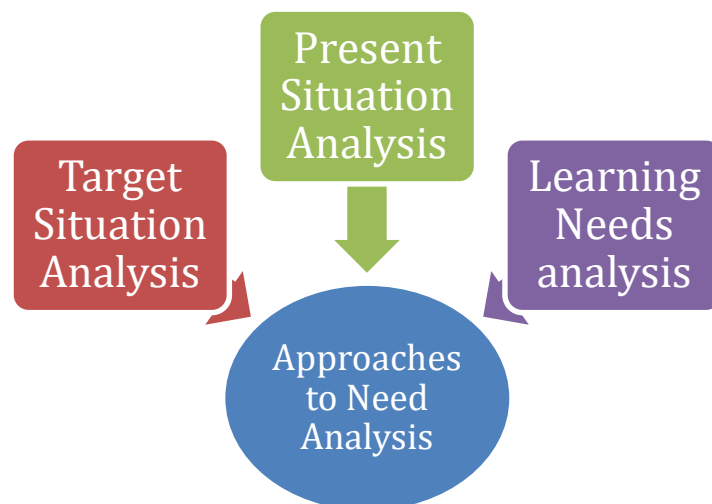


Figure 3.1: Approaches to Needs Analysis

3.5.4 John Munby’s Communicative Syllabus Design (1978)

John Munby gives nine elements, which according to him are essential for the syllabus design of ESP courses. This model uses needs analysis as the basis for designing ESP courses. He gives a detailed set of procedures for finding out the target situation needs, which he addresses as Communicative Needs Processor (CNP). CNP comprises various questions regarding communication variables (participants, topic, medium etc.), which can be used to identify target language needs of learners. These

variables serve to be the basis of the further development of ESP. The nine elements, which work as a tool to identify the needs of the group of learners, are as follows:

- Participants: profile of learners, i.e. age, gender, nationality, languages known is documented.
- Domain of purpose: learner's purpose of learning the given language.
- Setting: environment or situation in which the language has to be used to communicate is taken into account.
- Interaction: the fact that with whom the interaction will take place? People who will be involved in the communication or interaction need to be identified.
- Instrumentality: what will be the medium of interaction (spoken, written, productive, or receptive)? What channel will be used to communicate (e.g., audio-visual medium, face-to-face interaction etc.)?
- Dialect: the variety of language that will be used for communication needs to be specified.
- Target level: the level of language proficiency that a group of learners needs to attain has to be taken into account.
- Communicative key: specification of the expected tone, linguistic behavior, and interpersonal attitude while communicating needs to be specified.

The nine elements mentioned above can be crucially helpful in the planning of an ESP curriculum, which takes into consideration the 'needs analysis' in the due procedure.

3.5.5 Model of Needs analysis by Hutchinson and Water

Learning and learner-centered approach for needs analysis

Hutchinson and Water (1987) have given a model of English language learning which is learning and learner-centered approach for needs analysis. This model consists of two parts: the target situation needs, and learning needs. Target needs comprise of 'necessities,' 'lacks,' and 'wants.' 'Necessities' of an ESP learner is determined by the demand of a target situation, which specifies the necessary needs that enable the learner to use the language effectively in the target situation. 'Lacks' define the gap

that exists between the ‘necessity’ of a learner and what he/she already knows i.e. the existing proficiency of the learners. ‘Wants’ is the subjective needs of learners, which does not have any straightforward relation to the objective needs as perceived by the teachers or the course designers.

Learning needs are the main focus of how learners learn a language. It is related to the motivation of learners for learning a language, their preference for a way of learning it, the resources available for learning and teaching, personal information of learners, and time and place where the learning is taking place. Hutchinson and Water (1987) compare the process of Business English course to a journey where the starting point is ‘lacks’ and the destination is the ‘necessities.’ Learning needs is the course through which the learner reaches the destination point from the starting point. Sometimes this path can be deviated because of the perceived ‘necessities’ by the teacher or course designer, as the perceived needs according to them may vary from what the learners feel they need.

Hutchinson and Water (1987) had also discovered and observed the variation between verbal and written English. English would change in accordance with the given context of use. This finding made the researchers investigate even further, which resulted in the finding that there is a variation in the form and structure of English with varying situations. This also indicated the possibility of designing the language courses as per the learners’ needs and the specific context of its usage.

The growing demand for learning the English language forced the language teachers to design methods and techniques for teaching and training the learners with a near-native pronunciation of the English language.

3.6 ESP in India

English is a very integral part of the Indian education system for decades. It also plays a crucial role in finding jobs or placements in well-known organizations. British colonial rule can be claimed to be one of the most important reasons for making India and English an inseparable entity. English plays the role of the second language for most of the educated Indians. It also functions as a lingua franca for educated Indians from different linguistic regions of the country. English was recognized as an official

language of India in the 1700. One of the most important reasons for English achieving this status was the fact that it helped individuals immensely in going up the ladder of career. In today's era, English's vital role in media and administration, and higher education cannot be denied. According to Graddol, English acted as a powerful agent of change in India (2010).

There has been an exponential increase in the number of professional institutes in India over the last decade. In the present day, the job market witnesses a cutthroat competition, which is both demanding and challenging at the same time. Any graduate candidate is required to have certain employable qualities to appear for any job interview. One of the very important pre-requisites of this employability quality is to have excellent English communication skills. Any candidate's first impression depends on his/her way and style of communicating with the interviewer. The first judgment about a candidate is based on his/her English language proficiency. In India, given the fact that students come from diverse cultural and linguistic backgrounds, speaking English fluently and accurately becomes a daunting task for them.

In the professional/technical colleges of India, English is taught for the first two semesters in both private and government institutes. The primary aim of such English courses is to focus on the four basic language skills, i.e., Listening, Speaking, Reading, and Writing (LSRW). Professors of English or Linguistics having an M.A/M.Phil or Ph.D. degree as their qualification teach these English courses. Many of these professors are from English literature background. Terms like ESP or ELT are not very well known to them. Such English professors are not well trained in ELT methodologies.

There are various existing problems in the way these English courses are run and taught in these professional institutes. Few of these problems are as follows;

- I. Students with different levels of English proficiency are in the same class.
- II. The size of such classes is generally very large (consisting of students up to 60-90 per class).
- III. Lack of well-trained ELT professors.
- IV. Time constraint to complete the syllabus.

- V. More emphasis is laid on written examinations.
- VI. Pressure on the teachers to give high pass percentage in final examinations.
- VII. No updates in the existing syllabus.
- VIII. Lack of good quality textbooks.
- IX. Not enough support from college's management.
- X. Syllabus design not adequate and sometimes irrelevant.
- XI. Apt teaching methodology not being used in the classrooms.
- XII. Lack of motivation among students for learning the English language.
- XIII. Lack of awareness in students about the importance of English.

As the above-mentioned list suggests, ELT in professional institutes face a lot of problems and hurdles. The traditional method of teaching English is not adequate; in addition the pressure of completing the given syllabus in the span of three months is over-ambitious. Assessments of these courses are largely based on written examinations at the end of the semester, which promotes rote learning of the study material. The method of assessment takes away the main objective of teaching English. This results in making ELT a futile process in these classrooms.

In several surveys conducted among the employees, a major finding has been the fact that English comes across as a prime setback among students of professional institutes. A study by Azam, Chin, and Prakash (2010), lays out the fact that English communication skills boost the hourly wage by a whopping 34%. A decent command over the English language is the need of the hour, as almost all the economic activities of India are global in nature. Therefore, a rise of communication in the English language can be attributed to the fact that there has been an increase in the demand for Indian engineers and other professionals in the field of software and information Technology-enabled services (ITES).

3.7 Needs Analysis in Business English Courses

It is a well-known fact that English has become the language of the business world, which has led to a growing demand for Business English Teaching. Generally, the term Business English is used either for the English taught to business professionals

or job experienced learners. Business English comes under English for Specific Purpose (ESP). It comprises of unique characteristics, which were stated by Hutchinson and Waters (1987:8) as, “Tell me what you need English for and I will tell you the English that you need”. As clearly stated, this approach to language learning is based on the specific needs of the learners and learners’ apparent reasons for learning.

It is difficult to define Business English as unlike the other varieties of ESP, it is a mix of specific and general content (Ellis and Johnson 2003:3). Knowledge of general English is considered as a prerequisite for learning Business English. The main aspect of the difference between General and Business English is the content. Business English classes will comprise of topics related to the environment of a company/office. The context of listening and reading exercises in Business English varies from General English. In Business English Vocabulary, lexis in grammar use situations from the business contexts.

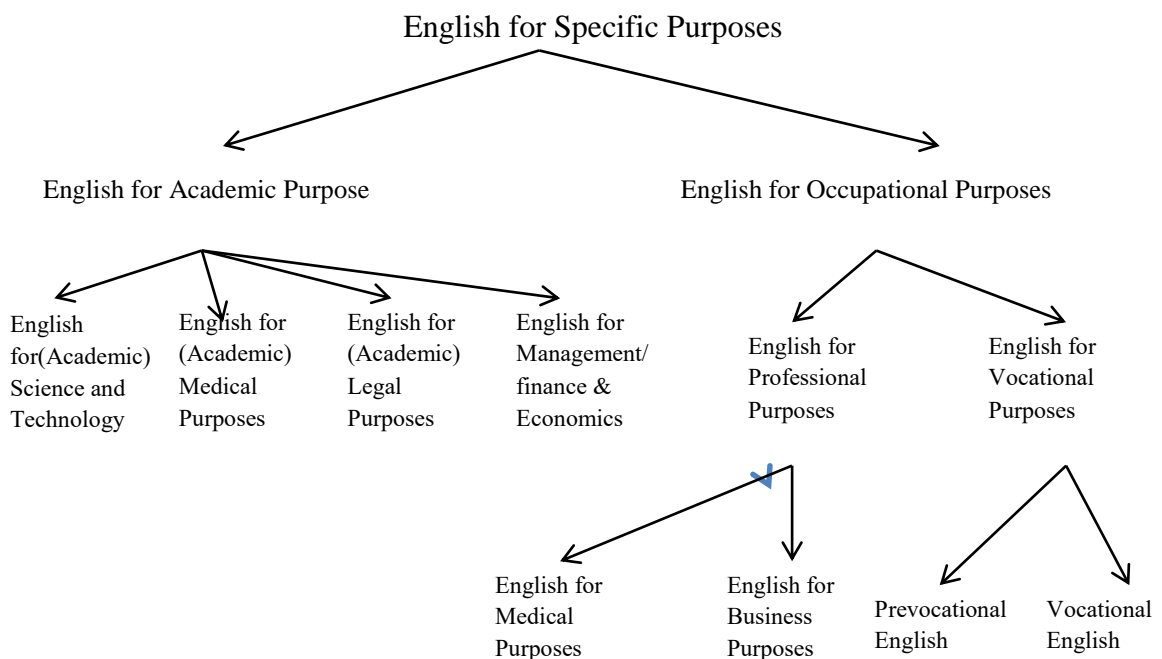


Figure 3.2: ESP classification by professional area (Dudley-Evans & St. John 2002:6)

In the above Fig 3.2. Dudley-Evans & St. John have divided academic and occupational mainstreams where English for professional purposes is a subcategory of Occupational purposes. This categorization may vary from one context to another as one can see that English for management or finance and economic purposes has not

been placed under the academic purpose even though academic research does exist in these areas. From the curriculum design point of view, this categorization can be very well-founded in order to assign the students belonging to different streams to study specialization of language as above.

Language plays a key role in effective management. Among several basic functions of management, a few of them are to direct staff, control, organize, and plan; and any of these cannot be successfully achieved without effective communication in place. Business communication is a goal-oriented process, which requires a continuous flow of information among the team members in an office or industry. Due to several factors, teaching Business English has undergone many major shifts. One of these shifts has been the development in genre theory, which consists of moving away from surface-level textual analysis towards an in-depth analysis of context, including professional practice. The second development was the convergence of teaching approaches of ESP and Business Communication, as these were earlier considered as separate entities. The third development was the realization of the need for bridging the gap between academic practices and professional practices in teaching. All these changes led to the need for revisiting and reviewing the concept of Business English and its contexts of teaching and learning. The merging of these two separate approaches of teaching English for Specific Purposes and business communication is commonly known as English for Business Purpose (EBP), and the term 'English for Business Communication' has developed from the concept of business communication studies (Bhatia and Bremner, 2012:1).

English for Business Purpose can be considered as a modern development, which has its origin in ESP and has its base in linguistics and specifically in sociolinguistics. It analyses the functional variation of language as per its usage in both occupational as well as in academic contexts. The development of English for Academic and Occupational Business Purposes (EA/OBP) started from ESP studies. ESP studies have drawn its inspiration from the area of Applied Linguistics, particularly from the work of Halliday McIntosh and Stevens (1964:87) on the topic of functional variation in English. This functional variation of English usage brings to the fore the notion of 'language varies as its function varies; it differs in different situations' (ibid.:87). According to them, any variation of language based on its usage as

register; this was referred to as sub-codes of a specific language based on the statistical significance of lexico-grammatical features. Several studies have been conducted to describe typical characteristics of different professional and academic registers, e.g. business English, legal English and scientific English. Swales (2000) pointed out in the early works of Halliday et al. (1964) that register analysis only offers a simple equation between linguistic analysis and teaching materials which is based on somewhat 'thin' explanations of the target discourses. This is generally seen that any outsider to a professional area is unable to understand what specialists talk or write about, even when they can understand each and every word used in the writing or conversation. Being a native speaker of a language does not help in this context until and unless there is enough understanding of the intricate insider knowledge. In the following years, the area of ESP was heavily dominated by the analysis of several disciplinary and academic discourses in the context of *genre analysis* (Swales 1990; Bhatia 1992), which marked a significant advancement in register analysis.

The reason behind such developments is that communication cannot be simply put as combining words in to sentences, which are grammatically correct and coherent rhetorically in a textual form. Instead, communication also needs to have the desired impact on a particular relevant discourse of members of the community. This means that communication requires more than just understanding the meaning of the lexico-grammar, it also comprises of the understanding of the reason why members of a certain professional group communicate in the specific manner they do (Bhatia 1993).

The beginning point of any instructional program in the field of Business English or English for Business Purposes needs to be a meticulous research-based description of the needs of a particular group of learners. A syllabus is designed based on such specifications of their needs along with keeping in mind the available resources such as time and teaching expertise. Once the syllabus is designed, pedagogic materials are developed and appropriate language teaching methodology is chosen, following which assessment procedures are finally decided.

The description of the needs of the learners has been a crucial feature of any ESP course, and this is relevant specially in the context of English for Business Purposes. Specifications of the analysis of the needs of the target group of learners are based on linguistic, communicative, discursive competence.

A significant step was taken in order to find out the nature and range of communicative demands of the learners of Business Studies (Bhatia & Candlin 2001). This study had taken six different perspectives into consideration; teacher, student, writing performance, curriculum, texts and workplace. Various well-established procedural instruments were used which included interviews of focus group with learners and staff, questionnaires, corpus development, observation of classroom, and textual and genre analysis. It also involved the study of available programs of English for Business Purposes. The outcome was that there was a requirement of multidisciplinary expertise in the context of the target workplace. The findings of this project supported the opinion that the learners not only required the ability to understand and handle their core subjects but discourses related to other area of studies as well.

Zhu (2004) has conducted a recent study, where he had categorized assignments (written) of Business courses and evaluated those for the skills required to complete the assignments. The data comprised of syllabi of 95 courses and handouts on written assignments, six interviews with business faculty, and writing samples of 12 students. This study indicated that completion of writing assignments required not just expertise in the academic genre but also in the discipline-specific genre. The findings of the analysis of the disciplinary genres reflected that these disciplinary genres tried to imitate the real business world for the learners. Hence, it needed the learners to master several problem-solving instruments and information sources. Data analysis of this study also pointed out that studying the disciplinary genres needed problem-solving, rhetorical, persuasive, strong analytical, and coordinating skills.

3.7.1 Curriculum Design in English for Business Purpose (EBP)

Needs analysis has been the base of any curriculum design for EBP courses. Several specifications guide the process of EBP syllabus design based on various principles. It requires taking in to account contextual considerations, and limitations based on the required type of abilities or skills, which are vital for the group of learners. Other crucial factors in the designing of the syllabus comprises of appropriate tasks and activities, accessible resources and available time for the execution of the course. Factors such as expertise, commitment and experience of the teachers are also crucial in the designing of the syllabus. Once the syllabus is designed, an appropriate

teaching methodology is opted and adequate pedagogic material is selected. The final step requires deciding the assessment procedure for the course. It is of utmost importance to decide on the outlining of the needs of the group of target learners. Detailed target needs of the learners have been often discussed in terms of communicative, discursive, linguistic and sometimes in terms of strategic competence.

Cowling (2007) described his experience of the process of developing a course for the employees of Mistubishi Heavy Industries. He tried to give them more practical approach to English language training with a focus on the language used in business and trade situations, which they have to use in their workplace. Through the process of a thorough needs analysis, he developed the procedure of designing syllabus with a special emphasis on the stages of planning and execution, which was a more complex task.

3.8 Register Analysis

The utilization of large and diverse corpora has given insights into many fields of language structure and use. Altenberg (1991) had given a bibliography, which contained around 650 references to studies that were based on corpora. According to Biber, Conrad, and Reppen (1994:169-170), there are two major advantages of the use of text corpora for linguistic analysis;

- i. These corpora provide a large database. This database is empirical and is from the natural discourse. This provides analyses, which is based on naturally occurring structures and patterns of use instead of intuitions and perceptions, which quite often do not represent actual use.
- ii. It enables the researchers to analyze the scope, which is not feasible otherwise. It allows them to address various issues that were previously intractable. This holds true for specifically computer-based text corpora, which can be analyzed semi-automatically. Such analyses can examine much more language data which is not possible otherwise. This also includes data like texts, longer texts, a wider range of variation (texts from different language varieties). This can analyze a wider range of linguistic variation of linguistic characteristics. Along with the quantitative analysis, which was not possible previously,

corpus-based approaches also enabled researchers to investigate issues like register variation.

It has been noted that these studies have been advantageous in the fields of both applied linguistics as well as descriptive linguistics. A lot of research work in the field of applied linguistics is based on the findings of theoretical research in order to make concrete recommendations and suggestions concerning language-related practices in a real-world domain. Unfortunately, if there is some lack or inadequacy in the empirical basis of underlying theoretical research, the application of the same will be correspondingly flawed. An alternative approach to this can be a direct study of patterns of language structure and its use in real-world domains. This will enable applied recommendations to be based on a solid empirical foundation.

According to Biber and Conrad (2009:6), “*register* is a variety associated with a particular situation of use (including particular communicative purposes)”. They have advocated that the description of a register will have three major components: the situational context, the linguistic features, and the functional relationships between the first two components as shown in Fig 4.3.

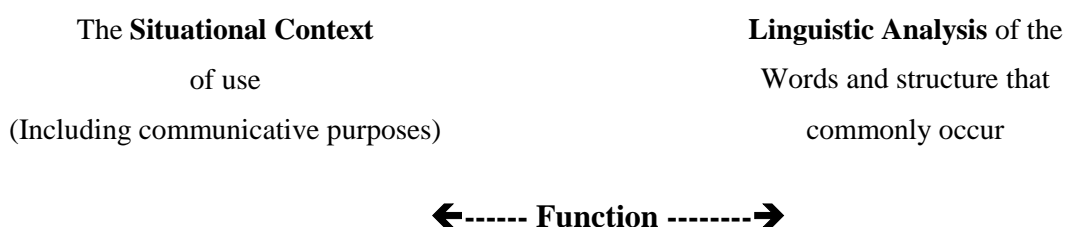


Figure 3.3: Components in a register analysis (Biber and Conrad, 2009:6)

In the description, registers are described in terms of their lexical and grammatical characteristics i.e. their *linguistic features*. However, registers can also be described based on their *situational contexts*. According to Biber and Conrad (2009), linguistic features are always functional whenever considered from the aspect of register. This means that linguistic features tend to occur in a particular register when they fit into the purpose and situational context of the register. The process of register analysis can comprise of analysis of a complete text or text excerpts. The reason behind this is that the linguistic component of any register analysis would require the identification of pervasive linguistic features in the variety.

Characteristics of a register become more salient when two different registers are contrasted against each other. This can be illustrated by the example of different speakers in a conversation; the author of a front-page newspaper article will not have a direct interaction between him/her and a specific reader. The author will also not find it to be relevant to describe his/her personal feelings or any personal aspect of his/her life in the writing. As a result of which there will be very less usage of first and second person pronouns. These differences represent a key aspect of register analysis that the characteristic of any specific register will become more clear and apparent when compared to other registers.

Register features is the basis of linguistic analysis of any register. Words and grammatical features are observed for its pervasiveness, distributed throughout the text and frequency and occurring more commonly in the target register. However, it should be noted that these linguistic features are not restricted to the target register but are used more frequently, for instance, the use of passive voice verbs are register features of academic writing, even though they are found to some extent in every register.

3.9 Representative Sample in Register Analysis

A representative sample of texts is integral to the process of identifying the “typical” linguistic characteristic of a register. A representative sample of texts helps in capturing the range of linguistic variation existing in the register. In the process of selection of representative texts, several factors are important such as diversity of speakers/writers, texts from all the subregisters e.g., if one is trying to analyze the linguistic characteristic of the language used in newspapers, one would not only need news reports but also sports page articles, editorials, etc.

Unfortunately, there are no answers to questions like how many different text samples are enough? Or how long the sample texts need to be? There are few linguistic features like nouns and verbs, which are extremely pervasive in texts, which can be computed through relatively shorter texts. Features, which are less common like relative clauses, would probably require longer texts (Biber 1990).

3.10 ESP and Register Specific Communication

Early development of ESP in the 1960s and 1970s has been influenced by the works of Peter Strevens (Halliday, McIntosh, and Strevens, 1964). ESP has been marked by the concept of register analysis, which constitutes the basic foundation on which ESP is operated. This makes a difference in English being used in different areas of communication, such as engineering, business, tourism, healthcare, etc.

The aim of the study is to identify and categorize the lexical features of registers. Teaching material consists of linguistic-features and register-specific features of English in the curriculum. The purpose of register analysis is related to pedagogy, which is to make an ESP course more relevant to the needs of the learners.

3.11 The Role of Verbal and Written Communication in Register Analysis

Different forms of communication exist in the business field, such as verbal, nonverbal, and written. All of these forms of communication are significant in their own specific way. However, one can say that usually, more thought and effort go in written communication. Written communication needs to be concise, easy to read, and informative. The importance of written communication is evident in the number of materials and manuals that companies publish each day. In fact, written communication can be in the form of a legal document or manuals. It is important to introduce employees to a particular task and projects. The written communication may be used to inform employees of the company of certain contact or information. It is often used in business advertising. Small companies promote their business to potential customers and business clients through sales letters, direct mail pieces, brochures, magazines display, fliers, advertisements, internet advertisements, and catalogs etc. Email serves to be a very important form of written communication used on a day-to-day basis.

Business professionals require effective verbal communication skills. Spoken words are a tool for conveying the message across groups and it should be made sure that it is done clearly and concisely. If words spoken are not conveyed and interpreted correctly, it might lead to confusion and conflict. A verbal message delivered

successfully results in describing thoughts, ideas, and directives in a clear manner. Such successfully delivered ideas allow colleagues to work together efficiently. Verbal communication takes place in meetings where participants share their ideas and thoughts. Effective meeting organizers tend to define their aims and objective of the meeting quite clearly in agenda e.g., whether the meeting is regarding a decision-making process, approving a plan, brainstorm ideas etc. Effective verbal communication can be used to give a good presentation or lecture in order to convey one's expertise in a subject matter. The presentation can be made in order to provide instruction, describing a product, customer behavior, make a sale, communicating a business vision or strategy etc. In order to make a presentation more effective and influencing, one needs to keep the message clear, which needs adequate preparation beforehand. An effective presentation comprises vivid language, supplementary visuals, and descriptive examples. Words and sentences should be kept short and simple by the speaker to avoid confusion. Face to face conversation also uses verbal communication. Providing clear instruction to a team or a group can ensure a positive development experience. A team leader can guide the participants in solving problems, researching issues, making decisions, and negotiating solutions by using effective verbal communication.

3.12 The use of formal and informal Communication in Register Analysis

There are basically two ways of communication in an organization, namely; formal and informal communication. In the formal way of communication, the channels through which the communication takes place are the formal channels of the organization structure falling within the ambit of authority established by the management. Formal communication generally takes place in the written mode. This can be of any kind and form such as memoranda, official meetings, reports procedure and rule books, and policy manuals etc. It is considered to be more reliable but slow at the same time, as formal communication can be quite time-consuming. This form of communication has records and evidences; it is effective because of the systematic flow of information. The message stands the chance of getting distorted in case of formal communication as it passes through a long chain of communication. With all the advantages and disadvantages discussed above about formal communication, it

still is a predominant form of communication in the business world. This also gives an idea of how a curriculum needs to be focused on teaching the management students that would be more about formal communication and its essential components.

The informal mode of communication does not follow any pre-defined channel for the transmission of information. This form of communication moves freely in every possible direction making its flow of transmission very quick and rapid. This form of communication has a very natural element in it as human beings have a tendency to interact in their personal lives, professional lives, and elsewhere. The efficient use of informal communication can be used to fortify the existing formal channels of communication. This mode of communication also gives a sense of satisfaction to people's desire to identify the ongoings of the organization and provides them with an opportunity to express their fears, complaints, and worries. Informal communication in an organization also acts as a facilitator for the amelioration of managerial decisions as many people are involved in the process of decision-making. Along with the advantages of an informal mode of communication mentioned above, there are few disadvantages to it such as the fact that it might contain rumors, facts, deceptions, and unclear data. It stands the risk of transmitting completely imprecise information, which can be harmful for the organization instead of being helpful.

With the significance and disadvantages of the formal and informal mode of communication mentioned above, it is generally seen that in management schools, more emphasis is given on the training of formal mode of communication. Informal mode of communication, though important, is often given very less importance or neglected in a business communication curriculum.

3.13 The Present Study

- i. The main purpose of ESP studies is to enable the group of learners to use the language adequately and efficiently in the target situation. It becomes imperative first to identify the linguistic needs of target situation and secondly, to carry out an analysis of the linguistic features of the situation. Flowerdew (2013:325) has described needs analysis and pointed out the mismatch or gap that exists between the desired target *needs* and *wants* of the students. Other studies on needs analysis have pointed out the current mismatches existing between English

for Academic Purpose (EAP) courses and English for Occupational Purposes (EOP). Taking these research studies into account, the present study aims at conducting a needs analysis on the selected sample of participants from the B-schools of Delhi/NCR. The model that has been followed for this research work is Hutchinson and Waters' model of Needs Analysis, which is learner-centered. This model comprises of two parts: *target situation needs* and *learning needs*. Target needs consist of *necessities*, *lacks*, and *wants* where *necessities* of an ESP learner are determined by the demand of a target situation, which specifies the necessary needs that enable the learner to use the language effectively in the target situation.

The second part of the study constitutes of register analysis, which serves as a more promising approach towards the theory of ESP. A register-specific communication course results from the analysis of ESP texts. The way ESP activities are linked to the viewpoint of language and learning; similarly, all ESP activities need to be linked to a viewpoint of the text of ESP. So, the study of register-specific needs of the learners forms an important element of this research work. The register analysis here is associated with the identification of key lexical and grammatical elements of business communication.

- ii.** The objective of this study is to focus on the EBP course and suggest improvement in the existing course in order to enable the language learner to use language adequately as per the demand of the target situation. Four colleges of Delhi/NCR has been selected randomly for this study, two of which are private colleges namely; Lal Bahadur Shastri Institute of Management, and Banarsidas Chandiwala Institute of Professional Studies. The other two colleges are government colleges namely; Faculty of Management Studies (DU), and the Department of Management Studies (IIT, Delhi). The present study will be highlighting the register-specific needs of the management students in these colleges and further extending the suggestions to other existing management courses along with outlining the current loopholes in the curriculum.
- iii.** The two main components of the register specific communication, which have been taken into account in the present study, are lexical and grammatical features. The objective is to identify and categorize the lexical and grammatical features of register. The teaching material and curriculum of these EBP courses

consist of register specific features of English. Register analysis will have pedagogical implications and would lead to a syllabus consisting of language forms that would meet students' target situation needs; thus, making the ESP course more relevant to learners' needs.

3.14 Summary of the Chapter

This chapter talks about how English has obtained the status of the language of communication worldwide in both academic and professional worlds. It discusses emergence of ESP as a response to the strong demand for specialized English for occupational and professional purposes around the mid-1960s. Needs analysis as one of the main concerns of any ESP course has been highlighted and reasoned out here. It is important to find out various procedures and approaches that there have been towards the inquiry into the needs analysis of a learner. The needs analysis should form the foundation of any ESP curriculum and materials adopted for teaching. ESP teachers should be well aware of its concept and should run diagnostic tests in order to find the 'necessities,' 'lacks,' and 'wants' of their learners. Unfortunately, there are several constraints in the conducting of these courses like time allotted to the course, examination pattern of the universities, focus on rote learning of the course etc., that ESP courses lose their purpose.

This chapter also discusses the importance of a well-designed curriculum and course in order to help students of B-schools to meet the competition in their future careers. In order to develop and cultivate multi-discipline business English talents and offer a more competent business English course, it is of utmost importance to keep need analysis theory as a guideline and take into consideration the needs of various stakeholders while designing the business English curriculum.

Register varies with the varying usage of the English language from one field of profession to another. A student of Business communication should be familiar with the frequently used vocabulary, its usage, and the common grammatical structures of the register. Register again forms a very important base on which the teaching material can be decided in a well-informed manner. These materials will be more situational and functional in approach rather than choosing any random study material and picking up any random content (audio/video, resources from the internet) to teach.

Chapter 4

Research Methodology

4.1 Introduction

Research methodology is an account of systematic procedure and process, which deals with the identification of problem, collecting data and analyzing data. The conclusion can either be a solution to the concerned problem or can be a certain generalization for some theoretical formulations. Research methodology is a description of methods followed to collect data and data analysis by following a particular research design, sampling technique, instrumentation and measurement. Since there are several aspects of research methodology, the course of action has been chosen from a variety of available alternatives. The choice of a suitable methodology has been arrived at through the assessment of the aims and objectives of the present study and comparison of different alternatives.

The present chapter gives an account of the methodology, which has been adopted in this study of Needs analysis in the selected sample of B-schools in Delhi/NCR. This also presents the methodological approach adopted to study Register analysis of business communication in the context of written texts. The methodology for this research work has been adopted carefully to suit the area of inquiry. Since this study focuses on the linguistic needs of the students of management colleges, it was of utmost importance to have a detailed analysis of educational background of the students e.g. years of learning English, level of Education etc. as it can give useful insights into the present abilities of the learners. The placement tests also form an important section of this study to carry out their Present Situation Analysis (PSA). Basic descriptive statistical tools have been employed to evaluate needs of the learners i.e. to gauge the existing gap between their existing English language proficiency and desired English language skills for the target situation, which in this case is their workplace.

This chapter gives an outline of the procedures and steps followed in data collection along with an explanation of the instruments that were used to enable the process. The chapter presents an account of the variables used while designing the data collection instruments and gives a description of the procedures of the pilot study. This chapter

explains the research sample taken for this study and also the factors taken into account in selecting the sample. It also gives a philosophical stance of the researcher and also explains the reasons behind the choice of the methodology employed by the researcher in this research.

The chapter begins with an introduction to the elements of the research process, which consist of research paradigm, research in Applied Linguistics, area of study, and sample selection. Subsequently, the chapter describes the sources of data and research instruments used. The steps involved have been elaborated at length and had been followed systematically in order to achieve a high degree of reliability and validity.

4.2 Research Design

In conducting the present study, care has been taken to incorporate these concepts. Several frameworks of research design can be classified into two major categories: Exploratory and Conclusive. Exploratory research mainly consists of a qualitative study, while conclusive research is related to quantitative study.

The present study focuses on the needs analysis of the students of management colleges. This study takes into account participants' background profile (gender, medium of Education, years of learning English, self-perception of their English language skills etc.) along with a placement test to assess their English language proficiency. They have been evaluated according to their performance in this test and their marks have been coded and entered in the summary sheet. This study also conducts a register analysis of business communication (mainly written) through analyzing the lexical, morphological and syntactical characteristics of the written material (business textbooks/journals). Taking into account the nature and procedure of the present study, a mixed-method approach i.e. a combination of both quantitative and qualitative approach has been opted. The main characteristics of these three approaches viz. quantitative, qualitative, and mixed-method are as follows;

4.2.1 Characteristics of the Three Research Paradigms

- **Quantitative research:** Quantitative research refers to the numerical representation and manipulation of observations in order to describe and explain the phenomena. In the present research quantitative research approach

has been employed in the allotment of weightage of each question in the diagnostic test, calculation of the marks scored by the research participants. Empirical method has been used in the statistical analysis of the obtained data and to co-relate the data at different levels. Empirical evaluations were also used to come to a conclusion or a solution to the research questions.

- **Qualitative Research:** The main characteristic feature of qualitative research is that it aims at relating itself to the understanding of some aspects of social life. The objective of using this kind of research approach was to know and discover the underlying desires and motives of the research participants through the use of questionnaires. There are several tools and techniques for the qualitative study in the area of ELT, such as opinion test, self-assessed rating of their English language competency, test of attitude and motivation towards English language learning, and other similar projective techniques. Research deploying opinion or attitude test were effective ways to find out how the research participants feel or think about ELT at their institution. Qualitative research was very significant in gauging the underlying motives of the research participants.
- **Mixed-Method Approach:** As a research method, the mixed-method approach stresses on collecting, analyzing, and combining both quantitative and qualitative data in a research study. The present study employed quantitative approach for statistical analysis, description, comparing groups, and relating of variables. Qualitative research is used for text and images, coding, theme development, and relating themes.

4.2.2 The present study: Mixed Method Approach

In order to evaluate the aims and objectives of the present study, the researcher has used the mixed-method approach. The mixed-method approach uses both quantitative and qualitative approaches; this gives the scope of using the best of both paradigms. Numeric trends from quantitative data address the complex issues associated with language research; at the same time, qualitative data and the associated specific details add meaning to the existing numeric data. Therefore, qualitative data gives meaning to numeric values. These numeric values give precision to the textual analysis. In the case of applied linguistics, the mixed-method approach is the most

appropriate approach for analysis at various levels in the field of applied linguistics, as it has the precision of statistical analysis of variables used and subjective analysis of open-ended questions and opinions of participants. The mixed-method approach is quite suitable for research related to language teaching as it comprises of data collected from individuals and also includes a broader societal context.

4.3 Research in Applied Linguistics

There are various approaches to conduct research on English Language Teaching. The approach adopted depends on its viability and suitability to one's field of research. This can be classified as quantitative, qualitative, or mixed-method approaches.

There are times where distinguishing between the quantitative approach and the qualitative approach poses a lot of difficulty as the demarcation between these two approaches is not very clear. There are several instances where collecting data included some non-numerical data like learner's gender, the medium of education, state to which they belong etc. Similarly, the data collection may include numerical information such as the age of the participants. The mixed-method approach resolves such conflict of approaches and the challenge of differentiation in such cases.

Quantitative research comprises of defined variables and assigned scales and values, which can be expressed in numbers. These procedures are done at the very beginning of a research along with codified tables prepared well in advance. On the other hand, qualitative data coding is done beforehand, but it remains flexible in order to include any other details or information at a later stage in research.

Through the use of a mixed-method approach, one can use the best of both paradigms, which strengthens research and reduces its weaknesses to a large extent. The research based on language teaching involves complex issues, which need to be examined at multiple levels. The quantitative approach can deal with the numeric trends, and a qualitative approach can provide textual interpretation to it. Therefore, a mixed-method approach is the most suitable and viable approach in applied linguistics as research based on language teaching consists of data from individuals as well as from a broader social context.

Research studies in applied linguistics can be further categorized as longitudinal or cross-sectional in nature. Longitudinal research refers to the study, which is followed for a particular individual or group of subjects at a specific point of time, and the data is collected on a repeated observation basis. However, cross-sectional research comprises various groups of people who differ in the variable of interest but share some common characteristics, e.g. socioeconomic status, educational background, and ethnicity. This type of study is based on observations taken from different groups at one time. Hence, it is said to be a variant of observational study where the data is collected from a population or a representative subset at a particular point of time.

4.4 Sample Design

Sample design can be referred to as a road map, which serves as a building block for the selection of the survey sample and also affects several important aspects of the research. A sample is selected from the target population under study. A sample is studied in order to make inferences regarding the entire target population. If the sample is adequate enough in number and representation of the target population, it will share similar characteristics with the target population and the research findings can be used to make an extended generalization about the concerned population. Hence, a good sample comprises of a miniature version of the target population.

The objective of the study is to conduct a needs analysis of the students of B-schools, students of management studies have been taken as the sample unit. Different B-schools of Delhi/NCR were selected as a respondent base. Four colleges in Delhi/NCR were chosen to be the sample base. Simple Random Sampling was used for the selection of these colleges. Four colleges namely, Faculty of Management Studies (FMS), Department of Management Studies (DMS, IITD), Lal Bahadur Shastri Institute of Management (LBSIM), and Banarsidas Chandiwala Institute of Professional Studies (BCIPS) were selected for the present study, which were further categorized based on being private or government institutions. Utmost care was taken to ensure the inclusion of respondents having diverse demographic profiles.

A sample size of 200 students has been selected for the present study, 50 from each of the management institutions. The participants from these colleges were selected on the basis of Simple Random Sampling.

4.5 Procedural Steps in Needs Analysis

The present study is cross-sectional in nature as it studies the needs of a given group of students at a given point of time. The advantage of using a cross-sectional approach is that it makes the comparison of different variables at the same point of time convenient. Using a longitudinal approach would not be beneficial in this case, as linguistic needs of participants and their need to learn English would not change very frequently. Also, the aim here is not to gauge or trace the progress or development in their learning but to observe their current needs at the specific stage.

This study uses a mixed-method approach, where the data is collected from four randomly selected MBA institutions. These MBA institutions have been further categorized into private and government institutions have been taken into consideration in this research study. Thus, the present study is a combination of quantitative method with empirical data (questionnaire, composition writing, etc.), and qualitative approach in interpreting and assessing students' existing needs.

There are two sets of procedures followed in the present study by using empirical methods along with subjective/rational approach. The two procedures are as follows;

- a. needs analysis in order to analyze the perceived needs of the learners, also to provide an assessment of their competency in English language skills
- b. register analysis

The present research has been carried out through the help of a questionnaire and texts written by participants. For each of the procedures mentioned above, variables have been identified and categorized and after that accordingly analyzed. Subjective analysis of the existing syllabus for its content has been done. Descriptive statistics has been used to process and analyze different variables along with the help of graphs and figures in order to get an overall picture of the outcome of the analysis.

4.5.1 Participants' Details

The participants of this study comprised of the first year MBA students of four colleges namely, Faculty of Management Studies (FMS), Department of Management Studies (DMS, IITD), Lal Bahadur Shastri Institute of Management (LBSIM), and

Banarsidas Chandiwala Institute of Professional Studies (BCIPS). The research included both male and female participants in the study. There were more than 200 participants from the above-mentioned four colleges, However, the sample of 200 participants were chosen on the basis of completely filled questionnaires. The below mentioned section (I. Profile of the Participants) of this discussion gives a detailed overview of profile of the participants.

I. Profile of the Participants:

This study comprises of 200 participants. The participants were in the first year of their postgraduate degree (MBA) course. They were from the following four colleges of Delhi/NCR namely, Faculty of Management Studies (Delhi University), Department of Management Studies (Indian Institute of Technology, Delhi), Lal Bahadur Shastri Institute of Management (LBSIM, Delhi), Banarsidas Chandiwala Institute of Professional Studies (Guru Gobind Singh Indraprastha University, Delhi). The participants are offered the course of English (Business Communication) in their first year of management course. The majority of the students in these institutions have received their education in English medium up to their graduation. The participants have a varying degree of English language proficiency, which has been analyzed through the questionnaire.

II. Needs Questionnaire Tools and Instruments Analysis

A reliable questionnaire comprises of all the variables, which are essential to be analyzed and explained in research work. Each question in the questionnaire has been selected keeping in view its logical relationship to the research objective. The aim of the present study is to analyze the linguistic needs of the students of management colleges from Delhi/NCR. Hutchinson and Waters model of needs analysis has been followed for this study. Each aspect of the needs analysis being analyzed in this study has adequate representation in the questions. A structured questionnaire was designed to observe and implicitly reveal the different aspects of the linguistics needs of a management student. The variables taken in the questionnaire emphasize a different aspect of the language needs of a management student. Multiple-choice statements, objective questions, writing composition, subjective questions was chosen.

III. Analysis of Needs Questionnaire

Section A: Background Profile (See Appendix – I)

This section elaborates on the research background profile of the participants. This section plays an important role in the selection process of the participants for qualitative research. There is a purpose of the selection process of participants in qualitative research. Participants are selected in a way, which can best respond to the research questions and also help in developing a better understanding of the phenomenon under study. A sample of research participants provided useful information regarding essential facets and perspectives associated with the phenomenon being studied.

This section of the questionnaire was created to collect the information about background of the participants along with maintaining the anonymity. This section of the questionnaire gives an insight into the profile of the students. The information asked in the background profile section was related to age, gender, education, and medium of education at different levels etc. of the participants. It helped in tracing the medium of education of the students, their journey of education from primary school to higher education. It also provided an insight into self-realized language proficiency of the participants by presenting their picture of position as speakers of English language. It also inquired about their reading, listening, speaking, and writing skills, where they had to rate these skills according to their own intuition, as it is important to know the method that a student follows to enhance his/her proficiency level of English language. Hence, this section also aims to inquire about the methodological steps followed by students when they come across any new word or phrase.

Section B (See Appendix-I)

This section of the questionnaire consists of subsections that test the students' English language proficiency. This section of the questionnaire is contextually placed, and the terms and topics that the students are tested on have been taken from the common words used in the field of business and commerce. Section B of the questionnaire tests research participants on the lines of the model given by Hutchinson & Water, i.e. to make a distinction between the existing 'necessities,' 'lacks,' and 'wants.' The following aspects have been included in this section of the questionnaire.

Linguistic Competence (orthographical and lexical competence): This section of the questionnaire tests the vocabulary skills of the participants where questions were given on orthography and vocabulary. This section consists of the questions that test students' correctness of spellings, which elicits information about their familiarity with business-related terms. The research participants were tested on the vocabulary of business terminology, wherein they were asked to write the meanings of the words along with a brief explanation about the words. One question was on making sentences from the given words in order to check their knowledge of correct usage of those words.

Semantic Competence: Dell Hymes (1972) had talked about the theory of context within his popular framework called SPEAKING, where each letter is the first letter of one of the eight parameters of the communicative situation;

Setting/Scene: Physical circumstances, time, place;

Participants: speakers and hearers of different categories and identity;

Ends: aims and purposes of a communicative event;

Act sequence: format and order of parts of the communicative event;

Key: manner, tone or spirit of a particular communicative event (e.g., satirical);

Instrumentalities: linguistic code, i.e. language, language variety, and channels i.e. writing or speech,

Norm: norms or standard socio-cultural rules of interaction and interpretation and,

Genre: genre or type of event such as letter, lecture, poem, etc.

The aforementioned discussion on semantic parameters has been taken as a reference to interpret the results obtained. The cross-cultural context of business necessitates the learning of semantic rules. Taking the above important elements of semantics into account, it is quite evident that semantics plays a vital role in needs analysis of the research participants. Therefore, two questions were given to the research participants testing their competence in *synonyms* and *antonyms* of the business-related genre.

Morphological Profile: Research participants were given questions based on their recognition of common roots and affixes in context. This tests their ability in word-

formation and develops vocabulary through recognizing and identifying context clues and using affixes and roots. Educationists confirm the importance of vocabulary and word formation process as it is crucial for an effective workplace interaction, business communication, and various subjects in business education. The study conducted in register analysis reinforces the same.

Writing Skills: Communication skills consist of writing skills as well which is one of the most important skills that a business professional should be proficient in. Most business professionals like finance, marketing, research and development managers require excellent writing skills in order to convey ideas, concepts, ongoing projects, operations clearly. The questionnaire consisted of a question requiring the research participants to write a short note on the topic ‘Current market trends in Indian Economy’ using at least five words from the given business-related terminologies.

The questionnaire has been enclosed in the appendices section.

4.6 Administration of test for Needs Analysis

4.6.1 Random Selection of two private MBA colleges

Two private MBA colleges were selected, namely, Lal Bahadur Shastri Institute of Management (LBSIM, Delhi), and Banarsidas Chamdiwala Institute of Professional Studies (Guru Gobind Singh Indraprastha University, Delhi) through random selection procedure. These colleges were also finalized on the basis of the permission granted to collect data from their MBA first-year students. These institutions are located in close proximity to each other, facilitating the convenience of data collection. These two private institutions are among the top MBA colleges in India. The selection criteria of these institutions (LBSIM and BCIPS) for admission are to secure a given percentile in the Common Admission Test (CAT) and Indraprastha University Common Entrance Test (IPU CET) respectively. Both the entrance examinations have English as one of the sections in the test. Both of these colleges are counted to be premier private institutions for the MBA program. Among the two, LBSIM features in the top thirty MBA colleges in India as awarded by MHRD, National Institute Ranking Framework (NIRF).

4.6.2 Random Selection of two Government MBA Colleges

Two government MBA colleges were selected, namely, Faculty of Management Studies (FMS, Delhi University) and Department of Management Studies (DMS, IIT Delhi) through random selection procedure. Given the fact that the number of government MBA colleges is quite a few as compared to private institutions for professional studies, these two colleges were randomly selected for the present study. Admission criteria in DMS for Indian applicants are (is) to score a given percentile in CAT and international applicants get admission through GMAT. In FMS, the admission for Indian students is through the CAT exam. International candidates apply in FMS through the office of the Deputy Dean (Foreign Students), University of Delhi. Both the management colleges are among the best management colleges in India.

4.7 Data elicitation for Needs Analysis

The present section deals with the steps and procedures followed in administering the data collection instrument and in the elicitation of the data. This consists of administering the questionnaire and also an account of the feedback and observation collected by the students. This procedure begins with a pilot study, which was conducted to test the instruments of data collection and its reliability.

4.8 Administration of the Questionnaire

It is a necessity to adhere to the appropriate guidelines during the administration of the questionnaire. Research ethics were followed while administering the questionnaire in the present study. The objective of the research was made clear along with the mention of the purpose of visiting the MBA colleges. Permission was obtained from the head of the institutions before meeting the students. A consent form was given to the students to be signed where the aims and significance of the research and the procedure of answering the questions were explained. It was made clear to the students that the questionnaire was in no way any form of evaluation; therefore, they can maintain their anonymity in the questionnaire. The questionnaire had all the instructions well explained in it and was distributed to the students in unsealed envelopes.

4.9 Classroom Observation

The purpose of visiting the MBA colleges was explained to the administration as well as to the participants. Permission for data collection was obtained from the concerned authorities of the respective institutions. Research participants were also assured of the fact that in no way possible the questionnaire would be a part of their academic evaluation, and that there will be no reference to them in the results.

4.10 Analytical Procedures

Data analysis can be defined as the process of converting the form of collected data, which is hardly organized or readable, into a manageable, organized, and readable form. According to Marshall and Rossman (1999:150), data analysis can be defined as the method of bringing order, structure and meaning to the mass of collected data, as the collected data is messy, ambiguous and time-consuming set of information. A broad sense, the collected data does not proceed in a linear fashion, so the procedure of making sense of it, interpreting and theorizing the data in order to make general statements among categories of data is data analysis. Therefore, from the above-given statements, it can be inferred that data analysis is the process of applying logic to the research. The present study has adopted a mixed-method approach for data collection, which is a combination of both quantitative and qualitative methods.

Irrespective of the approach, the main aim of research work is to produce findings, and the data needs to be analyzed in order to do so. Since there are two approaches, data will be analyzed using both qualitative and quantitative methods. The following steps are followed in the analysis;

- Filled questionnaires by the participants have been codified and classified.
- The classifications mentioned above have been examined to identify and establish a relationship between them.
- The common patterns, commonalities, and differences have been made explicit in order to make a brief sense of data.
- A set of generalizations has been elaborately chalked out, advising that certain relationships hold strongly in the examined setting.

4.11 Quantitative Data Analysis

Quantitative data analysis can be referred to as the steps and procedures through which the raw numerical data can be processed and key percentages of the case study can be obtained. In the present study, the procedure of quantitative data analysis has been incorporated in the questionnaire and the method of observation of data.

