

Guidelines for ACS Lab III Yr (R13)

Introduction

The Advanced Communication Skills Lab caters to the placement needs of the students, by giving them intensive training in areas like Group Discussion, Interview Skills, Resume Writing, etc. that makes them ready for the corporate world. It also provides exposure to topics that are included for competitive exams like GRE, TOEFL, CAT –through Vocabulary Building, and Reading Comprehension etc. Training in topics like Report Writing and Portfolio Writing facilitate the students in writing their projects. The ACS lab therefore serves as a bridge between the academic and corporate world, by imparting skills that enhance a student's personality and professional outlook.

Objectives

- To enable students speak effectively in formal and informal situations.
- To equip the students with a wide range of vocabulary, so as to enable them use language more effectively.
- To understand the strategies of the interviewers to facilitate better responses during the 'Placement' interviews.
- To understand the characteristics of successful group discussions.
- To identify areas of evaluation in GDs conducted by organizations as part of the selection procedure.
- To equip students with pre-presentation steps, to understand the structure of a good presentation, and devise various techniques for delivering a successful presentation
- To help students overcome stage fear and tackle questions
- To enable the students to become global citizens

General Rules and Regulations:

1. **Attendance:** 100% attendance is compulsory in all the labs. Students will not be allowed to take the final lab exam if they fail to put in required attendance.

2. **Punctuality:** Punctuality is also considered in terms of submission of assignments and writing the records.
3. **Academics:** Every student needs to score a minimum of 50% of marks in all the assignments and lab internal exams, failing which he will not be allowed to take the final lab exam.
4. Lab record carries 5 marks. So every student needs to submit lab record regularly every week after completing the required tasks. Unless they complete 80% of the record work they will not be allowed to take Lab Internal exam.

Mode of Teaching

Three modes of instruction are employed in the AECS Lab

- a. Theoretical inputs
- b. Practice
- c. Exercises

For each of the topics, the faculty first gives theoretical inputs followed by an activity /experiment and exercises.

Theoretical inputs :

Theoretical inputs deal with theory involved related to the topic such as definition, description, analysis, conclusions and suggestions. It also deals with the relevance of the topic related to higher education or placements. This is the foundation to the topic which is like the launch pad to take off.

Practice :

During practice session, students are given examples followed by experiment where they go through the process and gain confidence. As students practice the given topic they understand the nuances and are in a position to gauge themselves whether they are moving in the right direction or not. Peer feedback and Teacher's feedback further strengthens the student's knowledge on the given topic.

Exercise:

Students complete assignments on the given topics and submit to the teacher concerned within the stipulated period of time. This procedure empowers the learners and helps them to be confident and have an edge over the others

Exam Pattern :

The ACS lab is a comprehensive examination which tests students theoretical as well as practical knowledge in the desired subject.

The practical examination for the ACS lab has two parts.

- A. Continuous Evaluation
- B. End Semester Examination

A. Continuous Evaluation: This has two parts.

- i. Day to day work: There shall be a continuous evaluation during the semester for 15 marks. Out of the 15 marks, day-to-day work in the laboratory shall be evaluated for 10 marks and 5 marks for the record or observation book.

Lab Internal Exam: Two lab internal exams are conducted for 10 marks each. This examination shall be conducted by the concerned teacher. Lab internal I comprises units 1,2,3 and Lab internal II comprises units 4 & 5. An average of Lab Internal 1&2 is taken at the end of the semester.

The average of Continuous evaluation for 15 marks, average of lab internals for 10 marks and 5 marks for the record are added up as final Internal marks for 25.

Lab Internal I Pattern

Syllabus: unit-1 , unit-2, unit- 3.

Question 1 is based on Functional English. Question 1.A is on situational dialogues and question 1.B is on Role-play. You can attempt either 1.A or 1.B. Students can complete the written tasks first and then attempt the role-plays.

Question 2 is on Vocabulary with choice between 2A and 2B. Attempting all the parts of A or B is compulsory.