- The data was collected from the participants through a questionnaire. The data was then coded using short forms for the section of background profiles (for participants, names of colleges, boards of Education, etc.).
- For the main questionnaire where students were tested for their English language proficiency, the questionnaire was coded using alphabets (A-G).
- The total number of questions was 7 among which question no. A, E, and F were of objective type, and B, C, D, and G were subjective questions.
- The model answers to the questions were formulated after consulting several senior English teachers having experience of teaching English to management students. A uniform scale of marking system was set up and the model answers were being referred to while marking/evaluating the answers.
- The average of the scored marks by the participants was used to gauge the needs and learning levels of the students.
- The average marks scored by the participants were also used to compare their performance against several other variables that might have an influence on their English language learning.
- Descriptive statistics has been used for the analysis of the obtained set of data.
- Finally, cumulative frequencies and percentages were presented.

4.12 Qualitative Data Analysis

Qualitative data comprises of the data which is mostly in the textual form (words, phrases, and sentences). Qualitative data was obtained from the subjective type questions in the present study. Research participants were given questions such as *explain the meaning, sentence formation, writing passage, and word-formation*. The answers obtained were checked for completion, marked, and coded. After the coding,

categories and sub-categories were formed and grouped together as themes. Once the themes were categorized, the marks obtained by the participants in each theme were analyzed against various variables such as the medium of education, participants' perception of their English language proficiency, participants' self-assessment of linguistic needs etc. Descriptive statistics has been used to analyze the data.

4.13 Initial Stage of the study

The pilot study of the present study was the preliminary step of the needs analysis of the students in higher education. A pilot study is said to be a mini-version of a full-scale study. It is a trial-run conducted in order to prepare for the complete study. The pilot study thus gives the researcher a more unobstructed view of the research topic, questions, methods, and techniques applied in the research study. Necessary changes are made, and the research questionnaire, methods, and techniques are modified accordingly.

In the current research work, a pilot study was conducted using a sample comprising of twenty-five randomly selected students in higher education (in JNU). The aim of the selection of the participants from a group other than the target group is to test the reliability and verifiability of the data collection instruments. The views of the group of students who were a part of the pilot study were noted down. The following changes were made as per their opinions expressed; (refer to the pilot study questionnaire).

- Two questions that were based on the meaning of a word were merged (as the participants found it to be repetitive).
- A question, which required the participants to write a word (in the blank provided next to the word) that has a relationship with the given word was eliminated from the questionnaire (as there was a multiple-choice question of the same nature).
- The question, where participants were given a subjective type question on the negative form of the given word, was converted into a multiple-choice question, as that, according to them, would make it convenient for them to answer the question.

The views and feedback of the participants were taken into consideration in order to make the changes mentioned above. The questionnaire was revised accordingly and a revised data collection questionnaire was made and used for the final data elicitation procedure.

The developed theoretical constructs have been further extended, and inferences are made from them in order to apply them to other cases in place and time.

4.14 Register Analysis (See Appendix IV)

The requirement of a special English course for students in higher education is well acknowledged. The objective, of register analysis in the present study, is to analyze the features of English for Business Purposes. The analysis conducted would be linguistic in nature and would consist of lexico-semantic and morpho-syntactic analysis. At the lexico-semantic level, the semantic choices for a given socio-cultural or register specific choices would be discussed. In the morpho-syntactic section, an analysis of words and sentences of text and textbooks would be drawn. Some samples will also be taken from business journals as they are prescribed to be read in business colleges.

It was in the 1960s when the term ‘register’ started to be used quite commonly. This development was only after Reid’s initial use of it and Ure’s development of this term in the 1960s. Halliday, McIntosh and Strevens (1964:77) have described it to be “a variety according to use, in the sense that each speaker has a range of varieties and chooses between them at different times.”

Register, which describes the context of situation can be formally defined as “the set of meanings, the configuration of semantic patterns that are typically drawn upon under the specific conditions, along with the words and structures that are used in the realization of these meanings” (Halliday, et al. 1978:23). This concerns the concept that the variation in language use corresponds to the variation of its social, functional, and professional use. Firth has talked about ‘restricted language’, which is similar to ‘register’ and has defined it as “serving a circumscribed field of experience or action” with “its own grammar and dictionary” (1957:124, 87, 98). He has stressed upon the fact that a domain is much more easier to manage when abstractions are drawn from a

whole linguistic universe comprising many specialized languages along with different styles.

Register analysis in the present study aims to identify the lexis within the corpus and sentence pattern in business communication in general. This section is an empirical approach along with theoretical support. Data collection for register analysis would be collected from the reading of texts or business journals. The language used in the given materials is analyzed for its specific pattern of occurrence of vocabulary, grammatical structures, pattern of sentence construction, several business-related terms, and semi-professional terms. This section of the study would benefit many EBP researchers, teachers and most importantly the students as they can stay more focused on the specific, more frequent, and relevant aspects of the language.

4.14.1 Data Elicitation: Register of English for Management Courses

The data analysis of this section consists of 20 extracts (each extract comprises a paragraph) related to the EBP course. The twenty extracts taken would be analyzed for their lexico-semantic and morpho-syntactic features.

4.14.2 Lexico-semantic analysis

Every word extracted from the twenty extracts would be written in separate columns as per their parts of speech (e.g., noun, pronoun, verb, adverb etc.), and the frequency of occurrence of each of the parts of speech will be counted and noted down. The total word count will be taken into consideration. The process of word-formation will be taken into account along with the prevalent abbreviations.

4.14.3 Morpho-syntactic analysis

The morpho-syntactic analysis is about analyzing the text based upon the set of principles and rules governing the sequence of words or linguistic units in sentences. This procedure consists of categorizing a sentence into its constituent parts of speech along with the explanation of it being simple, compound, or complex sentence. In the present section, analyzing the grammatical aspect and sentence patterns, phrases, clauses etc. is attempted along with noting down their frequency.

4.15 Ethical Consideration

The issue of ethical consideration centers on the research participants' sample rights like anonymity. Jawaharlal University has established Institutional Ethics Review Board, which reviews all research proposals involving human subjects. The fundamental responsibility of this board is to assure a competent review of all ethical aspects related to a project proposal. The responsibility of the committee is enlisted below:

- i. To protect the dignity, rights and wellbeing of the potential research participants.
- ii. To ensure that universal ethical values and international scientific standards are expressed in terms of local community values and customs.
- iii. To assist in the development and the education of a research community responsive to local health care requirements.

In the present study, the researcher maintained ethical consideration by following the below-listed measures;

- i. The research participants were explained the aims and the procedure of the study.
- ii. It was made clear that the data collected for the study would not be used for any other purpose.
- iii. The research participants were also informed about voluntary participation, for which the consent for participation was obtained from all the subjects.

The sample of the consent form used for the present study has been attached to the appendices section (See Appendix-II).

4.16 Summary of the Chapter

The present chapter gives an account of the research method and design employed to collect and analyze data. It discusses the questionnaire used to collect data in detail along with the explaining the rationale behind each question. Ethical concerns have been taken with utmost seriousness and the procedural steps for the same has been discussed in this chapter.

Chapter 5

Data Analysis and Research Findings

5.1 Introduction

The present chapter gives a description of the analysis, inferences, and extended generalizations based on the data elicited from the participants of this study. The discussion presented here is guided by the research questions of this research. The present study consists of two types of data collection instruments. The first instrument used to collect data was a carefully drafted questionnaire to elicit data from the participants to conduct needs analysis. This set of data was analyzed to find out the linguistic needs of the management students and explore the relationship between the participants' background profiles, perception of their English language proficiency skills, self-assessment of needs, and their existing needs in English language skills. This section also dealt with determining the effect of the variables, such as the profile of the participants, their attitude towards English language learning and linguistic needs, on each other. Data was obtained from a self-administered questionnaire completed by 200 participants from two private and two government colleges. The four colleges selected through the procedure of simple random selection for this study were Faculty of Management Study (FMS), Department of Management Studies (DMS, IITD), Lal Bahadur Shastri Institute of Management (LBSIM), and Banarsidas Chandiwala Institute of Professional Studies (BCIPS). These four colleges have been divided into the categories of government and private colleges, the first two are government and the latter two are private colleges.

A total of 200 filled-in questionnaires were received. The questionnaires were checked for completion. The obtained filled-in questionnaires were then corrected and given marks on each question as discussed in the methodology chapter. The obtained marks were then fed in the excel spreadsheet in order to tabulate them. Finally, the inferences obtained from the data were analyzed in order to explore the aims and objectives of the present study.

The questionnaire consisted of two sections, and data presented in the section of needs analysis will be as follows;

- I. The first section consists of the demographic data, which aims to find out the background profile of the students, such as age, gender, level of education, the medium of education, and level of English proficiency skills.
- II. The second section consists of the data that is based on the performance of the participants in different categories of English language competencies such as; linguistic competence, semantic competence, morphological profile, and writing skills.

Written extracts were taken from the business journals and textbooks to conduct the study of register analysis. The journals and textbooks for this study have been selected through a simple random selection procedure. The selection of these resources was also based on their availability, either online or offline. The extracts selected were analyzed for their lexico-semantic and morpho-syntactic features. The present chapter also discusses the findings of this analysis.

5.2 Methods of Data Analysis and Presentation of Data

Descriptive statistical analysis has been used to identify and describe the frequencies and percentages of performance based needs of the participants and their relationship to the given demographics and their self-assessment of English language skills.

Several correlations between different variables have been established such as between their medium of education and their performance in several sections of the test. In the questionnaire the participants were also asked to rate the English language competency listening, speaking, reading, writing (LSRW), grammar and vocabulary skills; this self-assessment of their English language competency has been seen in relation to their performance. The main aim of making these correlations is to check the gap between the *necessities, lacks and wants* and this also helps in making this approach to be learner-centered.

5.3 Findings & Discussion

This section attempts to discuss and interpret the significance of the findings. These findings are discussed in the light of the research problems discussed in chapter 1 (see pg. 17).

5.3.1 Results of the Questionnaire

As mentioned in the introduction section of the present chapter, the questionnaire drafted to conduct needs analysis has two sub-sections. The theoretical propositions from the questionnaire were analyzed, presented, and described as follows;

- The data is analyzed in a thematic order.
- The themes comprise the variables that have been taken into account while designing the questionnaire.
- Frequency graphs and charts are used to give a diagrammatic representation of the frequency distribution of the results. It is also used to present a comparative analysis of different variables.
- Crosstab was used to present and describe the participants' responses to two questions. These two questions were asked to test the attitudes of the participants towards learning the English language.

5.3.2 Discussion on Section A of the participants' Questionnaire: Participants' Profile

The participants in their first year of the MBA program belong to an age group of 21-32 years. Out of the total 200 participants, 146 participants are male, and 54 participants are females. There is a large gap that exists between the number of male and female students in these MBA colleges, which reflects the fact that fewer females opt for higher professional studies as compared to males. Fig. 5.1 illustrates the number of male and female students in the below-mentioned management colleges.

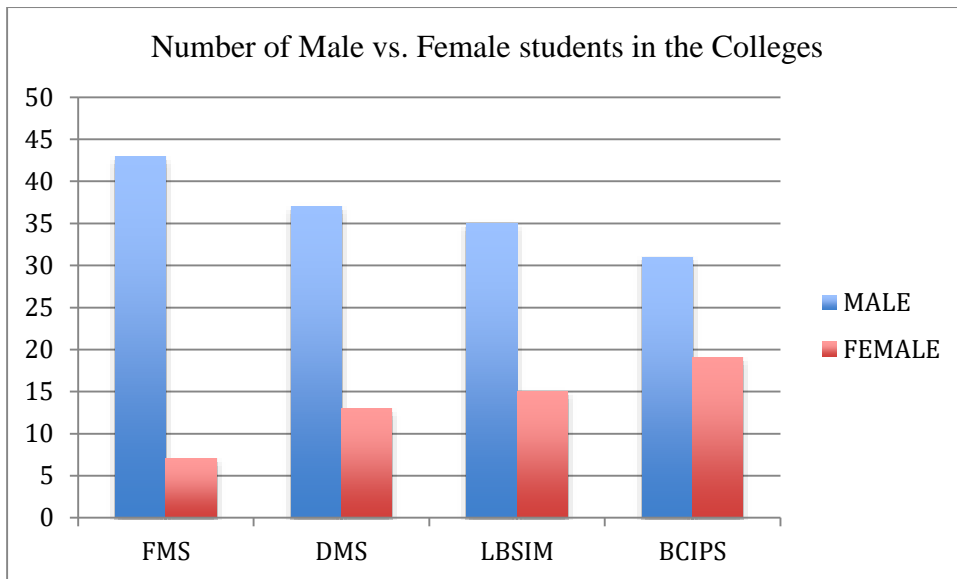


Figure 5.1: Number of Males and Females in the colleges

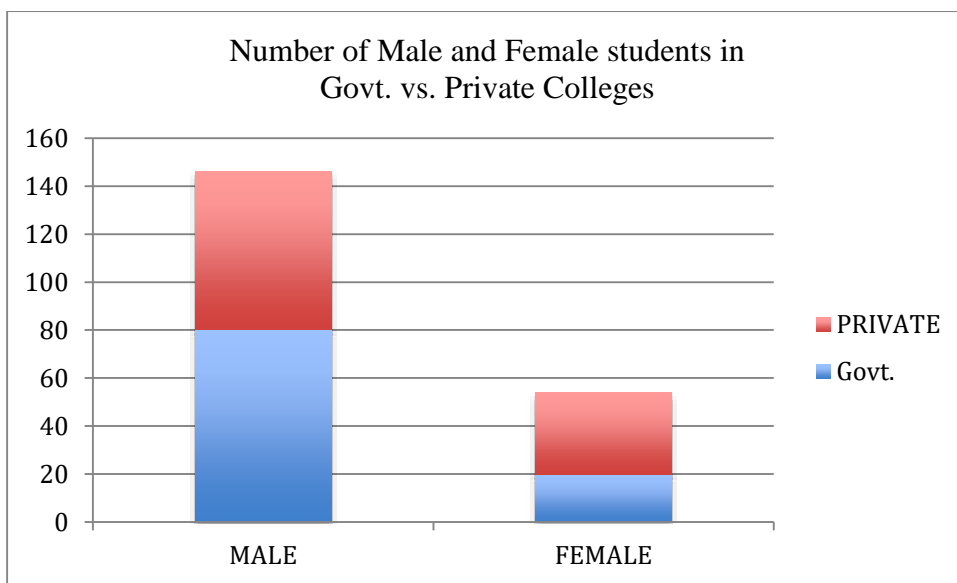


Figure 5.2: Number of Male and Female students in Govt. vs. Private Colleges

From figure 5.2, it can be observed that Female students are higher in number in the private organization as compared to their government counterparts. This figure again re-emphasizes on the fact that the ratio between the male and the female students that exist in these management colleges are skewed, leading to the conclusion that not many females opt for higher studies or professional courses.

Table 5.1: Percentage of Male and Female students in the colleges

S. No.	Name of Colleges	Percentage of Male participants	Percentage of Female participants
1.	FMS	86%	14%
2.	DMS (IITD)	74%	26%
3.	LBSIM	70%	30%
4.	BCIPS	62%	38%

As indicated in Table 5.1, one can see the large gap that exists between the total strength of male and female students in the classroom of these MBA colleges. This sample also indicates the general difference that exists between the percentage of male and female students in higher education.

5.3.3 Medium of Education

All the participants know Hindi and English with varying levels of proficiency. The students come from different regions; therefore, they might be proficient in their regional language as well. Since the area of study emphasizes the English proficiency skills, the present study was narrowed down to check the English language competency of the participants.

MBA courses in these institutions or other management institutions, in general, are largely in English medium; whereas, many research participants have completed their schooling in Hindi as well as regional medium schools. Fig. 5.3 demonstrates the number of students in the Faculty of Management Studies (FMS) from English, Hindi and Regional medium at different levels of their schooling and graduation.

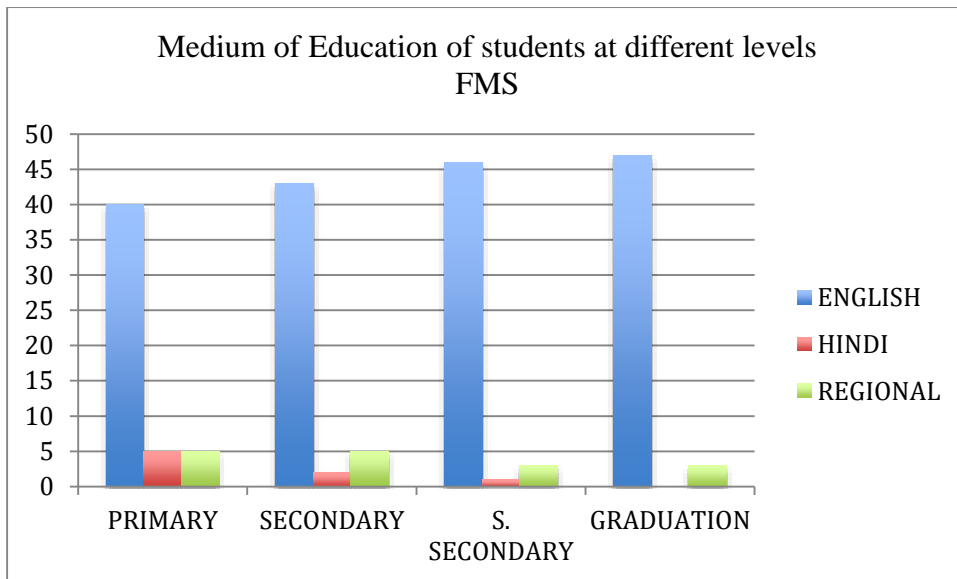


Figure 5.3: Medium of Education of students at different levels: FMS College

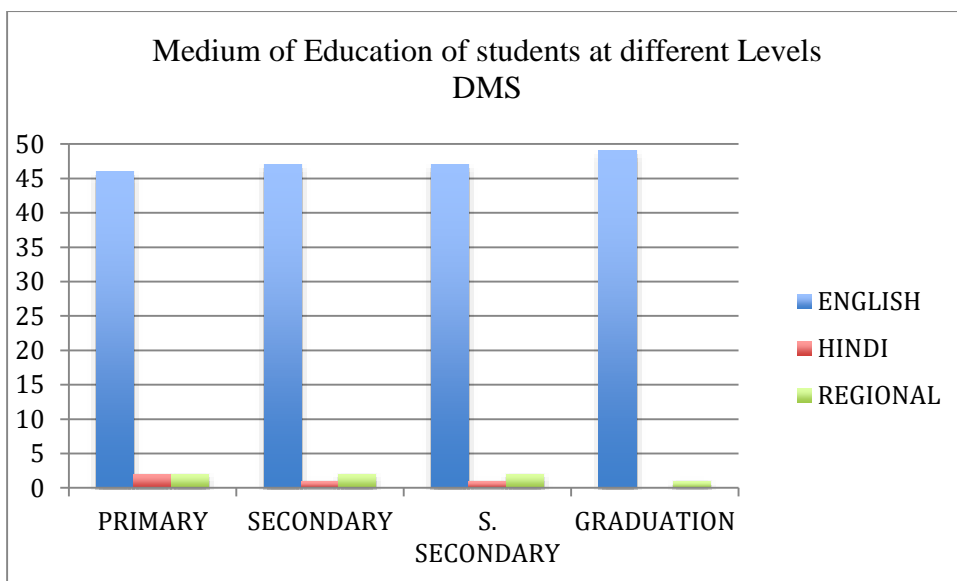


Figure 5.4: Medium of Education of students at different levels: DMS, IITD

Figure 5.4 shows the number of students from English, Hindi, and regional mediums in different levels of schooling as well as graduation in the Department of Management Studies (DMS, IITD). It is quite evident from the graph that the number of students from Hindi medium and Regional medium schools is very low as compared to the number of students belonging to English Medium schools.

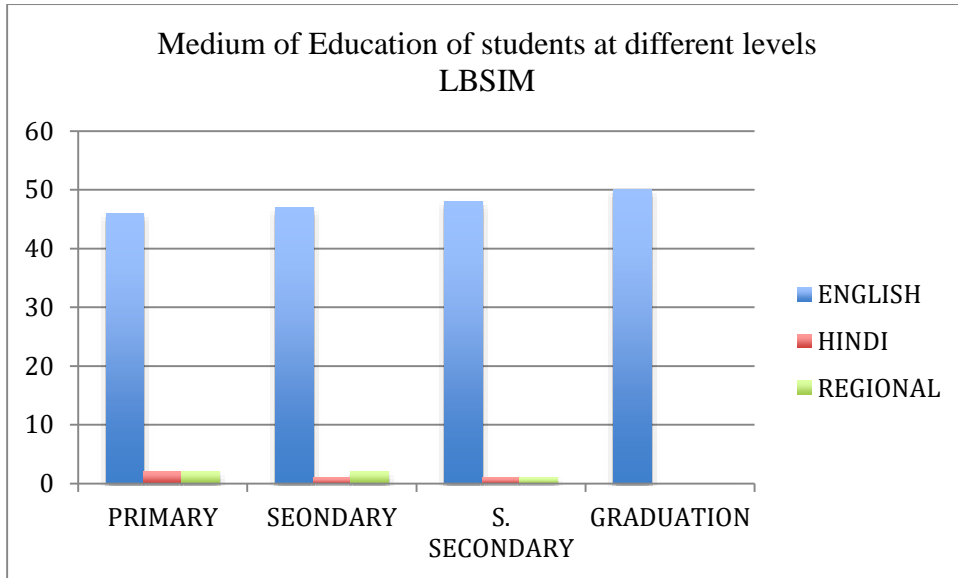


Figure 5.5: Medium of Education of students at different levels: LBSIM

Figure 5.5 illustrates the number of students from English, Hindi, and Regional medium of education at different levels in their schools and undergraduate program. Again, in this figure, it can be seen that the number of students from English medium educational backgrounds is more as compared to the other two mediums of education.

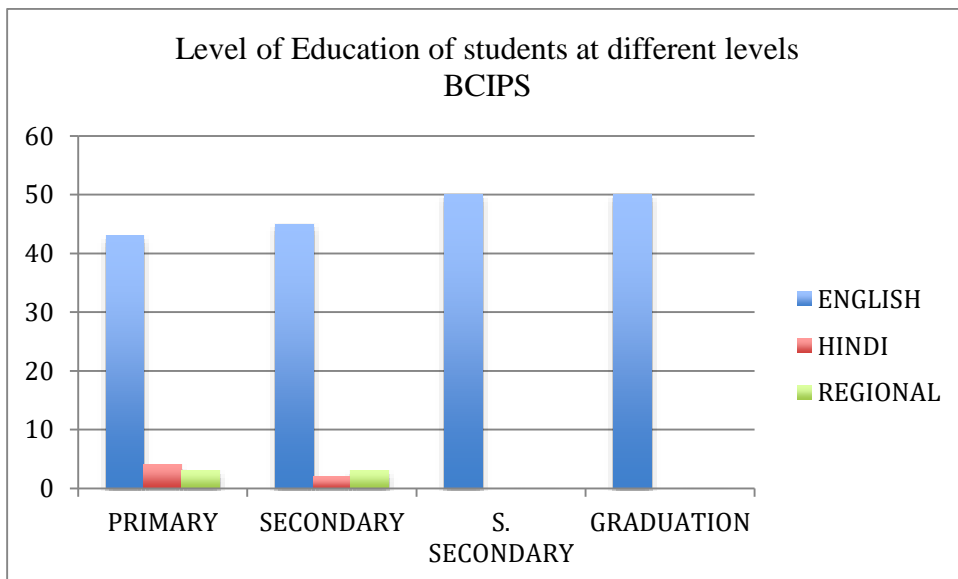


Figure 5.6: Medium of Education of students at different levels: BCIPS

Figure 5.6 demonstrates the number of students in BCIPS from different mediums of education, i.e. English, Hindi, and Regional languages respectively. It shows their medium of education at different levels of school and graduation. It can be clearly seen that the number of students from English medium education is much higher than the number of students from the other two mediums of education.

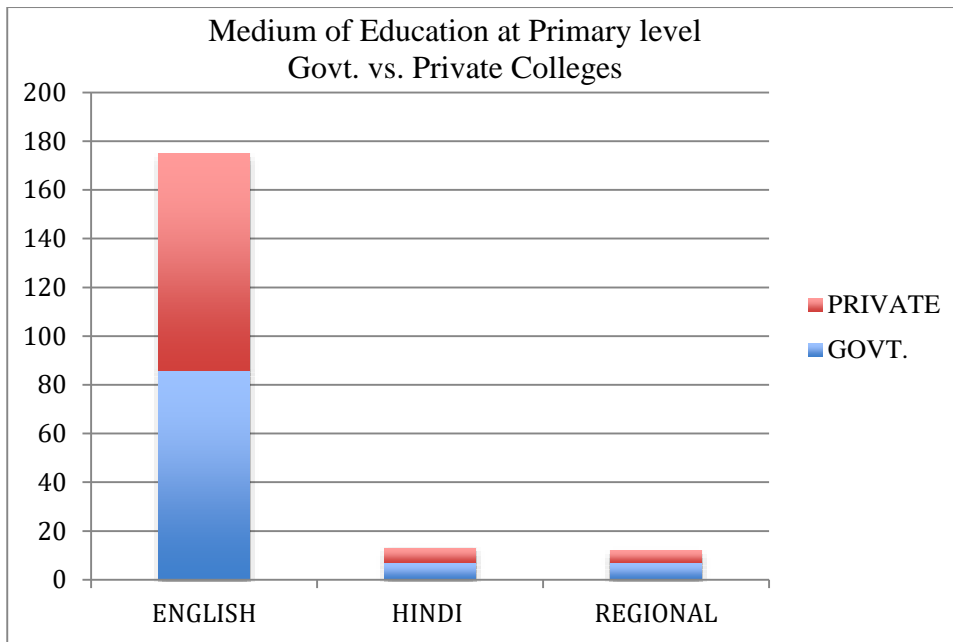


Figure 5.7: Medium of Education at primary level: Govt. vs. Private Colleges

From Figure 5.7, it can be observed that the majority of the students are from English medium in their primary level of education. Less than 10 students were there in government and private colleges who were from Hindi or Regional mediums in their primary level of education.

As stated in the above discussions of Figure 5.3, 5.4, 5.5 and 5.6, majority of the students in these management institutions belong to English medium education both in their school and under graduation. From the above figures, it is observed is that there is a gradual shift of students from Hindi/Regional medium of education towards the English medium of education. Also, there is a decrease in the number of students in Hindi/Regional medium of education as we go towards higher level of education. This does not only demonstrate a plain decrease in the number of students in Hindi/Regional medium of education but also shows the common preference of English as the medium of education in the country. These classes of different institutions in this research namely FMS, DMS, LBSIM, and BCIPS consist of a substantial number of students from different parts of the country. This low number of students from Hindi/Regional medium schools shows a general tendency of people sending their children to mostly English medium schools.

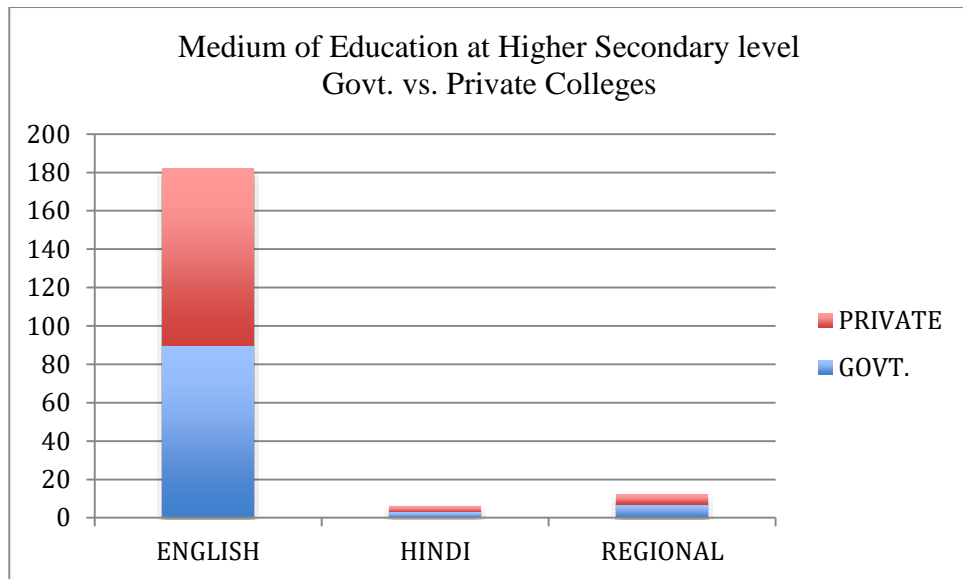


Figure 5.8: Medium of Education at Higher Secondary level: Govt. vs. Private Colleges

There is a decline in the number of Hindi medium students at the higher secondary level. From figure 5.8, a shift of students from Hindi medium to English medium schools at the higher secondary level can be also seen. It is at the higher secondary level when a student appears for his/her board examinations in class 10th in almost all the Indian boards of educations such as CBSE (Central Board of Secondary Education), ICSE (Indian Certificate of Secondary Education), or Regional Boards of Education. It is indicated that English medium of education is more preferred in the higher secondary examinations as compared to the other two mediums of education.

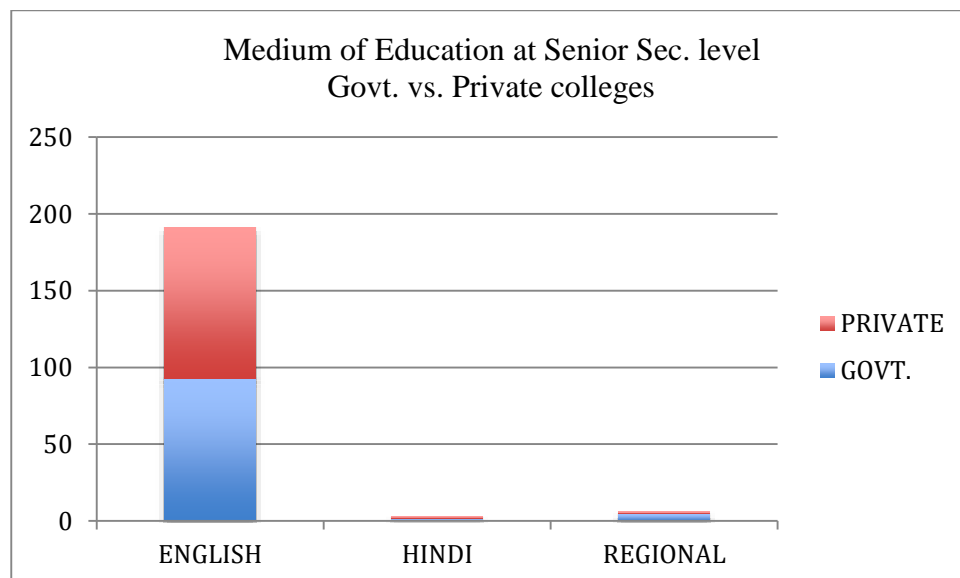


Figure 5.9: Medium of Education at Senior Secondary level: Govt. vs. Private Colleges

Senior Secondary level of education is divided into various streams such as Science, Arts, Commerce, and Vocational. This level of education is also called the pre-university level. At this level in the schools/inter-college, students choose the fields as per their interest guided by the career options they want to opt for. These streams are highly specialized in their content as far as the subject is concerned. From figure 5.9, it can be observed that there is a further decline in the number of students in Hindi/Regional medium of education at the senior secondary level of education. This reveals a general attitude of a large number of people who prefer to send their children to English medium schools. This reinforces the belief that English language is essential to have a successful career.

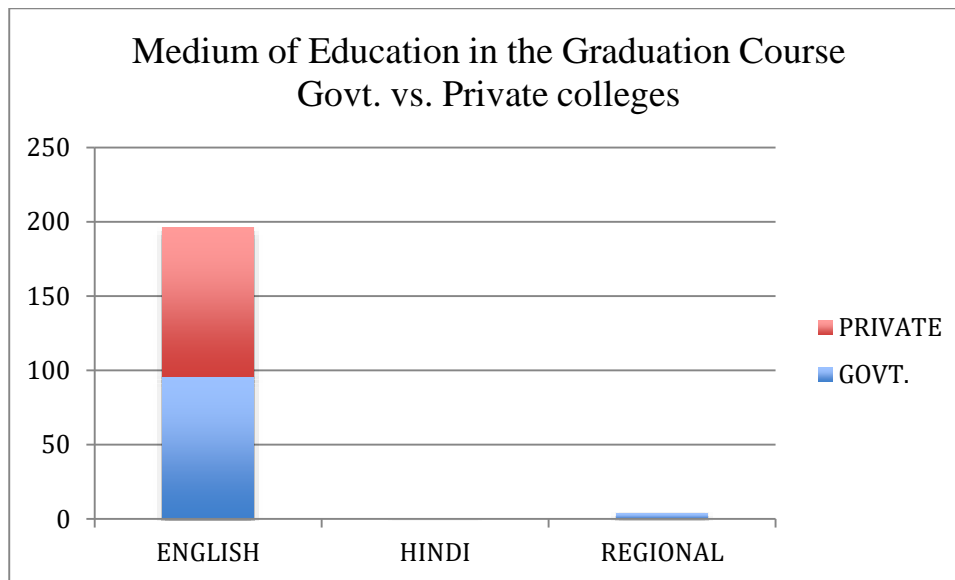


Figure 5.10: Medium of Education in the Graduation Course: Govt. Vs. Private Colleges

From Figure 5.10, it can be observed that there are no students from Hindi medium at the graduation level. Less than five students at the graduate level are from Regional medium of education. The majority of the representative sample is from English medium of education at the graduation level.

Table 5.2: Percentage of Participants from English medium of Education

S. No.	Name of the Colleges	Primary	Secondary	Senior Secondary	Graduation
1	FMS	80%	86%	92%	94%
2	DMS	92%	94%	94%	98%
3	LBSIM	92%	94%	96%	100%
4	BCIPS	86%	90%	100%	100%

As it appears from Table 5.2, the majority of the participants have completed all four levels of education i.e. Primary, Secondary, Senior Secondary, and Graduation in English medium. This trend also indicates the preference of Indian parents for the English medium of education over Hindi or regional medium of education.

5.3.4 Board of Education

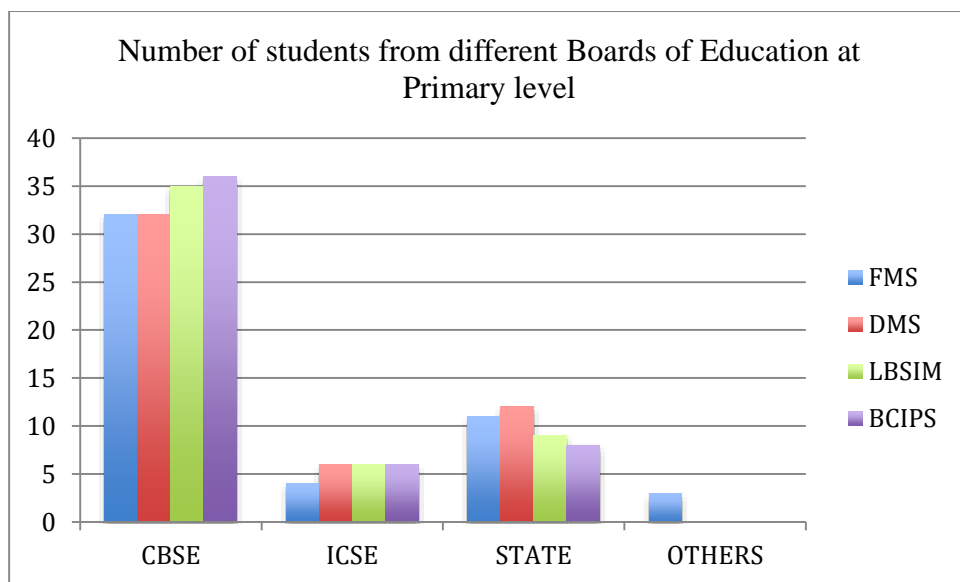


Figure 5.11: No. of students from different Boards of Education at Primary level

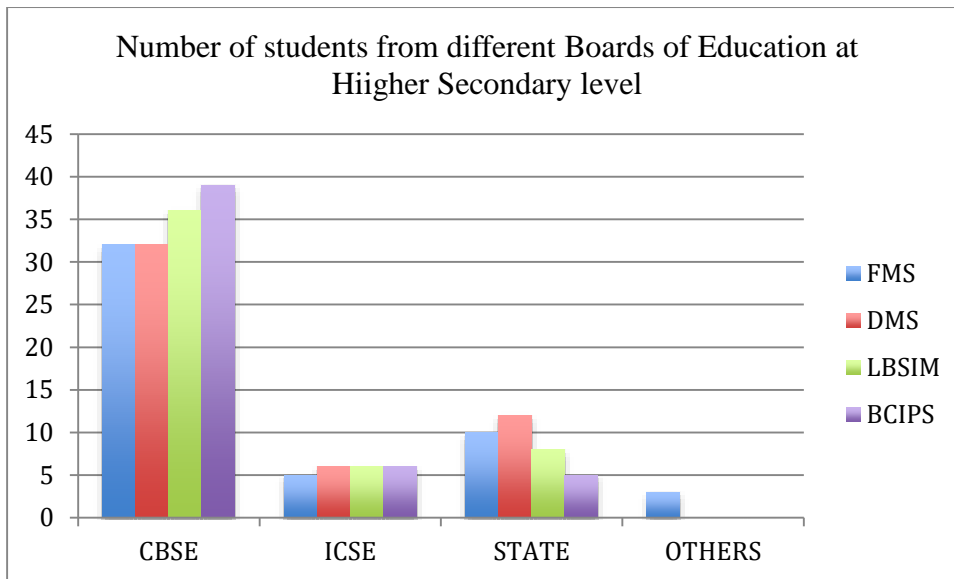


Figure 5.12: No. of students from different Boards of Education at Higher Secondary level

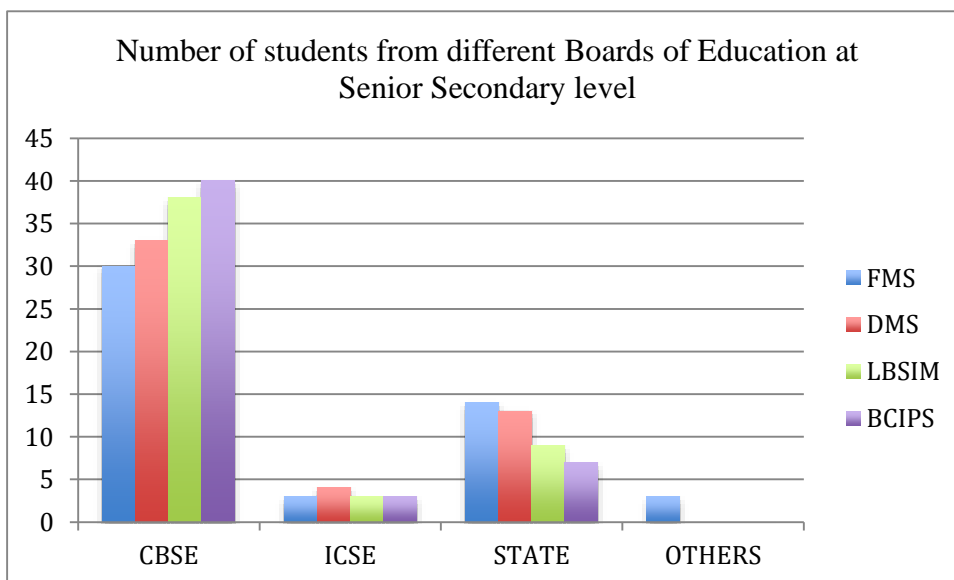


Figure 5.13: No. of students from different Boards of Education at Senior Secondary level

The board of education has also been taken in to account in this research work. From figure 5.11, 5.12, and 5.13, the number of students from different boards of education can be observed. Going by the numbers given, the maximum number of students in all four colleges belong to the Central Board of Secondary Education (CBSE). After CBSE, it is regional boards from which most of the students are in these four colleges. There are less than 10 students at each level of education in each college from the Indian Certificate of Secondary Education (ICSE) board, which is a non-

governmental board of school education in India. The category of other consists of the students who have come from foreign countries i.e Laos and Bangladesh.

5.3.5 Self-assessment of the Participants of their English Language Proficiency

This section analyzes the assessment of the participants of their own English language proficiency. The participants were asked to rate their English language skills namely: Reading, Listening, Speaking, Writing, and Grammar skills. They were asked to rate their language skills on a scale of 1 to 5, where 5 is ‘very good’ and 1 is ‘very poor.’

Table 5.3: LSRW Skills ‘4’ and above

NAME OF COLLEGES	ENGLISH LANGUAGE SKILLS			
	READING	WRITING	LISTENING	SPEAKING
FMS	46	43	47	40
DMS	48	42	44	40
LBSIM	42	41	42	33
BCIPS	43	36	40	36

Table 5.3. Shows the number of students who rated their English language skills to be ‘4’ and above, making their choices to fall in the category of ‘good’ and ‘very good.’ In every college, out of 50 students, most of them have rated themselves to be good in their Reading, Listening, Writing, and speaking skills, as the number of students is generally above in this category.

In the reading skills, above 40 students in each college have marked their reading skill to be ‘good’ and above. In the section of writing skills, except for the students of BCIPS, more than 40 students of the other three colleges have marked their writing skills to be ‘good’ and above. In the listening skills, again more than 40 students assessed their listening skills in the English language to be ‘good’ and above. In the section of speaking skills, there are 40 students from both the government colleges, and 33 and 36 students from LBSIM and BCIPS respectively who have marked their speaking skills to be ‘good’ and above.

If one has to classify these English language skills in terms of input-based and output-based skills; reading and listening skills can be classified as input based communication skills and speaking and writing skills can be classified as output-based skills. In reading and listening, an individual receives the linguistic input that he/she has to comprehend; it tests the receptive skills of individuals. Receptive skills do not require an individual to produce utterances/sentences/words to do these activities; instead, it requires them to receive and understand. These skills can be contrasted with productive or active communication skills, which are speaking and writing skills, where the participants appeared to be a little skeptical in the present study.

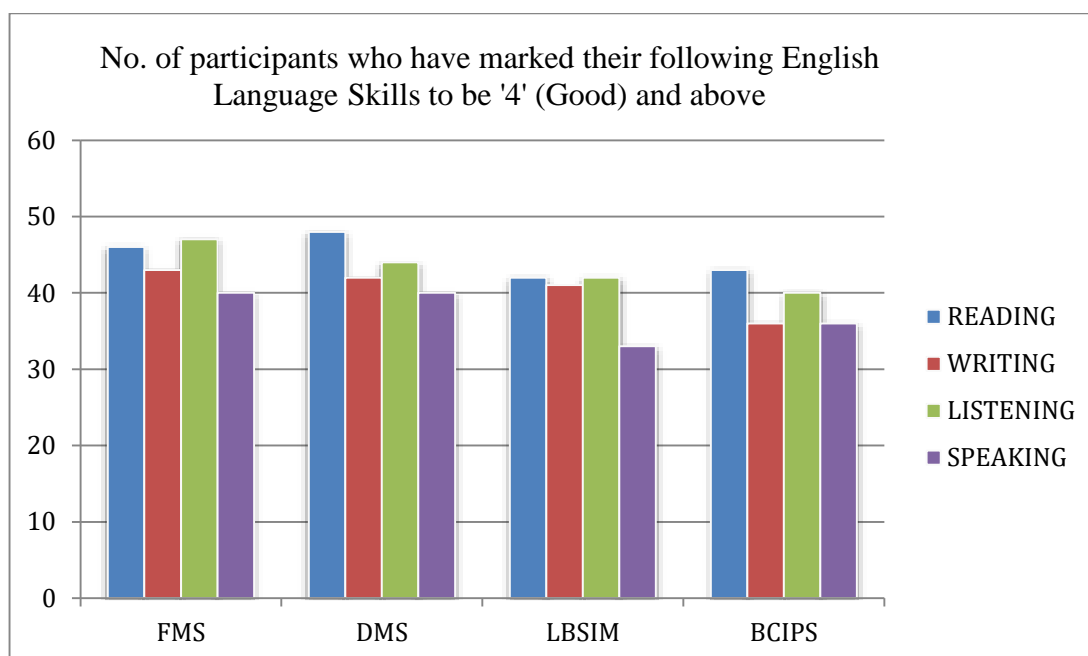


Figure 5.14: Participants' self-assessment of their English Language Proficiency

Table 5.4: Grammar and Vocabulary skills '4' (Good) and above

NAME OF COLLEGES	ENGLISH LANGUAGE SKILLS	
	GRAMMAR	VOCABULARY
FMS	31	34
DMS	31	32
LBSIM	32	20
BCIPS	33	21

From table 5.4, it can be observed that around 30 students from each college have marked their grammatical and vocabulary skills to be '4' (good and above). In the section of vocabulary, participants from private colleges are even fewer who have marked their vocabulary skills to be 'good' and above. This shows a decline in confidence among the participants of these sections of communication skills. The number drops down to even 20 in the private institutions in the case of vocabulary skills.

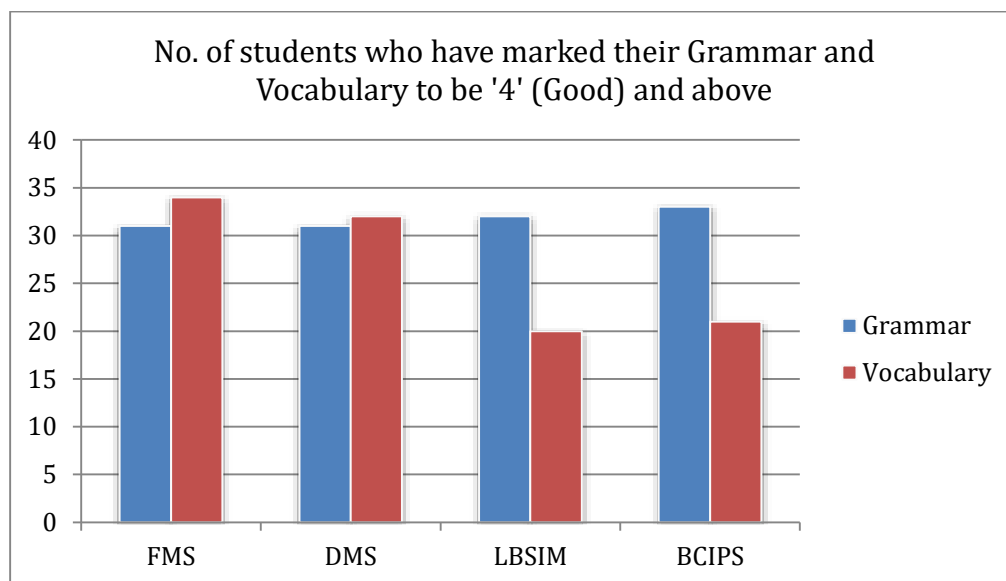


Figure 5.15: Participants' self-assessment of their English Language Proficiency

5.3.6 Participants' self-assessment of their Needs in English Language Proficiency

Table 5.5: Number of students who feel the need for improvement in their English language skills

NAME OF COLLEGES	ENGLISH LANGUAGE SKILLS			
	READING	WRITING	LISTENING	SPEAKING
FMS	20	29	21	36
DMS	21	31	27	37
LBSIM	25	37	25	43
BCIPS	25	36	23	40

It can be seen from the table 5.5, that on being asked about the areas of improvement in their English language skills, most of the students ranging from 29 to 43 in these colleges feel the need for improvement in their writing and speaking communication skills. As seen through these numbers, the majority of the participants feel the need for improvement in their writing and speaking skills. This gives a hint towards the general lacking in the productive/output-based competence of English language skills. The areas where the participants are required to comprehend the given input, they feel a sense of comfort and confidence. On the other hand, in the section of output-based communication skills, participants feel the need for improvement.

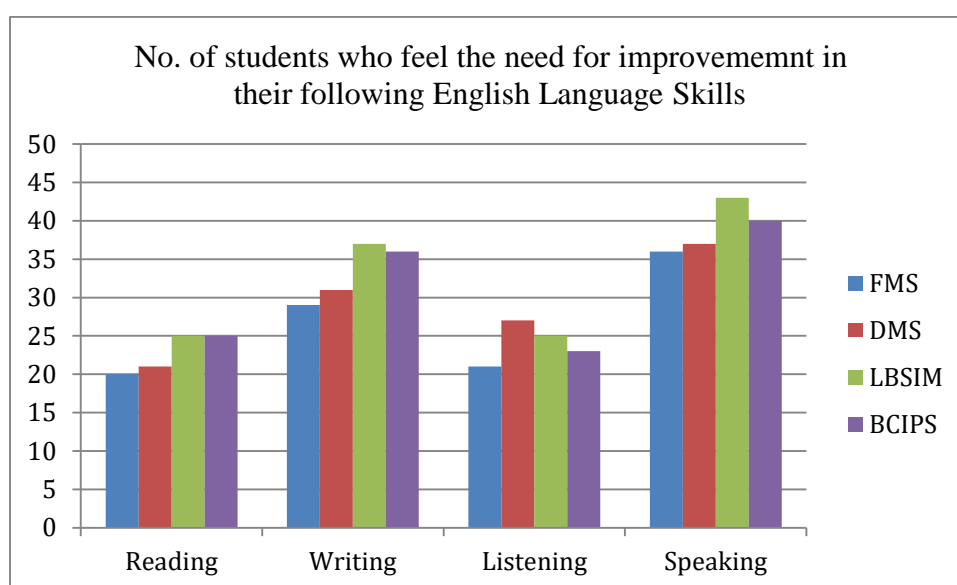


Figure 5.16: Participants’ self-assessment of their needs in the above-mentioned English Language Skills

Table 5.6: No. of participants who feel the need for improvement in their Grammar and Vocabulary Skills

NAME OF COLLEGES	ENGLISH LANGUAGE SKILLS	
	GRAMMAR	VOCABULARY
FMS	32	40
DMS	38	41
LBSIM	39	45
BCIPS	37	42

From the table 5.6, in the section where the participants had to rate their needs in grammar and vocabulary skills, most of the participants marked their responses to be ‘yes’ and ‘maybe’ this number ranged from 40 to 45 in each of the four colleges. This indicates that the majority of the participants feel the need for improvement in their vocabulary skills. In the section of grammar, number of participants who felt the need for improvement in their grammatical skills ranged from 32-37 in each college. These numbers show that more than 50% of the students of the class feel that they lack in grammatical skills. These are learning and practice-based skills, and in this section, a learner is required to discover the three dimensions of grammar which are form, meaning, and use. There is a connection between grammar and vocabulary, as vocabulary includes both meaning and usage of the words in a given context, it also modifies its form as per the grammar in the given context. This table reflects the area of English language learning in which most of the participants (as per their response) need improvement.

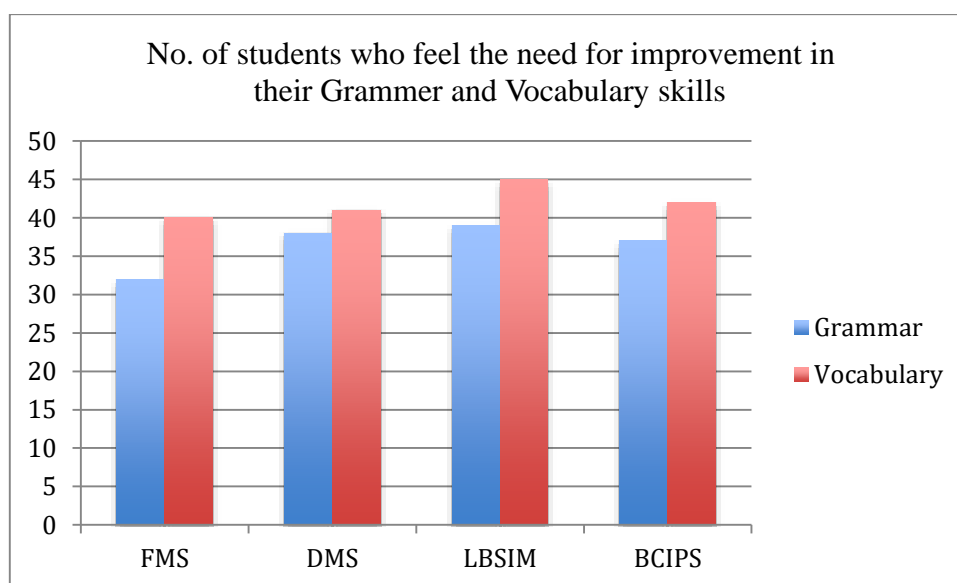


Figure 5.17: Participants’ self-assessment of their needs in Grammar and Vocabulary skills

5.3.7 Participants’ attitude towards English language learning

Two multiple-choice questions were asked to the participants to observe their attitude towards English language learning. They were asked to opt for the suitable options among the given ones. The questions that were asked are as follows;

Q. No. E In case you come across a new word, what do you do?

Table 5.7: BP-E: Response of the participants to the Q No. E of Background Profile (See Appendix I)

Crosstab

Multiple choice options	Count	Participants				Total
		FMS	DMS	LBSIM	BCIPS	
Refer a dictionary	Count	27	36	31	31	125
	% Within participants	54%	72%	62%	62%	62.5%
Presume the context to work out the meaning of new vocabulary	Count	20	18	20	22	80
	% Within participants	40%	36%	40%	44%	40%
Ask a friend	Count	5	3	1	3	12
	% Within participants	10%	6%	2%	6%	6%
Ask the teacher	Count	2	2	0	0	4
	% Within participants	4%	4%	0%	0%	2%
Discuss it in the classroom	Count	1	1	0	0	2
	% Within participants	2%	2%	0%	0%	1%
Ignore and move to the next sentence	Count	3	4	1	1	9
	% Within participants	6%	8%	2%	2%	4.5%

Table 5.7 Refers to participants' response to the multiple-choice questions i.e. '*In case you come across a new word, what do you do?*' 62.5% of all the participants opted for the first choice, which was 'refer a dictionary,' and 40% of all the participants opted for the second choice, which was 'presume the context to work out the meaning of new vocabulary.' 6% of the students opted for the third option that is 'ask a friend.' 2% of the participants opted for the option of 'ask the teacher.' 1% of all the participants opted for the option 'discuss it in the classroom,' and 4.5% of the participants opted for the choice of 'ignore and move to the next sentence.' These responses reflect the general tendency of the participants when it comes to finding out the meaning of the new word. Around 40% of the students opted for the option of 'presume the context to work out the meaning of new vocabulary,' which appears to be a risky situation where one can also miss the actual meaning of the word by a large

margin and eventually might not be able to figure out the meaning of the entire sentence or can get a wrong meaning of the given sentence. The preference for discussing the new vocabulary in the class or asking the teacher or a friend about it is the least among these participants. They prefer to presume the meaning and go wrong instead of discussing it and seeking help. This attitude also reflects the hesitation for discussion among participants and also a lower preference for the interaction with the teacher in case of any doubt. This gives rise to the question of whether or not the English language teacher of the course of business communication is creating conducive and interactive classrooms for language learning.

As per the discussion, table 5.7 and figure 5.18 show a similar graphic representation of the same, as can be observed from the below figure that most of the participants opted for the options of ‘refer a dictionary’ and ‘presume the context to work out the meaning of new vocabulary.’ There is a huge decline in the number of participants opting for the options like ‘ask a friend,’ ‘ask the teacher,’ and ‘discuss it in the classroom.’ This gives the information about the general learning tendency of the participants towards new vocabulary, which shows a hesitant behavior when it comes to interacting with the teacher or classmates in order to find out the meaning of a new word.

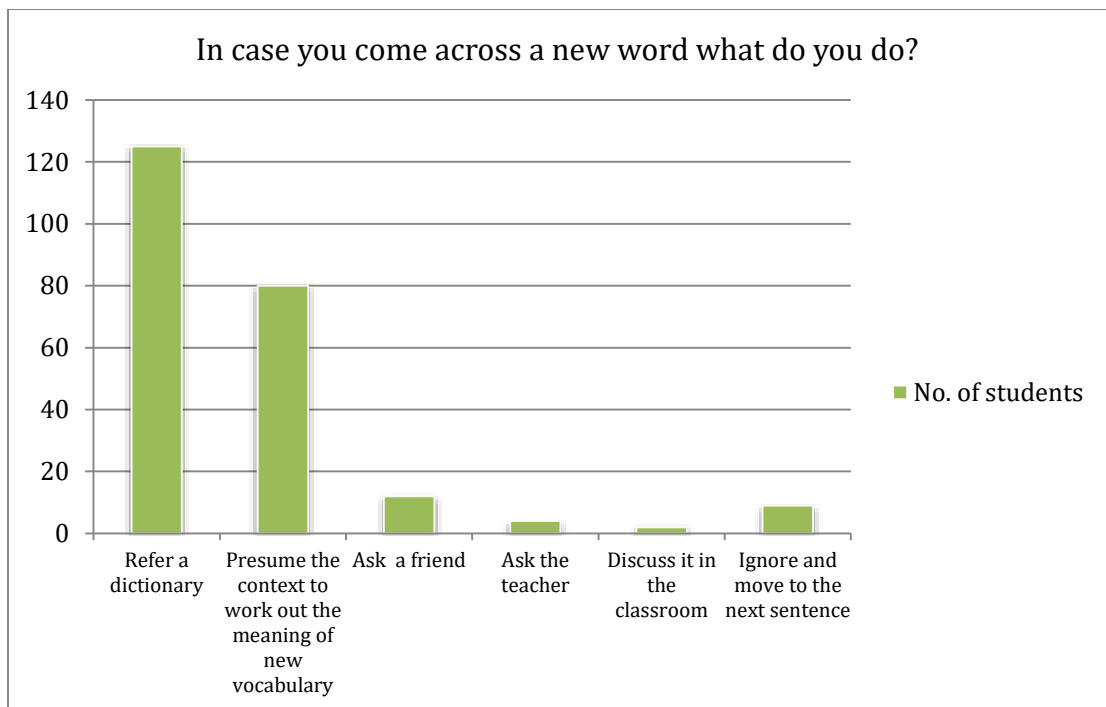


Figure 5.18: In case you come across a new word, what do you do?

Q No. F. Which areas do you require additional classes in, which may be helpful?

Table 5.8: BP QF: Response of the participants to the Q No. F of Background Profile (See Appendix I)

Crosstab

Multiple choice options	Count	Participants				Total
		FMS	DMS	LBSIM	BCIPS	
Presentation skills	Count	32	25	29	24	110
	% within participants	64%	50%	58%	48%	55%
Report writing	Count	16	16	22	23	77
	% within participants	32%	32%	44%	46%	38.5%
Email writing	Count	8	6	14	7	35
	% within participants	16%	12%	28%	14%	17.5%
Teamwork	Count	6	2	8	6	22
	% within participants	12%	4%	16%	12%	11%
Reading business journals efficiently	Count	14	17	28	27	86
	% within participants	28%	34%	56%	54%	43%
Listening to presentation comprehensively	Count	6	14	9	6	35
	% within participants	12%	28%	18%	12%	17.5%
Communicating efficiently in the group	Count	17	19	25	23	84
	% within participants	34%	38%	50%	46%	42%

Table 5.8 indicates the response of the participants to different choices for the multiple-choice questions which comprised of options such as, ‘which areas do you require additional classes in, which may be helpful.’ The options provided to the participants in the questionnaire were ‘presentation skills,’ ‘report writing,’ ‘email writing,’ ‘teamwork,’ ‘reading business journals,’ ‘listening to presentations,’ and ‘communicating efficiently.’ This question was included in the questionnaire to find out the areas of lack of competence in participants. The result of these responses shows a similar pattern as that of the outcome of ‘the self-assessed needs’ of the participants.

Most of the participants required additional classes in the following areas that are ‘presentation skills’, ‘report writing,’ ‘reading business journals’ and ‘communicating sufficiently.’ This reinforces the belief of the participants that they lack in speaking, writing, grammar, and vocabulary skills. This is quite evident from the mentioned skills where presentation skills and communication skills do require good competence in speaking. On the other hand, reading business journals require a good knowledge of business-related terms and their usage in different contexts. The fourth section i.e., report writing evidently requires good writing and grammatical skills. So, the belief of these participants that they require additional classes in these areas validates the findings of the section of the self-assessed needs of the participants.

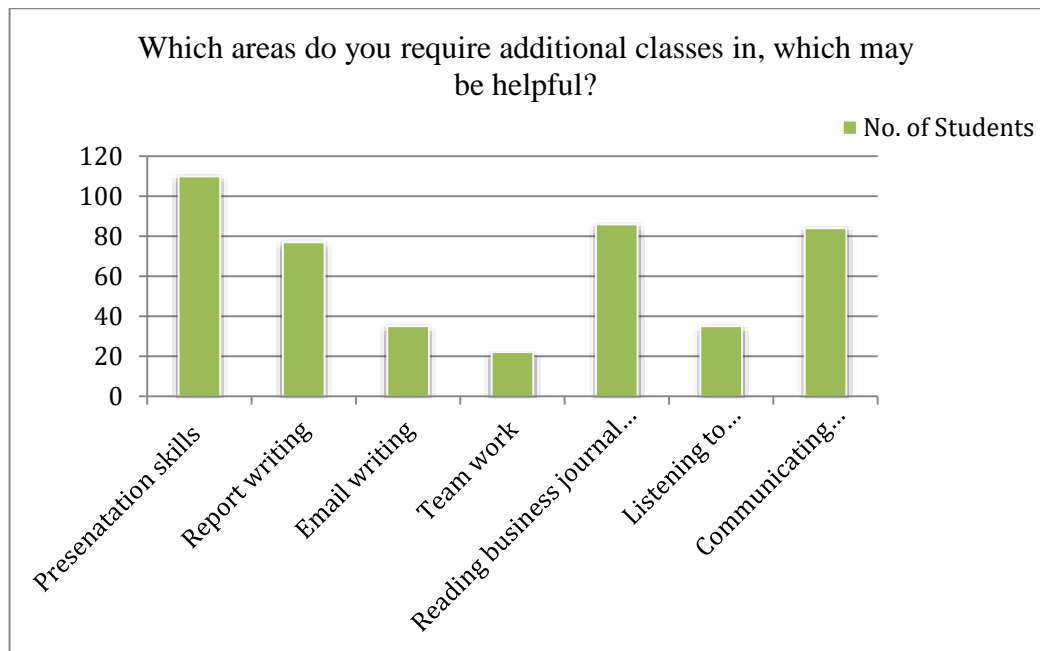


Figure 5.19: Which areas do you require additional classes in, which may be helpful?

5.4 The English Language Proficiency Skills Test

Section B of the questionnaire was designed to test the linguistic competency of the participants. It was further divided into subsections testing the English language proficiency of the participants. This section of the questionnaire is contextually placed, and the terms and the topics that the students are tested on have been taken from the high-frequency words used in the field of trade and commerce. This section follows Hutchinson & Waters’ model to identify the ‘necessities,’ ‘lacks,’ and ‘wants’ in order to do the needs analysis of the participants.

The subsections of section B are as follows;

5.4.1 Linguistic Competence (orthographical and lexical competence)

This subsection of section B tests the familiarity of the participants with the prevalent terms and vocabulary of the field of business communication. This section includes the list of words that a management student not just studies during his/her MBA course but also requires to use correctly in different contexts of trade and commerce. They were marked on a scale of 1-10, where 1 is the lowest and 10 is the highest marks.

This section consists of three questions based on vocabulary and its usage.

- i) Spelling test
- ii) Explain the meaning of the given words
- iii) Use the given words in sentences

5.4.2 Performance of Participants in the diagnostic test

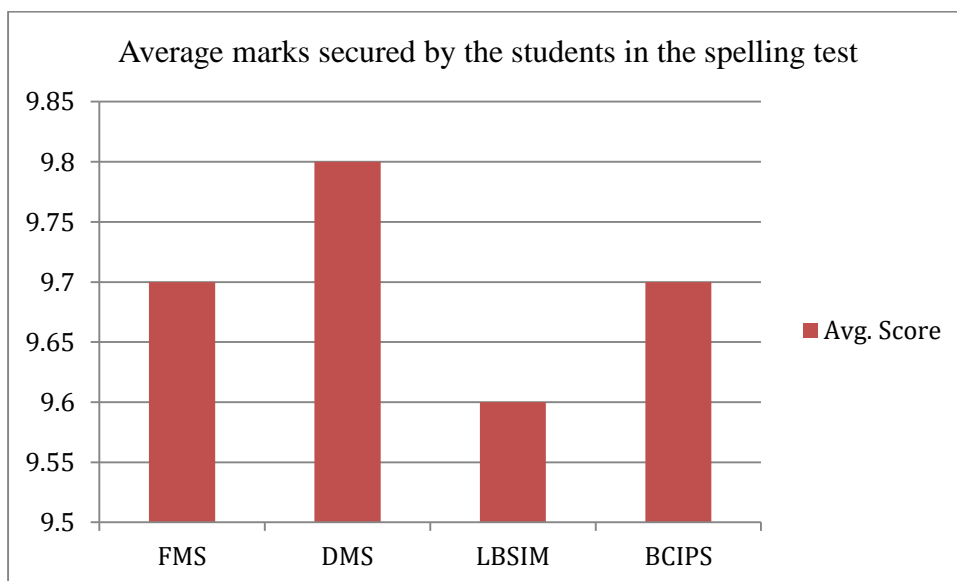


Figure 5.20: Average marks scored by the participants in the spelling test

Figure 5.20 illustrates the performance of the participants in the spelling test given to them. The average of the marks as observed from the Figure 5.20 ranged from 9.6 to 9.8. It was observed that among the wrong answers marked by the participants, the word 'entrepreneur' was a common mistake. There has not been a substantial difference in the average marks scored by the participants of all the four colleges.

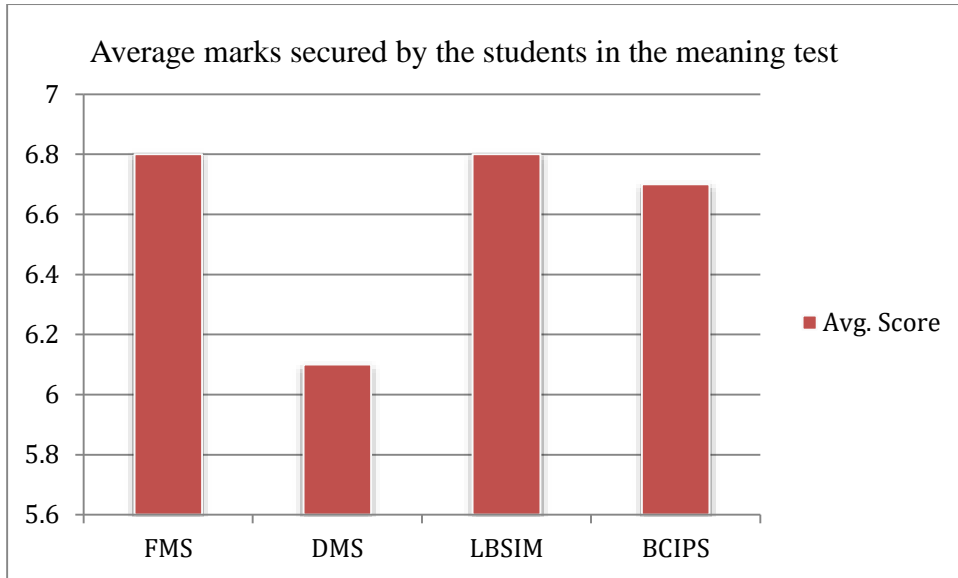


Figure 5.21: Average marks secured by the participants in the meaning test

The second question tested the knowledge of the participants for the meaning of the words that are frequently used in the area of business. The average marks scored by the participants ranged from 7.7 to 8.7. In this section, the participants from DMS scored the least average i.e. 7.7 and the participants of BCIPS scored the maximum i.e. 8.7. The average scores attained by the participants of different colleges do not reflect a significant difference. DMS is ranked higher than BCIPS but, the participants from BCIPS scored a better average than the DMS. If the results are to be seen from the viewpoint of the comparison between private and government institutions, the participants in private organizations scored better than their government counterparts.

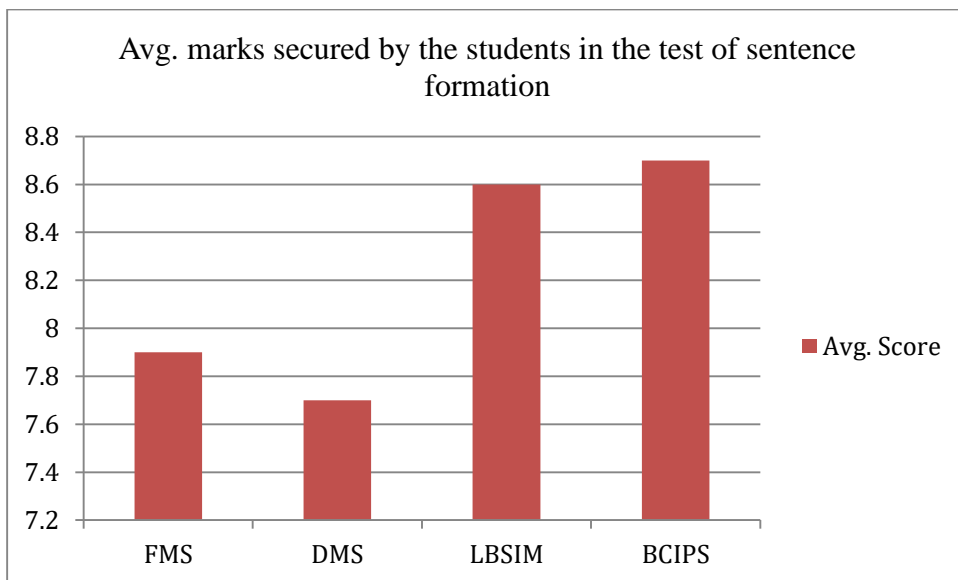


Figure 5.22: Average marks scored by the participants in the sentence formation test

Figure 5.22 illustrates the average marks scored by the participants in the test for sentence formation. This test was included to check the ability of the participants for the correct usage of business-related vocabulary in the given context. The average marks scored by the participants from FMS, DMS, LBSIM, and BCIPS are 7.9, 7.7, 8.6, and 8.8 respectively. It can be observed from the result that the participants of private institutions performed slightly better than the participants of government institutions.

5.4.3 Writing Skills

The second subsection of Section B of the questionnaire consists of a writing passage. In this section, the participants were asked to write a passage on the topic ‘The Current market trends of Indian Economy’ using at least 5 words from the given words as follows; Entrepreneur, Endorse, Debt, Inflation, Merge, Optimize, Recession, Leadership, Brand, Lucrative, Feasible, Incentive, Corporate. This exercise was given in order to test the writing competence of the participants along with checking the correct usage of the given frequently used words in the business field. The marks were also deducted in case of incorrect grammatical construction. This section was included in the questionnaire keeping into account the importance of writing skills in business communication.

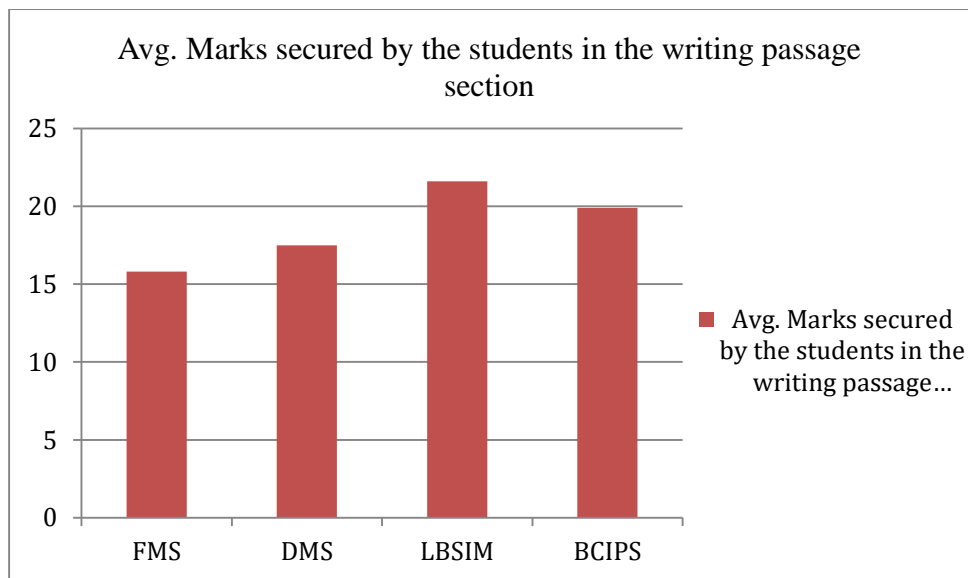


Figure 5.23: Average marks secured by the participants in the writing passage section

The average marks scored by the participants in the writing section have been illustrated in Figure 5.23. As it can be observed from the figure that the highest

average marks have been scored by the participants of LBSIM College, which is 22, where 35 participants scored above the given average marks. Second highest average marks have been scored by the students of BCIPS College, which is 20, where 34 participants have scored above average. Students of DMS secured the third-highest average, which is 18, where 32 students scored above the given average. Students of FMS scored the lowest average among all the other colleges which is 16, and only 27 students scored more marks than the average. There is a significant difference in the score of the participants of different colleges in the writing section. There is a difference of 6 marks between the highest and the lowest average secured by the participants of the above-mentioned colleges in which private colleges have performed better than their government counterparts.

5.4.4 Semantic Competency

The Third subsection of Section B of the questionnaire was given to test the semantic competence of the participants. There were two questions asked to the participants based on the semantic (meaning) of the business-related terminologies. The first was to test their competence in synonyms of these words and second was to test their competence in antonyms of the business-related genre.

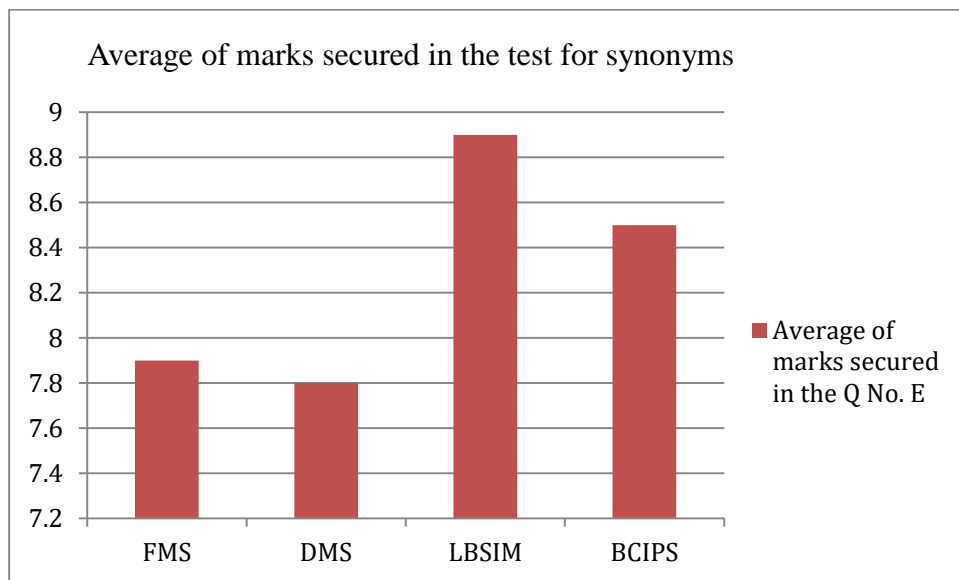


Figure 5.24: Average marks secured by participants in the test for Synonyms

In the first section of semantic competence, a multiple-choice question was given to test their competence in synonyms. The average marks secured by the students of the

four colleges have been illustrated by the graphs in figure 5.24. It can be observed from the figure that the students of LBSIM College have scored the highest average in this section, i.e., 8.9. BCIPS, FMS, and DMS stand at the second, third, and fourth place by scoring 8.5, 7.9, and 7.8 averages respectively. Again, it can be seen that the participants of private colleges have performed better than the participants of their government counterparts.

The second section of the semantic competency test was a test based on negation. In this particular subsection of the semantic competence, a set of multiple-choice questions was given. In this sub-section, the participants were instructed to choose the negative meaning word of the given list of words. As per figure 5.25, the students of LBSIM College scored the highest average, which was 7.8. Students of BCIPS scored the second-highest, which was 7.6, and students of DMS and FMS scored 7.4 and 7.2 respectively. The gap between the highest and the lowest average is 0.6.

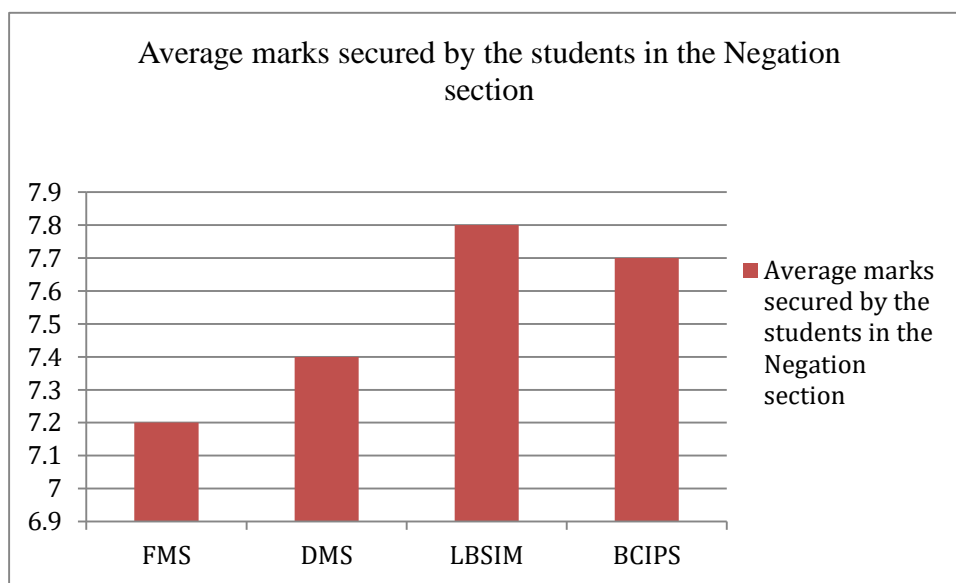


Figure 5.25: Average marks secured by the participants in the Negation section

5.4.5 Morphological Profile

This section of the questionnaire comprised of the questions which tested the ability of the participants to recognize the common roots and affixes in the context. This tests the competency of the participants in word-formation and the ability to develop vocabulary through recognizing, identifying context, clues, and using affixes and roots.

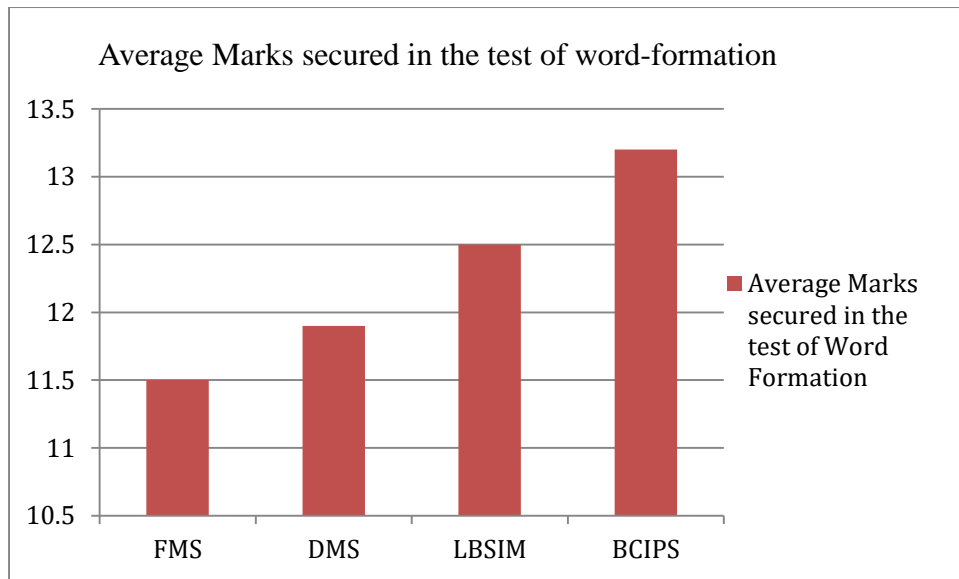


Figure 5.26: Average Marks secured by participants in the test for word-formation

Figure 5.26 presents the performance of the participants in the test of the word-formation process. The students of BCIPS have scored the highest average, which is 13.24. Students of LBSIM scored the second highest at 12.45. The students of DMS and FMS scored 11.88 and 11.50 respectively.

5.5 Private vs. Government Management Colleges

5.5.1 Average of marks secured by the students in Govt. vs. Private Management Colleges

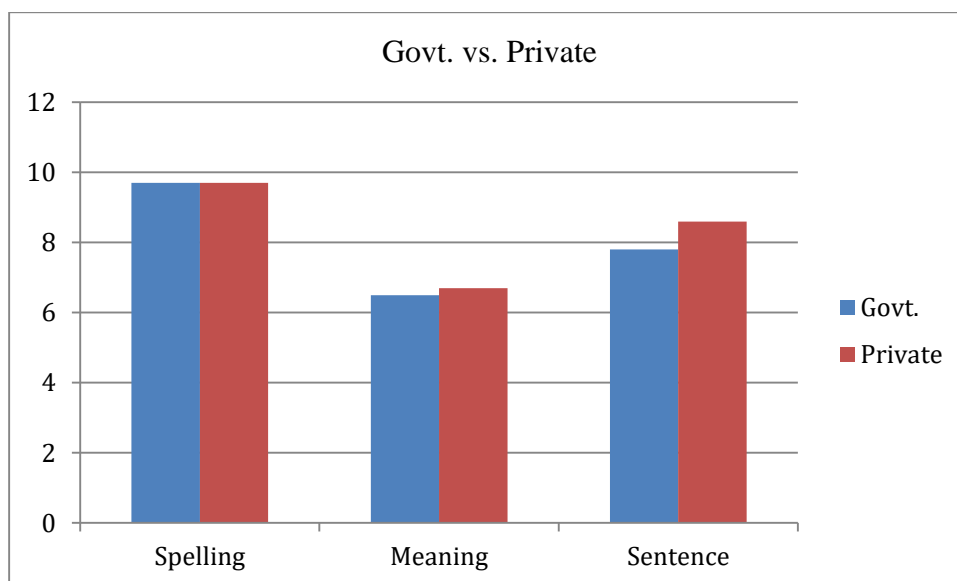


Figure 5.27: Comparative chart of the average marks secured by the participants of Govt. vs. Private Colleges in three sections of test namely: Spelling, Meaning, and Sentence formation

Figure 5.27 gives an illustration of a comparative analysis of the performance between the participants of government and private management colleges in the orthographical and linguistic competence. As it can be observed from the graphs, the participants from government and private institution have very similar performance in the test of spelling and meaning. There is a slight difference in their performance in the sentence construction test where the students of private institutions have scored 8.6, and the students of government institutions have scored 7.8 as a combined average. So, it can be observed that the students of the private institutions have performed marginally better than their government counterparts.

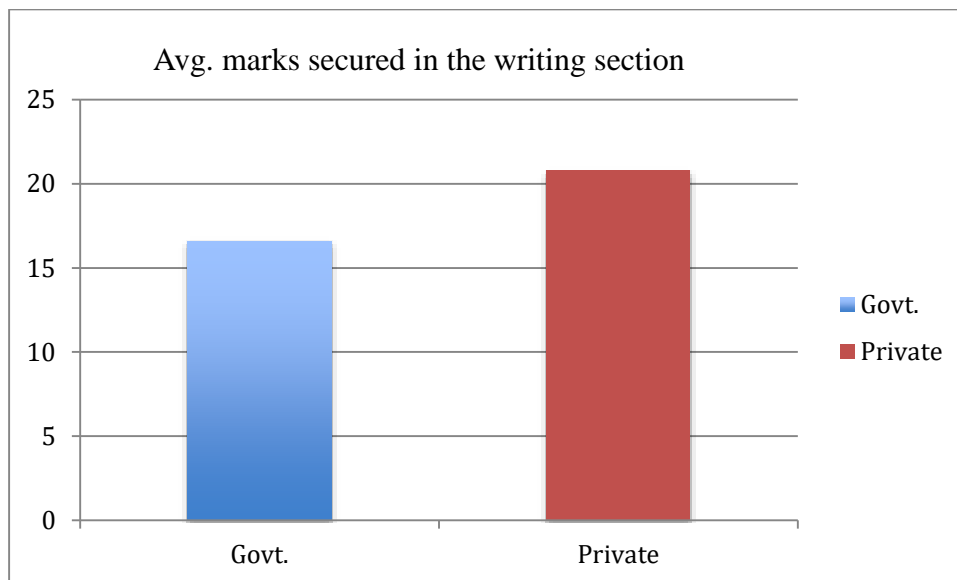


Figure 5.28: Comparative chart of the average marks secured by the participants of the govt. vs. Private management colleges in the writing section

In the writing section, it can be observed from Figure 5.28 that the students of private colleges have performed better than the students of government colleges. The combined average of the students of the private institutions is 20.8, and the government institution is 16.5.

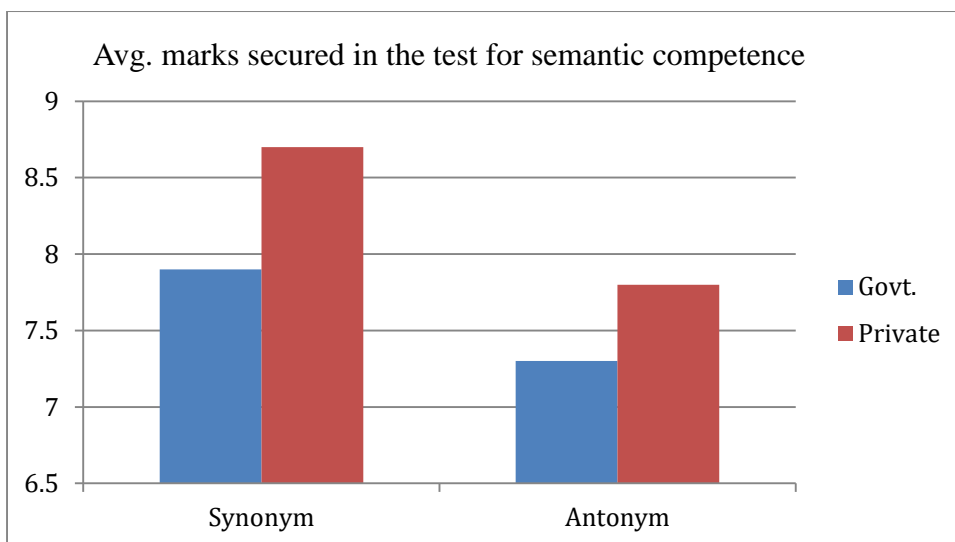


Figure 5.29: Comparative chart of the avg. marks secured by the participants of Govt. vs. Private categories of colleges in the test for semantic competency

In the section of semantic competence, the tests are divided into two sub-sections. The first section is the test of synonym and the second is the test of antonym. As can be observed from figure 5.29, in both the tests, the students of private institutions have performed better than the students of government institutions. In the test for synonyms, the combined average of the private institutions is 8.7, and the combined average of government institutions is 7.9. There is a difference of 0.8 in the observed average. In the case of the test of antonyms, the combined average of the students of private institutions is 7.8, and the average for the students of government institutions is 7.3. The difference in the case of the test for antonyms is 0.5.

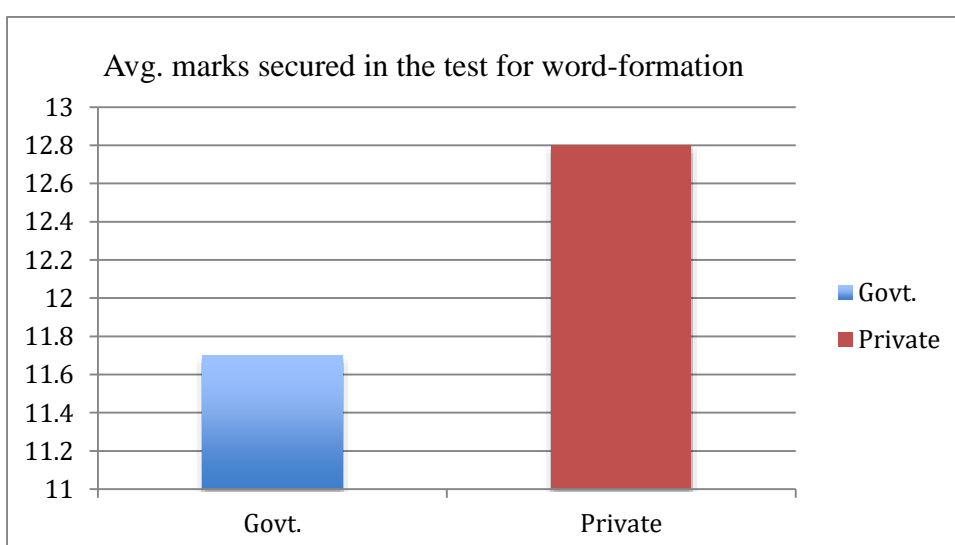


Figure 5.30: Comparative chart of the avg. marks secured by the participants of government and private colleges in the test for word-formation.

The fourth sub-section of the questionnaire was to test the morphology-based competency of the participants. In the section of the word-formation test, as observed in figure 5.30, the students of private institutions scored a combined average of 12.8, and the combined average of the students of the government institutions was 11.7. The difference between the averages is 1.1.

5.6 Performance of students from English vs. Hindi/Regional medium of Education in their Primary level

This section of the data-analysis aims to investigate the effect of medium of education on the students' performance. As observed in figure 5.31, the performance of the participants from English, Hindi/Regional medium of education did not have a significant difference between them. The average scored by the students from English, Hindi/Regional medium of education in the spelling test is 9.7, and 9.6 respectively. The difference in the average between these mediums of education is 0.1, which is non-significant.

The averages scored by English and Hindi/Regional medium of education in the meaning section are 6.6 and 6.8 respectively. The difference in the averages of the marks scored by different mediums of education in the meaning test is 0.2.

As observed in figure 5.31, the averages scored by the participants from English and Hindi/Regional medium of education are 8.2 and 8.6 respectively. The difference in the average, in this case, is 0.4.

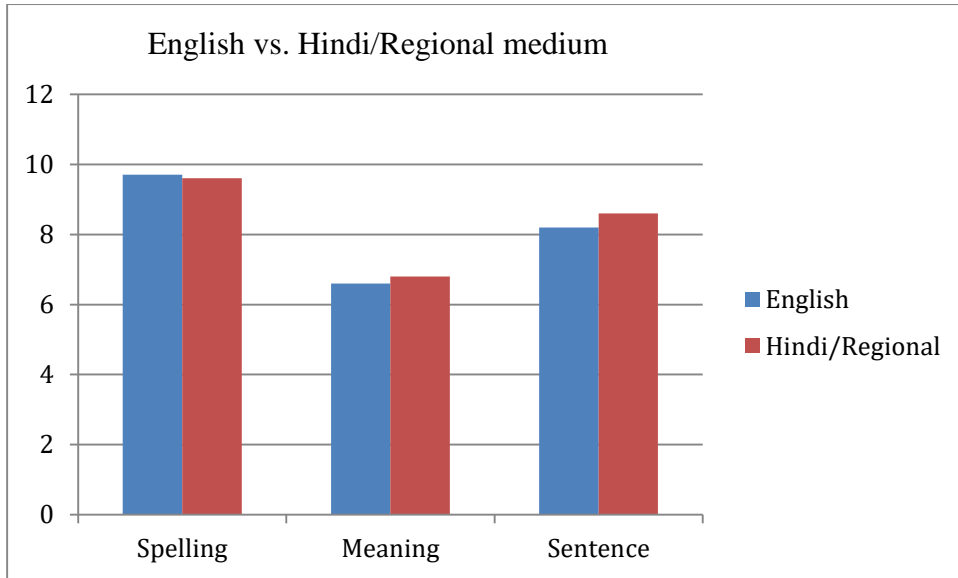


Figure 5.31: Comparative charts illustrating the avg. marks secured by participants from English vs. Hindi/Regional medium of Education at the primary level in the spelling, meaning, and sentence section.

Figure 5.32 illustrates the performance of participants from English and Hindi/regional medium of education in the writing section. The average scored by the participants from the English medium of education is 24.1, and that of the participants from the Hindi/Regional medium of education is 17.9. The difference between these averages is 6.2, which reflects a significant margin between the performance of the participants from the above-mentioned mediums of education.

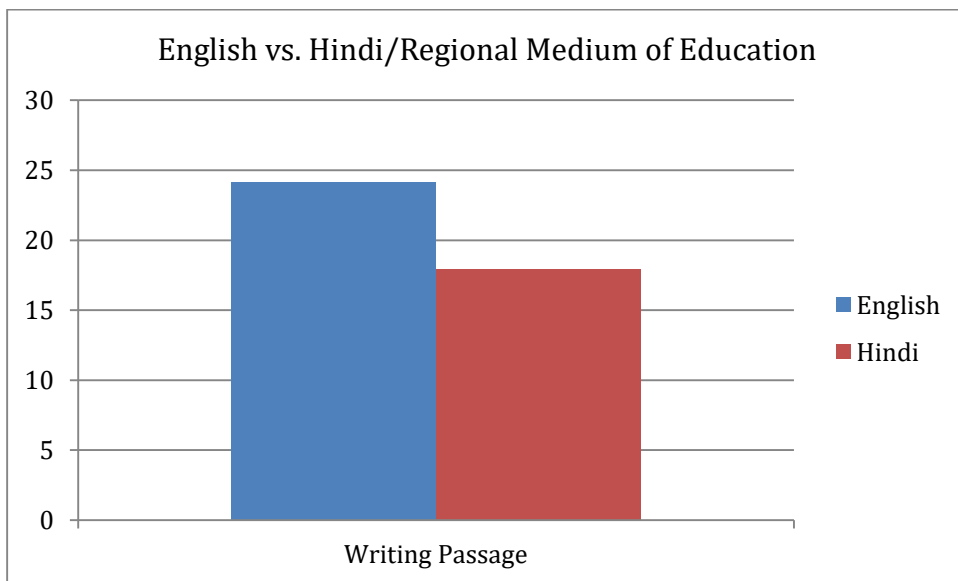


Figure 5.32: Comparative charts illustrating the avg. marks secured by the participants from English vs. Hindi/Regional medium of Education at the primary level in the writing passage

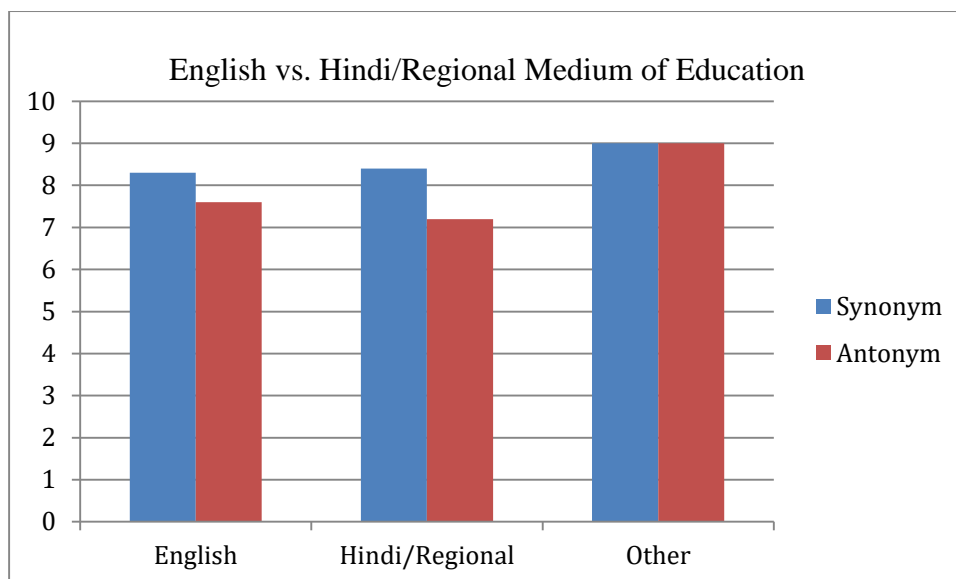


Figure 5.33: Comparative charts illustrating the avg. marks secured by the participants from English vs. Hindi/Regional medium of education in the section of Semantic Competency

In the section of semantic competence, there were two sub-sections; synonym and antonym. In the subsection of synonym, the averages scored by the participants of English and Hindi/Regional medium of education are 8.3, and 8.4 respectively. The average scored by the participants of Hindi/Regional medium of education is 0.1, i.e., more than the average of the participants from the English medium of education, which does not reflect a significant difference between the performances of the two.

In the second subsection of antonyms, the participants from the English medium of education and Hindi/Regional medium of education scored 7.6, and 7.2 as their averages respectively. There is a very marginal difference between the averages of the two, that is 0.4.