Question 3 is based on Reading Comprehension with a choice between two passages.

Question 4 is based on writing skills and there is a choice between Resume & Portfolio or Reports and E-Correspondence.

Lab Internal I Model Paper**Time : 3 Hours****Max Marks: 10**

Q.1 A. Write dialogues for one of the following situations. (8-10 utterances for each speaker)

- i. Mr.Sunil Verma calls a hotel in Manali to make a reservation for four people.
- ii. Rahul gives directions to his friend how to reach the university .

OR

B. Enact a situation.(ex: at a market place, at a hospital)

Q.2 A. i .Write two synonyms and two antonyms for the given words. (2 words for each bit)

a)Amalgamate b) Tranquil c) Bonhomie d) Erudite

ii.Write the meanings of the given word roots and give two examples for each.

a) Anthrop b) Omni

iii.Write the origin for the given words.

a) Eureka b) Google

iv. Write two words for each of the given prefixes and suffixes.

2 marks

a) Anti, inter b) ness, ify

Or

. B. i. Write one-word substitutes for the given phrases.

a) One who loves books b) One who has strange habits

ii. Answer the given analogies.

a) Careful:Cautious:: Boastful: _____

iii. Write the meanings of the given idioms.

a) Once in a blue moon b) On cloud nine

ii. Write the meanings of the given phrasal verbs.

Q.3 A. Read the given passage and answer the questions that follow.

3 marks

According to Greek mythology, Atlas was a Titan of enormous strength. After being defeated by the god Zeus, Atlas was forced to carry the earth and the sky for an eternity. In depictions of Atlas, he is shown as a stooped figure carrying the globe on his shoulders. Because of his

association with the globe, maps began to be decorated with this image of Atlas. Accordingly, the word “atlas” became a nickname for a collection of maps. Today, an atlas refers to any book that consists of a bound collection of maps. For example, an atlas can be made up of maps of the countries of the world or of the states of the United States. Sometimes an atlas will also contain graphs and charts with other statistical information about the culture, religion, climate, or government of the population of a given area.

1. Who was Atlas?
2. How is he depicted?
3. What does Atlas mean today?

Q4. A. i. Prepare a resume on the given profile or notification.

ii. Portfolio writing

OR

B. i. Draft a report on the given task.

ii. Send an e-mail to the teacher concerned on the given task. 2 marks

Lab Internal II Pattern

Syllabus: unit-4, unit-5

Question 1 is based on Group discussion. Question 1.A is on Fact based GD. IB is Case based GD. You can attempt either 1.A or 1.B. Students get 10 minutes time for preparation. They get 15 minutes for the actual GD. Students will be divided into two groups for GDs..

Question 2 is on Presentation skills. 2A is on JAM. Students get the topics on the spot.

2B is on PowerPoint Presentations . Students give a PPT on project or technical report . They will be given one minute for JAM and 10 minutes for PPT.

Question 3 is based on Interview Skills. 3A is a face to face interview and 3B is a Video conference interview. Each candidate will be interviewed for 5 minutes in Face to Face interview. Video conference interviews are conducted in co-ordination with the respective heads

of the concerned department. Technical skills will be assessed by the HODs . Each candidate gets five minutes time .

Lab Internal II Model Paper**Time : 3 Hours****Max Marks: 10**

Q1. Participate in a group discussion on the given topic. 3 marks

A. Topic 1- Fact based (Reforms in Education)

OR

B. Topic 2-Case based.(

Q2. Make a presentation on the given topic. 4 marks.

A. JAM (oral) (1 mark)

B. PPT Presentation. Project/ Technical Report (3 marks)

Q.3 Participate in the interview. 3 marks

A. Face-to-face interview (1.5 marks) (communication skills are tested)

B . Tele/ Video conference interview (1.5 marks) (technical skills are tested).