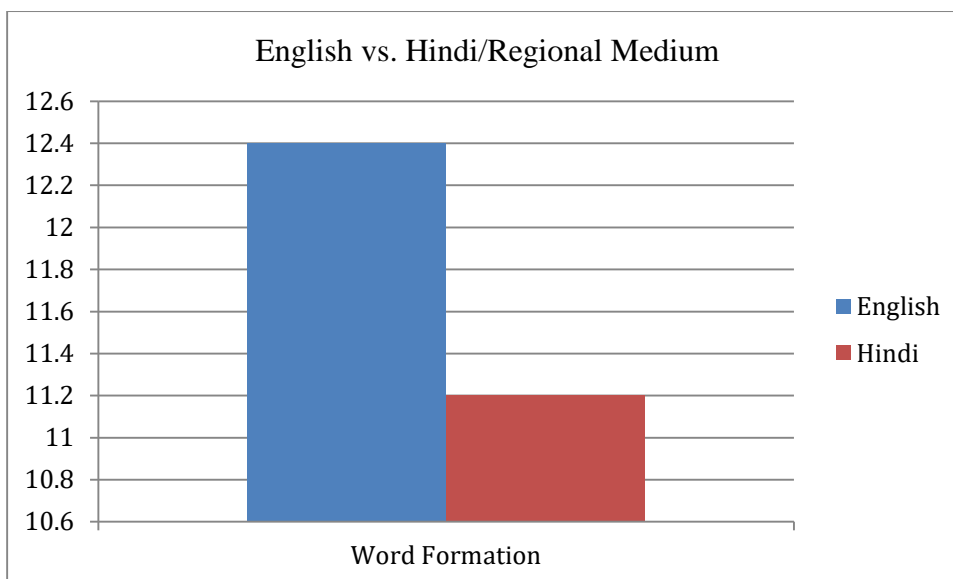


Figure 5.34: Comparative charts illustrating the avg. marks secured by the participants from English vs. Hindi/Regional medium of Education in the section of word-formation

From figure 5.34, it can be observed that the average scored by the participants from English and Hindi/Regional medium of education is 12.4, and 11.2 respectively. Here, a significant difference of 1.2 can be observed between the averages of the two, making the participants of English medium better scorers in this section.

5.7 Perception vs. Performance

This section of the present chapter aims to present a detailed analysis of the difference in the participants' perception of their English language skills and the performance in the given test for English language skills. English language skills have been grouped together into separate units based on the activities being undertaken in those skills. Reading and listening skills have been grouped together as they fall under the category of receptive skills. Writing and speaking skills have been grouped together as they fall under the category of productive skills. Grammar and vocabulary skills have been grouped together as one unit as it facilitates and contributes to reading, comprehension, speaking, and writing of a language.

As per the participants' own rating of their English language skills, there has been a division of two groups. The first group that consists of the participants who rated their mentioned English language skills to be '1, 2, 3' (average and below), is being referred to as the first set of participants; and second group that consists of the

participants who rated their mentioned English language skills to be ‘4’ (good) and above, is being referred to as the second set of participants.

5.7.1 English Language Skills: Reading and Listening

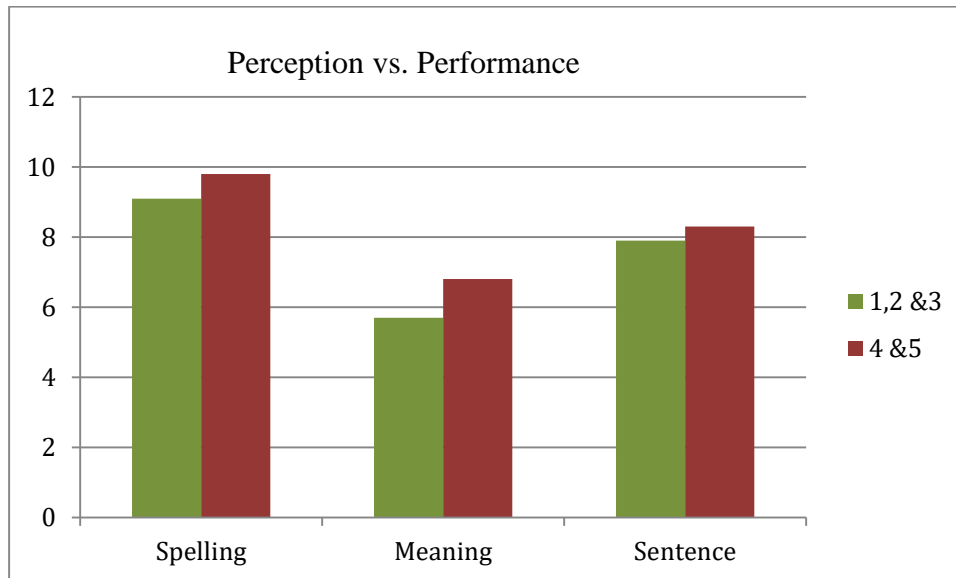


Figure 5.35: Graph illustrating participants’ assessment of their above-mentioned English language skills and their performance in the test of spelling, meaning, and sentence-formation.

Figure 5.35 demonstrates a comparative analysis of the average marks scored by the participants in their spelling, meaning, and sentence-formation tests versus their perception about their English language skills (Reading and Listening). The participants, who have rated their reading and listening skills to be ‘4’ (good) and above, have scored an average of 9.8, 6.8, 8.3 in their spelling, meaning, and sentence-formation tests respectively. On the other hand, the participants, who have rated their reading and listening skills to be ‘3’ (average) and below, have scored 9.1, 5.7, and 7.9 in their spelling, meaning, and sentence-formation tests respectively. The difference in the average scores of the participants who have rated their reading and listening skills to be ‘good,’ and the participants who have rated it to be ‘average and below,’ ranges from 0.7 to 1.1. These average scores reinforce their perception of English language skills, as the ones who rated their language skills to be ‘4’ and above scored higher than the participants who rated their language skills to be ‘3’ and below.

In Figure 5.36, it can be observed that the second set of participants has scored an average of 19.1 in the writing section. Whereas, the first set participants who marked their reading and listening skills to be ‘3’ and lower, secured an average of 17.9 making the difference of 1.2 between the average scores. Their performance in the writing section is reinforcing the perception of their English language skills.

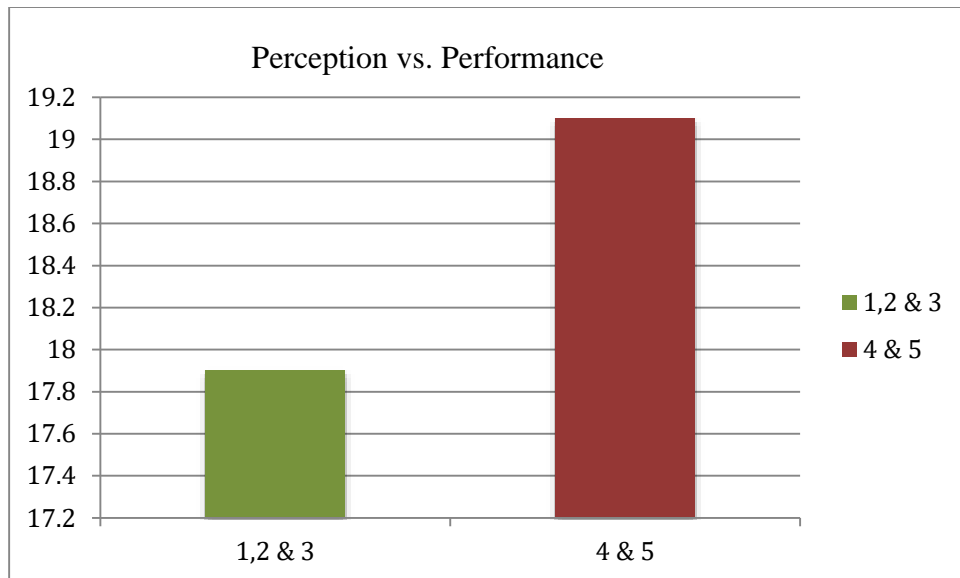


Figure 5.36: Graph illustrating participants’ assessment of their Reading and Listening skills vs. performance in the Writing section

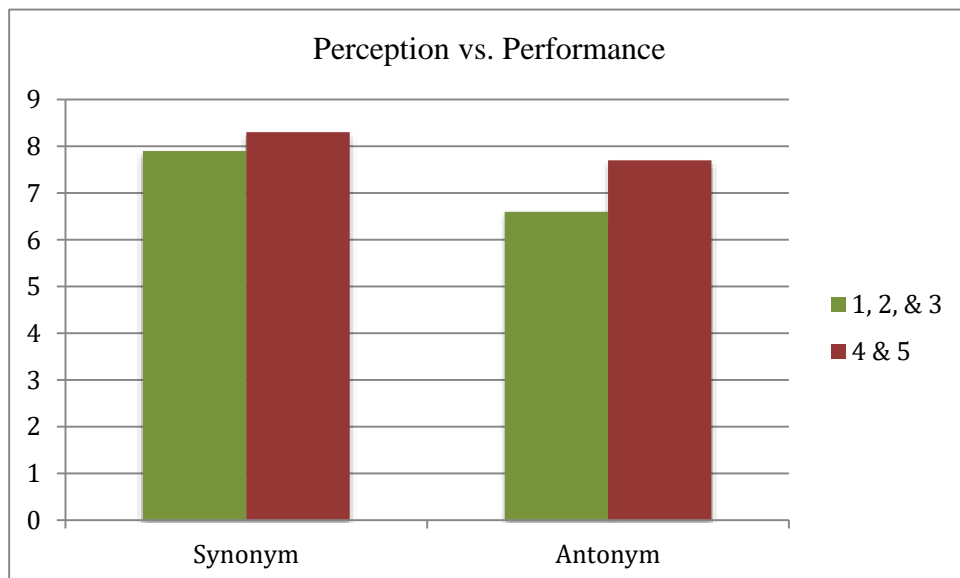


Figure 5.37: Graph illustrating participants’ assessment of their reading and listening skills vs. performance in semantic competence section

Figure 5.37 demonstrates the graph of the perception versus performance in the section of semantic competence. The participants who rated their reading and

listening skills to be '4' and above scored 8.3 and 7.7 in their test for synonyms and antonyms respectively. Whereas the participants who rated their reading and listening skills to be '3' and below scored 7.9 and 6.6 in the test for synonyms and antonyms respectively. The difference between the average of these two sets of participants in the section of synonym and antonym is 0.4 and 1.1 respectively. The perception of the participants of their English language skills is being affirmed in the results here.

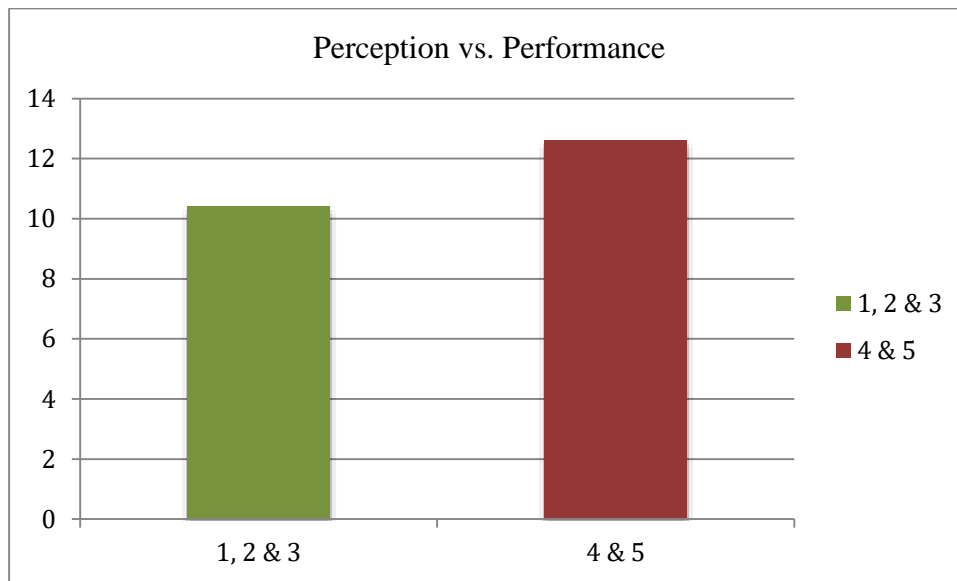


Figure 5.38: Graph illustrating participants' assessment of their Reading and listening skills vs. their performance in the word-formation section

Figure 5.38 illustrates the average marks scored by two sets of participants in the section of word-formation. The first set of participants consists of those who rated their reading and listening skills to be '4' and above, and the second set of participants includes those who marked their reading and listening skills to be '3' and below. The first set of participants scored 12.6 in the word-formation section, whereas the second set of participants scored 10.4 in the same section. It can be seen that the first set of participants scored 2.2 more than the second set of participants; here, participants' perception of English skills is being reflected in the results.

5.7.2 English Language Skills: Writing and Speaking

This section has grouped writing and speaking skills together, as these skills are known to be productive skills in English communication. This section aims at correlating the relationship between participants' perception of the above-mentioned language skills and their performance in the different sections of the given test.

In this section, the results of spelling, writing, semantic, and word-formation have been considered, as these aptitudes directly contribute to one's writing and speaking skills. The participants who rated their writing and speaking skills to be '3' and below are mentioned as the first set of participants, and the participants who rated the same to be '4' (good) and above are the second set of participants. In the first section of the spelling test, the first set of participants have scored an average of 9.8, while the second set of participants have scored 9.5. There is a marginal difference between their average scores, which is 0.3.

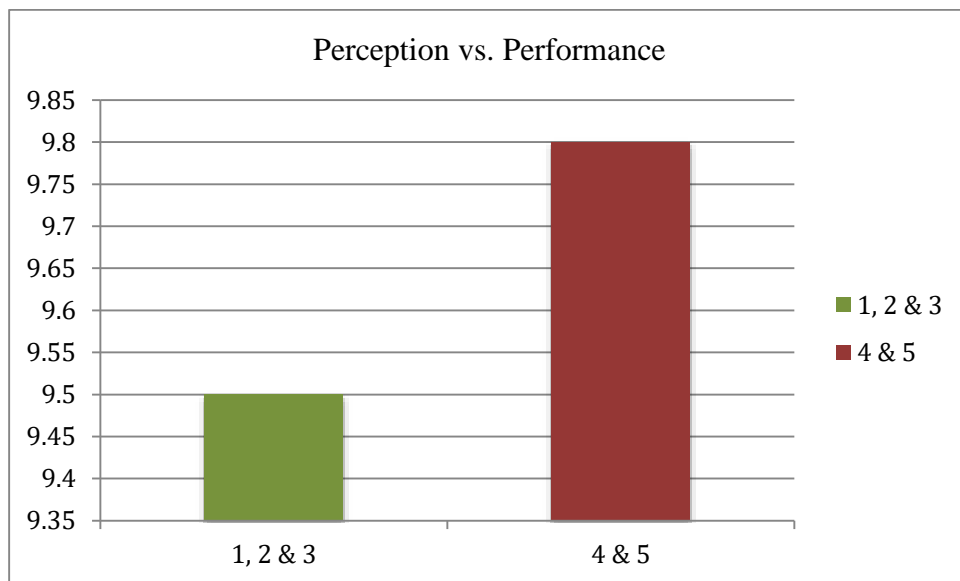


Figure 5.39: Graph illustrating participants' self-assessment of writing and speaking skills vs. their performance in the spelling section

The average marks scored by the first set of participants in the writing section are 17.9, while the average marks scored by the second set of participants is 19.1. This gives us a difference of a significant 1.2 marks between these two averages, which indicates a reinforcement of the participants' perception (see Fig. 5.40).

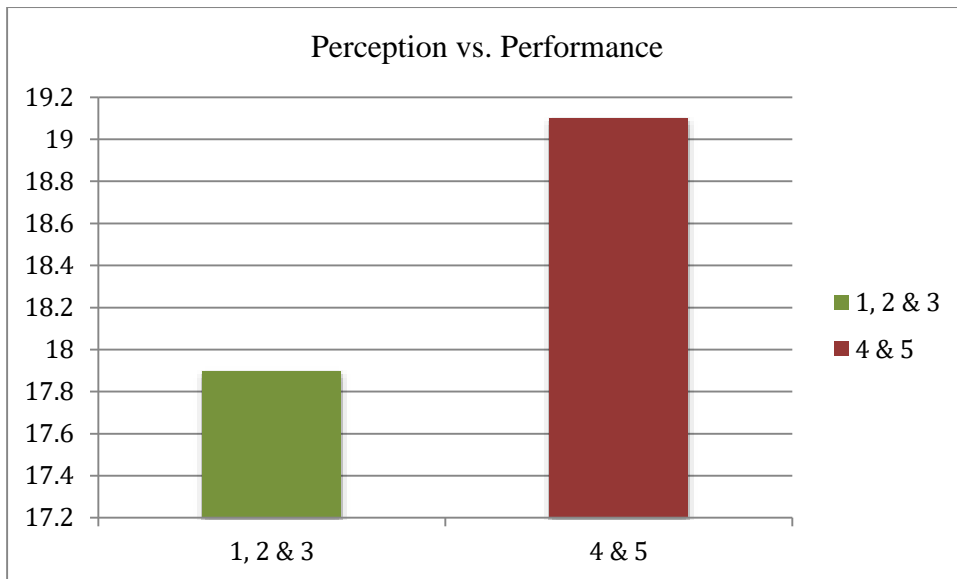


Figure 5.40: Graph illustrating participants' self-assessment of writing and speaking skills vs. their performance in the writing passage section

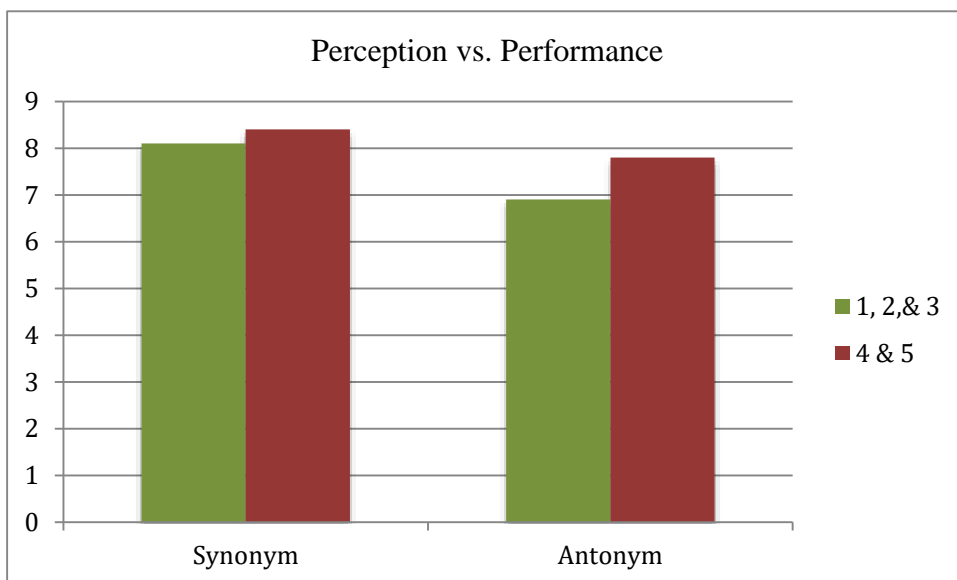


Figure 5.41: Graph illustrating participants' self-assessment of writing and speaking skills vs. their performance in the semantic competency section

In Fig. 5.41, the average marks scored in the section of semantic competency by the first and second set of participants have been illustrated. The average marks scored by the first set and the second set of participants in the test for synonyms are 8.1 and 8.4 respectively. There is a marginal difference of 0.3 in the average of this section. In the other section of the test of antonyms, the average marks scored by the first and second set of participants are 6.9 and 7.8 respectively. The difference in the average marks in the section of antonyms is 0.9.

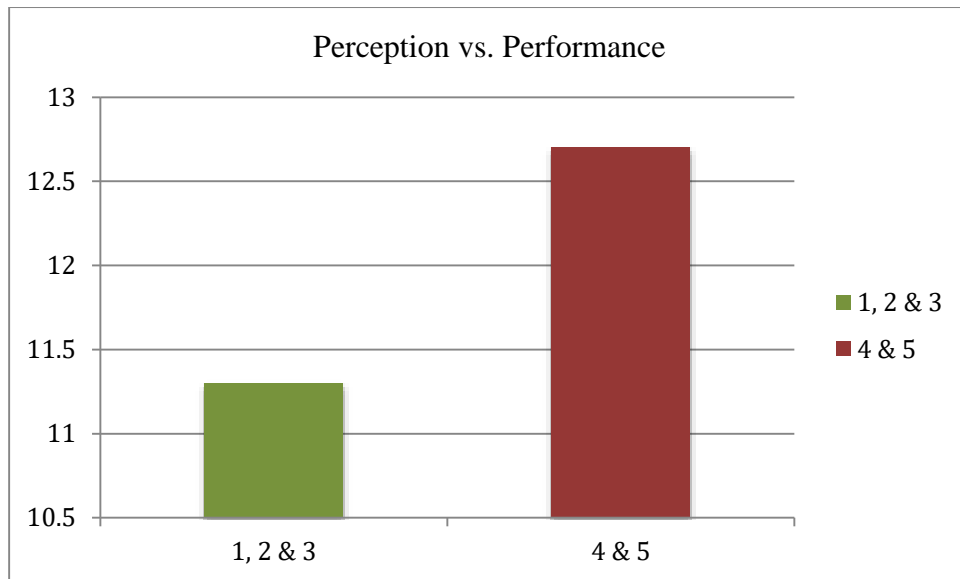


Figure 5.42: Graph illustrating participants' self-assessment of writing and speaking skills vs. their performance in the word-formation section

In Fig. 5.42, the average marks scored by the first and second set of participants in the writing section have been demonstrated. The average marks scored by the first set of participants is 11.3. The second set of participants scored 12.7 as their average marks, which is 1.4 higher than the first set of participants. It can be clearly seen that the perception of the participants is falling in line with their performance in the writing section.

5.7.3 Grammar and Vocabulary

This section deals with the participants' perception of their grammar and vocabulary skills versus their performance in the different sections of the English language test.

The participants have been divided into two sets. The first set of participants includes those who marked their grammar and vocabulary skills to be '3' (average) and below whereas, the second set of participants includes those who rated their grammar and vocabulary skills to be '4' (good) and above. The sections of English language tests that have been considered in this section are spelling, meaning, writing, and word-formation test, as grammar and vocabulary competency will have a direct impact on these language-related competencies.

In Figure 5.43, the performance of the participants in the spelling, meaning, and sentence test has been illustrated against their self-assessment of grammar and vocabulary skills. As can be observed from the Figure, there is not much difference in the performance of the first set and second set of participants. The average marks obtained by the first set of participants in the spelling, meaning, and sentence are 9.6, 6.2, and 8.1 respectively. On the other hand, the second set of participants scored 9.8, 7, and 8.2 in their spelling, meaning, and sentence tests respectively. The difference between these averages in spelling, meaning, and sentence tests is of 0.2, 0.5, and 0.1 respectively. From the mentioned averages, it can be seen that there are marginal differences between these averages. Hence, it can be said that the participants' self-assessment of their grammar and vocabulary skills has a significant impact on their performance of meaning, spelling, and sentence section.

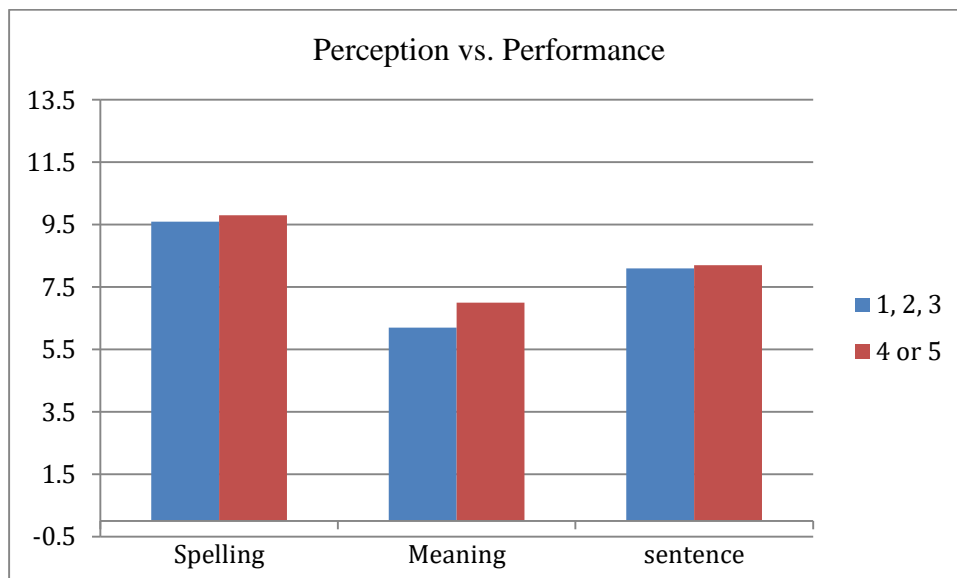


Figure 5.43: Graph illustrating participants' self-assessment of grammar and vocabulary skills vs. their performance in the test for spelling, meaning, and sentence.

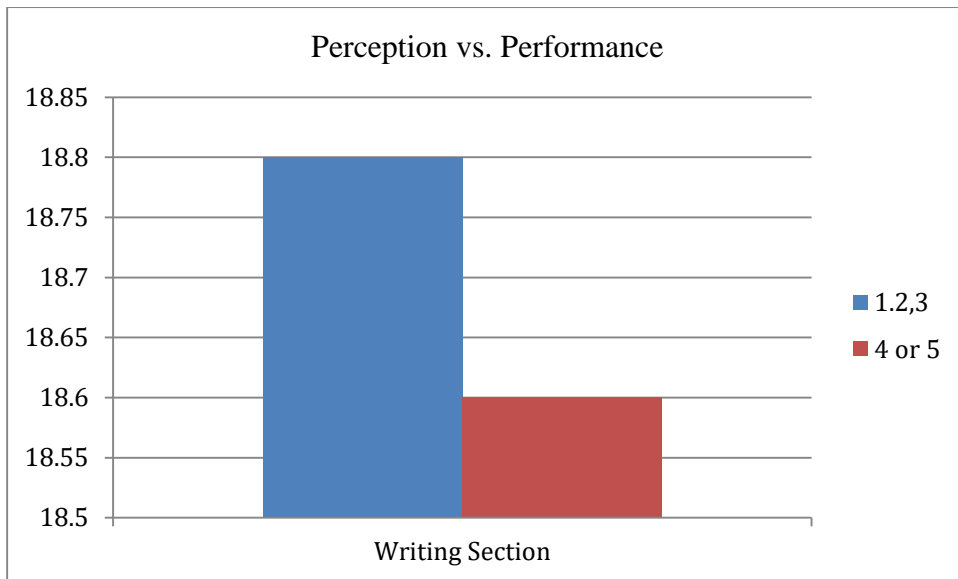


Figure 5.44: Graph illustrating participants’ self-assessment of grammar and vocabulary skills vs. their performance in the test for writing passage.

Fig. 5.44 illustrates the average marks scored by the two sets of participants in the writing section. The average marks scored by the first set of participants and the second set of participants are 18.8 and 18.6 respectively. The results do not show a remarkable difference (0.2) in the average.

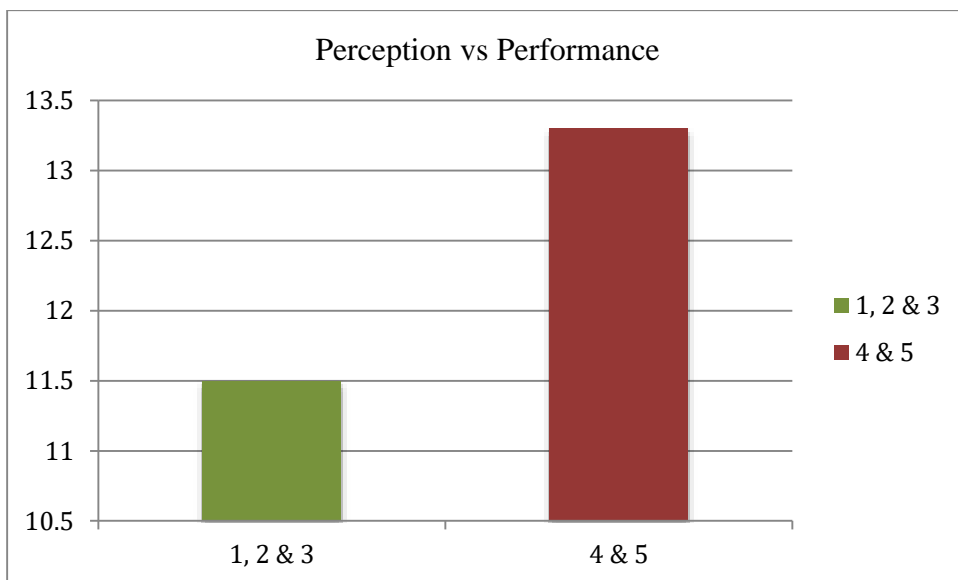


Figure 5.45: Graph illustrating participants’ self-assessment of grammar and vocabulary skills vs. their performance in the word-formation section.

The average marks scored by the two sets of participants in the word-formation section have been demonstrated in Fig. 5.45. The first set and the second set of

participants have scored 11.5 and 13.3 out of 20 respectively. The first set of participants has scored 1.8 more than the second set of participants.

5.8 Perception of learners' Needs vs. Performance of learners

This section of the present chapter deals with participants' self-assessed needs in English language learning. The self-assessed needs in the English language skills have been mapped against their performance in different sections of tests for English language skills.

Participants were given the question, *'Which of the following English language skills do you feel you have the need to improve?'* They were asked to choose the appropriate option for themselves among the given three options which were 'yes,' 'no,' and 'maybe.' The participants are divided into two sets based on the options they have opted for. The participants who opted for the options 'yes' or 'maybe' are referred to as the first set of participants, and the participants who opted for 'no' as their response to the question are referred to as the second set of participants.

5.8.1 Reading and Listening Skills

In the first part, reading and listening skills have been grouped together, as these are input-based language skills. Participants who have responded to the question mentioned above in 'yes or maybe' are being referred to as the first set of participants, whereas figure 5.46 illustrates the performance of the above-mentioned two sets of participants in different sections of the test. In the test for spelling (orthography), the first set of participants scored an average of 9.6 and the second set of participants scored an average of 9.8, making the difference to be of a non-significant 0.2. In the test for meaning, the first set of participants scored an average of 6.3, and the second set of participants scored an average of 7.3. So, in the case of meaning, the second set of participants scored 1 mark more than the first set of participants. In the test for sentence construction, the first set of participants scored an average of 8.3, and the second set of participants scored an average of 8.1; in this case, the first set of participants scored 0.2 more than the second set of participants. In the writing section, there is a difference of 0.3 in the average of these two sets of participants, where the second set scored marginally above the first set of participants. In the section of

synonym and antonym, the first set of participants scored 8.3 and 7.5 respectively. Whereas, the second set of participants scored 8.2 and 7.5 in the section of synonym and antonym respectively. The difference between the average in the synonym section is 0.1, which is an insignificant difference. In the section of root words, the first set of participants scored an average of 12, and the second set of participants scored 12.6; the difference in this section is 0.6.

As can be seen from the above discussion regarding the results of the two sets of participants, the difference in their performance in all the sections of the English test is marginal. It can be said that there might be a lack of confidence in the participants, which does not reflect in their performance in English language skills.

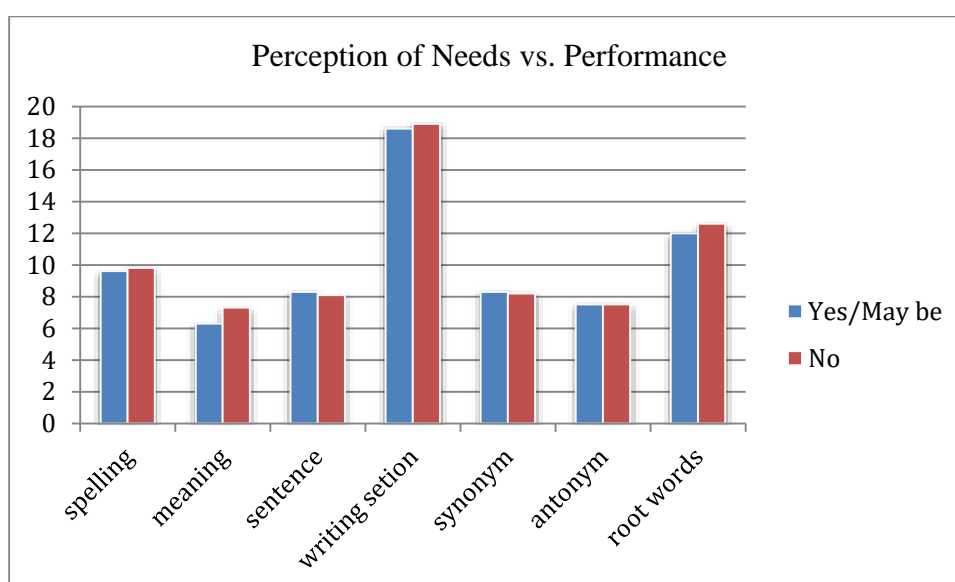


Figure 5.46: Graph illustrating participants' self-assessment of needs in reading and listening skills vs. their performance in the meaning and word-formation section.

5.8.2 Speaking and Writing skills

The second group of skills that have been grouped together is speaking and writing skills as these come under the category of productive skills. In this section, the participants have been divided into two groups. The first set of participants are the ones who responded to the question in 'yes/maybe,' and the second set of participants are the ones who responded in 'no' to the given question under speaking and writing skills.

In this section, participants' performance in writing and word-formation section has been taken into account. These English language exercises are directly related to speaking and writing skills, as these skills are dependent on vocabulary formation.

From Figure 5.47, it can be observed that the average scored by the first set of participants in the writing section is 19.3, and the second set of participants scored an average of 15. The first set of participants scored 4.3 more than the second set of participants. In the section of word-formation, the first set of participants scored an average of 11.9, while the second set of participants scored 14.3. So, in this case, the second set of participants scored 2.4 more than the first set of participants.

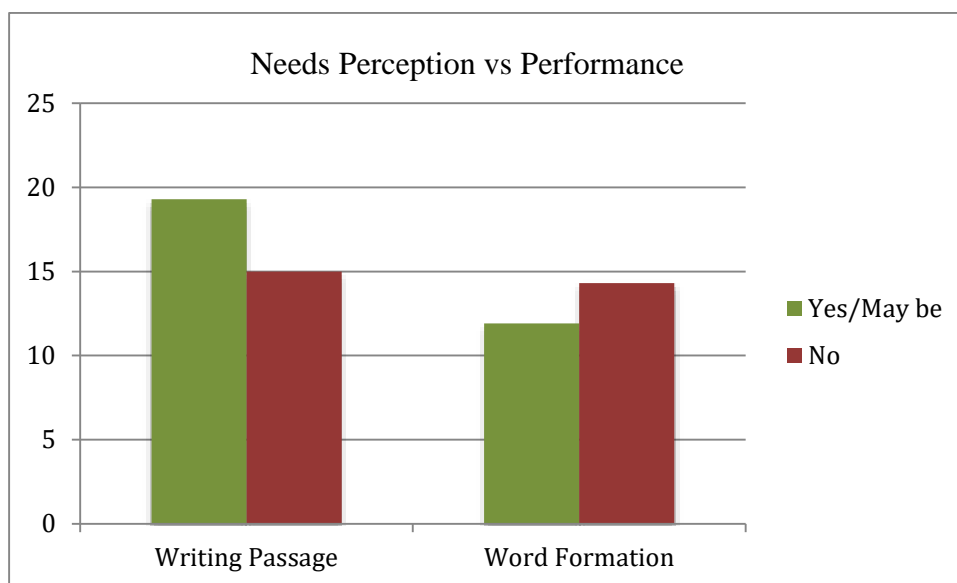


Figure 5.47: Graph illustrating participants' self-assessment of needs in speaking and writing skills vs. their performance in writing passage and word-formation section.

In the section of speaking and writing skills, it can be seen that the participants' self-assessment of needs does not reflect in their performance in the English language test.

5.8.3 Grammar and Vocabulary skills

The third section consists of Grammar and vocabulary skills. Meaning, writing section, and word formation are believed to be the language skills that form to be a part of higher language skills in language competency. Two sets of participants have been divided on the basis of their responses to the given question. The participants

who answered in ‘yes/maybe’ are considered to be the first set of participants, and the participants who marked it to be ‘yes’ are the second set of participants.

The performance of the above-mentioned sets of participants in meaning, writing, and word-formation section has been illustrated in Figure 5.48. From the figure 5.48, it can be observed that the average marks scored by the first set and second set of participants in the meaning section are 6.5 and 7.3 respectively. The second set of participants scored 0.8 more than the first set of participants in the meaning section.

In the writing section, the first set of participants scored an average of 18.6, and the second set of participants scored 19.9, which is 1.3 more marks than the former group. In the section of word-formation, the first set of participants scored an average of 12.1, and the second set of participants scored an average of 14.2. The second set of participants scored 2.1 more than the first set of participants.

In the case of grammar and vocabulary skills, it is very evident that the self-assessed needs of the participants are being reflected in their performance in the relevant field of English language tests. Therefore, the participants’ self-perception of their grammar and vocabulary skills has a significant impact on their performance.

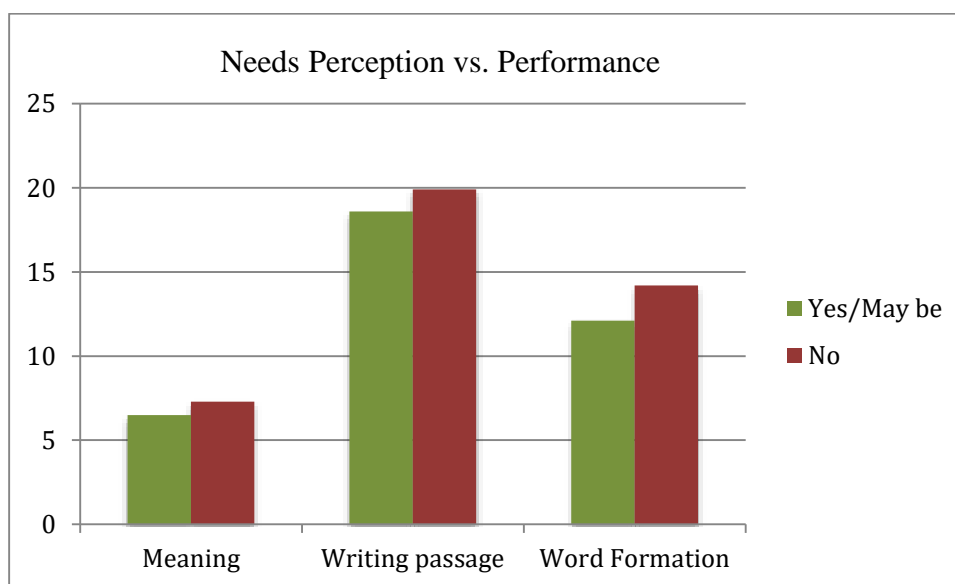


Figure 5.48: Graph illustrating participants’ self-assessment of needs in grammar and writing skills vs. their performance in meaning, writing passage, and word-formation section.

5.9 Error Analysis

Errors are an inevitable part of language learning. Errors indicate the strategies a learner uses to learn the language. Once the problems of learners are identified in terms of errors, effective remedial measures can be taken to rectify them. As per Corder (1973), “By describing and classifying his errors in linguistic terms, we build up a picture of the features of language which are causing him learning problems. This would in turn help us to produce materials, which can help the learners when and where and needed.”

Error analysis is called to be a part of needs analysis. In order to elicit written data from 200 participants to analyze the errors they make, a composition was given to them. The word limit was 500 words. The errors detected in their composition were then marked, counted, tabulated, statistically presented, and analyzed to gain insights into the areas where the learners faced problems, and also point out the problematic areas that could be tackled within the course.

5.9.1 Description of some common errors

In the present study, we have looked at the errors made in the lexical categories, which also would indicate the command of MBA students over the commonly used terms in the business area. The errors are categorized into three broad categories: Mis-selection (M), Addition (A), and Deletion (D). Errors of Mis-selections indicate the choice of inappropriate words in a given context. Addition errors refer to words added in the places where they were not required. Deletion errors are the ones where words essential to the structure of the sentence are missing or not used.

Some of the common errors found are as follows;

- Errors in the use of nouns, e.g. using the possessive marker –s with an apostrophe instead of simply adding plural marker -s/-es.
- Wrong choice (mis-selection) of nouns.
- Using adjective as noun.
- Adding –s to nouns to create the plural form in collective nouns.
- Disagreement of pronouns with their antecedent in number and gender.
- Wrong choice of verb.

- Use of plural form of the verb in sentences having ‘each’ or ‘every’ as compound subjects.
- Error in the usage of determiners.

Table 5.9: Major categories of morpho-syntactic errors (college wise)

Errors	Noun			Pronoun			Prepositions			Determiners			Sub-Verb Agreement
	M	A	D	M	A	D	M	A	D	M	A	D	
FMS	19	11	16	22	7	13	24	8	10	12	21	35	9
IITD	9	13	7	30	16	14	32	14	15	8	18	24	4
LBSIM	25	12	4	41	32	30	44	33	32	16	17	32	10
BCIPS	18	22	30	70	35	30	65	57	18	56	26	19	14
Total	71	58	57	163	90	87	165	112	75	92	82	110	37
		186			340			352			284		

Noun: As indicated in table 5.9, the participants seemed to be quite aware of the usage of nouns as subjects and objects within a sentence structure as it is evident from the fewer number of errors in the extra use (addition) or avoidance (deletion) of nouns in their writing. What they do not seem to have a good understanding at is the difference between the singular and plural forms of nouns. A huge number of errors in this category prove it. The students also fail with a large margin in the correct usage of nouns i.e. they mis-select the nouns in their writings. This is clearly reflected in 71 errors in this category.

Pronoun: In the section of pronoun, it was observed that the participants were not clear about the various forms of pronouns in nominative, objective, relative, possessive, and reflex cases, which results in the highest number of errors in the section of mis-selection.

Prepositions: in the case of prepositions as well, participants have performed poorly in choosing appropriate prepositions within the sentence, leading to the maximum number of errors in the category of mis-selection (165/352). The errors of addition and deletion are fewer but quite significant in number (A=112/352, D=75/352).

Determiners: In the case of using determiners, it was seen that the maximum number of errors in the use of determiners fall in the category of deletion (110/284). This reflects that the participants are not aware of how to correctly determiners in the sentence structure of English.

Sub-Verb Agreement: There is no significant difference among the performances of the students of four colleges in making errors in subject-verb agreement within the sentence structure.

5.10 Register Analysis

This section of the present chapter is a discussion on the register of business communication. The empirical approach has been adopted for this analysis. 30 extracts (each consisting of a paragraph) related to the EBP (English for Business Purpose) course have been taken. Extracts for register analysis are collected from the text books or business journals.

There are 30 randomly selected samples selected for register analysis from the business journals and textbooks from various disciplines of management courses viz. marketing, finance, Human Resources, etc. The aim of register analysis is to identify the linguistic needs of the management students and find out the features and aspects of language learning that are essential for these learners to command.

5.10.1 Lexico-semantic analysis of texts

Table 7 that follows, presents the observation regarding the parts of speech categorization of the words in the selected extract. The total number of words in the selected 30 extracts is 2372. The given set of words is analyzed first for its lexical categories. The following are the lexico-semantic categories;

Nouns: Nouns on an average comprise of 33.6% of all lexical categories. This lexical category constitutes of the maximum number of words in the selected extracts. This category also consisted of compound nouns e.g. *corporate social responsibility (CSR)*, *Chief executive officer (CEO)*, *stakeholders*, *Expert Advisory Committee (EAC)*, and *home buyers* etc.

Verbs: Verbs form 14.3% of the entire text. There is not a very wide difference between stative and action verbs in the selected texts.

Adverbs: Adverbs constitute of 3.3% of the total text. This indicates a lower number of this lexical category in the selected texts.

Adjectives: Adjectives consist of content words. Therefore, this category has wider use in the texts, i.e., it consists of around 10% on an average of the complete sample of texts. Among adjectives, more than 50% is the adjective of quality. Numeral adjectives constitute of 2.6% of the entire text.

Preposition: This category of parts of speech constitutes of 12.3% of the selected extracts. In the category of the preposition, 'of' has the maximum number of occurrences followed by the occurrences of 'in.' The occurrence of prepositions like 'by' and 'for' was very rare in the selected texts.

Pronouns: Pronouns consist of 2.6% of the entire text. This is a typical characteristic of technical texts as personal pronouns are the biggest category of pronouns. Personal pronouns form 68% of all types of pronouns, and this category is rarely present in technical texts.

Determiners: Determiners constitute of 9.2% of all the lexical categories.

Conjunctions: Conjunctions form the functional part of the lexical category. Hence, it constitutes a very small part of the text that is 3.5%.

I. Lexico-Semantic Analysis

Table 5.10: Showing the percentages of lexical items

Total No of words	Grammatical Categories								
	1	2	3	4	5	6	7	8	9
2372	799 33.6%	341 14.3%	80 3.3%	235 9.9%	292 12.3%	62 2.6%	219 9.2%	84 3.5%	63 2.6%
1= Nouns; 2= Verbs; 3= Adverbs; 4= Adjectives; 5= Prepositions; 6= Pronoun; 7=Determiner; 8= Conjunction; 9= Numerical figures									

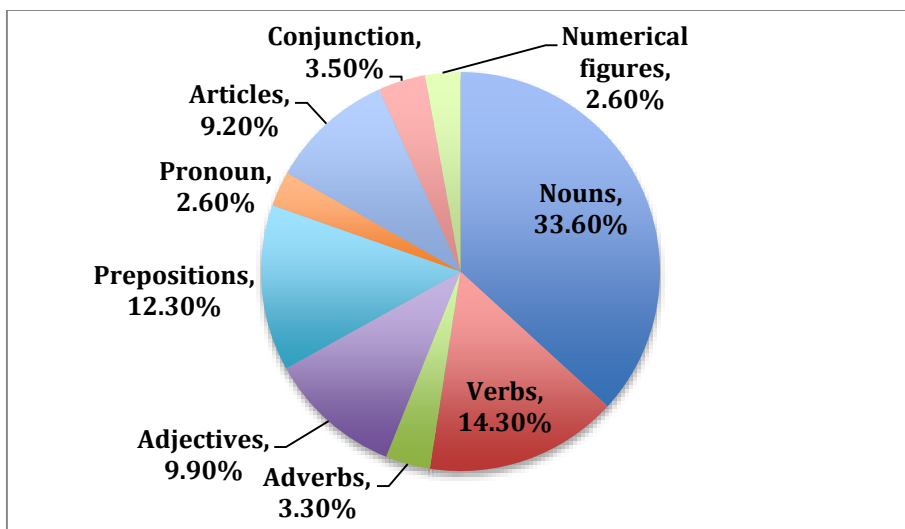


Figure 5.49: Frequency of Grammatical categories in the selected extract of texts

Word formation: In the section of word-formation, compounding and affixation are found to be the most important ways of forming new words. The technical terms of management education use these processes to form specialized or genre-specific terms. New terms are also coined by joining two or more words making it a compound word or by adding affixes (affixation) to them.

Compound words: joining two or more words forms compound words. The meaning of the compound word can vary extremely from its individual words in isolation. Compound words can be formed of words from different lexical categories, e.g. compound words can be compound nouns, verbs, adjectives etc. Examples of such compound words are shown in table 8.

Table 5.11: Nature of compound words in the texts

Compound Nouns	Compound Adjectives	Hyphenated words
noun + noun e.g. marketplace, product-development	adjective + noun e.g. market-oriented, next-door	Learning-by-doing, own-account, middle-of-the-roaders, order-to-payment, out-of-stock
adjective + adjective + noun e.g. corporate social responsibility, long term	participle + noun e.g. self-regulating, novelty-seeking, clear-cut	
verb + noun e.g. Mountain view, stakeholder, leading-edge		
Adverb (preposition)+ noun e.g. bulk up		

Affixes: Affixes are defined as bound morphemes that can have one or more than one semantic or grammatical functions. The process of affixation is widely used in professional communication to form new words. In English, there are two types of affixes: (i) prefixes and (ii) suffixes

- (i) **Prefixes:** These are affixes, which are attached at the beginning of the word, which change the meaning of the base word to which they are added. The most frequently used prefixes in the sample texts are presented in table 9 that follows;

Table 5.12: Common prefixes found in the business communication texts

Prefix	Meaning	Example
Im-	not, opposite	Impossible
In-	not or no	independent, inconsistent
Inter-	Between, among, in the midst of	international
Micro-	Minute, small	microprocessors
Multi-	many	multinational, multi-product, multi-market
Un-	opposite	unpredictable

- (ii) **Suffixes:** Suffixes are attached at the end of the base words, which change the meaning of base words, giving rise to new words. The most frequently used suffixes in the selected sample texts are given in Table 10 that follows;

Table 5.13: Common suffixes used in business text to form Nouns.