B. End Semester Examination:. The end semester examination (Final) shall be conducted by the teacher concerned with the help of the external examiner of a different institution. The final lab exam shall be conducted in all the seven units prescribed in the syllabus. The Final exam is conducted for 50 marks out of which 40 marks are for oral and written exam and 10 marks for viva-voce, which is of two types , i.e, 5 marks for multiple choice questions and 5 marks for oral examination. Observation notebooks are also periodically checked by the faculty.

End Semester Lab External Exam Pattern**Time : 3 Hours****Max Marks: 50****Syllabus All the 5 units**

This paper has three parts. A, B and C. Altogether seven questions will be given and students need to answer any five questions choosing at least two questions from Part-A and Part-B.

Part- C is compulsory for all .

Part-A consists of four questions.

Question 1 is based on Functional English. Question 1.A & 1.B are on situational dialogues. You can attempt either 1.A or 1.B.

Question 2 is on Vocabulary. Attempting all the parts is compulsory.

Question 3 is based on Reading Comprehension

Question 4 is based on writing skills and there is a choice between Resume & Reports.

Part –B consists of three questions.

Question 5 is based on Group discussion. Students get 10 minutes time for preparation. They get 15 minutes for the actual GD. Students will be divided into two groups for GDs..

Question 6 is on Presentation skills. 6A is on JAM. Students get the topics on the spot.

6B is on PowerPoint Presentations. Students give a PPT on project or technical report. They will be given one minute for JAM and 10 minutes for PPT.

Question 7 is based on Interview Skills. 7A is a face to face interview and 7B is a Tele / Video conference interview. Each candidate will be interviewed for 5 minutes in Face to Face interview. Video conference interviews are conducted in co-ordination with the respective heads of the concerned department. Technical skills will be assessed by the HODs. Each candidate gets five minutes time.

Part-C consists of two questions.

Viva on record has twenty written questions covering all the five units of the syllabus. Each question carries $\frac{1}{4}$ mark.

Viva Voce consists of ten questions to be answered orally and carries $\frac{1}{2}$ mark each.

End Semester Lab External Exam Model Paper Time : 3 Hours Max Marks: 50

Attempt any five questions in all choosing at least two questions from each part. All questions carry equal marks. For part B, students have to do the tasks in teams.

Part – A

Q.1 Write dialogues for the following situation. A or B

Q.2 Vocabulary (synonyms, Antonyms, Prefixes, Suffixes, Analogies, Word roots, One word substitutes, Idioms & Phrases)

Q. 3 Reading Comprehension Passage

Q.4 A. Prepare a resume on the given profile or notification.

Or

B. Draft a report on the given task.

Part – B

Q. 5 Group discussion (15 min)

Q. 6 Presentations (Individual) A. JAM B. PPT (10 min)

Q. 7. Interview – A. Face-to-face interview (5min)
B. Tele / Video conference interview (5min)

Part –C

Viva on Record (20 Questions – ¼ mark each)

Viva – voce

10 Marks

5 Marks

5 marks

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UNIT-I Activities on Fundamentals of Inter-personal Communication and Building Vocabulary

UNIT I- A : ACTIVITIES ON INTER-PERSONAL COMMUNICATION

Syllabus:

Starting a conversation - responding appropriately and relevantly - using the right body language - Role Play in different situations & Discourse Skills- using visuals

Objectives:

- To enable students speak effectively in formal and informal situations.
- To help students enact role-plays and skits by overcoming stage fear

Introduction:

This unit will be conducted in two sessions. Session one will deal with situational dialogues and watching muted videos. Session two will deal with enacting role –plays .

In all domains of interaction, English has occupied a prominent place. In fact, it is playing a role of uniting agent in the world. The role of English in students' life is a vital one. The knowledge of English makes him a competent and effective communicator and also brings him a lot of employment opportunities. This chapter on 'Functional English' helps in providing learners (i.e. students) with the speaking skills they need to take active and responsible role in their communities, business, everyday life and work place. The exercises and practice make the students fluent, intelligible and confident. This chapter focuses on both writing skills and speaking skills. To develop writing skills, the students are given a situation and are asked to write dialogues. To develop speaking skills, students are asked to perform role-plays. The faculty helps the students everywhere. Necessary inputs will also be given by the faculty in the class. Overall the 'functional English' aims at making every student speak effectively in formal and informal situations. This unit is conducted in two-sessions.

I SESSION :

This session is conducted in 3-module pattern, i.e. Theory, Practice and Exercise. And this session has further divided into two parts. Part-A and Part-B.

This session deals with the situational dialogues. This part contains various sub-units, each has a situation-specific dialogue. Each sub-unit helps the student to understand a particular approach to the situation and also helps in developing etiquette skills

Part-A**Syllabus:**

Starting a conversation - responding appropriately and relevantly

Introduction:

It deals with writing dialogues on a given situation. This includes, starting a conversation, responding to a conversation, greeting, taking leave, introductions, making requests, offering help, seeking information, giving opinions, complaining and suggestion etc. The objective of this session is to enable the students to develop etiquette skills in public behavior. In the class the faculty gives necessary inputs on dialogue-writing. She/he discusses the importance of usage of appropriate words, expressions, idioms and question tags.

1.How to start a conversation

Conversations, formal or informal, are an indispensable part of everyday communication. Whether it is a dialogue with a stranger or an acquaintance, striking a conversation is an art by itself. Conversation is not just words- it is a complex interplay between people, involving many other signals, seen and implied. A good conversationalist should focus on the following parameters while launching into a conversation.

- Who are the participants in the conversation?
- What is your relationship with them?
- What is to be said?
- How is it to be said?
- Is the situation formal or informal?

To start a conversation you need an opening gambit. There are a plenty of good openers. They do not have to be startlingly original-indeed, the more common they are , the more likely the other person is to feel confident and able to respond.

Here are some well tested and effective openers to get a conversation started.

➤ You can start with :

- A greeting and then go on to introduce yourself and find out about the other person.
- Comments or questions on the surroundings of the event/weather/place, for e.g “This is a lovely house”.
- Comments or question on people who are central to the event. For e.g “Richa’s 40th birthday- I can’t believe it. Have you known her long?”

- Comments on current news, stories, or recent films, books, or television programmes. For e.g “Have you seen the latest Meryl Streep film?” Most people have some interest and knowledge in these areas and like to talk about them.

Tips to improve your style:

Good conversation requires delicacy and tact, give and take. The following are a few do's and don'ts in a conversation.

- **Talking too much** - People who talk a lot make the conversation a tedious monologue. Remember to give time for others too.
- **Talking too little** - Some people like to assume the role of an observer in conversations which can put off the other person. Make sure you respond and share your views too.
- **Interrupting** - People who are very enthusiastic, or who like to air their views, tend to interrupt a great deal. Learn to restrain your enthusiasm.
- **Too much personal disclosure** - Remember many people have been brought up not to talk about themselves, and can be unnerved if others do so. You may embarrass others if you tell them too soon about yourself.
- **Trying to be funny the whole time** - Few people tell jokes well, and someone who is always trying to be funny, can exhaust others. Avoid this trap.
- **Constantly bringing the conversation back to yourself** - The conversation of some people is all I and me, and don't fall into this trap.
- **Being too critical** - Some people are hopeless perfectionist. Remember if you launch into criticism in the early stages of a conversation, you may prevent the other person from expressing differing views or you may provoke a strong reaction, which results in conflict. There is little to be gained from being critical.
- **Avoid sarcasm** - A sarcastic person rejects involvement with what is being said or proposed.
- **Don't complain** - One who constantly complains lowers the mood of a conversation, making it difficult for others to be positive and constructive.
- **Compliments** - In conversation, one of the best ways of encouraging another person to open up is by paying a compliment. But be sensitive how you time your compliment and where you aim it. Some people find personal comments-even positive ones –highly intrusive, others of course will regard a compliment as a sign that you like and approve of them.
- **Be a good listener** - Listening is as important in conversation as talking. Good listening involves encouraging other people to say interesting things, understanding the things that they tell you, and being sensitive to thoughts and feelings that underlie the things that they tell you.