Suffix	Meaning	Example
(nouns) -ation	resulting state, action	globalization, investigation, education, information, motivation, recommendation, consideration, registration, organization
-ion	action, collection	recognition, accreditation, introduction, donation, deliberation, inflation, acceleration
-ing	result of activity, activity	following, meeting, marketing, offerings, advertising, accounting, clothing, rating, making, taking, banking, tracking, building, selling, serving, planning, merchandising, shipping, billing
-er/or	one who	former, consumer, higher, employer, stakeholder, user, buyer, weaker, customer, marketer, harvester, roader, dealer, advisor, competitor, microprocessor, distributor
-ment	result/condition	advancement, government, management, assessment, department, investment, agreement, sentiment, development, improvement, payment
-ence/ -ance	state, process or quality, action	sequence, difference, intelligence, performance
-ness	quality, state, condition	competitiveness, uniqueness, witnessed, business
-ity	quality or state	responsibility, university, accountability, curiosity, utility, seasonality

Table 5.14: Common suffixes used in business text to form Verbs

Suffix	Meaning	Examples
-ate	cause to be	anticipate, corporate, innovate, investigate, associate, liquidate, differentiate
-ing	Present participle	opening, following, causing, addressing, increasing, referring, shaping, doubling, regulating, seeking, gravitating, sealing, responding, arising, entering, comprising, buying, finishing, operating, stretching, manufacturing, dragging, detecting, attracting, achieving, organizing, supporting, preparing, initiating, changing, developing,
-ize/-ise	cause	legitimize
-ed	past tense	obtained, associated, influenced, searched, featured, collected, disordered, constituted, posted, selected, invested, focused, presented, based, touted, informed, involved, witnessed, chartered, estimated, offered, proposed, determined, recovered, bolstered, stayed, delivered, soothed, expected, rallied, added, needed, carried, generated, retained, decided, targeted, ordered, shipped, accompanied

Table 5.15: Common suffixes used in business text to form adjectives

Suffix	Meaning	Examples
-y	having, marked by	currently, theoretically, tendency, especially, highly, randomly, periodically, preferably, aplenty, considerably, advisory, largely, ideally, particularly, fairly
-ive	having the quality of	competitive, intensive
-ic/ical	relation, quality	academic, intrinsic, scientific, periodic, strategic
-ar	related to, quality	similar, particular,
-able/ -ible	ability, worth	sustainable, available, predictable, unpredictable, responsible

Table 5.16: Common suffixes used in business text to form Adverbs

Suffix	Meaning	Examples
-ly		heavily, rapidly, slowly

5.10.2 Morpho-Syntactic Analysis

The morpho-syntactic analysis of the business text sample aims at exploring the types of sentences found in these texts. The analysis of the sentences has been done based on different parameters.

Types of Sentences based on complexity: One of the bases on which the sentences have been differentiated into different types of sentences, is the sentence structure. Based on the sentence structure, sentences can be divided into three types viz., simple, compound, and complex. Around 87% of the entire sentence structures are simple sentences. Compound sentences comprise around 10% of the sentences. Complex sentences are the least in the sample business texts, which is around 3% of the entire text.

A brief discussion on the nature and examples of these three types of sentences is as follows;

Simple: Simple sentences are sentences, which consist of only one subject and one predicate. It can be also said that a simple sentence has only one finite verb.

For example,

Some environments are fairly stable from year to year.

Other environments evolve slowly in a fairly predictable way.

Compound Sentences: A compound sentence comprises of two or more principal or main clauses.

a. The sales department prepares invoices and (Main Clause 1)

transmits copies to various departments. (Main Clause 2)

Sometimes, apart from one or two main clauses, a compound sentence also comprises of one or more than one subordinate clauses,

For example,

The objective is to sell or liquidate the business (Main Clause 1)

because the resources can be better used elsewhere. (Subordinate Clause 1)

Complex Sentence: a complex sentence comprises of one main clause and one or more subordinate clause.

For example,

Shares of Mountain View-based [Symantec Corp.](#) fell more than 30 percent ahead of the opening bell Friday, (Main Clause 1)

after the company warned investors that it was launching an internal investigation of the company's finances, (Subordinate Clause 1)

following a tip from a former employee (Subordinate Clause 2)

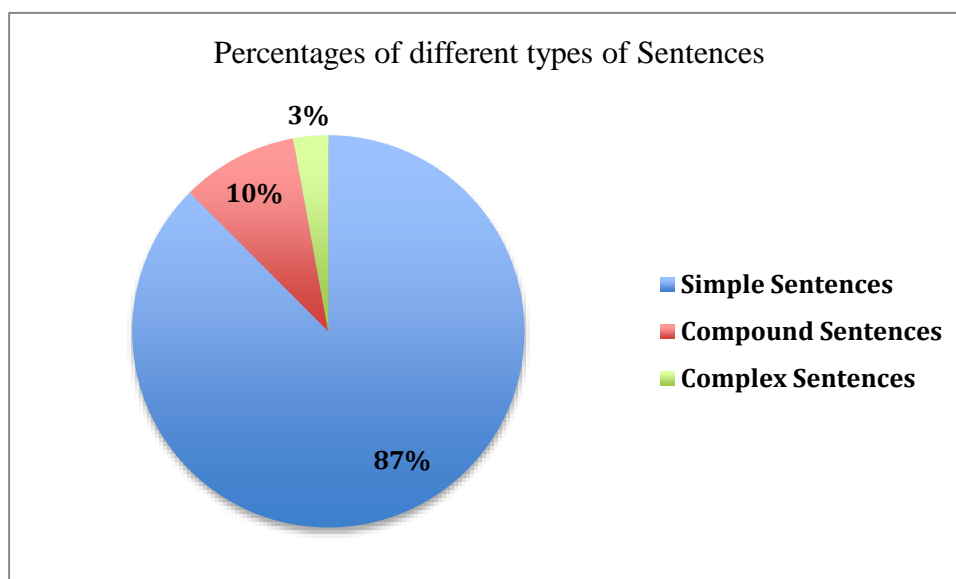


Figure 5.50: Frequency of occurrence of the categories of sentences mentioned above in the selected extract of texts.

As can be observed from Fig. 5.50, the total percentage of simple sentences in the selected extract was found to be 87%. The total percentage of compound sentences was found to be 10%, and the total percentage of complex sentences was found to be 3%. It can be observed that the percentage of the occurrence of sentences is declining with the increasing order of complexity.

Chapter 6

Conclusion

6.1 Introduction

The present study has been categorized into five chapters. In the first chapter titled “Introduction,” the purpose of the present study has been discussed along with its aims, objectives, scope, and limitations. In the first chapter, an overview of business education in India has been given. The significance of needs analysis in the designing of the curriculum has been established. The concept of register analysis has also been introduced in this chapter along with a discussion on the features of register analysis, which is used in this study. The aims and objectives of the study along with the research questions have been mentioned in the first chapter.

The second chapter, titled “English language Teaching” follows the first chapter along with four more chapters before the conclusion part. The main aim of this chapter titled was to discuss the historical development and the current trends in the field of English Language Teaching (ELT).

The third chapter is titled ‘Needs Analysis and Register Analysis,’ since the focus of the present research is needs analysis and register analysis, these two topics have been discussed in great detail in this chapter.

The fourth chapter of the present study consists of the methodology that has been used here. It explains the research tools, instruments, and designs used in the present study. It has also described the questionnaire used for the present study at length along with the explanation of each section of the same. Analytical procedures followed for the present study have been elaborated in this chapter followed by a discussion on the pilot study undertaken before the detailed study and ethical considerations involved in the research.

The fifth chapter of the present study titled ‘Data Analysis’ has dealt with the analysis of the obtained data. The analysis of the data was done keeping in view the aims and objectives and research questions that have been proposed in the previous chapter (see Chapter 1).

6.2 Aims and Objectives of the Present Study

The aims of the present study are:

1. To focus on ESP in institutions offering MBA program in Delhi/NCR.
2. To conduct needs analysis and register analysis on a selected sample of MBA students.
3. To assess students' needs and analyze their problems from the learners' perspective.
4. To establish a base for designing the syllabus for teaching the subject as well as the suggestions for changes in the existing syllabus of business communication in MBA colleges of Delhi/NCR by determining the needs of the course participants.

Keeping in view the above aims and objectives, the research was conducted. The research methodology was devised accordingly:

- I. The first objective mentions the focus to be on ESP in the institutions offering MBA program in Delhi/NCR. To fulfill this objective study was conducted in four colleges of Delhi/NCR, among which two were government colleges and two were private colleges.
- II. As the second objective mentions the aim of conducting needs analysis and register analysis on a selected sample of MBA students. To meet this objective the data sample of 200 participants were randomly selected for the study of needs analysis. Text from business journal and business communication textbooks were taken to conduct register analysis.
- III. The third objective aims to find out the needs of the learners from their perspective wherein, the 'lacks', 'necessities' and 'wants' of the participants were investigated. Participants were tested for their English learning attitude, their own assessment of their English language skills. Thereafter, comparisons were drawn between the performance of the participants of government and private MBA institutions, participants with English medium and Hindi medium educational background.

IV. The process of needs analysis mentioned in the third objective forms the base of the fourth one. To fulfill this objective needs of the participants were assessed. Participants were also asked to rate their English language competency, which was cross-checked with their performance in different sections of the test which reflected learners' problem-areas in the English language learning. Based on the areas found out to be the 'necessities,' 'lacks,' and 'wants' of the participants, some focus areas in the teaching of the business communication had been suggested.

6.3 Research Questions of the Present Study

The research questions of the present study are;

1. Is there a significant difference between the performance of the participants of private and government institutions?
2. Are the needs of students from English medium education different from the students from Hindi/Regional medium educational background?
3. What are the areas of 'lacks,' 'necessities,' and 'wants' as per the participants' self-assessment of their linguistic needs?

Taking in to account the above-mentioned research questions, the obtained data was analyzed. The questionnaire consisted of two parts, where the first section focused on the participants' background profiles. This section of the questionnaire was created to collect the information about a students' background along with maintaining the anonymity of the informants. This section of the questionnaire gives an insight into the profile of the students. The information asked in the background profile section was related to the participants' age, gender, education, the medium of education at different level etc. It also provided an insight into the students' self-realized language proficiency by presenting a picture of the participants' position as speakers of the English language. It also inquired about their reading, listening, speaking, and writing skills, where they had to rate these skills according to their own intuition.

Factors that have been taken into account to analyze the background profiles of the participants are as follows;

- Gender
- Level of Education
- Medium of Education
- Board of Education in school
- Participant's self-assessment of English language proficiency (Reading, Listening, Speaking, Writing, Grammar and Vocabulary)
- Attitude towards English language learning

Section B of the questionnaire comprises the test designed to assess the linguistic competence of the participants. This section of the questionnaire is contextually placed, and the terms and the topics that the participants were tested on, have been taken from the high-frequency words used in the field of trade and commerce. This section follows the Hutchinson & Waters' model to identify the 'necessities,' 'lacks,' and 'wants' in order to do the needs analysis of the participants.

Factors that have been taken in to account to analyze the linguistic competency of the participants are as follows;

1. Linguistic competence (Orthographical and lexical competence): this section of the test comprises of the following list of tests:
 - i. Spelling test
 - ii. Explain the meaning of the given words
 - iii. Use the given words in the sentences
 - iv. Writing a short paragraph on the topic "Current market trends in Indian Economy"
 - v. Synonyms
 - vi. Antonyms
 - vii. Make words from the given root words

Table 6.1: Average marks scored by the students of four colleges in the different sections of the test

Sections in the Test	Government Colleges	Private Colleges
Spelling	9.7	9.7
Meaning	6.5	6.7
Sentence	7.8	8.6
Writing	16.6	20.8
Word formation	11.7	12.8

From Table 6.1, the difference between the performance of the participants of private colleges and government colleges can be seen. Following inferences were made based on the scores of the participants;

- In the section of spelling and meaning test, there is no significant difference seen in the performance of the students.
- In the section of the usage of the given words in a sentence, the students of government colleges scored an average of 7.8, whereas students of private colleges scored an average of 8.6, which only indicates a marginal difference of 0.8.
- In the writing section, students of private colleges scored 4.2 marks more than the students of government colleges on their average score.
- In the word-formation section, there was not a significant difference in the average score of students of private colleges and government colleges.
- It can be said that only in the writing section participants of private institutions performed slightly better than the participants of the government institutions.

Table 6.2: Comparative table illustrating the average marks secured by the students from English vs. Hindi/Regional medium of Education in the various sections.

Sections in the Test		English Medium	Hindi/Regional Medium
Spelling		9.7	9.6
Meaning		6.6	6.8
Sentence		8.2	8.6
Writing		24.1	17.9
Semantic Competence	Synonym	8.3	8.4
	Antonym	7.6	7.2
Word Formation		12.4	11.2

Following are the inferences drawn from the scores of participants from English medium and Hindi/regional medium educational background;

- The average scored by the students from English and Hindi/Regional medium of education in the spelling test is 9.7, 9.6 respectively. The difference in the average between these mediums of education is 0.1, which is non-significant.
- The averages scored by English and Hindi/Regional medium of education in the meaning section are 6.6 and 6.8 respectively. The difference in the averages of the marks scored by different mediums of education in the meaning test is of the marginal value of 0.2.
- The averages scored by the participants from English and Hindi/Regional medium of education in the sentence section are 8.2, and 8.6 respectively. The difference in the average, in this case, is 0.4, which is not a significant difference.
- The average scored by the participants from the English medium of education is 24.1, and that of the participants from the Hindi/Regional medium of education is 17.9. The difference between these averages is 6.2, which reflects a significant margin between the performances of the participants from the above-mentioned mediums of education.

- In the subsection of synonym, the averages scored by the participants of English and Hindi/Regional medium of education are 8.3 and 8.4 respectively. The average scored by the participants of Hindi/Regional medium of education is 0.1 more than the average of the participants from the English medium of education, which does not reflect a significant difference between the performances of the two.
- One of the limitations in answering the second research question was that there was not enough representation in the sample size from the background of Hindi/regional medium of education to assess their competence.

Table 6.3: Number (in terms of percentage) of students who feel the need for improvement in the above-mentioned English language Skills

Name of Colleges	English Language Skills			
	Reading	Writing	Listening	Speaking
FMS	40%	58%	42%	72%
DMS	42%	62%	54%	74%
LBSIM	50%	74%	50%	86%
BCIPS	50%	72%	46%	80%

As it appears from Table 6.3, participants have marked the areas of need in their English language proficiency. The following points can be inferred from the above table;

- In the section of reading and listening, which are input-based language proficiency skills, 40% -54% of the participants have expressed the need to learn it more efficiently.
- The number increased in the case of writing and speaking skills, which ranges from 58% - 86%. The highest percentage has been recorded in the case of speaking (oral communication) skills, which is an indication of a severe need of the participants to be fluent in the English language. It is generally observed that since there is an absence of interactions taking place dominantly in the English language in higher educational institutes, the student are hesitant in

articulating their opinions, ideas or feeling in the English language. There exists this fear of going wrong or not finding the correct word for expression.

Table 6.4: Number (in terms of percentage) of participants who feel the need for improvement in their Grammar and Vocabulary skills.

Name of Colleges	English Language Skills	
	Grammar	Vocabulary
FMS	64%	80%
DMS	76%	82%
LBSIM	78%	90%
BCIPS	74%	84%

Table 6.4 is an illustration of participants' responses to the question where they had marked whether or not they need improvement in grammar and vocabulary skills. The numbers are expressed in terms of percentage in Table 6.4. The following inferences can be drawn from the above table;

- Participants who marked that there is a need for improvement in the grammar section range from 64% to 74%. This indicates that the majority of the participants in each college felt the need to improve their grammar.
- In the case of vocabulary, the percentage varied from 80% to 90%. From Table 6.4, it appears that 80% to 90% of the participants feel the need to improve their vocabulary or that they do not have access to as much vocabulary as required.
- Mental vocabulary consists of two kinds of vocabulary sections called passive-vocabulary and active-vocabulary. Passive vocabulary is required for the comprehension of spoken language or written text, whereas active vocabulary is required for the productive-based language skills such as speaking and writing.
- Low confidence of the participants in the vocabulary affects both productive language skills and receptive language skills, as it creates a hindrance in both comprehension and production of speech or written texts.

From Table 6.3, the majority of the participants faced problems with their speaking skills; this can be marked as their area of 'lack.' Speaking requires dealing with the real-time audience. Speaking in front of an audience also takes into account many factors such as eye contact, body language etc. A speaker may face challenges like insufficient language skills, struggling with diction, and mispronunciation while speaking. All this makes speaking a difficult and challenging task for the learner. Thus, making speaking skills to be an area of lack for the participants here.

From Table 6.4, it can be seen that a large number of participants (64%-74%) expressed their need to improve their grammar of English language, which again refers to their area of 'lack.' Referring to the Table 5.9 (chapter 5), where participants have made errors in the usage of pronouns, prepositions, and determiners makes this point evident that grammar also indicates an area of 'lack' for the participants. Participants also assessed their vocabulary skills to be low, which again marks their area of 'lack.'

6.4 Limitations of the Present Study

Every study has its set of limitations. The present research work has its own set of constraints too. ESP is a vast area of study, the complete inclusion of which is beyond the scope of the present study. The Present research was limited to the discussion of Needs Analysis and Register Analysis in detail to find out the 'lacks,' wants,' and 'necessity' of the students. However, due to the nature and format of the questionnaire, it was not possible for the researcher to assess the participants' listening and speaking skills. Since the data collection of the present study was not a part of any examination or evaluation process for the participants, their motivation to attempt all the questions was low. However, with the presence of the faculties of the respective MBA colleges in the classroom still instilled the seriousness of the process of data collection. Also, in order to make the environment friendly and free of any hesitation, the researcher tried to first talk to them a bit about their educational profile and background etc.

6.5 Future Scope

Although extensive work has been done in the present research, there were few aspects of ESP which were not included. The present research did not assess the speaking skills and listening skills-related needs of the participants. The present study also did not include English language teachers' perspectives on learners' needs. To further validate this inference, this can be done on a larger data sample across Delhi/NCR. Due to limitations of time, only four colleges were taken into consideration for data collection. To test the reliability of this test, more colleges of varying levels can be taken into account.

In the future, the researchers can analyze speaking and listening-related 'wants' of the learners and gauge the gap existing between the target situation and the existing curriculum of business communication in management colleges.

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Appendix I

Student's Questionnaire

BACKGROUND PROFILE

A. Basic Information

1.	Name	
2.	Gender	
3.	Age	
4.	Email ID	
5.	Name of the Institution	
6.	Affiliated University	
7.	State to which you belong	

B. Educational Background

S.No	Class	Board/University	Medium of Education (Tick ✓ mark among the given options)		
1.	Primary (1 st -5 th)		English	Hindi	Regional Language
2.	Secondary (6 th -10 th)		English	Hindi	Regional Language
3.	Senior Secondary (11 th -12 th)		English	Hindi	Regional Language
4.	Graduation/ Vocational Course/ Similar Degree (specify _____)		English	Hindi	Regional Language

C.

D. According to you, your command on the various English language skills is: (Tick ✓ mark on the appropriate choice)

	<i>Very Good</i>	<i>Good</i>	<i>Average</i>	<i>Poor</i>	<i>Very poor</i>
	5	4	3	2	1
Reading	5	4	3	2	1
Writing	5	4	3	2	1
Listening	5	4	3	2	1
Speaking	5	4	3	2	1
Grammar	5	4	3	2	1
Vocabulary	5	4	3	2	1

E. Which of the following English language skills do you feel you have the need to improve?

Reading	Yes	No	May be
Writing	Yes	No	May be
Listening	Yes	No	May be
Speaking	Yes	No	May be
Grammar	Yes	No	May be
Vocabulary	Yes	No	May be

F. In case you come across a new word what do you do?

1. Refer a dictionary
2. Presume the context to work out the meaning of new vocabulary
3. Ask a friend
4. Ask the teacher
5. Discuss it in the classroom
6. Ignore and move to the next sentence

G. Which areas do you require additional classes in, which may be helpful? Tick ✓ mark on the appropriate options (can be more than one).

1. Presentation skill
2. Report writing
3. Email writing
4. Team work
5. Reading business journal efficiently
6. Listening to presentations comprehensively
7. Communicating efficiently in the group

H. The Management exam cleared to secure your admission in the current Management College?

1. CAT
2. MAT
3. XAT
4. IIFT
5. OTHERS (PLEASE SPECIFY) _____

I. Tick ✓ mark on the course you plan to specialize in? (Only One)

1. HUMAN RESOURCE (HR) MANAGEMENT
2. FINANCIAL MANAGEMENT
3. MARKETING MANAGEMENT
4. INTERNATIONAL BUSINESS
5. EXECUTIVE MANAGEMENT
6. RURAL DEVELOPMENT MANAGEMENT
7. OTHERS (PLEASE SPECIFY) _____

PART I

A. Circle the correctly spelt words

1.	a.) entrepreneur	b.) enterpreneur	c.) entpreneur	d.) enreprenur
2.	a.) endorze	b) endourse	c.) endorse	d.) endors
3.	a.) entrprise	b.) enterprice	c.) enterprise	d.) entreprise
4.	a.) det	b.) dete	c.) debt	d.) debte
5.	a.) inflasion	b.) inflashion	c.) inflation	d.) infletion
6.	a.) mendate	b.) mandate	c.) mandete	d.) maindate
7.	a.) optimize	b.) optemise	c.) optimice	d.) optimiz
8.	a.) recession	b.) recession	c.) recetion	d.)receshion
9.	a.) laddership	b.) leadersip	c.) ledeship	d.) leadership
10.	a.) brend	b.) brant	c.) brad	d.) brand

Part II

B. Define the following.

How would you explain it's meaning to a fellow management student?

1. <i>Entrepreneur</i>	
2. <i>Endorse</i>	
3. <i>Enterprise</i>	
4. <i>Debt</i>	
5. <i>Inflate</i>	
6. <i>Mandate</i>	
7. <i>Optimum</i>	
8. <i>Recede</i>	
9. <i>Lead</i>	
10. <i>Brand</i>	

C. Use the word in the sentence

1. <i>Entrepreneur</i>	
2. <i>Endorse</i>	
3. <i>Enterprise</i>	
4. <i>Debt</i>	
5. <i>Feasible</i>	
6. <i>Lease</i>	
7. <i>Merge</i>	
8. <i>Recession</i>	
9. <i>Lead</i>	
10. <i>Brand</i>	

Part III

E. Write a short note on the topic “Current Market Trends in Indian Economy” using at least 5 words from the following given words:
Entrepreneur, Endorse, Enterprise, Debt, Inflation, Merge, Optimize, Recession, Leadership, Brand, Lucrative, Feasible, Incentive, Corporate

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Underline the word that has a relationship with the main word from the four choices
e.g. The word “management” can have “corporate” or “agency” as words which have a relationship but not “dilemma”

1. Entrepreneur
 - a. Capital
 - b. Accountable
 - c. Online (W)
 - d. Authority
2. Endorse
 - a. Brand
 - b. Cause (w)
 - c. megacorp
 - d. syndicate
3. Enterprise
 - a. Automatic (w)
 - b. agribusiness
 - c. consultancy
 - d. joint venture
4. Debt
 - a. loan
 - b. pay
 - c. remit
 - d. complete (w)
5. Inflation
 - a. rate
 - b. demand
 - c. recession
 - d. consolidation (w)
6. Mandate
 - a. association
 - b. club
 - c. official
 - d. employment (w)
7. Optimize
 - a. Slowdown (w)
 - b. capital
 - c. labor
 - d. program
8. Recession
 - a. imperative
 - b. slowdown
 - c. slump
 - d. deflation
9. Leadership
 - a. character
 - b. company (w)
 - c. skill
 - d. deflation
10. Brand
 - a. Manufacturer
 - b. trademarks
 - c. range (w)
 - d. tag

F. Choose the meaning of the word from the four choices given

1. Entrepreneur
 - a. Capitalist b. Manager c. Business person (c) d. Agriculturalist
2. Consortium
 - a. Partnership (c) b. Assembly c. Group d. Club
3. Enterprise
 - a. Establishment (c) b. joining c. employment d. labor
4. Debt
 - A. Financial b. legal c. overdue (c) d. commerce
5. Inflation
 - a. Rise b. movement c. huge d. manifest
6. Mandate
 - a. report b. draw c. order (c) d. authorize
7. Optimize
 - a. Improve (c) b. regularize c. fantasize d. whims
8. Recession
 - a. growth b. development c. lunch d. slowdown
9. Leadership
 - a. technical b. skill c. behavior d. direction (c)
10. Brand
 - a. showroom b. hotel c. label (c) d. color

**H. Make at least three words out of the following given root words e.g. “develop”
“developer”, “development”**

1. Merge	
2. Endorse	
3. Enterprise	
4. Administer	

<i>5. Inflate</i>	
<i>6. Capital</i>	
<i>7. Deal</i>	
<i>8. Recede</i>	
<i>9. Lead</i>	
<i>10. Brand</i>	

Appendix II

Consent Form

Appendix A:

RESEARCH PARTICIPANT CONSENT FORM

“ELT in Selected B-Schools of Delhi/NCR: A Study in Need Analysis & Register Analysis”

JAWAHARLAL NEHRU UNIVERSITY, NEW DELHI

(CENTRE FOR LINGUISTICS, SLL&CS)

Purpose of Research

The present research work is aimed at finding out the Linguistic needs of the Masters in Business Administration (MBA) schools' students through research tools designed to analyze the needs of the learners and conduct Register Analysis of Business related texts.

Risk to the Individual

There involves no kind of risk to the participants.

Confidentiality

The data collected will be used only for academic purpose and at no point of time the data will be used for any kind of profit making activity.

Voluntary Nature of Participation

The participation will be voluntary under no coercion or pressure from the researcher. The nature and purpose of the research has been explained to me and I willingly, under no pressure from the researcher.....

- I. Agree to take part in this research, and agree to participate in all investigations, including audio lingual of my speech which will help acquire knowledge for the benefit of the mankind.
- II. I understand that I can withdraw my participation from the research project at any time without any penalty.

CONSENT

My consent is explicitly not for disclosing any personal information. For disclosing any such personal information, further consent should be obtained.

Participant's Name

Participant's Signature and Date

.....

.....

Researcher's Name & Contact Details

Researcher's Signature and Date

.....

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.....

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Appendix III

Data for Needs Analysis

S no	Code	Gender	Age	Institution	University	State
1	F1	M	25	FMS	DU	MP
2	F2	M	23	FMS	DU	RJ
3	F3	M	22	FMS	DU	UP
4	F4	F	28	FMS	DU	DH,BD
5	F5	M	24	FMS	DU	DL
6	F6	M	28	FMS	DU	UP
7	F7	M	23	FMS	DU	PB
8	F8	M	22	FMS	DU	DL
9	F9	M	24	FMS	DU	AP
10	F10	M	24	FMS	DU	DL
11	F11	M	22	FMS	DU	HR
12	F12	M	22	FMS	DU	JH
13	F13	M	22	FMS	DU	UP
14	F14	M	26	FMS	DU	AP
15	F15	M	25	FMS	DU	TG
16	F16	M	25	FMS	DU	RJ
17	F17	M	24	FMS	DU	TH
18	F18	F	24	FMS	DU	MP
19	F19	M	23	FMS	DU	DLI
20	F20	M	24	FMS	DU	UT
21	F21	M	23	FMS	DU	JH
22	F22	M	25	FMS	DU	DLI
23	F23	M	23	FMS	DU	GUJ
24	F24	M	22	FMS	DU	TG
25	F25	M	24	FMS	DU	AP
26	F26	F	22	FMS	DU	JH
27	F27	M	23	FMS	DU	TG
28	F28	M	24	FMS	DU	BR
29	F29	M	21	FMS	DU	BR
30	F30	F	26	FMS	DU	UP
31	F31	M	25	FMS	DU	HR
32	F32	M	24	FMS	DU	BR
33	F33	M	24	FMS	DU	MH
34	F34	M	32	FMS	DU	KA
35	F35	F	22	FMS	DU	UP
36	F36	M	21	FMS	DU	OR
37	F37	M	22	FMS	DU	MH
38	F38	M	28	FMS	DU	MH
39	F39	M	26	FMS	DU	DL
40	F40	F	23	FMS	DU	VC, LAOS
41	F41	M	25	FMS	DU	WB
42	F42	M	25	FMS	DU	WB
43	F43	M	22	FMS	DU	WB
44	F44	F	24	FMS	DU	TG
45	F45	M	23	FMS	DU	MH
46	F46	M	24	FMS	DU	KL
47	F47	M	24	FMS	DU	UP
48	F48	M	26	FMS	DU	MP
49	F49	M	23	FMS	DU	WB
50	F50	M	22	FMS	DU	TG

Code	Education-English (Board)			Education-Hindi (board)			Education-Regional Lang.(Board)		
	Primary	Secondary	S. Secondary	Primary	Secondary	S. Secondary	Primary	Secondary	S. Secondary
F1	1	1	1	0	0	0	0	0	0
F2	1	1	1	0	0	0	0	0	0
F3	0	1	1	1	0	0	0	0	0
F4	0	0	0	0	0	0	1	1	1
F5	1	1	1	0	0	0	0	0	0
F6	1	1	1	0	0	0	0	0	0
F7	1	1	1	0	0	0	0	0	0
F8	1	1	1	0	0	0	0	0	0
F9	1	1	1	0	0	0	0	0	0
F10	1	1	1	0	0	0	0	0	0
F11	1	1	1	0	0	0	0	0	0
F12	1	1	1	0	0	0	0	0	0
F13	1	1	1	0	0	0	0	0	0
F14	1	1	1	0	0	0	0	0	0
F15	1	1	1	0	0	0	0	0	0
F16	0	0	0	1	1	1	0	0	0
F17	0	0	0	0	0	0	1	1	1
F18	1	1	1	0	0	0	0	0	0
F19	1	1	1	0	0	0	0	0	0
F20	1	1	1	0	0	0	0	0	0
F21	1	1	1	0	0	0	0	0	0
F22	1	1	1	0	0	0	0	0	0
F23	1	1	1	0	0	0	0	0	0
F24	NM	NM	NM	NM	NM	NM	NM	NM	NM
F25	1	1	1	0	0	0	0	0	0
F26	1	1	1	0	0	0	0	0	0
F27	1	1	1	0	0	0	0	0	0
F28	0	1	1	1	0	0	0	0	0
F29	0	1	1	1	0	0	0	0	0
F30	1	1	1	0	0	0	0	0	0
F31	1	1	1	0	0	0	0	0	0
F32	1	1	1	0	0	0	0	0	0
F33	1	1	1	0	0	0	0	0	0
F34	1	1	1	0	0	0	0	0	0
F35	1	1	1	0	0	0	0	0	0
F36	1	1	1	0	0	0	0	0	0
F37	0	0	1	0	0	0	1	1	0
F38	1	1	1	0	0	0	0	0	0
F39	1	1	1	0	0	0	0	0	0
F40	0	0	0	0	0	0	1	1	1
F41	1	1	1	0	0	0	0	0	0
F42	1	1	1	0	0	0	0	0	0
F43	1	1	1	0	0	0	0	0	0
F44	1	1	1	0	0	0	0	0	0
F45	0	0	1	0	0	0	1	1	0
F46	1	1	1	0	0	0	0	0	0
F47	0	0	1	1	1	0	0	0	0
F48	1	1	1	0	0	0	0	0	0
F49	1	1	1	0	0	0	0	0	0
F50	1	1	1	0	0	0	0	0	0

Code	Board			Medium of Education in Graduation			Graduation/ College/University
	Primary	Secondary	S. Secondary	English	Hindi	Regional Lang.	
F1	CBSE	CBSE	CBSE	1	0	0	RGPV BHOPAL
F2	CBSE	CBSE	CBSE	1	0	0	JNVV
F3	UP BOARD	ICSE	ISC	1	0	0	GBPUAT
F4	DHAKA BOARD	DHAKA BOARD	DHAKA BOARD	0	0	1	NATIONA UNIVERSITY OF BANGLADESH
F5	CBSE	CBSE	CBSE	1	0	0	AMITY UNIVERSITY
F6	CBSE	CBSE	CBSE	1	0	0	NM
F7	CBSE	CBSE	CBSE	1	0	0	IIT, ROORKEE
F8	CBSE	CBSE	CBSE	1	0	0	GGSIU
F9	AP BOARD	AP BOARD	AP BOARD	1	0	0	IIT MADRAS
F10	CBSE	CBSE	CBSE	1	0	0	NM
F11	CBSE	CBSE	CBSE	1	0	0	ANSAL
F12	CBSE	CBSE	CBSE	1	0	0	BIT MESRA
F13	NM	NM	NM	1	0	0	NM
F14	AP BOARD	AP BOARD	AP BOARD	1	0	0	NIT WARANGAL
F15	CBSE	CBSE	CBSE	1	0	0	IIT MADRAS
F16	RBSE	RBSE	RBSE	1	0	0	RTU
F17	BPT	HIS	AFS	0	0	1	FATONI UNIVERSITY
F18	CBSE	CBSE	CBSE	1	0	0	NIT KURUKSHETRA
F19	CBSE	CBSE	CBSE	1	0	0	DU
F20	CBSE	ICSE	ISC	1	0	0	UPFS
F21	CBSE	CBSE	CBSE	1	0	0	ISM UNIVERSITY
F22	CBSE	CBSE	CBSE	1	0	0	VTU
F23	CBSE	CBSE	CBSE	1	0	0	NM
F24	NM	SSC, AP	BIE AP	NM	NM	NM	JNTU, AP
F25	AP BOARD	AP BOARD	AP BOARD	1	0	0	NIT
F26	CBSE	CBSE	CBSE	1	0	0	CALCUTTA UNIVERSITY
F27	CBSE	CBSE	BIE, AP	1	0	0	JNTU ANANTAPUR
F28	CCBSE	CBSE	BSEB	1	0	0	MANIT BHOPAL
F29	CBSE	CBSE	CBSE	1	0	0	DU
F30	ICSE	ICSE	ICSE	1	0	0	UPTU
F31	CBSE	CBSE	CBSE	1	0	0	DU
F32	CBSE	CBSE	CBSE	1	0	0	IIT ROORKEE
F33	MAHAHSSCB	MAHAHSSCB	MAHAHSSCB	1	0	0	NM
F34	CBSE	CBSE	KSEEB	1	0	0	NM
F35	CBSE	CBSE	CBSE	1	0	0	LSR, DU
F36	CBSE	CBSE	CBSE	1	0	0	NM
F37	MAHAHSSCB	MAHAHSSCB	MAHAHSSCB	1	0	0	NM
F38	CBSE	CBSE	CBSE	1	0	0	MANET, PUNE
F39	CBSE	CBSE	CBSE	1	0	0	DU
F40				0	0	1	UNIVERSITY OF LAOS
F41	ICSE	CBSE	CBSE	1	0	0	WBUT
F42	ICSE	ICSE	CBSE	1	0	0	NIT DURGAPUR
F43	WBBSE	WBBSE	WBBHSE	1	0	0	JADAVPUR UNIVERSITY
F44	ICSE	ICSE	BIE	1	0	0	OSMANIA UNIVERSITY
F45	MAHAHSSCB	MAHAHSSCB	MAHAHSSCB	1	0	0	COLLEGE OF ENGINNERING PUNE
F46	CBSE	CBSE	CBSE	1	0	0	CALICUT UNIVERSITY
F47	UP BOARD	UP BOARD	CBSE	1	0	0	IIT
F48	CBSE	CBSE	CBSE	1	0	0	RGPV
F49	CBSE	CBSE	CBSE	1	0	0	IEST SHIBPUR
F50	CBSE	CBSE	TSBIE	1	0	0	NM

CODE	BP-C ENGLISH LANGUAGE SKILLS					
	READING	WRITING	LISTENING	SPEAKING	GRAMMAR	VOCABULARY
F1	4	4	4	4	3	3
F2	4	4	5	4	3	3
F3	4	4	4	4	3	3
F4	3	3	4	3	3	3
F5	5	5	5	5	3	4
F6	5	4	5	4	4	4
F7	4	4	4	4	4	4
F8	4	4	4	4	4	4
F9	5	3	4	2	3	4
F10	5	5	5	4	4	4
F11	5	4	5	4	4	4
F12	5	5	5	5	5	5
F13	4	4	4	3	3	3
F14	4	4	4	3	3	3
F15	5	4	4	4	3	4
F16	4	3	4	4	3	3
F17	3	3	3	3	2	3
F18	5	5	5	5	4	4
F19	5	4	5	4	4	3
F20	4	4	5	4	5	4
F21	5	4	4	4	4	3
F22	5	4	4	5	5	4
F23	4	4	5	4	3	3
F24	5	5	5	5	5	5
F25	5	4	5	5	3	4
F26	5	4	5	4	4	4
F27	5	5	4	5	5	5
F28	4	4	4	4	4	4
F29	4	4	4	4	4	4
F30	3	4	5	4	5	5
F31	4	3	3	3	2	3
F32	5	4	4	4	4	4
F33	5	5	5	5	5	5
F34	4	4	4	4	4	4
F35	4	4	4	4	4	4
F36	5	5	5	4	4	4
F37	5	3	4	4	3	3
F38	5	4	4	3	3	2
F39	5	5	5	4	4	4
F40	2	2	2	2	2	2
F41	4	4	5	4	3	4
F42	4	4	4	4	4	4
F43	5	5	5	5	5	5
F44	5	5	5	5	5	5
F45	5	4	5	3	5	4
F46	5	5	5	5	4	4
F47	4	4	4	3	3	3
F48	5	5	5	4	4	4
F49	4	4	5	4	5	4
F50	5	5	5	5	5	5

CODE	BP-D ENGLISH LANGUAGE SKILLS (IMPROVEMENT)					
	READING	WRITING	LISTENING	SPEAKING	GRAMMAR	VOCABULARY
F1	MB	Y	MB	Y	Y	Y
F2	MB	MB	MB	MB	Y	Y
F3	N	MB	NO	N	Y	Y
F4	Y	Y	Y	Y	Y	Y
F5	MB	MB	MB	Y	Y	Y
F6	N	Y	N	N	N	MB
F7	MB	MB	N	MB	Y	Y
F8	N	N	N	N	N	Y
F9	N	Y	N	Y	MB	N
F10	N	N	N	MB	N	N
F11	N	N	N	Y	Y	Y
F12	5	N	N	N	N	MB
F13	NM	NM	NM	Y	NM	Y
F14	N	N	N	Y	Y	Y
F15	N	MB	N	N	Y	N
F16	MB	Y	MB	Y	Y	Y
F17	Y	Y	Y	Y	Y	Y
F18	N	N	N	N	Y	Y
F19	N	Y	N	Y	Y	Y
F20	Y	Y	MB	MB	MB	Y
F21	N	N	N	Y	N	Y
F22	N	MB	MB	N	N	Y
F23	Y	N	Y	Y	Y	Y
F24	N	Y	N	Y	N	N
F25	MB	Y	MB	MB	Y	Y
F26	N	N	N	Y	N	Y
F27	N	N	Y	N	N	N
F28	N	N	N	Y	Y	Y
F29	N	N	MB	MB	N	MB
F30	Y	Y	MB	MB	MB	MB
F31	MB	Y	Y	Y	Y	Y
F32	N	N	N	Y	N	Y
F33	N	N	N	Y	Y	Y
F34	MB	Y	MB	Y	N	Y
F35	N	MB	N	N	N	MB
F36	N	N	N	N	N	N
F37	N	Y	N	Y	Y	Y
F38	Y	Y	Y	Y	Y	Y
F39	NM	NM	NM	Y	Y	Y
F40	Y	Y	Y	Y	Y	Y
F41	Y	Y	Y	Y	Y	Y
F42	Y	Y	Y	Y	Y	N
F43	N	N	N	N	N	N
F44	N	N	N	N	N	N
F45	MB	Y	N	Y	N	Y
F46	N	N	N	N	Y	N
F47	N	N	N	Y	Y	Y
F48	Y	Y	Y	Y	Y	Y
F49	N	MB	N	Y	N	MB
F50	MB	MB	Y	MB	MB	MB

CODE	BP-QE					
	1	2	3	4	5	6
F1	1	0	0	0	0	0
F2	1	0	0	0	0	0
F3	0	1	0	0	0	0
F4	1	0	0	0	0	0
F5	0	1	0	0	0	0
F6	1	0	0	0	0	0
F7	1	0	0	0	0	0
F8	1	0	0	0	0	0
F9	1	0	0	0	0	0
F10	0	0	0	1	0	0
F11	0	1	0	0	0	0
F12	1	0	0	0	1	0
F13	0	0	0	0	0	1
F14	1	1	1	1	0	0
F15	0	1	0	0	0	0
F16	1	0	0	0	0	0
F17	0	0	1	0	0	0
F18	0	0	1	0	0	1
F19	0	1	1	0	0	0
F20	1	0	0	0	0	0
F21	0	1	0	0	0	0
F22	1	0	0	0	0	0
F23	1	0	0	0	0	0
F24	1	0	0	0	0	0
F25	0	1	0	0	0	0
F26	0	1	0	0	0	0
F27	1	0	0	0	0	0
F28	1	0	0	0	0	0
F29	0	1	0	0	0	0
F30	1	0	0	0	0	0
F31	1	0	0	0	0	1
F32	1	0	0	0	0	0
F33	1	0	0	0	0	0
F34	0	1	0	0	0	0
F35	1	0	0	0	0	0
F36	0	1	0	0	0	0
F37	0	0	1	0	0	0
F38	0	1	0	0	0	0
F39	0	1	0	0	0	0
F40	1	0	0	0	0	0
F41	1	0	0	0	0	0
F42	1	0	0	0	0	0
F43	0	1	0	0	0	0
F44	0	1	0	0	0	0
F45	0	1	0	0	0	0
F46	1	0	0	0	0	0
F47	1	1	0	0	0	0
F48	0	1	0	0	0	0
F49	0	1	0	0	0	0
F50	1	0	0	0	0	0

CODE	BP-QG				
	1	2	3	4	OTHER
F1	1	0	0	0	0
F2	1	0	0	0	0
F3	1	0	0	0	0
F4	0	0	0	0	EET, ICCR
F5	1	0	0	0	0
F6	1	0	0	0	0
F7	1	0	0	0	0
F8	1	0	0	0	0
F9	1	0	0	0	0
F10	1	0	0	0	0
F11	1	0	0	0	0
F12	1	0	0	0	0
F13	1	0	0	0	0
F14	1	0	0	0	0
F15	1	0	0	0	0
F16	1	0	0	0	0
F17	0	0	0	0	NM
F18	1	0	0	0	0
F19	1	0	0	0	0
F20	1	0	0	0	0
F21	1	0	0	0	0
F22	1	0	0	0	0
F23	1	0	0	0	0
F24	1	0	0	0	0
F25	0	1	0	0	0
F26	1	0	0	0	0
F27	1	0	0	0	0
F28	1	0	0	0	0
F29	1	0	0	0	0
F30	1	0	0	0	0
F31	1	0	0	0	0
F32	1	0	0	0	0
F33	1	0	0	0	0
F34	1	0	0	0	0
F35	1	0	0	0	0
F36	1	0	0	0	0
F37	1	0	0	0	0
F38	1	0	0	0	0
F39	1	0	0	0	0
F40	0	0	0	0	ICCR
F41	1	0	0	0	0
F42	1	0	0	0	0
F43	1	0	0	0	0
F44	1	0	0	0	0
F45	1	0	0	0	0
F46	1	0	0	0	0
F47	1	0	0	0	0
F48	1	0	0	0	0
F49	1	0	0	0	0
F50	1	0	0	0	0

CODE	BP-QH						
	1	2	3	4	5	6	7
F1	0	0	1	0	0	0	0
F2	0	1	0	0	0	0	0
F3	0	1	0	0	0	0	0
F4	0	1	1	0	0	0	0
F5	0	0	1	0	0	0	0
F6	0	0	0	1	0	0	0
F7	0	1	0	0	0	0	0
F8	0	0	1	0	0	0	0
F9	0	1	0	0	0	0	0
F10	0	1	0	0	0	0	0
F11	0	0	1	0	0	0	0
F12	0	0	1	0	0	0	0
F13	0	0	0	0	0	0	1
F14	0	0	0	0	0	0	1
F15	0	0	0	1	0	0	0
F16	0	0	0	1	0	0	0
F17	0	0	1	0	0	0	0
F18	0	0	1	0	0	0	0
F19	0	1	0	0	0	0	0
F20	0	0	1	0	0	0	0
F21	1	0	1	0	0	0	0
F22	0	0	1	0	0	0	0
F23	0	1	0	0	0	0	0
F24	0	0	1	0	0	0	0
F25	0	0	1	0	0	0	0
F26	0	0	1	0	0	0	0
F27	0	0	1	0	0	0	0
F28	0	1	1	0	0	0	0
F29	0	0	0	0	0	0	1
F30	0	1	0	0	0	0	0
F31	0	0	1	0	0	0	0
F32	0	1	0	0	0	0	0
F33	0	1	0	0	0	0	0
F34	1	0	0	0	0	0	0
F35	0	0	1	0	0	0	0
F36	NM	NM	NM	NM	NM	NM	NM
F37	1	0	0	0	0	0	0
F38	0	0	0	0	0	0	1
F39	0	1	0	0	0	0	0
F40	0	1	1	0	0	0	0
F41	0	1	0	0	0	0	0
F42	0	0	1	0	0	0	0
F43	0	1	0	0	0	0	0
F44	0	0	1	0	0	0	0
F45	0	1	0	0	0	0	0
F46	0	0	1	0	0	0	0
F47	0	0	1	0	0	0	0
F48	0	0	1	0	0	0	0
F49	0	1	0	0	0	0	0
F50	0	1	0	0	0	0	0

CODE	Q. PART 1 - A. SPELLING									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
F1	1	1	1	1	1	1	1	1	1	1
F2	0	1	1	1	1	1	1	1	1	1
F3	1	1	1	1	1	1	1	1	1	1
F4	0	1	1	1	1	0	1	1	1	1
F5	1	1	1	1	1	1	1	1	1	1
F6	1	1	1	1	1	1	1	1	1	1
F7	1	1	1	1	1	1	1	1	1	1
F8	1	1	1	1	1	1	1	1	1	1
F9	1	1	1	1	1	1	1	1	1	1
F10	1	1	0	1	1	1	1	1	1	1
F11	1	1	1	1	1	1	1	1	1	1
F12	1	1	0	1	1	1	1	1	1	1
F13	1	1	1	1	1	1	1	1	1	1
F14	1	1	1	1	1	1	1	1	1	1
F15	1	1	1	1	1	1	1	1	1	1
F16	1	1	1	1	1	1	1	1	1	1
F17	0	0	0	1	1	0	1	1	0	1
F18	1	1	1	1	1	1	1	1	1	1
F19	1	1	1	1	1	1	1	1	1	1
F20	0	1	1	1	1	1	1	1	1	1
F21	1	1	1	1	1	1	1	1	1	1
F22	1	1	1	1	1	1	1	1	1	1
F23	0	1	1	1	1	1	1	1	1	1
F24	1	1	1	1	1	1	1	1	1	1
F25	1	1	1	1	1	1	1	1	1	1
F26	1	1	1	1	1	1	1	1	1	1
F27	1	1	1	1	1	1	1	1	1	1
F28	1	1	1	1	1	1	1	1	1	1
F29	1	1	1	1	1	1	1	1	1	1
F30	1	1	1	1	1	1	1	1	1	1
F31	0	1	1	1	1	1	1	1	1	1
F32	1	1	1	1	1	1	1	1	1	1
F33	1	1	1	1	1	1	1	1	1	1
F34	1	1	1	1	1	1	1	1	1	1
F35	0	1	1	1	1	1	1	1	1	1
F36	1	1	1	1	1	1	1	1	1	1
F37	1	1	1	1	1	1	1	1	1	1
F38	1	1	1	1	1	1	1	1	1	1
F39	1	1	1	1	1	1	1	1	1	1
F40	1	0	1	0	1	1	1	1	0	1
F41	1	1	1	1	1	1	1	1	1	1
F42	1	1	1	1	1	1	1	1	1	1
F43	1	1	1	1	1	1	1	1	1	1
F44	1	1	1	1	1	1	1	1	1	1
F45	1	1	1	1	1	1	1	1	1	1
F46	1	1	1	1	1	1	1	1	1	1
F47	1	1	1	1	1	1	1	1	1	1
F48	1	1	1	1	1	1	1	1	1	1
F49	1	1	1	1	1	1	1	1	1	1
F50	1	1	1	1	1	1	1	1	1	1

RT	Q.PART 2-B. MEANING									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
F1	1	0.5	1	1	1	1	1	1	1	1
F2	1	0.5	1	1	1	1	1	1	1	1
F3	1	1	1	1	1	1	1	1	1	1
F4	1	0	1	1	1	0	0	0.5	0	1
F5	0	0	0	0	0	0	0	0	0	0
F6	1	0.5	1	1	1	0.5	1	1	0.5	1
F7	1	0.5	1	1	1	1	1	1	0.5	1
F8	1	1	1	1	1	1	1	1	1	1
F9	1	1	1	1	1	1	1	1	0.5	1
F10	0	0	0	0	0	0	0	0	0	0
F11	0	0	0	0	0	0	0	0	0	0
F12	0.5	0	0.5	0	0	0	0	0	0	0
F13	0	0	0	0	0	0	0	0	0	0
F14	0.5	1	1	1	1	1	1	1	1	1
F15	1	0.5	1	1	0.5	0.5	1	1	1	1
F16	0.5	1	1	1	1	1	1	0.5	0.5	1
F17	1	0	1	1	1	1	1	0.5	0.5	1
F18	0.5	0.5	0.5	0.5	0	0.5	0.5	0.5	0.5	0.5
F19	0.5	0	1	0.5	0	0	0.5	0.5	0	0.5
F20	1	1	1	0.5	1	1	0.5	0.5	0.5	1
F21	1	1	1	1	1	0.5	0.5	1	0.5	1
F22	1	1	1	1	1	1	1	1	1	1
F23	0.5	0	0.5	1	1	1	1	1	1	1
F24	1	1	1	1	0.5	0.5	0.5	1	0.5	0
F25	1	0.5	0.5	0	1	0.5	0	0.5	0.5	0
F26	1	1	1	1	1	1	1	0.5	0.5	1
F27	1	1	1	1	1	1	1	1	1	1
F28	0.5	1	1	1	1	1	1	0.5	1	1
F29	1	1	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5
F30	1	1	1	1	1	1	1	1	1	1
F31	1	0.5	1	1	1	1	1	1	0.5	1
F32	1	1	1	1	1	0	0	0.5	0.5	0.5
F33	0	0.5	0.5	0.5	1	1	0.5	0.5	0.5	0.5
F34	1	1	1	1	1	1	1	1	1	1
F35	1	0	0	0	0	0	0	0	0	0
F36	1	1	1	1	1	1	1	1	0.5	0
F37	1	0.5	1	0.5	0.5	0.5	1	0.5	0.5	1
F38	1	1	1	1	1	1	1	1	1	0.5
F39	0.5	1	1	0.5	1	1	1	1	1	0.5
F40	0.5	0	1	0.5	0	1	0.5	0	0.5	0.5
F41	0	0.5	1	0.5	1	1	0	0.5	0.5	0
F42	0	1	1	0.5	1	0.5	1	0.5	0.5	1
F43	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
F44	1	1	1	1	0	1	0.5	0.5	0.5	0.5
F45	1	1	1	1	1	1	1	0.5	0.5	1
F46	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	1
F47	1	0.5	1	1	1	1	0.5	0	0	1
F48	1	0.5	1	1	1	1	0.5	0.5	0.5	0
F49	0	0.5	1	1	1	1	1	0.5	0.5	0.5
F50	0.5	0.5	0.5	0.5	1	1	0.5	0.5	0.5	1

CODE	Q.PART2-C. SENTENCE									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
F1	1	1	1	1	1	1	1	1	1	1
F2	1	1	1	1	1	1	1	1	1	1
F3	1	1	1	1	1	1	1	1	1	1
F4	1	1	1	1	1	1	1	0	1	1
F5	1	1	1	1	1	0	0	0	0	0
F6	1	1	0.5	1	1	0.5	1	1	1	1
F7	1	1	1	1	1	1	1	1	1	1
F8	1	0	1	1	1	1	1	1	1	1
F9	1	1	1	1	1	1	1	1	1	1
F10	0	0	0	0	0	0	0	0	0	0
F11	0	0	0	0	0	0	0	0	0	0
F12	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5
F13	1	1	1	1	1	1	1	1	1	1
F14	1	1	1	1	1	1	1	1	1	1
F15	1	1	1	1	1	1	1	1	1	1
F16	1	0.5	1	1	1	1	1	1	1	1
F17	0.5	1	1	1	1	1	0.5	0	1	1
F18	0	0	0	0	1	0	0	1	1	1
F19	0	0	0	0	0	0	0	0	0	0
F20	1	1	1	1	0	1	1	1	1	1
F21	1	1	1	1	1	1	1	0	1	0
F22	1	1	1	1	1	1	1	1	1	1
F23	1	1	1	1	1	1	1	1	0	1
F24	1	1	1	0	1	1	0.5	1	1	1
F25	1	1	1	1	1	1	1	1	1	1
F26	1	1	1	1	1	1	1	1	1	1
F27	1	1	1	1	1	1	1	1	1	1
F28	1	1	1	1	1	1	1	1	1	1
F29	1	1	1	1	1	1	1	1	1	1
F30	0	1	0	1	1	0	1	0	1	1
F31	1	1	1	1	1	1	1	1	1	1
F32	1	1	1	1	0	1	1	1	1	1
F33	1	1	1	1	1	1	1	1	1	1
F34	1	1	1	1	1	1	1	1	1	1
F35	1	1	1	1	1	1	1	1	1	1
F36	1	1	1	1	1	1	1	1	1	1
F37	1	1	1	1	1	1	1	1	1	1
F38	1	1	1	1	1	1	1	1	1	1
F39	1	1	1	1	1	1	1	1	1	1
F40	0	0	0	1	0	0	0	0	0	1
F41	0.5	1	1	0.5	0.5	1	1	1	1	1
F42	1	1	1	1	1	1	1	1	1	1
F43	1	1	1	1	1	1	1	1	1	1
F44	0	0	0	0	0	0	0	0	0	0
F45	1	1	1	1	1	1	1	1	1	1
F46	1	1	1	1	1	1	1	1	1	1
F47	1	1	1	1	0	0	1	1	1	1
F48	0	0	0	0	0	0	0	0	0	0
F49	0	0	0	0	0	0	0	0	0	0
F50	0.5	0.5	0.5	0.5	0.5	1	0	1	0.5	1

CODE	Q.PART3-D. PASSAGE	Q.PART3-E. RELATIONSHIP WITH THE MAIN WORD									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
F1	30	1	1	1	1	1	1	1	1	1	1
F2	30	1	1	1	1	1	1	1	0	1	1
F3	30	1	1	1	1	1	1	1	1	1	1
F4	30	1	1	1	1	1	0	0	0	1	1
F5	0	1	1	1	1	1	0	0	0	1	1
F6	0	1	1	1	1	1	1	1	1	1	0
F7	30	1	1	1	1	1	1	1	1	1	1
F8	0	1	1	0	1	1	1	1	1	1	1
F9	27	1	1	1	1	1	1	1	1	1	0
F10	0	1	1	1	1	1	1	1	1	1	1
F11	0	0	0	0	0	0	0	0	0	0	0
F12	0	1	1	1	1	1	1	1	1	1	1
F13	0	1	0	1	1	0	0	0	1	1	1
F14	30	0	1	0	0	0	0	0	0	1	1
F15	30	1	1	1	1	1	1	1	1	1	1
F16	30	1	1	1	1	1	0	1	0	1	1
F17	0	0	1	0	0	0	0	0	1	0	1
F18	0	1	1	1	1	1	1	1	1	1	1
F19	0	1	1	1	1	1	1	1	1	1	1
F20	0	1	1	1	1	1	1	1	1	1	1
F21	0	1	1	1	1	1	1	1	1	1	1
F22	30	1	1	1	1	1	1	1	1	1	1
F23	0	0	0	0	0	0	0	0	0	0	0
F24	25	1	1	1	1	1	0	1	1	1	1
F25	30	1	1	1	1	1	1	1	1	1	1
F26	0	1	1	1	1	1	1	1	1	1	1
F27	30	1	1	1	1	1	1	1	1	1	1
F28	30	0	1	1	1	1	1	1	1	1	1
F29	30	1	1	1	1	1	1	1	0	1	0
F30	0	0	1	1	1	1	0	0	0	1	1
F31	30	1	1	1	1	1	0	1	1	1	1
F32	30	1	1	1	1	1	1	1	1	1	1
F33	30	1	1	1	1	1	1	1	1	1	1
F34	30	1	1	1	1	1	1	1	1	1	0
F35	0	0	0	0	0	0	0	0	0	0	0
F36	0	0	0	0	0	0	0	0	0	0	0
F37	30	1	1	1	1	1	1	1	1	1	1
F38	30	1	1	1	1	0.5	1	1	1	1	1
F39	30	1	1	1	1	1	0	1	1	1	1
F40	0	1	1	1	1	1	0	0	1	1	1
F41	0	1	1	1	1	1	1	1	1	1	1
F42	30	1	1	1	1	1	0	1	1	1	1
F43	0	1	1	1	1	1	0	1	1	1	1
F44	0	1	1	1	1	1	1	1	1	1	1
F45	30	0	1	1	1	1	1	1	1	1	1
F46	30	1	0	1	1	1	1	1	1	1	1
F47	30	0	1	1	1	1	0	1	1	1	1
F48	0	0	0	0	1	1	0	1	1	0	1
F49	0	0	1	1	1	0	1	1	1	1	1
F50	18	1	0	0	0	0	0	0	1	1	0

CODE	Q.PART3- F. NEGATION OF THE GIVEN WORD									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
F1	1	1	1	1	1	1	1	1	1	1
F2	1	0	1	1	0	1	1	1	1	1
F3	1	1	1	1	1	1	1	1	1	1
F4	1	0	1	1	0	1	1	1	1	0
F5	1	1	1	1	1	1	0	1	1	1
F6	0	0	0	0	0	0	0	0	0	0
F7	1	0	1	1	1	1	1	1	1	1
F8	1	1	1	1	1	1	1	1	1	1
F9	1	0	1	1	1	1	1	1	1	1
F10	0	0	1	1	0	1	1	1	1	1
F11	0	0	0	0	0	0	0	0	0	0
F12	0	1	1	1	1	1	1	1	1	1
F13	0	0	1	1	0	1	1	1	1	1
F14	0	0	1	1	1	1	1	1	1	1
F15	1	0	1	1	1	1	1	1	1	1
F16	1	0	1	1	0	1	1	1	1	1
F17	0	0	0	0	0	0	0	0	0	0
F18	1	0	1	1	1	1	1	1	1	1
F19	1	0	1	1	1	1	1	1	1	1
F20	1	0	0	1	1	0	1	1	1	1
F21	0	0	1	1	1	1	1	1	1	1
F22	1	1	1	1	1	1	1	1	1	1
F23	0	0	0	0	0	0	0	0	0	0
F24	1	1	1	1	1	1	1	1	1	0
F25	1	0	1	1	0	1	1	1	1	1
F26	1	0	1	1	1	1	1	1	1	1
F27	1	1	1	1	1	1	1	0	1	1
F28	1	1	1	1	1	1	1	1	1	1
F29	1	1	1	1	1	1	1	0	1	1
F30	1	0	1	1	1	0	1	1	1	1
F31	1	0	1	1	1	1	1	1	1	1
F32	0	0	1	0	1	1	1	1	1	1
F33	1	0	1	0	1	1	1	1	1	1
F34	1	0	1	1	1	1	1	1	1	1
F35	0	0	0	0	0	0	0	0	0	0
F36	0	0	0	0	0	0	0	0	0	0
F37	1	0	1	1	0	1	1	1	1	1
F38	1	0	1	1	1	1	1	1	1	1
F39	1	1	1	1	1	1	1	1	1	1
F40	1	0	1	0	0	1	0	0	0	0
F41	1	0	1	1	1	1	1	1	1	1
F42	1	0	1	0	0	0	1	1	1	0
F43	1	0	1	1	1	1	1	1	1	1
F44	1	1	1	0	1	1	1	1	1	1
F45	1	1	0	1	1	1	1	1	1	1
F46	1	0	1	0	1	1	1	1	1	1
F47	0	0	1	0	0	0	1	0	0	0
F48	0	0	0	0	0	0	1	1	1	0
F49	1	0	1	1	1	1	1	1	1	1
F50	1	0	1	0	0	1	1	1	1	1

CODE	Q.PART3-G.THREE WORDS FROM THE GIVEN ROOT WORDS									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
F1	2	2	1.5	1.5	1.5	1.5	1.5	1	2	1
F2	2	2	1	2	2	2	2	2	2	1.5
F3	2	1.5	1	2	2	1.5	1.5	1.5	2	1.5
F4	1	1	0	1.5	1	1	0	0	1.5	0
F5	1	2	0	0	1.5	2	2	1.5	1	1
F6	0	0	0	0	0	0	0	0	0	0
F7	2	2	1	1.5	2	2	1.5	1	1	1
F8	1.5	2	0	2	2	1.5	1.5	2	2	2
F9	1	1.5	1	1	1.5	1	1.5	1	1	1
F10	0	0	0	0	0	0	0	0	0	0
F11	0	0	0	0	0	0	0	0	0	0
F12	1	1.5	0	1.5	1.5	1	1	1	1	1.5
F13	1.5	1	0	1	1	0	1	0	1	1
F14	2	2	1.5	2	2	2	2	2	1.5	2
F15	2	2	1.5	2	2	2	2	2	2	2
F16	1	1	0	1	1	1.5	1	0	1.5	1
F17	1	0	0	1	0	1	0	0	1.5	1
F18	1.5	1.5	0	1.5	1	0	1.5	1	1.5	0
F19	1.5	1.5	0	1.5	1	0	1.5	1	1.5	0
F20	1.5	2	1	1.5	1.5	1.5	1.5	1	1.5	1.5
F21	0	0	0	0	0	0	0	0	0	0
F22	2	2	1.5	2	2	2	2	1.5	2	2
F23	0	0	0	0	0	0	0	0	0	0
F24	1.5	2	0	1	2	1.5	2	0	2	1.5
F25	0	0	0	0	0	0	0	0	0	0
F26	1	1.5	1.5	1	1	2	1.5	1	1.5	1
F27	2	1.5	1	2	1.5	2	2	1	2	1
F28	1.5	2	0	2	2	2	2	1.5	2	1.5
F29	2	2	2	2	2	1.5	2	2	2	2
F30	1	1.5	0	0	1	1.5	1.5	1.5	1.5	1
F31	2	2	0	1	1.5	1.5	2	1.5	2	1
F32	1.5	2	0	1	1.5	0	1.5	1.5	1.5	1
F33	1.5	1	0	1.5	1.5	1.5	2	1	2	1.5
F34	2	2	1.5	2	2	2	2	2	2	2
F35	0	0	0	0	0	0	0	0	0	0
F36	1	1.5	0	1.5	1	1	1.5	0	1	1.5
F37	2	2	1.5	1.5	1	1	1.5	1	1.5	1.5
F38	2	1.5	0	2	1.5	1.5	1	1	1.5	1
F39	1.5	1.5	1	1	1	1.5	1.5	1.5	1.5	1
F40	1	0	0	0	1	1	2	0	1	0
F41	2	2	1.5	1.5	1.5	2	2	1.5	1.5	1.5
F42	1.5	1.5	1	1	1	0	1.5	0	1.5	1
F43	2	2	1.5	1.5	1.5	2	2	1	1.5	1.5
F44	1.5	2	0	1	1	1	2	1.5	1.5	1
F45	1.5	2	0	1.5	1.5	2	1.5	1.5	1.5	1.5
F46	1.5	1.5	0	1.5	1	1.5	2	1.5	1.5	1
F47	1	1	0	1	1	1	1	1	1	1
F48	1.5	1.5	1.5	1.5	1.5	1	1.5	1.5	2	1
F49	1.5	2	1	1.5	2	0	1	1.5	1	1
F50	1.5	2	1.5	1	1	1.5	1.5	1.5	1.5	1.5

LBSIM

S No	CODE	GENDER	AGE	INSTITUTION	UNIVERSITY	STATE
51	L1	M	24	LBSIM	NA	KL
52	L2	F	24	LBSIM	NA	DL
53	L3	F	26	LBSIM	NA	WB
54	L4	F	22	LBSIM	NA	UP
55	L5	M	24	LBSIM	NA	DL
56	L6	M	25	LBSIM	NA	OR
57	L7	F	23	LBSIM	NA	PB
58	L8	M	23	LBSIM	NA	DL
59	L9	M	27	LBSIM	NA	HR
60	L10	M	24	LBSIM	NA	MH
61	L11	F	22	LBSIM	NA	OR
62	L12	M	24	LBSIM	NA	UP
63	L13	M	22	LBSIM	NA	CG
64	L14	F	23	LBSIM	NA	DL
65	L15	M	23	LBSIM	NA	DL
66	L16	F	27	LBSIM	NA	HR
67	L17	M	24	LBSIM	NA	UP
68	L18	F	23	LBSIM	NA	HR
69	L19	M	26	LBSIM	NA	DL
70	L20	M	23	LBSIM	NA	PB
71	L21	M	25	LBSIM	NA	UP
72	L22	M	25	LBSIM	NA	DL
73	L23	M	22	LBSIM	NA	PB
74	L24	M	23	LBSIM	NA	UP
75	L25	M	23	LBSIM	NA	HR
76	L26	M	26	LBSIM	NA	UP
77	L27	M	27	LBSIM	NA	AS
78	L28	M	22	LBSIM	NA	PB
79	L29	M	24	LBSIM	NA	DL
80	L30	M	22	LBSIM	NA	DL
81	L31	M	22	LBSIM	NA	DL
82	L32	M	23	LBSIM	NA	NM
83	L33	M	23	LBSIM	NA	NM
84	L34	M	25	LBSIM	NA	UK
85	L35	M	23	LBSIM	NA	DL
86	L36	M	21	LBSIM	NA	DL
87	L37	M	22	LBSIM	NA	TN
88	L38	F	22	LBSIM	NA	DL
89	L39	F	25	LBSIM	NA	HR
90	L40	M	22	LBSIM	NA	DL
91	L41	M	21	LBSIM	NA	UP
92	L42	F	21	LBSIM	NA	UP
93	L43	F	21	LBSIM	NA	MP
94	L44	M	21	LBSIM	NA	HR
95	L45	M	23	LBSIM	NA	DL
96	L46	F	23	LBSIM	NA	DL
97	L47	M	22	LBSIM	NA	DL
98	L48	M	24	LBSIM	NA	PB
99	L49	F	23	LBSIM	NA	DL
100	L50	F	23	LBSIM	NA	DL

Code	Education-English (board)			Education-Hindi (board)			Education-Regional Lang.(board)		
	Primary	Secondary	S. Secondary	Primary	Secondary	S. Secondary	Primary	Secondary	S. Secondary
L1	1	1	1	0	0	0	0	0	0
L2	1	1	1	0	0	0	0	0	0
L3	1	1	1	0	0	0	0	0	0
L4	1	1	1	0	0	0	0	0	0
L5	1	1	1	0	0	0	0	0	0
L6	1	1	1	0	0	0	0	0	0
L7	1	1	1	0	0	0	0	0	0
L8	1	1	1	0	0	0	0	0	0
L9	1	1	1	0	0	0	0	0	0
L10	0	0	1	0	0	0	1	1	0
L11	1	1	1	0	0	0	0	0	0
L12	1	1	1	0	0	0	0	0	0
L13	1	1	1	0	0	0	0	0	0
L14	1	1	1	0	0	0	0	0	0
L15	1	1	1	0	0	0	0	0	0
L16	1	1	1	0	0	0	0	0	0
L17	1	1	1	0	0	0	0	0	0
L18	1	1	1	0	0	0	0	0	0
L19	1	1	1	0	0	0	0	0	0
L20	1	1	1	0	0	0	0	0	0
L21	0	0	0	1	1	1	0	0	0
L22	1	1	1	0	0	0	0	0	0
L23	1	1	1	0	0	0	0	0	0
L24	1	1	1	0	0	0	0	0	0
L25	1	1	1	0	0	0	0	0	0
L26	1	1	1	0	0	0	0	0	0
L27	1	1	1	0	0	0	0	0	0
L28	1	1	1	0	0	0	0	0	0
L29	1	1	1	0	0	0	0	0	0
L30	0	0	0	0	0	0	1	1	1
L31	1	1	1	0	0	0	0	0	0
L32	1	1	1	0	0	0	0	0	0
L33	1	1	1	0	0	0	0	0	0
L34	1	1	1	0	0	0	0	0	0
L35	1	1	1	0	0	0	0	0	0
L36	1	1	1	0	0	0	0	0	0
L37	1	1	1	0	0	0	0	0	0
L38	1	1	1	0	0	0	0	0	0
L39	1	1	1	0	0	0	0	0	0
L40	1	1	1	0	0	0	0	0	0
L41	1	1	1	0	0	0	0	0	0
L42	1	1	1	0	0	0	0	0	0
L43	0	1	1	1	0	0	0	0	0
L44	1	1	1	0	0	0	0	0	0
L45	1	1	1	0	0	0	0	0	0
L46	1	1	1	0	0	0	0	0	0
L47	1	1	1	0	0	0	0	0	0
L48	1	1	1	0	0	0	0	0	0
L49	1	1	1	0	0	0	0	0	0
L50	1	1	1	0	0	0	0	0	0

Code	Board			Medium of education in graduation			Graduation/ College/University
	Primary	Secondary	S. Secondary	English	Hindi	Regional lang.	
L1	KSB	KSB	KSB	1	0	0	NIT CALICUT
L2	CISCE	CISCE	CISCE	1	0	0	WBUT
L3	GCE	GCE	GCE	1	0	0	WBUT
L4	CBSE	CBSE	CBSE	1	0	0	PU
L5	CBSE	CBSE	CBSE	1	0	0	GGSIU
L6	ICSE	ICSE	CHSE	1	0	0	BPUT
L7	PSEB	PSEB	PSEB	1	0	0	LPU
L8	CBSE	CBSE	CBSE	1	0	0	ARSD COLLEGE, DU
L9	CBSE	CBSE	CBSE	1	0	0	THAPAR UNIVERSITY
L10	MAHAHSSCB	MAHAHSSCB	MAHAHSSCB	1	0	0	YCMOU
L11	ICSE	ICSE	ICSE	1	0	0	SAMBALPUR UNIVERSITY
L12	CBSE	CBSE	CBSE	1	0	0	DU
L13	ICSE	ICSE	ICSE	1	0	0	NM
L14	CBSE	CBSE	CBSE	1	0	0	BANASTHALI UNIVERSITY
L15	CBSE	CBSE	CBSE	1	0	0	IP UNIVERSITY
L16	CBSE	CBSE	CBSE	1	0	0	MDU
L17	CBSE	CBSE	CBSE	1	0	0	UPTU
L18	CBSE	CBSE	CBSE	1	0	0	YMCA
L19	CBSE	CBSE	CBSE	1	0	0	DU
L20	CBSE	CBSE	CBSE	1	0	0	PTU
L21	UP BOARD	UP BOARD	UP BOARD	1	0	0	NM
L22	CBSE	CBSE	CBSE	1	0	0	MDU
L23	CBSE	CBSE	CBSE	1	0	0	PTU
L24	CBSE	CBSE	CBSE	1	0	0	RGPV BHOPAL
L25	CBSE	CBSE	CBSE	1	0	0	UKTU DEHRADUN
L26	CBSE	CBSE	CBSE	1	0	0	MANIPAL UNIVERSITY
L27	SEBA	SEBA	SEBA	1	0	0	GAUHATI UNIVERSITY
L28	CBSE	CBSE	CBSE	1	0	0	PTU
L29	CBSE	CBSE	CBSE	1	0	0	KUK
L30	GSEB	GSEB	GSEB	1	0	0	GTU
L31	CBSE	CBSE	CBSE	1	0	0	MDU
L32	ICSE	ICSE	CBSE	1	0	0	UPTU, LUCKNOW
L33	CBSE	CBSE	CBSE	1	0	0	MGU, KERELA
L34	CBSE	CBSE	CBSE	1	0	0	UPES
L35	CBSE	CBSE	CBSE	1	0	0	DU
L36	CBSE	CBSE	CBSE	1	0	0	DU
L37	CBSE	CBSE	CBSE	1	0	0	SRM UNIVERSITY
L38	CBSE	CBSE	CBSE	1	0	0	DU
L39	CBSE	CBSE	CBSE	1	0	0	KUK
L40	CBSE	CBSE	CBSE	1	0	0	GGSIU, DELHI
L41	CBSE	CBSE	CBSE	1	0	0	LU
L42	CBSE	CBSE	CBSE	1	0	0	DU
L43	MP BOARD	CBSE	CBSE	1	0	0	DAVV
L44	CBSE	CBSE	CBSE	1	0	0	KUK
L45	CBSE	CBSE	CBSE	1	0	0	DU
L46	CBSE	CBSE	CBSE	1	0	0	DU
L47	ICSE	ICSE	CBSE	1	0	0	GGSIU
L48	CBSE	CBSE	CBSE	1	0	0	PTU
L49	ICSE	ICSE	ISC	1	0	0	UPTU
L50	CBSE	CBSE	CBSE	1	0	0	DU

CODE	BP-C ENGLISH LANGUAGE SKILLS					
	READING	WRITING	LISTENING	SPEAKING	GRAMMAR	VOCABULARY
L1	4	4	4	4	4	4
L2	5	4	5	4	3	3
L3	5	5	5	4	4	4
L4	5	4	4	4	4	3
L5	4	4	4	4	4	3
L6	5	4	5	4	3	3
L7	4	4	4	3	3	3
L8	5	4	5	4	4	3
L9	3	4	4	3	4	4
L10	4	4	4	4	4	3
L11	4	4	4	4	4	4
L12	5	4	4	4	3	3
L13	3	3	3	3	3	3
L14	5	5	5	5	5	5
L15	4	4	3	4	3	2
L16	4	4	4	4	4	3
L17	5	4	4	4	3	2
L18	4	4	4	3	4	3
L19	4	4	4	4	4	4
L20	4	4	5	3	4	4
L21	3	3	3	3	3	4
L22	4	4	4	4	4	4
L23	4	3	3	3	2	2
L24	4	4	4	3	3	3
L25	4	2	5	2	4	3
L26	5	5	5	5	5	5
L27	4	3	4	3	3	2
L28	4	3	4	4	4	3
L29	3	4	3	4	3	3
L30	3	3	5	4	5	3
L31	5	4	4	4	5	4
L32	4	3	3	3	3	3
L33	4	4	5	3	3	2
L34	5	5	5	3	4	2
L35	5	5	5	5	5	5
L36	5	5	5	5	5	5
L37	5	5	5	5	5	5
L38	4	3	4	4	3	3
L39	3	4	4	4	4	4
L40	5	4	5	4	5	4
L41	4	4	3	2	2	4
L42	5	5	5	5	4	4
L43	3	4	5	3	5	1
L44	4	4	4	4	4	3
L45	4	4	3	3	4	3
L46	3	4	4	4	3	2
L47	4	5	4	4	4	3
L48	4	5	5	4	5	5
L49	5	4	4	5	4	4
L50	4	4	4	3	3	3

CODE	BP-D ENGLISH LANGUAGE SKILLS (IMPROVEMENT)					
	READING	WRITING	LISTENING	SPEAKING	GRAMMAR	VOCABULARY
L1	Y	Y	Y	Y	N	Y
L2	N	Y	MB	Y	Y	Y
L3	N	Y	N	Y	Y	Y
L4	N	Y	N	Y	Y	Y
L5	MB	MB	MB	MB	MB	MB
L6	N	Y	N	Y	Y	Y
L7	N	Y	N	Y	Y	Y
L8	N	MB	N	Y	MB	Y
L9	Y	MB	N	Y	N	MB
L10	MB	N	N	Y	MB	Y
L11	Y	Y	Y	Y	Y	Y
L12	MB	Y	Y	Y	Y	Y
L13	Y	Y	Y	Y	Y	Y
L14	MB	MB	MB	MB	MB	MB
L15	Y	Y	Y	Y	Y	Y
L16	Y	MB	N	MB	N	Y
L17	N	N	N	Y	MB	Y
L18	N	N	N	Y	MB	Y
L19	N	MB	N	N	N	Y
L20	N	N	N	Y	MB	Y
L21	Y	Y	MB	Y	Y	N
L22	Y	Y	Y	Y	Y	Y
L23	N	MB	N	MB	Y	Y
L24	Y	Y	Y	Y	Y	Y
L25	N	Y	N	Y	Y	Y
L26	N	N	N	N	N	N
L27	MB	Y	MB	Y	MB	Y
L28	Y	Y	Y	Y	MB	Y
L29	Y	MB	N	MB	MB	Y
L30	Y	Y	MB	Y	MB	Y
L31	N	MB	MB	MB	N	N
L32	Y	Y	Y	Y	Y	Y
L33	Y	Y	Y	Y	Y	Y
L34	N	MB	N	Y	Y	Y
L35	N	N	N	N	N	N
L36	N	N	N	N	N	MB
L37	N	N	N	N	N	N
L38	MB	Y	MB	Y	Y	Y
L39	Y	Y	MB	MB	MB	Y
L40	N	MB	N	MB	MB	MB
L41	MB	Y	Y	Y	Y	Y
L42	MB	MB	MB	MB	Y	Y
L43	MB	N	N	Y	Y	Y
L44	N	MB	N	Y	MB	Y
L45	N	N	Y	Y	N	Y
L46	Y	Y	Y	N	Y	Y
L47	N	N	N	MB	MB	Y
L48	N	N	N	MB	Y	Y
L49	N	MB	MB	N	N	MB
L50	N	N	Y	MB	MB	Y

CODE	BP-QE					
	1	2	3	4	5	6
L1	0	0	0	0	0	1
L2	0	1	0	0	0	0
L3	1	0	0	0	0	0
L4	0	1	0	0	0	0
L5	1	0	0	0	0	0
L6	1	0	0	0	0	0
L7	1	0	0	0	0	0
L8	0	1	0	0	0	0
L9	1	0	0	0	0	0
L10	1	0	0	0	0	0
L11	1	1	0	0	0	0
L12	1	0	0	0	0	0
L13	1	0	0	0	0	0
L14	1	0	0	0	0	0
L15	0	1	0	0	0	0
L16	1	0	0	0	0	0
L17	0	1	0	0	0	0
L18	0	1	0	0	0	0
L19	0	1	0	0	0	0
L20	1	0	0	0	0	0
L21	0	1	0	0	0	0
L22	0	1	0	0	0	0
L23	0	1	0	0	0	0
L24	0	1	0	0	0	0
L25	1	0	0	0	0	0
L26	1	0	0	0	0	0
L27	0	1	0	0	0	0
L28	1	1	0	0	0	0
L29	1	0	0	0	0	0
L30	1	0	0	0	0	0
L31	1	0	0	0	0	0
L32	1	0	0	0	0	0
L33	0	1	0	0	0	0
L34	0	0	1	0	0	0
L35	1	0	0	0	0	0
L36	1	0	0	0	0	0
L37	0	1	0	0	0	0
L38	1	1	0	0	0	0
L39	1	0	0	0	0	0
L40	0	1	0	0	0	0
L41	0	1	0	0	0	0
L42	1	0	0	0	0	0
L43	1	0	0	0	0	0
L44	1	0	0	0	0	0
L45	1	0	0	0	0	0
L46	1	0	0	0	0	0
L47	1	0	0	0	0	0
L48	0	1	0	0	0	0
L49	1	0	0	0	0	0
L50	1	0	0	0	0	0

CODE	BP-QF						
	1	2	3	4	5	6	7
L1	1	0	0	0	0	0	0
L2	1	0	0	0	1	0	1
L3	1	1	0	0	1	0	0
L4	1	1	1	0	1	0	0
L5	1	0	1	1	0	1	0
L6	0	1	0	0	1	0	0
L7	1	0	0	0	1	0	1
L8	1	0	0	0	0	0	1
L9	1	0	0	0	0	0	1
L10	0	0	0	0	1	0	1
L11	1	0	0	0	0	0	1
L12	0	1	1	0	0	0	0
L13	0	0	1	0	0	0	0
L14	0	0	0	0	1	0	0
L15	0	0	0	0	1	0	0
L16	1	0	0	0	1	0	1
L17	1	0	0	0	0	0	1
L18	1	1	0	0	1	0	1
L19	0	1	0	0	1	0	0
L20	1	1	0	0	1	0	0
L21	0	0	0	0	0	0	1
L22	1	1	0	1	0	0	1
L23	0	1	1	0	1	0	1
L24	1	0	0	0	1	0	0
L25	1	1	1	0	1	0	1
L26	0	0	0	1	0	0	0
L27	1	1	0	0	0	0	1
L28	1	1	1	1	1	1	1
L29	0	0	0	0	1	0	0
L30	1	1	0	0	1	0	1
L31	0	0	0	0	0	1	0
L32	1	1	1	1	1	1	1
L33	0	1	0	0	1	0	1
L34	1	0	1	0	0	0	1
L35	1	0	0	0	0	0	0
L36	0	1	0	0	0	0	0
L37	0	0	0	0	0	0	1
L38	1	1	0	0	1	1	1
L39	0	1	0	0	1	0	0
L40	0	0	1	0	1	0	0
L41	1	1	1	1	1	1	1
L42	1	0	1	0	1	0	1
L43	1	1	0	1	1	1	1
L44	0	0	1	0	0	0	0
L45	0	0	0	1	0	1	0
L46	0	1	1	0	1	0	0
L47	1	0	0	0	0	0	0
L48	1	0	0	0	0	0	0
L49	0	0	0	0	0	1	0
L50	1	1	0	0	1	0	1

CODE	BP-QG				
	1	2	3	4	OTHER
L1	1	0	0	0	0
L2	1	0	0	0	0
L3	1	0	0	0	0
L4	1	0	0	0	0
L5	1	0	1	0	0
L6	1	0	0	0	0
L7	1	0	0	0	0
L8	1	0	0	0	0
L9	1	0	0	0	0
L10	1	0	0	0	0
L11	1	0	0	0	0
L12	1	0	0	0	0
L13	1	0	0	0	0
L14	1	0	0	0	0
L15	1	0	0	0	0
L16	1	0	0	0	0
L17	1	0	0	0	0
L18	1	0	0	0	0
L19	1	0	0	0	0
L20	1	0	0	0	0
L21	1	0	0	0	0
L22	1	0	0	0	0
L23	1	0	0	0	0
L24	1	0	0	0	0
L25	1	0	0	0	0
L26	1	0	0	0	0
L27	1	0	0	0	0
L28	1	0	0	0	0
L29	1	0	0	0	0
L30	1	0	0	0	0
L31	1	0	0	0	0
L32	1	0	0	0	0
L33	1	0	0	0	0
L34	1	0	0	0	0
L35	1	0	0	0	0
L36	1	0	0	0	0
L37	1	0	0	0	0
L38	1	0	0	0	0
L39	1	0	0	0	0
L40	1	0	0	0	0
L41	1	0	0	0	0
L42	1	0	0	0	0
L43	1	0	0	0	0
L44	1	0	0	0	0
L45	1	0	0	0	0
L46	1	0	0	0	0
L47	1	0	0	0	0
L48	1	0	0	0	0
L49	1	0	0	0	0
L50	1	0	0	0	0

CODE	BP-QH						
	1	2	3	4	5	6	7
L1	0	1	0	0	0	0	0
L2	0	0	1	0	0	0	0
L3	0	0	0	1	0	0	0
L4	0	1	0	0	0	0	0
L5	0	1	0	0	0	0	0
L6	0	1	0	0	0	0	0
L7	0	0	1	0	0	0	0
L8	0	1	0	0	0	0	0
L9	0	0	1	0	0	0	0
L10	0	1	0	0	0	0	0
L11	1	0	0	0	0	0	0
L12	0	1	0	0	0	0	0
L13	0	0	1	0	0	0	0
L14	0	0	1	0	0	0	0
L15	0	0	1	0	0	0	0
L16	0	0	0	0	0	0	1
L17	0	0	1	0	0	0	0
L18	0	0	1	0	0	0	0
L19	0	0	1	0	0	0	0
L20	0	1	0	0	0	0	0
L21	0	1	0	0	0	0	0
L22	0	1	0	0	0	0	0
L23	0	1	1	0	0	0	0
L24	0	0	1	0	0	0	0
L25	0	1	0	0	0	0	0
L26	0	1	0	0	0	0	0
L27	0	1	0	0	0	0	0
L28	0	0	1	0	0	0	0
L29	0	1	0	0	0	0	0
L30	0	0	1	0	0	0	0
L31	0	0	0	0	0	0	1
L32	0	1	0	0	0	0	0
L33	0	0	1	0	0	0	0
L34	0	1	0	0	0	0	0
L35	0	1	0	0	0	0	0
L36	0	0	1	0	0	0	0
L37	0	0	1	0	0	0	0
L38	0	1	0	0	0	0	0
L39	0	0	1	0	0	0	0
L40	0	0	1	0	0	0	0
L41	0	1	0	0	0	0	0
L42	1	1	0	0	0	0	1
L43	1	0	0	0	0	0	0
L44	0	0	1	0	0	0	0
L45	0	1	0	0	0	0	0
L46	0	0	1	0	0	0	0
L47	1	0	0	0	0	0	0
L48	0	0	1	0	0	0	0
L49	0	0	1	0	0	0	0
L50	1	0	0	0	0	0	0

CODE	Q. PART 1 - A. SPELLING									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
L1	1	1	0	1	1	1	1	1	1	1
L2	1	1	1	1	1	1	1	1	1	1
L3	1	1	1	1	1	1	1	1	1	1
L4	1	1	1	1	1	1	1	1	1	1
L5	1	1	0	0	1	1	1	1	1	1
L6	1	1	1	1	1	1	1	1	1	1
L7	1	1	1	1	1	1	1	1	1	1
L8	1	1	1	1	1	1	1	1	1	1
L9	1	1	1	1	1	1	1	1	1	1
L10	1	1	1	1	1	1	1	1	1	1
L11	0	1	1	1	1	1	1	1	1	1
L12	1	1	1	1	1	1	1	1	1	1
L13	1	0	0	1	1	0	0	0	1	1
L14	1	1	1	1	1	1	1	1	1	1
L15	1	1	1	1	1	1	1	1	1	1
L16	1	1	1	1	1	1	1	1	1	1
L17	1	1	1	1	1	1	1	1	1	1
L18	1	1	1	1	1	1	1	1	1	1
L19	1	1	1	1	1	1	1	1	1	1
L20	1	1	1	1	1	1	1	1	1	1
L21	1	1	1	1	1	1	1	1	1	1
L22	1	1	1	1	1	1	1	1	1	1
L23	1	1	1	1	1	1	1	1	1	1
L24	1	1	1	1	1	0	1	1	1	1
L25	1	1	0	1	1	1	1	1	1	1
L26	1	1	1	1	1	1	1	1	1	1
L27	1	1	1	1	1	1	1	1	1	1
L28	1	1	1	1	1	1	1	1	1	1
L29	0	1	1	1	1	1	1	1	1	1
L30	1	1	1	1	1	1	1	1	1	1
L31	1	1	1	1	1	1	1	1	1	1
L32	0	1	1	1	1	1	1	1	1	1
L33	1	1	0	1	1	1	1	1	1	1
L34	0	1	1	1	1	1	1	1	1	1
L35	0	1	1	1	1	1	1	1	1	1
L36	1	1	0	1	1	1	1	1	1	1
L37	1	1	1	1	1	1	1	1	1	1
L38	1	1	1	1	1	1	1	1	1	1
L39	1	1	1	1	1	1	1	1	1	1
L40	1	1	1	1	1	1	1	1	1	1
L41	1	1	0	1	1	1	1	1	1	1
L42	1	1	1	1	1	1	1	1	1	1
L43	1	1	1	1	1	1	1	1	1	1
L44	1	1	1	1	1	1	1	1	1	1
L45	0	1	1	1	1	1	1	1	1	1
L46	1	1	1	1	1	1	1	1	1	1
L47	1	1	1	1	1	1	1	1	1	1
L48	1	1	1	1	1	1	1	1	1	1
L49	0	1	1	1	1	1	1	1	1	1
L50	1	1	1	1	1	1	1	1	1	1

CODE	Q.PART 2-B. MEANING									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
L1	0.5	0.5	1	1	1	1	1	1	0.5	1
L2	1	0	1	0.5	1	1	0	1	0	0.5
L3	1	1	1	1	1	1	0	1	1	1
L4	1	0.5	1	1	1	1	1	1	1	0
L5	0.5	0	0.5	0.5	0	0.5	0	0	0	0
L6	1	0.5	1	0.5	1	1	1	1	1	1
L7	0.5	0.5	1	1	1	1	1	1	0.5	1
L8	1	1	1	1	1	0.5	1	1	0.5	0
L9	0.5	0.5	0.5	1	1	1	0.5	0.5	1	1
L10	1	0	0	0.5	1	0.5	0.5	0.5	0	1
L11	0.5	0	0.5	0.5	1	0.5	1	0.5	0	0.5
L12	0	0	0	0.5	1	0.5	1	0	0	1
L13	0	0	0	0.5	0	0	0	0	0	0
L14	1	0.5	1	0.5	1	0.5	0.5	1	0.5	1
L15	0	0.5	0	0	0	0.5	0.5	0.5	0.5	0.5
L16	0.5	0	0.5	0.5	0	0.5	0.5	0.5	0.5	0
L17	0	1	0.5	1	1	1	1	1	0.5	1
L18	0.5	1	0.5	0.5	1	1	0.5	1	0.5	1
L19	0.5	0	1	1	1	0.5	1	0.5	1	0.5
L20	1	1	1	0.5	1	1	0.5	1	0.5	1
L21	0	0.5	0	0.5	0	0.5	0.5	0	1	0
L22	0.5	1	1	1	1	0.5	1	0.5	1	1
L23	1	1	0.5	0.5	0.5	1	1	0.5	0	0
L24	1	0	1	1	0.5	1	1	1	0	1
L25	0	1	1	1	0.5	0.5	1	1	0.5	0.5
L26	1	1	1	1	1	1	1	1	1	1
L27	1	1	0.5	1	1	0.5	1	1	1	1
L28	0.5	1	1	0.5	1	0.5	1	0.5	0.5	1
L29	0.5	0	0.5	1	1	1	1	1	1	1
L30	1	0	1	1	0	0.5	1	0.5	1	1
L31	1	0.5	0.5	0	0	1	0.5	0.5	1	0
L32	0.5	0	1	1	1	1	1	1	0.5	1
L33	1	0	1	1	1	0.5	1	1	0	1
L34	0	0	1	1	1	1	1	1	1	1
L35	1	0.5	0	0.5	1	0.5	0.5	0.5	0	0
L36	0.5	0	1	1	1	0.5	0.5	0.5	0.5	0
L37	1	0	1	1	1	0.5	1	1	1	1
L38	1	0.5	1	1	1	1	0.5	1	1	1
L39	1	0.5	1	1	1	1	1	0.5	1	1
L40	1	0	0	1	1	0.5	0	1	1	1
L41	0	0.5	1	0	0.5	0	1	0.5	0.5	0.5
L42	0.5	0.5	1	1	1	1	0.5	0.5	1	1
L43	0	0.5	1	0.5	1	0	0	0.5	0.5	0.5
L44	1	0	1	1	1	1	0.5	0	0	0
L45	1	0.5	0.5	0.5	1	1	0.5	0.5	0	1
L46	1	1	1	0.5	1	0	1	0.5	1	0
L47	0.5	0	1	0.5	1	1	1	0.5	0	0
L48	1	1	1	0.5	0.5	1	0.5	0.5	1	1
L49	1	0.5	1	0.5	1	0.5	0.5	0.5	1	1
L50	1	1	1	1	1	1	1	1	1	1

CODE	Q.PART2-C. SENTENCE									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
L1	0	1	0	1	1	0	0.5	1	1	0
L2	0.5	1	1	1	1	1	1	1	1	1
L3	1	1	1	1	1	1	1	1	1	1
L4	0	0	0	0	0	0	0	0	0	0
L5	1	0.5	1	0.5	1	0.5	1	1	0.5	1
L6	1	1	1	1	1	1	1	1	1	1
L7	1	1	1	1	1	1	1	1	1	1
L8	1	0.5	0	1	1	0.5	1	1	1	1
L9	1	1	1	1	1	1	1	1	1	1
L10	0.5	1	1	1	1	1	1	1	1	0.5
L11	1	1	0	1	1	1	0	1	1	0
L12	1	1	1	1	1	1	1	1	1	1
L13	0	1	0	1	1	1	1	1	0	0
L14	1	1	1	1	1	1	1	1	1	1
L15	1	1	1	1	1	1	1	1	1	1
L16	1	1	0	1	0	1	1	0	1	1
L17	1	0.5	1	1	1	0	1	1	1	1
L18	1	1	1	1	1	1	1	1	1	1
L19	1	1	0	1	1	1	1	1	1	1
L20	0.5	1	0	1	0	1	1	1	1	1
L21	0	0	0	0	0	0	0	0	0	0
L22	1	1	1	1	1	1	1	1	1	1
L23	0	1	1	0.5	1	0.5	0.5	1	1	1
L24	1	1	1	1	1	1	1	1	1	1
L25	1	1	1	1	1	1	1	1	1	1
L26	1	1	1	1	1	1	1	1	1	1
L27	1	1	1	1	1	1	1	1	1	1
L28	1	1	1	1	1	1	1	1	1	1
L29	1	1	1	1	1	1	1	1	1	1
L30	1	1	1	1	1	1	1	1	1	1
L31	1	1	1	0	1	1	1	1	1	1
L32	0	0.5	0.5	1	1	1	0	1	1	1
L33	0	0	1	1	1	1	1	0	1	0
L34	0	1	0.5	1	1	1	1	1	0	1
L35	0.5	1	1	1	1	1	1	1	1	1
L36	1	1	0	1	0	1	1	1	1	0
L37	1	1	1	1	1	1	1	1	1	1
L38	1	1	1	1	1	1	1	1	1	1
L39	1	1	1	1	1	1	1	1	1	1
L40	0.5	0.5	1	0	1	1	1	1	1	1
L41	1	1	1	1	1	1	1	1	1	1
L42	1	1	1	1	1	1	1	1	1	1
L43	1	1	0	1	1	1	1	1	1	1
L44	1	1	1	1	1	1	1	1	1	1
L45	1	1	1	1	1	1	1	1	1	1
L46	1	0.5	0.5	1	1	1	1	1	0.5	1
L47	0.5	0.5	1	0	1	1	0.5	1	1	1
L48	1	1	1	0.5	1	1	1	1	1	1
L49	1	1	0.5	0.5	0.5	1	1	0.5	1	1
L50	1	1	1	1	1	1	1	1	1	1