- **Using the right language** - To make good conversation, you need to use language appropriately and effectively. Remember the importance of a well- stocked mind. To equip yourself with topics for small talks and deeper conversations, read the papers, follow sport, watch television documentaries, and keep an eye on fashion and social change, look for amusing little stories as you go through each day. Remember that curiosity is the best attribute you can have if you want to be a good conversationalist.

2. How to respond relevantly and appropriately

During a normal natural conversation many different expressions are needed to show the speakers' level of intellectuality, attitude and coherence. These expressions vary from asking for or giving opinion, inviting, apologizing, complaining, suggesting, advising to asking, or giving permission. These tools help the students overcome their reluctance and dive into the discussions among their groups. Here are a few questions and their responses that would help you in your day to day communication.

Introducing oneself

Question	Response
How do you do? My name is -----	How do you do ? I am.....
Hello, how are you? In fact, I have been waiting to see you.	Well, good to meet you. I have been looking forward to meeting you too.

Greetings and Compliments

Statement	Response
You look great/lovely today	Really? How nice of you to say that.
That's a nice dress you are wearing	I'm glad you like it.

Requests and suggestions

Question	Response
Will you please come as soon as you can?	Yes, -----
Shall we -----?	Yes, that sounds good. / No, I don't think it's a good idea.

Asking and Giving Permission

Question	Response
Do you have any objection if.....?	Of course, you can
Is it alright if I?	Sure, go ahead / Sorry, but

Invitations and Offers

Question	Response
Would you like to?	Thank you. I'd love to. / Thanks anyway, but
How about coming to a Magic Show tonight?	That's great! What time?

Apology and Gratitude

Question	Response
I am extremely sorry.	That's all right/OK
We are really grateful for your help.	It was my pleasure.

Seeking and Giving Advice

Question	Response
Do you think I should?	I advise you to..... / I don't see why
The way I see it, you should.....	Thanks for your advice. I'll do that.

- **Practice:**

Students are asked to write a minimum of 5 utterances for each character in a given situation. Different situations are given to them for practice.

- **Exercise:**

Five tasks (situations) are given to each student out of which he/she has to write dialogues for any two and should submit in the next week.

Part-B**Syllabus:**

Writing dialogues after watching a muted video clipping

- **Theory:**

This part deals with a visual task. The students will be shown a 10-minute muted video clipping in the class and are asked to analyze the situation and write dialogues. This task enables students to develop analytical and logical skills besides their language skills.

- **Practice:**

The class will be divided into teams of 3 students. Each team will be shown a 10 minute muted video clipping and the team has to analyze the situation by discussing the theme and should develop the dialogues for it. Each team gets a different video clipping. This practice enables a student to develop his/her analytical skills and logical skills besides developing a good team-work.

- **Exercise:**

Each student has to collect a 10 minute muted video clipping from any good English movie or from the list of movies given by the teacher. They should write the name of the movie and their details on the cover of the CD and submit it to the teacher in the next class. The CDs collected

from the students of one batch will be exchanges with the CDs of some other batch. The faculty member will take the responsibility of distribution of CDs. In each class every student will be given a CD consisting of a 10 minute video clipping. Students take the CD home, write dialogues and submit the transcripts in the next class.

- **Assessment:**

Assessment is done by the faculty member, on the language, (vocabulary) accuracy, beginning of a conversation and ending of a conversation.

Procedure for writing the record

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are sub-units included in this topic and their importance.

Practice: The topic the students given for practice in the class should be written in the record.

Exercise: The two topics which students select out of five given for practice should mention here and should submit the transcripts for their chosen topics in the next class.

II SESSION :

Syllabus:

Using the right body language - Role-play in different situations.

Introduction:

This session deals with role-plays. To learn a language, there are many methods and approaches but 'learning by doing' is the best method for better learning. Role-plays serve this purpose. Role play is an activity where a student is given a role to play. The student performs a role of somebody's character (or) sometimes his own character in an imaginary situation. This is one of the best speaking activities through which a student learns through his self-experiences.

Theory:

The faculty member provides necessary inputs for analysis and a practical approach towards planning the activities. The teacher explains in the class about a role behavior, learning language contextually for specific purposes, and immediacy of oral interaction. *In the class, the teacher plays the role of a facilitator, a spectator and an evaluator. *The faculty member also explains the students about body language (i.e. facial expressions, eye contact, gestures, posture and body movements) voice modulation and pronunciation of words etc.

Body language

Body language is a largely unconscious, yet a revealing aspect of our true selves. It's not what we say but how we say something is important. Many a time we speak volumes without even uttering a word. Communication is a package deal of verbal, non-verbal and vocal cues. Through extensive communication research, it has been discovered that words account for only seven percent of a message's impact. The rest comes from non-verbal cues, such as voice, tone and facial expression. It's only when we interpret all the cues, that we get the whole message – or you end up with a partial communication.

Body language is also the most powerful method of validating your words. Even if you say the most meaningful sentence with a deadpan expression, nobody will believe you. Your expressions, body, gestures and vocal pitch must match your words. Body language is what gives meaning to words; it causes the message to reach the heart and brain. In order to send the right message, be conscious of how you use your body.

Body Language is reflected in terms of Physical Appearance, Posture, Facial expressions and Gestures.

Examples of non-verbal expressions and the emotions they suggest

Non-verbal form	Non-verbal Cue	What does it suggest?
a) Eye contact	<ul style="list-style-type: none"> - Sustained eye contact - brief eye contact - avoiding eye contact 	<ul style="list-style-type: none"> - Trust, admiration, stress - nervousness, fear - shyness, lack of sincerity
b) Facial expression	<ul style="list-style-type: none"> - Raising eyebrows - Lowering eyebrows - Furrowed forehead - Open mouth - Swallowing - Frowning 	<ul style="list-style-type: none"> - Surprise, question curiosity - Acceptance, submission - Anger - Shock - Nervousness - Anger, displeasure
c) Posture and body movements	<ul style="list-style-type: none"> - Leaning towards A speaker/listener - Pulling away/leaning back 	<ul style="list-style-type: none"> - Interest - Fear, anger, distrust

Practice:

Each batch(20-25 students) is divided into 3 groups. Each group is given a topic by a teacher (or) students also can come with a topic to enact. The stories (or) ready-made skits can be adopted by the students. Each student of team takes a different role to enact and he/she experience the joy of learning by involving himself/herself in the chosen character. The student also learns here, how to correct his/her attitude, and find facts and responsibilities that are required for an ideal personality. The main objectives of a role play speaking skills, listening skills and non-verbal

communication are met in practice. Every role-play performed by the teams is video recorded and will be submitted to a teacher in the next class in a CD. **Exercise:** The same team will continue for exercise. Students enact a skit or role play, record and submit the CD and the transcript of their task by next week to the teacher.

Assessment:

It will be done at two levels, one at the faculty level and the other at peer group level. An evaluation sheet is made for assessment.

Role Play: Teacher's Evaluation

Language Fluency	Clarity	Ability to enact the role	Body language suitable to situation. i.e. eye-contact / facial expression / Movements of hands / space / etiquette
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Peer Group Evaluation

Language Fluency	Clarity	Ability to enact the role	Body language suitable to situation. i.e. eye-contact / facial expression / Movements of hands / space / etiquette
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Procedure for writing the record

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students given for practice in the class should be written in the record.

Exercise: CDs of the role-plays or skits have to be submitted along with the transcripts in the next class.