CODE	Q.PART3-D. PASSAGE	Q.PART3-E. RELATIONSHIP WITH THE MAIN WORD									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
L1	12	1	1	1	1	1	0	1	1	1	1
L2	30	1	1	1	1	1	1	1	1	1	1
L3	24	1	1	1	1	1	1	1	1	1	1
L4	0	1	0	0	1	1	0	1	1	1	1
L5	0	1	1	1	1	1	0	1	0	1	1
L6	30	1	1	1	1	1	1	1	1	1	1
L7	30	1	1	1	1	1	1	1	1	1	1
L8	30	1	1	1	1	1	0	1	1	1	0.5
L9	30	1	1	1	1	1	1	1	1	1	1
L10	30	1	1	1	1	1	1	1	1	1	1
L11	12	0	1	0	1	1	0	1	0	1	0
L12	28	1	1	1	1	1	1	1	1	1	1
L13	24	0	0	1	1	0	0	0	1	0	0
L14	30	1	1	1	1	1	1	1	1	1	1
L15	24	1	1	1	1	1	1	1	1	1	1
L16	30	1	1	1	1	1	1	1	1	1	1
L17	30	0	0	0	0	0	0	0	0	0	0
L18	0	1	1	1	1	1	1	1	1	1	1
L19	20	1	1	0	0	1	1	1	1	1	1
L20	0	1	1	1	1	1	0	1	1	1	1
L21	20	1	1	0	0	0	0	0	0	0	0
L22	0	1	1	1	1	1	1	1	1	1	1
L23	30	1	1	1	1	1	1	1	1	1	1
L24	0	1	1	0	0	0	0	1	1	1	1
L25	30	1	1	1	1	1	1	1	1	1	1
L26	30	1	1	1	1	1	1	1	1	1	1
L27	30	1	1	1	1	1	1	1	1	1	1
L28	0	1	1	1	1	1	1	1	1	1	1
L29	30	1	1	1	1	1	1	1	1	1	1
L30	30	1	1	1	1	1	1	1	1	1	1
L31	30	1	1	1	1	1	1	1	1	1	1
L32	0	1	0	0	1	1	1	1	1	1	1
L33	30	1	1	1	1	1	0	1	1	1	1
L34	30	1	1	1	1	1	1	1	1	1	1
L35	0	1	1	1	1	1	1	1	1	1	1
L36	0	1	1	1	1	1	1	1	1	1	1
L37	30	1	1	1	1	0	1	1	1	1	1
L38	30	1	1	1	1	1	1	1	1	1	1
L39	30	1	1	1	1	1	1	1	1	1	1
L40	30	1	1	1	1	1	1	1	1	1	1
L41	30	1	1	1	1	1	1	1	1	1	1
L42	30	1	1	1	1	1	1	1	1	1	1
L43	24	1	1	1	1	1	1	1	1	1	1
L44	30	1	1	1	1	1	1	1	1	1	1
L45	30	1	1	1	1	1	1	1	1	1	1
L46	30	1	0	0	1	1	1	1	0	1	1
L47	24	1	1	1	1	1	1	1	1	1	1
L48	30	1	1	1	1	1	1	1	1	1	1
L49	30	1	1	1	1	1	0	1	1	1	1
L50	0	1	0	0	1	1	1	1	1	1	1

CODE	Q.PART3- F. NEGATION OF THE GIVEN WORD									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
L1	1	0	0	0	0	0	1	0	0	0
L2	1	0	1	1	1	1	1	1	1	1
L3	1	1	1	1	1	1	1	1	1	1
L4	1	0	1	0	1	1	1	1	1	1
L5	1	0	0	0	1	1	1	1	0	0
L6	1	0	1	0	1	1	1	1	1	0
L7	1	1	1	0	1	1	1	1	1	1
L8	0	0	1	1	1	1	1	1	1	1
L9	1	1	1	1	1	1	1	1	1	1
L10	1	1	1	1	0	1	1	1	1	1
L11	0	1	1	1	0	1	1	0	1	1
L12	1	1	1	1	0	1	1	1	1	1
L13	0	0	0	0	0	0	0	0	0	0
L14	1	0	1	0	0	1	0	1	1	1
L15	1	0	1	1	0	1	1	1	1	1
L16	1	1	1	1	1	1	1	1	1	0
L17	0	0	1	0	1	1	0	0	1	1
L18	1	1	1	0	0	1	1	1	1	1
L19	1	0	1	1	1	1	1	1	1	1
L20	0	0	1	0	0	1	1	0	0	0
L21	0	0	0	0	0	0	0	0	0	0
L22	1	1	1	1	1	1	1	1	1	1
L23	0	1	1	1	1	1	1	1	1	1
L24	1	0	1	1	0	1	1	0	1	1
L25	0	0	1	0	1	1	1	1	1	1
L26	1	0	1	1	1	1	1	1	1	1
L27	1	0	1	1	1	1	1	1	1	1
L28	1	0	1	0	1	1	1	1	1	1
L29	1	1	1	1	1	1	1	1	1	1
L30	1	1	1	1	0	1	1	1	1	1
L31	1	0	1	1	0	1	1	1	1	0
L32	1	0	1	0	1	1	1	1	1	1
L33	1	1	1	1	0	1	1	1	1	1
L34	1	1	1	1	0	1	1	1	1	1
L35	1	0	1	0	0	1	1	1	1	0
L36	1	1	1	1	1	1	1	1	1	1
L37	1	1	1	1	1	1	1	1	1	1
L38	1	1	1	1	1	1	1	1	1	1
L39	1	1	1	1	0	1	1	1	1	1
L40	1	0	1	1	0	0	1	1	1	1
L41	0	1	1	1	1	1	1	1	1	1
L42	1	0	1	1	1	1	1	1	1	1
L43	1	0	1	0	0	1	1	1	1	0
L44	1	1	1	1	0	1	1	1	1	1
L45	1	1	1	1	1	1	1	1	1	1
L46	1	0	1	1	1	1	1	0	1	1
L47	1	1	1	0	1	1	1	1	1	1
L48	1	1	1	1	0	1	1	1	1	1
L49	1	0	1	1	0	1	1	1	1	1
L50	1	1	1	0	1	1	1	1	1	1

CODE	Q.PART3-G.THREE WORDS FROM THE GIVEN ROOT WORDS									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
L1	1	1	1	1	1	1	1	1	1.5	1
L2	2	1.5	1	1	2	1.5	2	1.5	2	1.5
L3	2	2	2	2	2	2	2	1.5	2	1.5
L4	1	1	0	1	2	1.5	1.5	1	1.5	1.5
L5	0	0	0	0	0	0	0	0	0	0
L6	1	2	1	1	1.5	0	1	1.5	1.5	1.5
L7	1.5	1.5	0	2	1.5	1.5	1.5	1.5	1.5	1
L8	2	1.5	0	1.5	1.5	1.5	2	1	2	1.5
L9	2	2	1	1	2	2	2	1.5	2	2
L10	1.5	1.5	0	1.5	1.5	1.5	1.5	1.5	1.5	1
L11	2	2	0	2	2	2	2	1	1.5	1.5
L12	1.5	1.5	1	1.5	1.5	1.5	1.5	1.5	1.5	1.5
L13	0	0	0	0	0	0	0	0	0	0
L14	2	2	1.5	1	1.5	1	1	1	2	1
L15	2	2	1	2	1.5	1	1	1	2	2
L16	1	1	0	1	1	1	1	1	1	1
L17	2	1.5	1	1.5	1.5	1.5	2	0	1.5	2
L18	1.5	2	1	1	1.5	0	2	0	1.5	1
L19	2	1.5	1	1.5	2	1.5	1	1	1	1.5
L20	2	2	1.5	1	1	0	1	1	1	1
L21	0	0	0	0	0	0	0	0	1	1
L22	0	1	0	1	1	0	1	1	1	1
L23	1	1.5	0	1	1	1	1.5	0	1.5	0
L24	1	1.5	0	1	1.5	1	1.5	0	1.5	0
L25	2	2	1.5	1.5	2	2	2	2	2	2
L26	2	2	1	1.5	2	1	2	2	2	2
L27	1	1	1	1	1	1	1	1	1	1
L28	2	2	1	1.5	2	1.5	2	2	2	1.5
L29	1	1	0	1	1	1	1	1	1	1
L30	1.5	1.5	0	2	2	2	1.5	1	1.5	1.5
L31	2	2	0	2	2	0	2	1.5	2	1.5
L32	1	1	1	1	1	1	0	1	1.5	0
L33	1.5	2	1	0	1.5	1	0	0	1	1
L34	1	0	1	1	1	0	1	0	1.5	1
L35	1.5	2	1.5	1.5	2	1.5	1.5	1.5	1.5	2
L36	2	1.5	1	2	1.5	0	1.5	1	2	1.5
L37	2	2	1	2	2	2	2	2	2	2
L38	1.5	1.5	1	1.5	1.5	0	1.5	0	2	1.5
L39	1.5	2	1	1.5	1.5	1.5	1.5	1	2	1
L40	1.5	1	1	1	1	1.5	1	1	1.5	1.5
L41	2	2	0	1.5	2	2	2	2	1	1
L42	1	2	1	1	1.5	1.5	1.5	1	2	1.5
L43	1	1	1	1	1.5	0	1	1	1	1
L44	1	1	1	1	1	1.5	1.5	0	1.5	1.5
L45	1.5	2	0	2	1.5	1	2	0	2	2
L46	2	1	1	1	1	1.5	1	1	1	1.5
L47	1	2	0	2	2	2	2	1.5	2	0.5
L48	2	1.5	1.5	2	2	1.5	2	2	2	2
L49	1	1.5	0	1.5	1.5	1	1	1	1.5	1
L50	1.5	1	0	0	1	1	2	1	2	2

DMS

S No	CODE	GENDER	AGE	INSTITUTION	UNIVERSITY	STATE
101	I1	M	24	DMS	IITD	HR
102	I2	F	23	DMS	IITD	GUJ
103	I3	M	25	DMS	IITD	AP
104	I4	M	22	DMS	IITD	DL
105	I5	M	23	DMS	IITD	UP
106	I6	F	22	DMS	IITD	MP
107	I7	M	23	DMS	IITD	DL
108	I8	M	24	DMS	IITD	DL
109	I9	M	24	DMS	IITD	HR
110	I10	F	24	DMS	IITD	UP
111	I11	M	25	DMS	IITD	PB
112	I12	M	22	DMS	IITD	DL
113	I13	M	24	DMS	IITD	AP
114	I14	F	23	DMS	IITD	DL
115	I15	M	24	DMS	IITD	MH
116	I16	M	29	DMS	IITD	BR
117	I17	F	22	DMS	IITD	JK
118	I18	M	28	DMS	IITD	WB
119	I19	M	25	DMS	IITD	DL
120	I20	M	26	DMS	IITD	AS
121	I21	M	26	DMS	IITD	GJ
122	I22	M	24	DMS	IITD	UP
123	I23	F	26	DMS	IITD	MP
124	I24	M	24	DMS	IITD	DL
125	I25	M	25	DMS	IITD	DL
126	I26	M	26	DMS	IITD	DL
127	I27	M	25	DMS	IITD	TN
128	I28	F	22	DMS	IITD	UK
129	I29	F	24	DMS	IITD	UP
130	I30	F	26	DMS	IITD	AS
131	I31	F	26	DMS	IITD	HR
132	I32	F	25	DMS	IITD	DL
133	I33	M	24	DMS	IITD	TS
134	I34	M	26	DMS	IITD	PB
135	I35	M	25	DMS	IITD	PB
136	I36	M	22	DMS	IITD	MP
137	I37	M	25	DMS	IITD	AS
138	I38	F	24	DMS	IITD	UP
139	I39	M	22	DMS	IITD	RJ
140	I40	M	23	DMS	IITD	BH
141	I41	F	22	DMS	IITD	MH
142	I42	M	22	DMS	IITD	PB
143	I43	M	24	DMS	IITD	UP
144	I44	M	24	DMS	IITD	BH
145	I45	M	23	DMS	IITD	GJ
146	I46	M	23	DMS	IITD	GJ
147	I47	M	22	DMS	IITD	UP
148	I48	M	21	DMS	IITD	DL
149	I49	M	21	DMS	IITD	DL
150	I50	M	25	DMS	IITD	MH

Code	Education-English (board)			Education-hindi (board)			Education-regional lang.(board)		
	Primary	Secondary	S. Secondary	Primary	Secondary	S. Secondary	Primary	Secondary	S. Secondary
I1	1	1	1	0	0	0	0	0	0
I2	1	1	1	0	0	0	0	0	0
I3	1	1	1	0	0	0	0	0	0
I4	1	1	1	0	0	0	0	0	0
I5	0	0	0	1	1	1	0	0	0
I6	1	1	1	0	0	0	0	0	0
I7	1	1	1	0	0	0	0	0	0
I8	1	1	1	0	0	0	0	0	0
I9	1	1	1	0	0	0	0	0	0
I10	1	1	1	0	0	0	0	0	0
I11	1	1	1	0	0	0	0	0	0
I12	1	1	1	0	0	0	0	0	0
I13	1	1	1	0	0	0	0	0	0
I14	1	1	1	0	0	0	0	0	0
I15	1	1	1	0	0	0	0	0	0
I16	0	0	0	0	0	0	1	1	1
I17	1	1	1	0	0	0	0	0	0
I18	1	1	1	0	0	0	0	0	0
I19	1	1	1	0	0	0	0	0	0
I20	1	1	1	0	0	0	0	0	0
I21	1	1	1	0	0	0	0	0	0
I22	1	1	1	0	0	0	0	0	0
I23	1	1	1	0	0	0	0	0	0
I24	1	1	1	0	0	0	0	0	0
I25	1	1	1	0	0	0	0	0	0
I26	1	1	1	0	0	0	0	0	0
I27	1	1	1	0	0	0	0	0	0
I28	1	1	1	0	0	0	0	0	0
I29	1	1	1	0	0	0	0	0	0
I30	1	1	1	0	0	0	0	0	0
I31	1	1	1	0	0	0	0	0	0
I32	1	1	1	0	0	0	0	0	0
I33	1	1	1	0	0	0	0	0	0
I34	1	1	1	0	0	0	0	0	0
I35	1	1	1	0	0	0	0	0	0
I36	1	1	1	0	0	0	0	0	0
I37	1	1	1	0	0	0	0	0	0
I38	1	1	1	0	0	0	0	0	0
I39	1	1	1	0	0	0	0	0	0
I40	0	1	1	1	0	0	0	0	0
I41	1	1	1	0	0	0	0	0	0
I42	1	1	1	0	0	0	0	0	0
I43	1	1	1	0	0	0	0	0	0
I44	1	1	1	0	0	0	0	0	0
I45	1	1	1	0	0	0	0	0	0
I46	0	0	0	0	0	0	1	1	1
I47	1	1	1	0	0	0	0	0	0
I48	1	1	1	0	0	0	0	0	0
I49	1	1	1	0	0	0	0	0	0
I50	1	1	1	0	0	0	0	0	0

Code	Board			Medium of Education in Graduation			Graduation/ College/University
	Primary	Secondary	S. Secondary	English	Hindi	Regional lang.	
I1	CBSE	CBSE	CBSE	1	0	0	VTU
I2	CBSE	CBSE	CBSE	1	0	0	NM
I3	ICSE	SSC, AP	BIE AP	1	0	0	JNTU, AP
I4	GSB	GSB	GSB	1	0	0	MSU BARODA
I5	UP BOARD	UP BOARD	UP BOARD	1	0	0	IIT BHU
I6	CBSE	CBSE	CBSE	1	0	0	NMIMS
I7	CBSE	CBSE	CBSE	1	0	0	DU
I8	CBSE	CBSE	CBDE	1	0	0	DU
I9	CBSE	CBSE	CBSE	1	0	0	AMITY UNIVERSITY
I10	CBSE	CBSE	CBSE	1	0	0	HBTI, KNAPUR
I11	CBSE	CBSE	CBSE	1	0	0	IIT, KHARAGPUR
I12	CBSE	CBSE	CBSE	1	0	0	DU
I13	AP BOARD	AP BOARD	AP BOARD	1	0	0	NIT, TRICHY
I14	CBSE	CBSE	CBSE	1	0	0	JAYPEE UNIVERSITY
I15	MAHAHSSCB	MAHAHSSCB	MH HSC	1	0	0	NM
I16	BSEB	BSEB	BSEB	0	0	1	PATNA UNIVERSITY
I17	CBSE	CBSE	CBSE	1	0	0	DU
I18	CBSE	CBSE	CBSE	1	0	0	NM
I19	CBSE	CBSE	CBSE	1	0	0	IP UNIVERSITY
I20	CBSE	CBSE	CBSE	1	0	0	SOAU, BHUBNESHWAR
I21	GSEB	GSEB	GSEB	1	0	0	M.S. UNIVERSITY
I22	CBSE	CBSE	CBSE	1	0	0	AMU, ALIGARH
I23	CBSE	CBSE	MP BOARD	1	0	0	NM
I24	ICSE	ICSE	ISC	1	0	0	GGSIU, DELHI
I25	CBSE	CBSE	CBSE	1	0	0	GGSIU, DELHI
I26	CBSE	CBSE	CBSE	1	0	0	NM
I27	CBSE	CBSE	CBSE	1	0	0	AMRITA UNIVERSITY
I28	CBSE	CBSE	CBSE	1	0	0	SYMBIOSIS, PUNE
I29	ICSE	ICSE	ISC	1	0	0	BIT, MESRA
I30	CBSE	CBSE	CBSE	1	0	0	NM
I31	CBSE	CBSE	CBSE	1	0	0	NM
I32	CBSE	CBSE	CBSE	1	0	0	NM
I33	TBSIE	TBSIE	TBSIE	1	0	0	NM
I34	ICSE	ICSE	CBSE	1	0	0	VIT, VELLORE
I35	CBSE	CBSE	CBSE	1	0	0	NM
I36	CBSE	CBSE	CBSE	1	0	0	DAVV
I37	CBSE	CBSE	CBSE	1	0	0	IIT, GUWAHATI
I38	ICSE	ICSE	ISC	1	0	0	MNIT, JAIPUR
I39	CBSE	CBSE	CBSE	1	0	0	DU
I40	BSEB	CBSE	CBSE	1	0	0	NIT, JAMSHEDPUR
I41	MAHAHSSCB	MAHAHSSCB	MH HSC	1	0	0	MUMBAI UNIVERSITY
I42	CBSE	CBSE	CBSE	1	0	0	GNDU
I43	CBSE	ICSE	CBSE	1	0	0	IIT KANPUR
I44	ICSE	ICSE	ICSE	1	0	0	NIT JAMSHEDPUR
I45	GSB	GSB	GSB	1	0	0	MSU BARODA
I46	GSB	GSB	GSB	1	0	0	NIT
I47	CBSE	CBSE	CBSE	1	0	0	NMIMS
I48	CBSE	CBSE	CBSE	1	0	0	DU
I49	CBSE	CBSE	CBDE	1	0	0	DU
I50	MAHAHSSCB	MAHAHSSCB	MAHAHSSCB	1	0	0	NM

CODE	BP-C ENGLISH LANGUAGE SKILLS					
	READING	WRITING	LISTENING	SPEAKING	GRAMMAR	VOCABULARY
I1	5	4	4	5	5	4
I2	4	4	5	4	3	3
I3	5	5	5	5	5	5
I4	4	3	5	4	3	3
I5	5	4	3	4	3	4
I6	4	3	3	3	1	3
I7	4	5	4	4	3	3
I8	4	4	4	3	3	3
I9	4	4	5	5	3	4
I10	5	3	5	3	4	3
I11	4	4	4	4	3	4
I12	4	4	4	4	4	3
I13	5	3	4	2	2	4
I14	5	4	5	4	4	4
I15	5	5	5	5	5	5
I16	1	1	1	1	1	1
I17	5	5	5	5	5	5
I18	4	4	4	4	4	4
I19	3	3	3	3	3	3
I20	5	5	5	5	5	4
I21	5	5	5	5	5	5
I22	5	5	5	5	4	4
I23	4	4	4	4	4	4
I24	4	4	5	4	4	4
I25	5	5	4	5	5	5
I26	5	5	5	5	5	5
I27	4	4	4	4	4	4
I28	5	5	5	5	5	5
I29	4	5	3	4	4	4
I30	4	4	4	3	3	3
I31	5	4	5	4	5	4
I32	5	5	5	5	5	5
I33	5	4	5	4	3	3
I34	5	5	5	5	4	3
I35	5	5	5	4	5	4
I36	4	4	5	4	4	5
I37	5	5	5	4	4	4
I38	5	5	5	5	5	5
I39	4	4	4	3	3	3
I40	5	5	5	4	4	4
I41	4	4	4	4	4	4
I42	4	4	4	4	4	4
I43	5	5	5	5	5	5
I44	4	4	4	3	4	3
I45	4	3	4	4	3	3
I46	5	4	4	4	3	4
I47	4	3	3	3	1	3
I48	4	4	4	4	3	3
I49	4	4	4	4	3	3
I50	4	4	4	4	4	4

CODE	BP-D ENGLISH LANGUAGE SKILLS (IMPROVEMENT)					
	READING	WRITING	LISTENING	SPEAKING	GRAMMAR	VOCABULARY
I1	N	MB	MB	N	N	Y
I2	Y	N	Y	Y	Y	Y
I3	N	Y	Y	Y	N	Y
I4	N	Y	Y	Y	Y	Y
I5	N	Y	Y	MB	Y	Y
I6	Y	N	Y	Y	Y	Y
I7	N	N	Y	MB	Y	MB
I8	Y	Y	N	Y	Y	Y
I9	MB	Y	MB	Y	Y	Y
I10	N	MB	N	MB	N	Y
I11	Y	MB	N	MB	Y	Y
I12	N	N	N	N	MB	Y
I13	N	Y	N	Y	MB	MB
I14	Y	MB	MB	MB	MB	N
I15	N	N	N	N	N	N
I16	Y	Y	Y	Y	Y	Y
I17	N	N	N	N	N	N
I18	Y	Y	Y	Y	Y	Y
I19	Y	Y	Y	Y	Y	Y
I20	MB	MB	Y	MB	MB	Y
I21	N	N	MB	MB	MB	N
I22	N	N	N	MB	MB	MB
I23	y	y	y	y	y	y
I24	Y	Y	Y	Y	Y	Y
I25	N	N	Y	N	N	Y
I26	N	N	N	Y	Y	N
I27	N	N	N	Y	N	N
I28	N	N	N	N	N	N
I29	Y	Y	Y	Y	Y	Y
I30	Y	Y	Y	Y	Y	Y
I31	N	Y	N	Y	N	Y
I32	N	N	N	N	N	N
I33	N	MB	N	MB	MB	MB
I34	N	MB	N	N	MB	Y
I35	Y	Y	Y	Y	Y	Y
I36	N	Y	N	Y	Y	Y
I37	N	N	MB	N	MB	Y
I38	N	N	N	N	N	N
I39	N	N	N	Y	Y	Y
I40	N	N	N	MB	MB	MB
I41	Y	MB	N	N	MB	Y
I42	Y	Y	Y	Y	Y	Y
I43	Y	Y	Y	Y	Y	Y
I44	N	MB	N	Y	MB	Y
I45	Y	Y	Y	Y	Y	Y
I46	N	Y	N	MB	Y	Y
I47	Y	Y	Y	Y	Y	Y
I48	N	N	Y	N	Y	Y
I49	Y	Y	Y	Y	Y	Y
I50	N	N	N	N	N	Y

CODE	BP-QE					
	1	2	3	4	5	6
I1	1	0	0	0	0	0
I2	1	0	0	0	0	0
I3	1	0	0	0	0	0
I4	1	1	0	0	0	0
I5	1	0	0	0	0	0
I6	1	1	0	0	0	0
I7	0	1	0	0	0	0
I8	1	0	0	0	0	0
I9	1	1	0	0	0	0
I10	1	0	0	0	0	1
I11	1	1	0	0	0	0
I12	1	0	0	0	0	0
I13	1	0	0	0	0	0
I14	1	0	0	0	0	0
I15	1	0	0	0	0	0
I16	1	0	0	0	0	0
I17	1	0	0	0	0	0
I18	1	0	0	0	0	0
I19	0	0	1	0	0	0
I20	0	1	0	0	0	0
I21	1	0	0	0	0	0
I22	1	0	0	0	0	0
I23	1	0	0	0	0	0
I24	1	0	0	0	0	0
I25	1	0	0	0	0	0
I26	1	0	0	0	0	0
I27	0	1	1	0	0	0
I28	1	0	0	0	0	0
I29	1	0	0	0	0	0
I30	1	0	0	0	0	0
I31	1	0	0	0	0	0
I32	0	1	0	0	0	1
I33	0	1	1	1	1	1
I34	0	1	0	0	0	0
I35	0	1	0	1	0	0
I36	1	0	0	0	0	0
I37	1	0	0	0	0	0
I38	1	1	0	0	0	0
I39	1	0	0	0	0	0
I40	1	0	0	0	0	0
I41	1	0	0	0	0	0
I42	0	1	0	0	0	0
I43	0	1	0	0	0	0
I44	0	1	0	0	0	0
I45	0	1	0	0	0	0
I46	1	0	0	0	0	0
I47	1	1	0	0	0	0
I48	0	1	0	0	0	0
I49	1	0	0	0	0	0
I50	0	0	0	0	0	1

CODE	BP-QF						
	1	2	3	4	5	6	7
I1	1	1	0	0	1	0	0
I2	0	0	0	0	0	0	1
I3	1	1	1	0	0	0	0
I4	1	1	0	0	0	0	1
I5	0	0	0	0	1	0	0
I6	1	1	0	0	0	1	1
I7	0	0	0	0	0	1	1
I8	0	0	0	0	1	1	1
I9	1	1	0	0	0	0	0
I10	0	1	0	0	0	0	0
I11	0	0	0	0	0	0	1
I12	1	0	0	0	1	0	0
I13	1	1	1	0	1	0	0
I14	0	0	0	0	1	0	0
I15	0	0	0	0	0	0	1
I16	1	0	0	1	0	0	1
I17	1	0	0	0	0	0	0
I18	1	1	0	0	0	1	0
I19	1	0	0	0	0	0	0
I20	0	1	0	0	0	0	0
I21	1	0	0	0	0	0	0
I22	0	0	0	0	0	0	1
I23	1	0	0	0	0	0	0
I24	0	0	0	0	1	0	0
I25	0	1	0	0	0	1	0
I26	1	0	0	0	0	0	0
I27	0	0	0	0	0	1	0
I28	0	0	0	0	0	0	0
I29	0	1	0	0	1	1	0
I30	0	0	0	0	1	1	1
I31	1	0	0	0	0	0	0
I32	0	0	0	1	1	0	0
I33	1	1	0	0	1	1	0
I34	0	0	0	0	1	0	0
I35	1	0	1	0	1	0	1
I36	0	0	0	0	0	1	1
I37	1	0	1	0	0	0	0
I38	1	1	0	0	1	0	1
I39	0	1	1	0	1	0	0
I40	1	0	0	0	0	0	0
I41	1	0	0	0	0	0	0
I42	0	0	1	0	0	0	0
I43	1	0	0	0	0	0	1
I44	1	0	0	0	0	0	1
I45	1	1	0	0	0	0	1
I46	0	0	0	0	1	0	0
I47	1	1	0	0	0	1	1
I48	0	0	0	0	0	1	1
I49	0	0	0	0	1	1	1
I50	0	0	0	0	0	1	0

CODE	BP-QG				
	1	2	3	4	OTHER
I1	1	0	0	0	0
I2	1	0	0	0	0
I3	1	0	0	0	0
I4	1	0	0	0	0
I5	1	0	0	0	0
I6	1	0	0	0	0
I7	1	0	0	0	0
I8	1	0	0	0	0
I9	1	0	0	0	0
I10	1	0	0	0	0
I11	1	0	0	0	0
I12	1	0	0	0	0
I13	1	0	0	0	0
I14	1	0	0	0	0
I15	1	0	0	0	0
I16	1	0	0	0	0
I17	1	0	0	0	0
I18	1	0	0	0	0
I19	1	0	0	0	0
I20	1	0	0	0	0
I21	0	0	0	0	1
I22	1	0	0	0	0
I23	1	0	0	0	0
I24	1	0	0	0	0
I25	1	0	0	0	0
I26	1	0	0	0	0
I27	1	0	0	0	0
I28	1	0	0	0	0
I29	1	0	0	0	0
I30	1	0	0	0	0
I31	1	0	0	0	0
I32	1	0	0	0	0
I33	1	0	0	0	0
I34	1	0	0	0	0
I35	1	0	0	0	0
I36	1	0	0	0	0
I37	1	0	0	0	0
I38	1	0	0	0	0
I39	1	0	0	0	0
I40	1	0	0	0	0
I41	1	0	0	0	0
I42	1	0	0	0	0
I43	1	0	0	0	0
I44	1	0	0	0	0
I45	1	0	0	0	0
I46	1	0	0	0	0
I47	1	0	0	0	0
I48	1	0	0	0	0
I49	1	0	0	0	0
I50	1	0	0	0	0

CODE	BP-QH						
	1	2	3	4	5	6	7
I1	0	0	1	0	0	0	0
I2	0	0	1	0	0	0	0
I3	0	1	0	0	0	0	0
I4	0	1	0	0	0	0	0
I5	0	0	0	0	0	1	0
I6	0	0	1	0	0	0	0
I7	1	0	0	0	0	0	0
I8	0	1	0	0	0	0	0
I9	0	0	1	0	0	0	0
I10	1	0	0	0	0	0	0
I11	0	1	0	0	0	0	0
I12	0	0	1	0	0	0	0
I13	0	1	0	0	0	0	0
I14	0	1	0	0	0	0	0
I15	0	1	0	0	0	0	0
I16	0	0	0	0	0	0	1
I17	0	1	0	0	0	0	0
I18	0	0	0	0	0	0	1
I19	0	1	0	0	0	0	0
I20	0	0	0	0	0	0	1
I21	1	0	0	0	0	0	0
I22	0	0	1	0	0	0	0
I23	0	1	0	0	0	0	0
I24	0	1	0	0	0	0	0
I25	0	0	0	0	0	0	1
I26	0	0	0	0	0	0	1
I27	0	0	0	0	0	0	1
I28	0	1	0	0	0	0	0
I29	0	0	0	0	0	0	1
I30	1	0	0	0	0	0	0
I31	0	1	0	0	0	0	0
I32	0	0	1	0	0	0	0
I33	0	0	0	0	0	0	1
I34	0	0	0	0	0	0	1
I35	1	0	0	0	0	0	0
I36	0	1	0	0	0	0	0
I37	0	1	0	0	0	0	0
I38	1	0	0	0	0	0	0
I39	0	0	0	0	0	0	1
I40	0	0	0	0	0	0	1
I41	0	1	0	0	0	0	0
I42	0	0	1	0	0	0	0
I43	0	0	1	0	0	0	0
I44	0	0	1	0	0	0	0
I45	0	0	1	0	0	0	0
I46	0	0	1	0	0	0	0
I47	0	1	0	0	0	0	0
I48	0	0	1	0	0	0	0
I49	0	1	0	0	0	0	0
I50	0	1	0	0	0	0	0

CODE	Q. PART 1 - A. SPELLING									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
I1	1	1	1	1	1	1	1	1	1	1
I2	1	1	1	1	1	1	1	1	1	1
I3	1	1	1	1	1	1	1	1	1	1
I4	0	1	1	1	1	1	1	1	1	1
I5	1	1	1	1	1	1	1	1	1	1
I6	1	1	1	1	1	1	1	1	1	1
I7	1	1	1	1	1	1	1	1	1	1
I8	0	1	1	1	1	1	1	1	1	1
I9	1	1	1	1	1	1	1	1	1	1
I10	1	1	1	1	1	1	1	1	1	1
I11	1	1	1	1	1	1	1	1	1	1
I12	1	1	1	1	1	1	1	1	1	1
I13	1	1	1	1	1	1	1	1	1	1
I14	1	1	1	1	1	1	1	1	1	1
I15	0	1	1	1	1	1	1	1	1	1
I16	1	1	1	1	1	1	1	1	1	1
I17	0	1	1	1	1	0	1	1	1	1
I18	1	1	1	1	1	1	1	1	1	1
I19	1	1	1	1	1	1	1	1	1	1
I20	1	1	1	1	1	1	1	1	1	1
I21	1	1	1	1	1	1	1	1	1	1
I22	1	1	1	1	1	1	1	1	1	1
I23	1	1	0	1	1	1	1	1	1	1
I24	1	1	1	1	1	1	1	1	1	1
I25	1	1	0	1	1	1	1	1	1	1
I26	1	1	1	1	1	1	1	1	1	1
I27	1	1	1	1	1	1	1	1	1	1
I28	1	1	1	1	1	1	1	1	1	1
I29	1	1	1	1	1	1	1	1	1	1
I30	1	1	1	1	1	1	1	1	1	1
I31	1	1	1	1	1	1	1	1	1	1
I32	1	1	1	1	1	1	1	1	1	1
I33	1	1	1	1	1	1	1	1	1	1
I34	0	1	1	1	1	1	1	1	1	1
I35	1	1	1	1	1	1	1	1	1	1
I36	1	1	1	1	1	1	1	1	1	1
I37	1	1	1	1	1	1	1	1	1	1
I38	1	1	1	1	1	1	1	1	1	1
I39	0	1	1	1	1	1	1	1	1	1
I40	1	1	1	1	1	1	1	1	1	1
I41	1	1	1	1	1	1	1	1	1	1
I42	1	1	1	1	1	1	1	1	1	1
I43	1	1	1	1	1	1	1	1	1	1
I44	1	1	1	1	1	1	1	1	1	1
I45	0	1	1	1	1	1	1	1	1	1
I46	1	1	1	1	1	1	1	1	1	1
I47	1	1	1	1	1	1	1	1	1	1
I48	1	1	1	1	1	1	1	1	1	1
I49	1	1	1	1	1	1	1	1	1	1
I50	1	1	1	1	1	1	1	1	1	1

CODE	Q.PART 2-B. MEANING									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
I1	1	0.5	1	1	1	1	1	1	1	1
I2	0.5	1	0.5	1	1	1	1	1	1	1
I3	1	1	1	0.5	0.5	0.5	0.5	1	1	0
I4	1	1	0	0	1	0	0	0	0	0
I5	1	0	1	1	0.5	0.5	0.5	0.5	0.5	1
I6	0	1	0	0	1	0	0	0	0	0
I7	0	1	0	0	1	0	0	0	0	0
I8	1	0	0	0	1	0	0	0	0	0
I9	0	0	0.5	0	1	0	0	0.5	0	0.5
I10	1	0.5	1	1	0.5	0.5	1	1	0.5	1
I11	1	1	1	1	0.5	1	0.5	1	0.5	1
I12	1	1	0.5	1	1	1	1	1	1	1
I13	1	1	1	0	1	1	1	1	0.5	1
I14	1	0.5	1	0.5	1	1	1	1	1	1
I15	1	0.5	1	1	1	1	1	1	1	1
I16	1	1	1	1	0	1	1	1	1	1
I17	1	0	1	1	0	0	0	0.5	0	1
I18	0	0	0	0	0	0	0	0	0	0
I19	1	0.5	1	1	1	0.5	0.5	1	0.5	1
I20	1	0.5	1	1	1	1	1	1	0.5	1
I21	1	1	1	1	1	1	1	1	1	1
I22	1	1	0	1	1	1	1	1	0.5	1
I23	0	0	0	0	0	0	0	0	0	0
I24	1	1	1	1	1	1	1	1	1	1
I25	0.5	0	0.5	0	0	0	0	0	0	0
I26	1	1	1	0	0	0	0	0	0	0
I27	0.5	1	1	1	0.5	1	1	1	1	1
I28	0	1	1	1	1	1	1	1	1	1
I29	1	0.5	1	1	1	1	0.5	0.5	0.5	0
I30	0	0.5	1	1	1	1	1	0.5	0.5	0.5
I31	0.5	0.5	0.5	0.5	1	1	0.5	0.5	0.5	1
I32	1	0.5	0.5	1	0	0.5	0.5	0.5	0.5	0.5
I33	0.5	0	1	0.5	0	0	0.5	0.5	0	0.5
I34	1	1	1	0.5	1	1	0.5	0.5	0.5	1
I35	1	1	1	1	1	0.5	0.5	1	0.5	1
I36	1	1	1	1	1	1	1	1	1	1
I37	1	1	1	0.5	0.5	0.5	0.5	0.5	0.5	0.5
I38	1	1	1	1	1	1	1	1	1	1
I39	1	0.5	1	1	1	1	1	1	0.5	1
I40	1	1	1	1	1	0	0	0.5	0.5	0.5
I41	1	0.5	0.5	1	1	1	1	0.5	0.5	0.5
I42	1	1	1	1	1	1	0.5	0.5	0.5	1
I43	1	0.5	0.5	0.5	1	1	1	0.5	1	1
I44	1	0	1	1	1	1	0.5	0.5	0.5	1
I45	1	0	0	0	0	0	0	0	0	0
I46	1	1	1	1	0.5	0.5	0.5	0.5	0.5	1
I47	0	0	0	0	0	0	0	0	0	0
I48	0	0	0	0	0	0	0	0	0	0
I49	0	0	0	0	0	0	0	0	0	0
I50	0	0	0	0	0	0	0	0	0	0

CODE	Q.PART2-C. SENTENCE									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
I1	1	1	1	1	1	1	1	0.5	1	1
I2	1	1	1	1	1	1	0.5	1	0	1
I3	1	1	1	0	1	1	1	1	1	1
I4	0	0	1	0	0	0	0	1	0	0
I5	1	1	0	1	1	1	1	0	1	1
I6	1	1	1	1	1	1	1	0	0.5	1
I7	1	1	1	1	1	1	1	0	1	1
I8	1	1	1	0.5	1	1	1	0	1	0
I9	1	1	1	1	1	0	0	0	0.5	0
I10	1	1	0.5	1	0.5	0.5	1	1	1	1
I11	1	1	1	1	1	1	1	1	0.5	1
I12	1	0	1	1	1	0	1	1	1	1
I13	1	1	1	1	1	0	1	1	1	1
I14	1	1	1	1	1	1	1	1	1	1
I15	1	1	1	1	1	1	1	1	1	1
I16	1	1	1	1	1	1	1	1	1	1
I17	1	1	0	1	1	1	1	0	1	1
I18	1	1	1	1	1	0	0	0	0	0
I19	1	1	0.5	1	1	0.5	1	1	1	1
I20	1	1	1	1	1	1	1	1	1	1
I21	1	0	1	1	1	1	1	1	1	1
I22	1	1	1	1	1	1	1	0	1	1
I23	0	0	0	0	0	0	0	0	0	0
I24	1	1	1	1	1	1	1	1	1	1
I25	1	0.5	0.5	0.5	0.5	0.5	1	0.5	0.5	1
I26	1	1	1	1	1	1	1	1	1	1
I27	1	1	1	1	1	1	1	1	1	1
I28	1	1	1	1	1	1	1	1	1	1
I29	1	1	1	1	1	1	1	1	1	1
I30	0	0	0	0	0	0	0	0	0	0
I31	0.5	0.5	0.5	0.5	0.5	1	0	1	0.5	1
I32	1	0	0	0	1	0	0	1	1	1
I33	0	0	0	0	0	0	0	0	0	0
I34	1	1	1	1	0	1	1	1	1	1
I35	1	1	1	1	1	1	1	0.5	1	0
I36	1	1	1	1	1	1	1	1	1	1
I37	1	1	1	1	1	1	1	1	1	1
I38	0	1	0	1	1	0	1	0	1	1
I39	1	1	1	1	1	1	1	1	1	1
I40	1	1	1	1	0	1	1	1	1	1
I41	1	1	1	1	1	1	1	1	1	1
I42	1	1	1	1	1	1	1	0	1	1
I43	1	1	1	1	1	1	1	1	1	1
I44	1	1	1	1	1	1	1	1	1	1
I45	0	0	0	0	0	0	0	0	0	0
I46	1	1	0.5	1	1	1	1	1	1	1
I47	1	1	0.5	1	1	1	1	1	0.5	1
I48	1	1	1	0	1	1	1	1	1	1
I49	0.5	1	1	0.5	1	1	1	1	1	0
I50	0	0	0	0	0	0	0	0	0	0

CODE	Q.PART3-D. PASSAGE	Q.PART3-E. RELATIONSHIP WITH THE MAIN WORD									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
I1	30	1	1	0	1	1	1	1	1	1	1
I2	24	0	0	1	0	0	1	0	0	0	0
I3	25	1	1	1	1	1	0	1	1	1	1
I4	18	1	1	1	0	0	1	1	1	0.5	1
I5	24	1	1	0	1	1	0	1	1	1	1
I6	0	1	1	0	1	1	1	1	0	1	1
I7	18	1	0	1	1	1	1	0	1	1	1
I8	30	1	0	1	1	1	0	0	1	1	1
I9	0	1	1	1	1	1	0	1	0	1	1
I10	0	1	1	1	1	1	0	1	1	1	1
I11	30	1	1	1	0	1	1	1	1	1	1
I12	0	1	1	0	0	1	1	1	1	1	1
I13	24	1	1	1	1	1	1	1	0	1	0
I14	30	1	1	1	1	1	0	1	1	1	1
I15	24	1	1	1	1	1	1	1	0	1	1
I16	30	1	1	1	1	1	1	1	1	1	1
I17	30	1	1	1	1	1	0	0	0	1	1
I18	0	1	1	1	1	1	0	0	0	1	1
I19	30	1	1	1	1	1	1	1	1	1	0
I20	30	1	1	1	1	1	1	1	1	1	1
I21	0	1	1	1	1	1	1	1	1	1	1
I22	27	1	1	1	1	1	1	1	1	1	0
I23	0	1	1	1	1	1	1	1	1	1	1
I24	30	0	0	0	0	0	0	0	0	0	0
I25	0	1	1	1	1	1	1	1	1	1	1
I26	0	1	0	1	1	0	1	0	1	1	1
I27	30	0	1	0	0	0	0	0	0	1	1
I28	24	1	1	0	1	1	0	1	1	1	1
I29	30	0	0	0	1	1	0	1	1	0	1
I30	0	0	1	1	1	0	1	1	1	1	1
I31	30	1	0	0	0	0	0	0	1	1	0
I32	24	1	1	0	1	0	1	1	1	1	1
I33	0	1	1	1	1	1	1	1	1	1	1
I34	30	1	1	0	1	0	1	1	1	1	1
I35	0	1	1	1	1	1	1	1	1	1	1
I36	30	1	1	1	1	1	1	1	1	1	1
I37	30	0	1	1	1	1	1	1	0	1	0
I38	0	0	1	1	1	1	0	0	0	1	1
I39	30	1	1	1	1	1	0	1	1	1	1
I40	30	0	1	1	1	1	1	1	1	1	1
I41	30	1	1	1	1	1	0	1	1	1	1
I42	30	1	1	1	1	1	1	0	1	1	1
I43	0	1	1	1	1	1	1	1	1	1	1
I44	30	0	1	0	0	0	0	1	0	1	0
I45	0	1	1	1	1	0	1	1	1	0.5	1
I46	24	1	1	1	1	1	0	1	1	1	1
I47	0	1	1	1	1	1	1	1	0	1	1
I48	18	1	1	1	1	1	1	0	1	1	1
I49	0	0	1	1	1	1	0	0	1	1	1
I50	0	1	1	1	1	1	0	0	0	0	0

CODE	Q.PART3- F. NEGATION OF THE GIVEN WORD									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
I1	1	1	1	1	1	1	1	1	1	1
I2	0	1	0	0	0	0	0	0	0	1
I3	1	1	1	1	1	1	1	1	1	0
I4	1	0	1	0	1	0	1	1	1	1
I5	1	0	1	1	1	1	0	1	1	0
I6	1	1	1	1	0	1	1	1	1	0
I7	1	1	1	1	1	1	1	1	1	0
I8	0	0	0	1	0	0	0	0	0	0
I9	1	1	1	1	1	1	0	1	1	1
I10	0	0	0	0	0	0	0	1	0	0
I11	1	0	1	1	1	1	1	1	1	1
I12	1	1	1	1	1	1	1	1	1	1
I13	1	0	1	1	1	1	1	1	1	1
I14	1	1	1	1	1	1	1	1	1	1
I15	1	0	1	1	0	1	1	1	1	1
I16	1	1	1	1	0	1	1	1	1	1
I17	1	0	1	1	0	1	1	1	1	0
I18	1	1	1	1	1	1	0	1	1	1
I19	0	0	0	0	0	0	0	0	0	0
I20	1	0	1	1	1	1	1	1	1	1
I21	1	1	1	1	1	1	1	1	1	1
I22	1	0	1	0	1	1	1	1	1	1
I23	0	0	1	1	0	1	1	1	1	1
I24	1	1	1	0	1	1	1	0	1	0
I25	0	1	1	1	1	1	1	1	1	1
I26	0	0	1	1.5	1	1	1	1	1	1
I27	1	0	1	1	1	1	1	1	1	1
I28	1	0	1	0	1	1	1	1	1	1
I29	0	0	0	0	0	0	1	1	1	0
I30	1	0	1	1	1	1	1	1	1	1
I31	1	0	1	0	0	1	1	1	1	1
I32	1	0	1	1	1	1	1	1	1	1
I33	1	0	1	1	1	1	1	1	1	1
I34	1	0	0	1	1	0	1	1	1	1
I35	0	0	1	1	1	1	1	1	1	1
I36	1	1	1	1	1	1	1	1	1	1
I37	1	1	1	1	1	1	1	0	1	1
I38	1	0	1	1	1	0	1	1	1	1
I39	1	0	1	1	1	1	1	1	1	1
I40	0	0	1	0	1	1	1	1	1	1
I41	1	0	1	0	1	1	1	1	1	1
I42	1	0	1	1	1	1	1	1	1	1
I43	1	1	1	1	1	1	1	1	1	1
I44	0	1	1	0	1	1	1	1	1	1
I45	1	0	1	0	1	0	1	1	1	1
I46	1	0	1	1	1	1	0	1	1	0
I47	1	1	1	1	0	1	1	1	1	0
I48	1	1	1	1	1	1	1	1	1	0
I49	0	0	0	1	0	0	0	0	0	0
I50	0	0	0	0	0	0	0	0	0	0

CODE	Q.PART3-G.THREE WORDS FROM THE GIVEN ROOT WORDS									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
I1	2	2	0	2	2	2	2	1.5	2	2
I2	1.5	0	0	0	0	0	2	0	0	0
I3	1.5	2	0	1.5	2	1.5	2	0	2	1.5
I4	1	1	0	1	1	0	1.5	1	2	0
I5	1	1	1	1	1.5	0	1.5	0	1	0
I6	0	1.5	1	1.5	1	1	1.5	0	1.5	2
I7	1.5	2	1	2	2	1	1.5	1.5	1.5	1
I8	1.5	1	0	1.5	1.5	1	1	0	1.5	1.5
I9	1	2	0	0	1.5	2	2	1.5	1	1
I10	0	0	0	0	0	0	0	2	0	1.5
I11	2	2	1	1.5	2	2	2	1	1	1
I12	1.5	2	2	2	2	1.5	1.5	2	2	2
I13	1	1.5	1	1	1.5	1	1.5	1	1	1
I14	2	2	2	2	1.5	1.5	1.5	1	1.5	1
I15	2	2	1	2	2	2	2	2	2	1.5
I16	2	1.5	1	1.5	2	1.5	1	1.5	2	1.5
I17	1	1	1.5	1.5	1	2	0	0	1.5	0
I18	1	2	0	0	1.5	1.5	2	1.5	1	1
I19	1	1.5	0	0	0	0	0	0	0	0
I20	2	2	1	1.5	2	2	1.5	1	2	1
I21	1.5	2	1	2	2	1.5	1.5	2	2	2
I22	1	1.5	1	1	2	1	1.5	1	1	1
I23	0	0	0	0	1.5	0	0	1	2	0
I24	1.5	1	1	0	1	0	1	0	0	0
I25	1	1.5	0	1.5	1.5	1	1	0	1	1.5
I26	1.5	1	0	1	1	0	1	0	1	1
I27	2	2	1.5	2	2	2	2	2	1.5	2
I28	1	2	1	1	2	1.5	2	1	2	2
I29	1.5	1.5	1.5	1.5	1.5	1	1.5	1.5	2	1
I30	2	2	1	1.5	2	0	1	1.5	1	1
I31	2	2	1.5	1	1	1.5	1.5	1.5	2	1.5
I32	1.5	1.5	0	1.5	1	0	1.5	1	1.5	2
I33	1.5	1.5	0	1.5	1	0	1.5	1	2	0
I34	1.5	2	1	1.5	1.5	1.5	1.5	1	1.5	1.5
I35	0	0	0	0	0	0	0	0	2	1.5
I36	2	2	1.5	2	2	2	2	1.5	2	2
I37	2	2	2	2	2	1.5	2	2	2	2
I38	1	1.5	0	0	1	1.5	1.5	1.5	1.5	1
I39	2	2	0	1	1.5	1.5	2	1.5	2	1
I40	1.5	2	0	1	1.5	0	1.5	1.5	1.5	1
I41	2	2	1	2	1	2	2	2	2	1.5
I42	1.5	1.5	0	1	1.5	1.5	1.5	1	1.5	1.5
I43	2	2	1.5	1.5	2	1.5	1.5	1.5	1.5	1.5
I44	1.5	2	0	1.5	1.5	1	2	1	1	1.5
I45	1	1	0	1	1	0	1	1	1	0
I46	1	1	1	1	1.5	0	0	0	1	0
I47	0	1.5	1	1.5	1	1	1.5	0	1.5	1
I48	1.5	2	1	1.5	2	1	1.5	1.5	1.5	1
I49	1.5	1	0	1	1.5	1	0	0	1.5	1.5
I50	0	0	0	0	0	0	0	0	0	0

BCIPS

S No	CODE	GENDER	AGE	INSTITUTION	UNIVERSITY	STATE
151	B1	M	23	BCIPS	GGSIPIU	DL
152	B2	F	22	BCIPS	GGSIPIU	DL
153	B3	M	23	BCIPS	GGSIPIU	MH
154	B4	M	21	BCIPS	GGSIPIU	RJ
155	B5	F	22	BCIPS	GGSIPIU	DL
156	B6	M	23	BCIPS	GGSIPIU	DL
157	B7	F	23	BCIPS	GGSIPIU	DL
158	B8	M	23	BCIPS	GGSIPIU	DL
159	B9	M	26	BCIPS	GGSIPIU	BR
160	B10	F	26	BCIPS	GGSIPIU	AS
161	B11	M	22	BCIPS	GGSIPIU	RJ
162	B12	F	22	BCIPS	GGSIPIU	MP
163	B13	F	22	BCIPS	GGSIPIU	UP
164	B14	F	22	BCIPS	GGSIPIU	DL
165	N15	M	23	BCIPS	GGSIPIU	TR
166	B16	M	22	BCIPS	GGSIPIU	MP
167	B17	F	23	BCIPS	GGSIPIU	WB
168	B18	M	24	BCIPS	GGSIPIU	DL
169	B19	M	22	BSIPS	GGSIPIU	CG
170	B20	M	24	BCIPS	GGSIPIU	MP
171	B21	F	21	BCIPS	GGSIPIU	UP
172	B22	F	21	BCIPS	GGSIPIU	MH
173	B23	M	23	BCIPS	GGSIPIU	AS
174	B24	F	23	BCIPS	GGSIPIU	NM
175	B25	M	24	BCIPS	GGSIPIU	MH
176	B26	M	21	BCIPS	GGSIPIU	DL
177	B27	M	23	BCIPS	GGSIPIU	GJ
178	B28	F	21	BCIPS	GGSIPIU	MH
179	B29	M	22	BCIPS	GGSIPIU	HR
180	B30	M	22	BCIPS	GGSIPIU	DL
181	B31	M	24	BCIPS	GGSIPIU	UP
182	B32	M	25	BCIPS	GGSIPIU	DL
183	B33	F	22	BCIPS	GGSIPIU	DL
184	B34	F	21	BCIPS	GGSIPIU	HR
185	B35	M	22	BCIPS	GGSIPIU	BR
186	B36	M	23	BCIPS	GGSIPIU	JH
187	B37	M	24	BCIPS	GGSIPIU	PB
188	B38	M	23	BCIPS	GGSIPIU	PB
189	B39	M	24	BCIPS	GGSIPIU	HR
190	B40	F	22	BCIPS	GGSIPIU	DL
191	B41	M	21	BCIPS	GGSIPIU	RJ
192	B42	F	23	BCIPS	GGSIPIU	UP
193	B43	M	22	BCIPS	GGSIPIU	MH
194	B44	F	22	BCIPS	GGSIPIU	MP
195	B45	M	24	BCIPS	GGSIPIU	DL
196	B46	M	24	BCIPS	GGSIPIU	HR
197	B47	M	23	BCIPS	GGSIPIU	PB
198	B48	F	22	BCIPS	GGSIPIU	DL
199	B49	F	21	BCIPS	GGSIPIU	DL
200	B50	M	23	BCIPS	GGSIPIU	BR

Code	Education-English (board)			Education-Hindi (board)			Education-regional lang.(board)		
	Primary	Secondary	S. Secondary	Primary	Secondary	S. Secondary	Primary	Secondary	S. Secondary
B1	1	1	1	0	0	0	0	0	0
B2	1	1	1	0	0	0	0	0	0
B3	1	1	1	0	0	0	0	0	0
B4	1	1	1	0	0	0	0	0	0
B5	1	1	1	0	0	0	0	0	0
B6	1	1	1	0	0	0	0	0	0
B7	1	1	1	0	0	0	0	0	0
B8	1	1	1	0	0	0	0	0	0
B9	0	1	1	1	0	0	0	0	0
B10	1	1	1	0	0	0	0	0	0
B11	1	1	1	0	0	0	0	0	0
B12	1	1	1	0	0	0	0	0	0
B13	1	1	1	0	0	0	0	0	0
B14	1	1	1	0	0	0	0	0	0
N15	1	1	1	0	0	0	0	0	0
B16	1	1	1	0	0	0	0	0	0
B17	1	1	1	0	0	0	0	0	0
B18	1	1	1	0	0	0	0	0	0
B19	1	1	1	0	0	0	0	0	0
B20	1	1	1	0	0	0	0	0	0
B21	1	1	1	0	0	0	0	0	0
B22	0	0	1	0	0	0	1	1	0
B23	1	1	1	0	0	0	0	0	0
B24	1	1	1	0	0	0	0	0	0
B25	1	1	1	0	0	0	0	0	0
B26	1	1	1	0	0	0	0	0	0
B27	1	1	1	0	0	0	0	0	0
B28	0	0	1	0	0	0	1	1	0
B29	1	1	1	0	0	0	0	0	0
B30	1	1	1	0	0	0	0	0	0
B31	1	1	1	0	0	0	0	0	0
B32	1	1	1	0	0	0	0	0	0
B33	1	1	1	0	0	0	0	0	0
B34	1	1	1	0	0	0	0	0	0
B35	0	0	1	1	1	0	0	0	0
B36	1	1	1	0	0	0	0	0	0
B37	1	1	1	0	0	0	0	0	0
B38	1	1	1	0	0	0	0	0	0
B39	1	1	1	0	0	0	0	0	0
B40	1	1	1	0	0	0	0	0	0
B41	1	1	1	0	0	0	0	0	0
B42	0	1	1	1	0	0	0	0	0
B43	0	0	1	0	0	0	1	1	0
B44	1	1	1	0	0	0	0	0	0
B45	1	1	1	0	0	0	0	0	0
B46	1	1	1	0	0	0	0	0	0
B47	1	1	1	0	0	0	0	0	0
B48	1	1	1	0	0	0	0	0	0
B49	1	1	1	0	0	0	0	0	0
B50	0	0	1	1	1	0	0	0	0

Code	Board			Medium of education in graduation			Graduation/ College/University
	Primary	Secondary	S. Secondary	English	Hindi	Regional lang.	
B1	CBSE	CBSE	CBSE	1	0	0	GGSIU
B2	CBSE	CBSE	CBSE	1	0	0	DU
B3	ICSE	ICSE	CBSE	1	0	0	BIT MESRA
B4	CBSE	CBSE	CBSE	1	0	0	NM
B5	CBSE	CBSE	CBSE	1	0	0	DU
B6	CBSE	CBSE	CBSE	1	0	0	IP UNIVERSITY
B7	CBSE	CBSE	CBSE	1	0	0	DU
B8	CBSE	CBSE	CBSE	1	0	0	NM
B9	BSEB	CBSE	NIOS	1	0	0	MAGADH UNIVERSITY, BIHAR
B10	CBSE	CBSE	CBSE	1	0	0	DU
B11	CBSE	CBSE	CBSE	1	0	0	RTU, KOTA
B12	CBSE	CBSE	CBSE	1	0	0	DAVV
B13	CBSE	CBSE	CBSE	1	0	0	DU
B14	CBSE	CBSE	CBSE	1	0	0	DU
N15	CBSE	CBSE	CBSE	1	0	0	PUNE UNIVERSITY
B16	CBSE	CBSE	CBSE	1	0	0	DAVV
B17	CBSE	CBSE	CBSE	1	0	0	CALCUTTA UNIVERSITY
B18	CBSE	CBSE	CBSE	1	0	0	NSIT,DU
B19	CBSE	CBSE	MAHAHSSCB	1	0	0	BITS PILANI
B20	CBSE	CBSE	CBSE	1	0	0	DU
B21	CBSE	CBSE	CBSE	1	0	0	ISM DHANBAD
B22	MAHAHSSCB	MAHAHSSCB	MAHAHSSCB	1	0	0	NM
B23	CBSE	CBSE	CBSE	1	0	0	TEZPUR UNIVERSITY
B24	ICSE	ICSE	MH HSC	1	0	0	NM
B25	ICSE	ICSE	MHHSC	1	0	0	NM
B26	CBSE	CBSE	CBSE	1	0	0	SSCBS, DU
B27	GSB	CBSE	CBSE	1	0	0	IIT BHU
B28	MAHAHSSCB	MAHAHSSCB	MAHAHSSCB	1	0	0	VNIT NAGPUR
B29	CBSE	CBSE	CBSE	1	0	0	DCE, DELHI
B30	CBSE	CBSE	CBSE	1	0	0	IP UNIVERSITY
B31	ICSE	ICSE	ISC	1	0	0	LU
B32	CBSE	CBSE	CBSE	1	0	0	DU
B33	CBSE	CBSE	CBSE	1	0	0	NSIT,DU
B34	CBSE	CBSE	CBSE	1	0	0	NIT, KURUKSHETRA
B35	BSEB	BSEB	CBSE	1	0	0	PSIT, KANPUR
B36	CBSE	CBSE	CBSE	1	0	0	DU
B37	CBSE	CBSE	CBSE	1	0	0	PTU
B38	CBSE	CBSE	CBSE	1	0	0	LPU
B39	CBSE	CBSE	CBSE	1	0	0	AMITY UNIVERSITY
B40	ICSE	ICSE	ISC	1	0	0	IP UNIVERSITY
B41	CBSE	CBSE	CBSE	1	0	0	RTU, KOTA
B42	CBSE	CBSE	CBSE	1	0	0	CSJMU, KANPUR
B43	MAHAHSSCB	MAHAHSSCB	MH HSC	1	0	0	PUNE UNIVERSITY
B44	MP BOARD	CBSE	CBSE	1	0	0	JEC, JABALPUR
B45	CBSE	CBSE	CBSE	1	0	0	DU
B46	CBSE	CBSE	CBSE	1	0	0	SRM UNIVERSITY
B47	CBSE	CBSE	CBSE	1	0	0	DU
B48	CBSE	CBSE	CBSE	1	0	0	AMITY UNIVERSITY
B49	ICSE	ICSE	ISC	1	0	0	DU
B50	BSEB	BSEB	CBSE	1	0	0	PATNA UNIVERSITY

CODE	BP-C ENGLISH LANGUAGE SKILLS					
	READING	WRITING	LISTENING	SPEAKING	GRAMMAR	VOCABULARY
B1	4	4	4	4	4	3
B2	3	4	5	4	4	3
B3	5	5	5	5	5	5
B4	NM	NM	NM	NM	NM	NM
B5	5	4	3	4	5	4
B6	4	3	4	3	2	3
B7	4	3	4	4	2	2
B8	4	5	5	5	5	4
B9	5	5	5	3	5	4
B10	5	5	5	5	4	5
B11	4	3	4	4	4	2
B12	5	4	5	4	4	3
B13	4	3	4	4	4	2
B14	5	5	5	5	5	4
N15	4	4	3	2	3	3
B16	3	3	3	3	3	3
B17	5	5	5	5	5	5
B18	5	5	5	5	4	5
B19	5	5	5	5	5	4
B20	5	4	5	4	4	3
B21	4	4	5	4	3	3
B22	4	3	5	4	3	3
B23	5	5	5	5	5	5
B24	5	5	5	5	5	5
B25	5	5	5	4	5	4
B26	4	4	4	4	4	4
B27	4	4	3	3	2	2
B28	4	4	4	4	4	3
B29	4	5	4	4	4	3
B30	4	4	4	4	4	4
B31	5	4	4	4	3	3
B32	3	3	3	3	3	3
B33	5	5	5	5	5	5
B34	4	4	3	4	3	2
B35	4	4	4	4	4	3
B36	5	4	4	4	3	2
B37	4	4	4	3	4	3
B38	4	4	4	4	4	4
B39	4	4	5	3	4	4
B40	3	3	3	3	3	4
B41	4	4	4	4	4	4
B42	4	3	3	3	2	2
B43	4	4	4	3	3	3
B44	4	2	5	2	4	3
B45	5	5	5	5	5	5
B46	4	3	4	3	3	2
B47	4	3	4	4	4	3
B48	3	4	3	4	3	3
B49	3	3	5	4	5	3
B50	5	4	4	4	5	4

CODE	BP-D ENGLISH LANGUAGE SKILLS (IMPROVEMENT)					
	READING	WRITING	LISTENING	SPEAKING	GRAMMAR	VOCABULARY
B1	Y	MB	MB	Y	MB	Y
B2	Y	Y	N	N	Y	Y
B3	N	N	Y	N	N	Y
B4	Y	Y	MB	Y	MB	Y
B5	MB	Y	Y	Y	MB	Y
B6	N	MB	N	N	MB	MB
B7	Y	Y	Y	Y	Y	Y
B8	N	N	N	Y	N	Y
B9	N	N	N	Y	N	Y
B10	N	MB	N	MB	MB	MB
B11	Y	MB	Y	MB	MB	Y
B12	MB	Y	N	Y	Y	Y
B13	N	Y	MB	Y	MB	Y
B14	N	MB	N	Y	Y	Y
N15	N	Y	Y	Y	Y	N
B16	NM	NM	NM	NM	NM	NM
B17	N	N	N	N	N	N
B18	N	N	N	N	MB	N
B19	N	N	N	N	N	N
B20	N	MB	MB	Y	Y	Y
B21	Y	Y	N	Y	Y	Y
B22	MB	Y	N	Y	Y	Y
B23	N	N	N	MB	N	MB
B24	N	N	N	N	N	Y
B25	N	MB	N	Y	MB	Y
B26	Y	Y	Y	Y	Y	Y
B27	Y	MB	Y	Y	Y	Y
B28	Y	Y	N	Y	N	Y
B29	N	N	N	MB	MB	Y
B30	Y	Y	Y	Y	Y	Y
B31	MB	Y	Y	Y	Y	Y
B32	Y	Y	Y	Y	Y	Y
B33	MB	MB	MB	MB	MB	MB
B34	Y	Y	Y	Y	Y	Y
B35	Y	MB	N	MB	N	Y
B36	N	N	N	Y	MB	Y
B37	N	N	N	Y	MB	Y
B38	N	MB	N	N	N	Y
B39	N	N	N	Y	MB	Y
B40	Y	Y	MB	Y	Y	N
B41	Y	Y	Y	Y	Y	Y
B42	N	MB	N	MB	Y	Y
B43	Y	Y	Y	Y	Y	Y
B44	N	Y	N	Y	Y	Y
B45	N	N	N	N	N	N
B46	MB	Y	MB	Y	MB	Y
B47	Y	Y	Y	Y	MB	Y
B48	Y	MB	N	MB	MB	Y
B49	Y	Y	MB	Y	MB	Y
B50	N	MB	MB	MB	N	N

CODE	BP-QE					
	1	2	3	4	5	6
B1	1	0	0	0	0	0
B2	0	0	0	0	0	1
B3	1	0	0	0	0	0
B4	1	0	0	0	0	0
B5	1	0	0	0	0	0
B6	1	0	0	0	0	0
B7	0	1	0	0	0	0
B8	0	0	1	0	0	0
B9	1	0	0	0	0	0
B10	1	0	0	0	0	0
B11	1	1	0	0	0	0
B12	0	1	0	0	0	0
B13	0	1	0	0	0	0
B14	1	0	0	0	0	0
N15	1	0	0	0	0	0
B16	1	0	0	0	0	0
B17	1	0	0	0	0	0
B18	1	0	0	0	0	0
B19	1	1	0	0	0	0
B20	0	1	0	0	0	0
B21	0	1	1	0	0	0
B22	0	0	1	0	0	0
B23	1	1	0	0	0	0
B24	1	0	0	0	0	0
B25	1	1	0	0	0	0
B26	1	0	0	0	0	0
B27	0	1	0	0	0	0
B28	0	1	0	0	0	0
B29	1	0	0	0	0	0
B30	1	1	0	0	0	0
B31	1	0	0	0	0	0
B32	1	0	0	0	0	0
B33	1	0	0	0	0	0
B34	0	1	0	0	0	0
B35	1	0	0	0	0	0
B36	0	1	0	0	0	0
B37	0	1	0	0	0	0
B38	0	1	0	0	0	0
B39	1	0	0	0	0	0
B40	0	1	0	0	0	0
B41	0	1	0	0	0	0
B42	0	1	0	0	0	0
B43	0	1	0	0	0	0
B44	1	0	0	0	0	0
B45	1	0	0	0	0	0
B46	0	1	0	0	0	0
B47	1	1	0	0	0	0
B48	1	0	0	0	0	0
B49	1	0	0	0	0	0
B50	1	0	0	0	0	0

CODE	BP-QF						
	1	2	3	4	5	6	7
B1	1	0	0	0	0	0	0
B2	0	0	0	0	1	0	0
B3	0	0	0	0	1	0	0
B4	1	0	0	0	0	0	1
B5	1	1	1	1	1	1	1
B6	0	1	0	0	0	0	0
B7	0	1	0	0	1	0	0
B8	0	0	0	1	0	0	1
B9	1	0	0	1	0	0	1
B10	0	1	0	0	0	0	0
B11	0	1	0	0	1	0	1
B12	1	1	0	0	1	0	1
B13	1	1	0	0	0	1	0
B14	1	1	1	0	1	0	0
N15	1	0	0	0	1	1	1
B16	1	1	0	0	1	0	0
B17	0	0	0	0	0	1	0
B18	0	0	0	0	1	0	0
B19	0	1	0	0	1	0	0
B20	0	0	0	0	1	0	0
B21	1	1	0	0	0	0	0
B22	0	0	0	0	0	0	1
B23	1	0	0	0	0	0	0
B24	0	0	0	0	1	0	0
B25	0	0	0	0	0	0	1
B26	0	1	0	0	0	0	0
B27	1	0	0	0	1	0	1
B28	1	1	0	0	0	0	1
B29	0	0	0	0	1	0	1
B30	1	0	0	0	0	0	1
B31	0	1	1	0	0	0	0
B32	0	0	1	0	0	0	0
B33	0	0	0	0	1	0	0
B34	0	0	0	0	1	0	0
B35	1	0	0	0	1	0	1
B36	1	0	0	0	0	0	1
B37	1	1	0	0	1	0	1
B38	0	1	0	0	1	0	0
B39	1	1	0	0	1	0	0
B40	0	0	0	0	0	0	1
B41	1	1	0	1	0	0	1
B42	0	1	1	0	1	0	1
B43	1	0	0	0	1	0	0
B44	1	1	1	0	1	0	1
B45	0	0	0	1	0	0	0
B46	1	1	0	0	0	0	1
B47	1	1	1	1	1	1	1
B48	0	0	0	0	1	0	0
B49	1	1	0	0	1	0	1
B50	0	0	0	0	0	1	0

CODE	BP-QG				
	1	2	3	4	OTHER
B1	0	0	0	0	1
B2	0	0	0	0	1
B3	0	0	0	0	1
B4	0	0	0	0	1
B5	0	0	0	0	1
B6	0	0	0	0	1
B7	0	0	0	0	1
B8	0	0	0	0	1
B9	0	0	0	0	1
B10	0	0	0	0	1
B11	0	0	0	0	1
B12	0	0	0	0	1
B13	0	0	0	0	1
B14	0	0	0	0	1
N15	0	0	0	0	1
B16	0	0	0	0	1
B17	0	0	0	0	1
B18	0	0	0	0	1
B19	0	0	0	0	1
B20	0	0	0	0	1
B21	0	0	0	0	1
B22	0	0	0	0	1
B23	0	0	0	0	1
B24	0	0	0	0	1
B25	0	0	0	0	1
B26	0	0	0	0	1
B27	0	0	0	0	1
B28	0	0	0	0	1
B29	0	0	0	0	1
B30	0	0	0	0	1
B31	0	0	0	0	1
B32	0	0	0	0	1
B33	0	0	0	0	1
B34	0	0	0	0	1
B35	0	0	0	0	1
B36	0	0	0	0	1
B37	0	0	0	0	1
B38	0	0	0	0	1
B39	0	0	0	0	1
B40	0	0	0	0	1
B41	0	0	0	0	1
B42	0	0	0	0	1
B43	0	0	0	0	1
B44	0	0	0	0	1
B45	0	0	0	0	1
B46	0	0	0	0	1
B47	0	0	0	0	1
B48	0	0	0	0	1
B49	0	0	0	0	1
B50	0	0	0	0	1

CODE	BP-QH						
	1	2	3	4	5	6	7
B1	0	1	0	0	0	0	0
B2	1	0	0	0	0	0	0
B3	0	0	1	0	0	0	0
B4	0	1	0	0	0	0	0
B5	1	0	0	0	0	0	0
B6	0	1	0	0	0	0	0
B7	0	1	0	0	0	0	0
B8	0	0	1	0	0	0	0
B9	0	0	1	0	0	0	0
B10	0	1	0	0	0	0	0
B11	0	1	0	0	0	0	0
B12	0	1	0	0	0	0	0
B13	0	1	0	0	0	0	0
B14	0	1	0	0	0	0	0
N15	0	1	0	0	0	0	0
B16	0	0	0	1	0	0	0
B17	0	1	0	0	0	0	0
B18	0	0	1	0	0	0	0
B19	0	1	0	0	0	0	0
B20	1	0	0	0	0	0	0
B21	0	0	1	0	0	0	0
B22	0	0	1	0	0	0	0
B23	1	0	0	0	0	0	0
B24	0	1	0	0	0	0	0
B25	0	0	1	0	0	0	0
B26	0	1	0	0	0	0	0
B27	0	0	1	0	0	0	0
B28	0	0	1	0	0	0	0
B29	0	1	0	0	0	0	0
B30	1	0	0	0	0	0	0
B31	0	1	0	0	0	0	0
B32	0	0	1	0	0	0	0
B33	0	0	1	0	0	0	0
B34	0	0	1	0	0	0	0
B35	0	0	0	0	0	0	1
B36	0	0	1	0	0	0	0
B37	0	0	1	0	0	0	0
B38	0	0	1	0	0	0	0
B39	0	1	0	0	0	0	0
B40	0	1	0	0	0	0	0
B41	0	1	0	0	0	0	0
B42	0	1	1	0	0	0	0
B43	0	0	1	0	0	0	0
B44	0	1	0	0	0	0	0
B45	0	1	0	0	0	0	0
B46	0	1	0	0	0	0	0
B47	0	0	1	0	0	0	0
B48	0	1	0	0	0	0	0
B49	0	0	1	0	0	0	0
B50	0	0	0	0	0	0	1

CODE	Q. PART 1 - A. SPELLING									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
B1	0	1	1	1	1	1	1	0	1	1
B2	1	1	1	1	1	1	1	1	1	1
B3	1	1	1	1	1	1	1	1	1	1
B4	1	1	1	1	1	1	1	1	1	1
B5	1	1	1	1	1	1	1	1	1	1
B6	1	1	1	1	1	1	1	1	1	1
B7	1	1	1	1	1	1	1	1	1	1
B8	1	0	1	1	1	1	1	1	1	1
B9	1	1	1	1	1	1	1	1	1	1
B10	1	1	1	1	1	1	1	1	1	1
B11	1	1	1	1	1	1	1	1	1	1
B12	1	1	1	1	1	1	1	1	1	1
B13	1	1	1	1	1	1	1	1	1	1
B14	1	1	1	1	1	1	1	1	1	1
N15	1	1	1	1	1	1	1	1	1	1
B16	1	1	1	1	1	1	1	1	1	1
B17	1	1	1	1	1	1	1	1	1	1
B18	1	1	1	1	1	1	1	1	1	1
B19	1	1	1	1	1	1	1	1	1	1
B20	0	1	1	1	1	1	1	1	1	1
B21	1	1	1	1	1	1	1	1	1	1
B22	1	1	1	1	1	1	1	1	1	1
B23	1	1	1	1	1	1	1	1	1	1
B24	1	1	1	1	1	1	1	0	1	1
B25	1	1	1	1	1	1	1	1	1	1
B26	1	1	1	1	1	1	1	1	1	1
B27	1	1	1	1	1	1	1	1	1	1
B28	1	1	1	1	1	1	1	1	1	1
B29	1	1	1	1	1	1	1	1	1	1
B30	0	1	1	1	1	1	1	1	1	1
B31	1	1	1	1	1	1	1	1	1	1
B32	1	0	0	1	1	0	0	0	1	1
B33	1	1	1	1	1	1	1	1	1	1
B34	1	1	1	1	1	1	1	1	1	1
B35	1	1	1	1	1	1	1	1	1	1
B36	1	1	1	1	1	1	1	1	1	1
B37	1	1	1	1	1	1	1	1	1	1
B38	1	1	1	1	1	1	1	1	1	1
B39	0	1	1	1	1	1	1	1	1	1
B40	1	1	1	1	1	1	1	1	1	1
B41	1	1	1	1	1	1	1	1	1	1
B42	1	1	1	1	1	1	1	1	1	1
B43	1	1	1	1	1	0	1	1	1	1
B44	1	1	0	1	1	1	1	1	1	1
B45	1	1	1	1	1	1	1	1	1	1
B46	1	1	1	1	1	1	1	1	1	1
B47	1	1	1	1	1	1	1	1	1	1
B48	0	1	1	1	1	1	1	1	1	1
B49	1	1	1	1	1	1	1	1	1	1
B50	1	1	1	1	1	1	1	1	1	1

CODE	Q.PART 2-B. MEANING									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
B1	0	0.5	1	1	1	1	1	0.5	1	0
B2	1	0	0.5	0.5	1	0	0.5	1	0.5	0.5
B3	1	1	1	0.5	1	0.5	1	1	1	1
B4	0.5	0.5	1	1	1	0.5	1	0.5	0.5	0.5
B5	1	0.5	0.5	0.5	1	0.5	0.5	0.5	0.5	1
B6	0.5	0.5	1	1	0.5	0	0.5	0.5	0.5	0
B7	0.5	0	0.5	1	0.5	0.5	0.5	0.5	0.5	0.5
B8	0.5	1	0.5	0.5	1	0	0	0	0.5	0
B9	0	1	0.5	1	1	1	0.5	1	1	1
B10	1	1	1	1	1	1	1	1	1	1
B11	0.5	0.5	0.5	1	1	0.5	1	0.5	0.5	0.5
B12	0.5	0.5	1	0.5	1	1	0.5	0.5	1	0.5
B13	0	0	1	1	1	1	1	1	1	1
B14	1	0	1	0	1	0	1	1	0	1
N15	1	0	1	0.5	1	1	1	1	0.5	1
B16	1	1	1	1	1	1	0	1	1	0.5
B17	1	1	1	1	1	1	1	1	1	1
B18	0	0	0	0	0	0	0	0	0	0
B19	1	0.5	1	1	1	1	0.5	1	1	1
B20	0	0	0	0	0	0	1	0	0	1
B21	1	0	1	1	1	1	1	0.5	1	1
B22	1	1	1	1	1	1	1	1	1	1
B23	1	1	1	1	1	1	1	0.5	0	1
B24	1	1	1	1	1	1	1	0.5	0	1
B25	1	0.5	1	1	1	1	0	0.5	1	0.5
B26	1	1	1	1	1	1	0.5	1	1	1
B27	1	0.5	1	1	0	1	0	0.5	0	0
B28	1	1	0.5	0.5	1	0	1	0	1	1
B29	1	0	0	0.5	1	0.5	0.5	0.5	0	1
B30	0.5	1	0.5	0.5	1	0.5	1	0.5	0	0.5
B31	0	1	0	0.5	1	0.5	1	0	0	1
B32	0	0	0	0.5	0	0	0	0	0	0
B33	1	0.5	1	0.5	1	0.5	0.5	1	0.5	1
B34	0	0.5	0	0	0	0.5	0.5	0.5	0.5	0.5
B35	0.5	0	0.5	0.5	0	0.5	0.5	0.5	0.5	0
B36	0	1	0.5	1	1	1	1	1	0.5	1
B37	0.5	1	0.5	0.5	1	1	0.5	1	0.5	1
B38	0.5	0	1	1	1	0.5	1	0.5	1	0.5
B39	1	1	1	0.5	1	1	0.5	1	0.5	1
B40	0	0.5	0	0.5	0	0.5	0.5	0	1	0
B41	0.5	1	1	1	1	0.5	1	0.5	1	1
B42	1	1	0.5	0.5	0.5	1	1	0.5	0	0
B43	1	0	1	1	0.5	1	1	1	0	1
B44	0	1	1	1	0.5	0.5	1	1	0.5	0.5
B45	1	1	1	1	1	1	1	1	1	1
B46	1	1	0.5	1	1	0.5	1	1	1	1
B47	0.5	1	1	0.5	1	0.5	1	0.5	0.5	1
B48	0.5	0	0.5	1	1	1	1	1	1	1
B49	1	0	1	1	0	0.5	1	0.5	1	1
B50	1	0.5	0.5	0	0	0	0.5	0.5	1	0

CODE	Q.PART2-C. SENTENCE									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
B1	1	1	1	1	1	1	0.5	1	0.5	1
B2	1	0	0	1	0	1	0.5	1	1	1
B3	1	1	1	1	1	1	1	1	1	1
B4	0	1	0	0	0	1	1	0	0	0
B5	0	1	1	1	1	0	1	1	1	1
B6	1	1	1	0	1	0	1	1	1	0.5
B7	0	0	0	0	0.5	0.5	0	1	1	0.5
B8	1	1	1	0	1	1	0	0	1	0.5
B9	1	1	1	1	1	1	1	1	1	1
B10	1	1	1	1	1	1	1	1	1	1
B11	1	0	1	1	1	0.5	1	1	1	0.5
B12	1	1	1	1	1	1	1	1	1	1
B13	0	1	1	1	1	1	1	1	1	1
B14	1	0	1	1	1	1	1	1	1	1
N15	1	1	1	1	1	1	1	1	1	1
B16	1	1	1	1	1	1	1	1	1	1
B17	1	1	1	1	1	1	1	1	1	1
B18	0	1	0	1	1	1	1	1	1	1
B19	1	1	1	1	1	1	1	1	1	1
B20	1	1	0	1	1	1	1	1	1	0
B21	1	1	1	1	1	1	1	1	1	1
B22	1	1	1	1	1	1	1	1	1	0
B23	1	1	1	1	1	1	1	1	1	1
B24	1	1	1	1	1	1	1	1	1	1
B25	1	1	1	1	1	1	1	1	1	1
B26	1	1	1	1	1	1	1	1	1	1
B27	1	1	1	0	1	1	1	1	1	1
B28	1	1	1	1	1	1	1	1	1	1
B29	0.5	1	1	1	1	1	1	1	1	0.5
B30	1	1	1	1	1	1	0	1	1	0
B31	1	1	1	1	1	1	1	1	1	1
B32	0	1	0	1	1	1	1	1	0	0
B33	1	1	1	1	1	1	1	1	1	1
B34	1	1	1	1	1	1	1	1	1	1
B35	1	1	0	1	0	1	1	0	1	1
B36	1	0.5	1	1	1	0	1	1	1	1
B37	1	1	1	1	0	1	1	1	1	1
B38	1	1	0	1	1	1	1	1	1	1
B39	0.5	1	0	1	0	1	1	1	1	1
B40	0	0	0	0	0	0	0	0	0	0
B41	1	1	1	1	1	1	1	1	1	1
B42	0	1	1	0.5	1	0.5	0.5	1	1	1
B43	1	1	1	1	1	1	1	1	1	1
B44	1	1	1	1	1	1	1	1	1	1
B45	1	1	1	1	1	1	1	1	1	1
B46	1	1	1	1	1	1	1	1	1	1
B47	1	1	1	1	1	1	1	1	1	1
B48	1	1	1	1	1	1	1	1	1	1
B49	1	1	1	1	1	1	1	1	1	1
B50	1	1	1	0.5	1	1	1	1	1	1

CODE	Q.PART3-D. PASSAGE	Q.PART3-E. RELATIONSHIP WITH THE MAIN WORD									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
B1	30	1	1	1	1	1	1	1	1	1	1
B2	0	1	1	1	1	1	1	1	1	1	1
B3	30	1	1	1	1	1	1	1	1	1	1
B4	0	1	1	0	1	1	0	0	1	1	1
B5	30	0	0	1	0	0	0	0	0	0	1
B6	24	1	1	1	1	1	1	1	1	0.5	0
B7	12	1	1	1	1	1	1	1	1	1	1
B8	24	1	1	1	1	1	1	1	1	1	1
B9	30	1	1	0	1	1	1	0	1	1	1
B10	0	1	1	1	1	1	1	1	1	1	1
B11	25	1	1	0	1	1	1	1	0	1	1
B12	0	1	1	1	1	1	1	1	1	1	1
B13	0	0	0	0	0	0	0	0	0	0	0
B14	30	1	1	1	1	1	1	1	1	1	1
N15	24	1	1	1	1	1	1	1	1	1	1
B16	0	1	1	1	1	1	1	1	1	1	1
B17	30	1	0	1	1	1	1	1	1	1	1
B18	0	1	1	1	1	1	1	1	1	1	1
B19	30	1	1	1	1	1	1	1	1	1	1
B20	0	1	1	1	1	1	1	1	1	1	1
B21	30	1	1	1	1	1	1	1	1	1	1
B22	0	1	1	1	1	1	0	1	1	1	1
B23	30	0	1	0	1	1	0	0	0	1	1
B24	30	1	1	1	1	1	1	1	1	1	1
B25	24	1	1	0	1	1	1	0	1	1	1
B26	30	1	1	1	1	1	1	1	1	1	1
B27	30	1	1	1	1	1	1	1	1	1	1
B28	30	1	1	0	1	1	1	1	1	1	1
B29	30	1	1	1	1	1	1	1	1	1	1
B30	12	0	1	0	1	1	0	1	0	1	0
B31	28	1	1	1	1	1	1	1	1	1	1
B32	30	0	0	1	1	0	0	0	1	1	0
B33	30	1	1	1	1	1	1	1	1	1	1
B34	24	1	0	1	1	1	1	1	1	1	1
B35	30	1	1	1	1	1	1	1	1	1	1
B36	30	0	0	0	0	0	0	0	0	0	0
B37	0	1	1	1	1	1	1	1	1	1	1
B38	30	1	1	0	0	1	1	1	1	1	1
B39	0	1	1	1	1	1	0	1	1	1	1
B40	24	1	1	0	0	0	0	0	0	0	0
B41	0	1	1	1	1	1	1	1	1	1	1
B42	30	1	1	1	1	1	0	1	1	1	1
B43	0	1	1	0	0	0	0	1	1	1	1
B44	30	1	1	0	1	1	1	1	1	1	1
B45	30	1	1	1	1	1	0	1	1	1	1
B46	30	1	1	1	1	1	1	1	1	1	1
B47	0	1	1	1	1	1	1	1	1	1	1
B48	30	1	1	1	1	1	1	1	1	1	1
B49	24	1	1	1	1	1	1	1	1	1	1
B50	30	1	1	1	1	1	1	1	1	1	1

CODE	Q.PART3- F. NEGATION OF THE GIVEN WORD									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
B1	1	0	1	0	1	0	1	1	1	1
B2	1	0	1	1	0	0	1	1	1	1
B3	1	0	1	0	1	1	1	1	1	1
B4	1	0	1	1	0	1	1	1	1	1
B5	0	0	1	1	0	1	1	1	1	1
B6	1	0	0	0	0	0	1	0	1	1
B7	1	0	1	1	1	1	1	0	1	1
B8	1	1	1	1	0	1	1	1	1	1
B9	1	1	1	1	1	0	1	1	1	1
B10	1	1	1	1	0	1	1	1	1	1
B11	1	0	1	1	0	1	1	1	1	1
B12	1	0	1	1	1	1	1	1	1	1
B13	1	0	1	1	0	1	1	1	1	1
B14	1	1	1	1	0	1	1	1	1	1
N15	1	0	0	0	0	0	0	0	0	0
B16	1	1	1	1	1	1	1	1	1	1
B17	1	1	1	1	0	1	1	1	1	1
B18	1	0	1	1	0	1	1	1	1	1
B19	0	0	0	1	1	0	1	1	1	1
B20	0	1	0	1	1	1	1	0	1	0
B21	1	1	1	1	1	1	1	1	1	1
B22	1	1	1	1	1	1	1	1	1	1
B23	1	1	1	0	1	1	1	1	1	1
B24	1	1	1	1	1	1	1	1	1	1
B25	1	0	1	1	1	0	1	1	1	1
B26	1	1	1	1	1	1	1	1	1	1
B27	1	1	1	1	1	1	1	1	1	1
B28	1	0	1	1	0	1	1	1	1	1
B29	1	1	1	1	0	1	1	1	1	1
B30	0	1	1	1	0	1	1	0	1	1
B31	1	1	1	1	0	1	1	1	1	1
B32	0	1	0	1	0	0	1	1	1	1
B33	1	0	1	0	0	1	0	1	1	1
B34	1	0	1	1	0	1	1	1	1	1
B35	1	1	1	1	1	1	1	1	1	0
B36	0	0	1	0	1	1	0	0	1	1
B37	1	1	1	0	0	1	1	1	1	1
B38	1	0	1	1	1	1	1	1	1	1
B39	0	0	1	0	0	1	1	0	0	0
B40	0	0	0	0	0	0	0	0	0	0
B41	1	1	1	1	1	1	1	1	0	1
B42	0	1	1	1	1	1	1	1	1	1
B43	1	0	1	1	0	1	1	1	1	1
B44	0	0	1	0	1	1	1	1	1	1
B45	1	0	1	1	1	1	1	0	1	1
B46	1	0	1	1	1	1	1	1	0	1
B47	1	0	1	0	1	1	1	1	1	1
B48	1	1	1	1	1	1	1	1	1	1
B49	1	1	1	1	0	1	1	1	1	1
B50	1	0	1	1	0	1	1	1	1	0

CODE	Q.PART3-G.THREE WORDS FROM THE GIVEN ROOT WORDS									
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
B1	1.5	2	1	1.5	1.5	1.5	1.5	1.5	1.5	1.5
B2	2	1.5	0	0.5	1.5	0	1.5	0	1.5	1
B3	2	2	2	2	2	2	2	1.5	2	1.5
B4	1	2	1.5	1.5	1.5	1	1	0	1.5	1
B5	1.5	1.5	1	1	1.5	1.5	2	1	1.5	1
B6	1	1	0	1.5	1	0	1	0	1.5	1
B7	1	1.5	1.5	1	1	1	1.5	1	2	1.5
B8	1.5	1.5	1.5	1.5	1.5	0	1.5	1.5	1.5	1.5
B9	1.5	2	1.5	1.5	1.5	0	1	2	2	1
B10	0	0	0	0	0	0	0	0	0	0
B11	2	2	1.5	2	2	0	1.5	1.5	1.5	1
B12	1	2	1	1.5	1	2	0.5	1	1.5	1
B13	2	2	0	1.5	1.5	2	1.5	1.5	1.5	1.5
B14	1.5	2	1	1.5	2	2	1.5	2	2	2
N15	1.5	2	1	1.5	1.5	2	1.5	1.5	2	1.5
B16	2	2	1.5	2	2	2	2	2	2	2
B17	0	2	0	2	2	0	1.5	1.5	2	1.5
B18	2	2	0	1.5	1.5	1.5	1.5	1.5	2	1.5
B19	2	2	1	2	2	1.5	2	2	2	1.5
B20	0	1	0	1.5	1.5	1.5	0	1	1	1
B21	2	2	1	2	2	1.5	2	2	2	2
B22	1	1	0	2	1	1.5	1	1	1	1
B23	2	2	1.5	2	2	2	2	2	2	2
B24	2	2	2	2	2	2	1	2	2	2
B25	1.5	2	1	2	1.5	1	1.5	2	2	1.5
B26	2	2	2	1.5	2	1.5	2	2	1.5	0
B27	1.5	1.5	1.5	1	1.5	1	1.5	1.5	1.5	1
B28	2	1.5	0	2	1.5	1.5	1	1	1.5	1.5
B29	1.5	1.5	0	1.5	1.5	1.5	1.5	1.5	1.5	1
B30	2	2	0	2	2	2	2	1	1.5	1.5
B31	1.5	1.5	1	1.5	1.5	1.5	1.5	1.5	1.5	1.5
B32	0	0	2	0	0	0	0	0	0	0
B33	2	2	1.5	1	1.5	1	1	1	2	1
B34	2	2	0	2	1.5	1	1	1	2	2
B35	1	1	0	1	1	1	1	1	1	1
B36	2	1.5	1	1.5	1.5	1.5	2	0	1.5	2
B37	1.5	2	1	1	1.5	0	2	0	1.5	1
B38	2	1.5	1	1.5	2	1.5	1	1	1	1.5
B39	2	2	1.5	1	1	0	1	1	1	1
B40	0	0	0	0	0	0	0	0	1	1
B41	0	1	0	2	1	0	1	1	1	1
B42	1	1.5	0	1.5	1	1	1.5	0	1.5	0
B43	1	1.5	0	1	1.5	1	1.5	0	1.5	2
B44	2	2	2	1.5	2	2	2	2	2	2
B45	2	2	1	1.5	2	1	2	2	2	2
B46	1	1	1	1	2	1	1	1	1	1
B47	2	2	1.5	1.5	1	1.5	2	2	2	1.5
B48	1	1	0	1	1	1	1	1	1	1
B49	1.5	1.5	0	2	2	2	1.5	1	1.5	1.5
B50	2	2	0	2	2	0	2	1.5	2	1.5

Appendix IV

Data for Register Analysis

1. Now, banks too can issue Masala Bonds: The RBI has allowed banks to issue Masala bonds and accept corporate bonds under the liquidity adjustment facility (LAF). Masala bonds are instruments through which Indian entities can raise funds by accessing overseas capital markets, while the bond investors hold the currency risk. Banks are being permitted to issue rupee-denominated bonds overseas for the capital requirements and for financing infrastructure and affordable housing. These measures are intended to further deepen market development and facilitate greater liquidity. Earlier, Masala bonds could be issued only by corporate entities and non-banking financial companies. (The Economic Times, 2016)
2. In light of a growing interest in the use of social media marketing (SMM) among luxury fashion brands, this study set out to identify attributes of SMM activities and examine the relationships among those perceived activities, value equity, relationship equity, brand equity, customer equity, and purchase intention through a structural equation model. Five constructs of perceived SSM activities of luxury fashion brands are entertainment, interaction, trendiness, customization, and word of mouth. (Kim, 2012:1480)
3. Direct relationship between corporate social responsibility (CSR) and firm performance has been examined by many scholars, but this direct test seems to be spurious and imprecise. This is because many factors indirectly influence this relation. Therefore, this study considers sustainable competitive advantage, reputation, and customer satisfaction as three probable mediators in the relationship between CSR and firm performance. (Saeidi et al., 2015:341)
4. This study examines how video blogs (vlogs) influence consumer perceptions of luxury brands. Using para-social interaction (PSI) and social comparison theory, this study proposes a model that assesses the influence of physical attractiveness, social attractiveness, and attitude homophily of video blogger (vlogger) on PSI; and PSI effects on luxury brand perceptions (i.e., brand luxury, luxury brand

value, and brand-user-imagery fit) and luxury brand purchase intentions (Lee & Watkins, 2016:5753).

5. The impact of a negative initial entrepreneurship experience may inhibit the emergence of an entrepreneurial identity and shut down a subsequent entrepreneurial career. Testing theories of identity development usually involve complex longitudinal studies, but the testing may be facilitated through the use of business simulation gaming. Using a quasi-experimental research design, the paper explores how entrepreneurial micro-identity is formed among business undergraduates during the initial entrepreneurial experience. (Newbery et al. 2018:51)
6. This paper investigates the dynamics of R&D and capital investment using a large sample of US firms during the period 2002–2016. A partial adjustment approach is employed with a specific focus on the impact of the financial crisis on target adjustment speed. Evidence suggests that firms have a target in both types of investment and adjust to it at varying speeds. Specifically, firms adjusted to the capital investment target faster than to R&D investment. (Comparison of adjustment speeds in target research and development and capital investment: What did the financial crisis of 2007 change? (Coldbeck, Ozkan, 2018:1)
7. “As we neared the end of 2017, I was pleased to see the consistent increase in closed sales, but inventory remains very tight and demand is high,” said MIBOR CEO Shelley Specchio in written comments. “As a result, competition for available listings is strong, and that is something we anticipate to continue as we begin the new year.” (Ibj.com, 2018)
8. They are business survivors—owners whose small companies withstood the Great Recession that forced thousands of others out of business. Along the way, many had to lay off workers, forgo salaries or find new ways to earn money. Ten years after the official start of the downturn, some entrepreneurs profiled by The Associated Press as the recession began say now that they are grateful but not gleeful; they have many painful memories and lessons learned. (Rosenberg, 2018)
9. But while demand is up, many owners aren't in the market for credit. Thirty-eight percent of small companies didn't get any credit in the last quarter. And small businesses are still finding it harder to get loans than mid-sized ones do—61

percent of small company owners called debt financing difficult to get versus 31 percent of mid-sized business owners. During the previous three months, 36 percent of small businesses were able to get bank loans, compared to 69 percent of mid-sized companies. (Business Insider. (Rosenberg, 2017)

10. That's where billionaire Anil Ambani's Reliance Communications BSE 9.17 %'s 2020 US currency notes currently trade, after a bailout by his older sibling. While that's double where they were in mid-November, when the embattled Indian mobile-services firm defaulted on a coupon payment, creditors are still a long way from being made whole. (Mukherjee, 2018)
11. State run SAIL is looking to diversify its product basket through value-added and ready-to-use products. Plans are also afoot to scale up the steel-maker's presence in global markets by venturing into newer markets, according to its Chairman P K Singh. With its new and modernized mills stabilising, the company is looking at diversifying its product basket. (Our Bureau, 2018)
12. The Indian Economy will be in the global limelight for its growth. India will be a global leader, and I expect growth to be in double digits, maybe in five years from now. Peer pressure will ensure that most of the states will have business-friendly environment and compete for better economic growth. The business we are into, such as real estate, hospitality and insurance, will have a definitive long-term positive impact.” (Berge, 2019)
13. In a development that will be remembered for long, India jumped 30 place to rank 100th in the World Bank's Ease of Doing Business (EoDB) ranking among 190 countries and territories last month. The dramatic improvement in the business climate ranking came on the back of economic reforms undertaken by the NDA government, which came to power in May 2014. (Doing Business 2019:126)
14. The big-bang growth in the Sensex is greeted with surprise by many seasoned market players. Of course, their concern about an overhead stock market is not baseless. The Sensex's price-to-earnings (PE) ratio has now hit a peak of around 23, which is well past the index's PE ratio of 20.72 in 2006-07, recorded just before the global financial bubble exploded. Moreover, though the Sensex has

doubled in value between 2012 and 2017, the earnings of Sensex companies have expanded at an anaemic 4 per cent annual rate. (Doing Business, 2019:128)

15. In the entrepreneurial mode, strategy-making is dominated by the active search for new opportunities, and is characterized by dramatic leaps forward in the face of uncertainty. Strategy is developed by significant bold decisions being made. Growth is the dominant goal of the organisations, and in uncertain conditions, this type of mode can result in the organization making significant gains. Entrepreneurial mode- requires the strategy-making authority to rest with one powerful individual. The environment must be flexible, and the organisations that are small and/or young. Strategic Management and Business Policy (Weezel 2009:173)
16. Advances in inventory control and information processing have changed organizational relationships with suppliers. Some companies keep zero inventory, relying on several 'just in time' (JIT) deliveries each day. If JIT methods are in operation, this obviously results in a much closer relationship between organisations and suppliers, not only in terms of lead-time deliveries, but also in terms of quality control. (Ritson 2011:27)
17. Shareholders are the owners of companies and are the suppliers of any additional risk capital, which may be required. This type of shareholder or shareholders that a company has, will largely determine the sort of information that can be gained from them. (Ritson, 2011:6)
18. The organization may be making losses on a regular basis. This could result in liquidation, bankruptcy or even acquisition. We have to say that making losses in the short run need not be a problem. Inflation can also lead to cash flow problems. The current high price level may affect cash reserves. Inflation may be a source of cash flow difficulties since even historical profit may prove to be insufficient to fund the replacement of assets that are important to the organization. (Kamugisha, 2017:31)
19. Overtrading (also termed undercapitalisation) happens if an organization is trying to support a very large volume of trades with a very small working capital base. This can cause cash flow problems. Even if the organization is operating profitably, overtrading can lead to a liquidity crisis. The organization will be

unable to meet its debt obligations as they fall due. Why? This is because cash has been absorbed by the growth of non-current assets, inventories and trade receivables. (Kamugisha, 2017:201)

20. The primary source of financial data for someone interested in investing in a certain company is the data provided by that company itself- usually in its annual report to the board and shareholders. The second source of information is the government agencies where we can obtain economic data such as the Gross Domestic Product (GDP) and the Consumer Price Index (CPI). This information will be useful when assessing the historical performance (especially recent performance) and be able to forecast future prospects of a company, an industry or sector. (Kamugisha, 2017: 177)