Reference Books:

1. Body Language – Your Success Mantra – Dr. Shalini Varma
2. How to read a person like book – NierevbergCalero
3. Communication Skills for Engineers - Sunitha Mishra and C. Murali Krishna
4. Everyday Dialogues in English – Robert J. Dixon
5. English Conversation Practice – Grant Taylor
6. Spoken English Part-2 (A foundation course for speakers of Telugu) – KamleshSadanand and SusheelaPunita

UNIT –IB VOCABULARY BUILDING

Syllabus:

Synonyms and Antonyms, Word roots, One-word substitutes, Prefixes and suffixes, Study of word origin, Business Vocabulary, Analogy, Idioms and Phrases, Collocations and Usage of Vocabulary

Objectives:

- To equip students with a wide range of vocabulary that enables them use language more effectively.
- To enable students perform better in tests like GRE, TOEFL etc

Introduction :

A person's vocabulary is the set of words within a language that are familiar to the person. Vocabulary development is a vital part of every student's life which affects his thoughts, actions, aspirations and often his academic success. It becomes a fundamental tool for communication and acquiring knowledge. Usage of appropriate words is important for both spoken as well as written skills. Possessing large vocabulary can benefit a person academically, professionally and socially. One can bring about a rapid improvement in one's vocabulary skills through a concentrated study on a regular basis. The unit is covered in two sessions.

This unit will be conducted in two sessions. Session one deals with synonyms and antonyms, word roots, one-word substitutes, Prefixes and suffixes and Session two deals with study of word origin, analogy, idioms and phrases.

I SESSION :

Syllabus :

Word roots, Synonyms and Antonyms, Prefixes and Suffixes and One-word substitutes

Theory :

Synonyms : Synonyms are words which are similar in meaning, such as the pair *close* and *shut* or the trio *begin*, *start* and *commence*.

Many words are loosely described as synonyms although their meanings are close rather than identical and they are not used in similar ways (e.g. *entreat* and *implore*, *leave* and *depart*).

Given below are a few examples of synonyms:

<u>Word</u>	<u>Synonym</u>
abandon	leave, forsake
audacious	brave, courageous
candid	frank ,straightforward
distinguish	differentiate, discern, vague, unclear
endorse	approve, back
innate	inherent, inborn
intricate	complex, difficult
abbreviate	abridge, shorten
evidence	proof , testimony
laudable	commendable, praise worthy

Antonyms: Antonyms are words which are opposite in meaning such as *allow* and *forbid*, *alive* and *dead*. Compared with synonyms there are far fewer antonyms in language, because not all the words allow opposite meaning. The following are a few examples of antonyms.

<u>Word</u>	<u>Antonym</u>
accept	Reject
encourage	Discourage
flexible	Rigid
scanty	Profuse
abridge	Enlarge
abundance	Shortage
feeble	Strong
benevolent	Malevolent
zenith	Nadir
hope	Despair

Word roots:

A root is the part any word that reveals its essential meaning, a meaning that never changes, even though other letters or word parts may be added at the beginning or the end. The quickest, most useful, and easiest way to increase your word power is to analyze and understand how words are put together. Once you learn to recognize the building blocks called the roots many previously unfamiliar words become meaningful and useful. They can help you decode words you don't know. A root is a word or word part from which other words grow, usually through the addition of prefixes and suffixes. Word roots provide basic structure and meaning to words. English root words are commonly derived from Greek and Latin roots. Learning and recognizing these common roots enable students decipher meanings of unfamiliar words.

Root	Meaning	Example
am, amic	love, friend	amity, amicable, amiable, amorous
ben, bon	well, good	benefactor, <i>bonjour</i>
mor, mort	die, death	morbid, mortal, immortal, moribund, mortuary
Auto	self	automatic, autobiography
Chrono	time	chronology, synchronize, anachronism
Corp	body	corpse, corpulent
Morph	form	metamorphosis, amorphous
ac, acu	sharp	acrid, acute, exacerbate
spec, spic	see, look	spectator, spectacular, conspicuous
loq, log	speech, talk	soliloquy, somniloquy, loquacious

One word substitutes:

A 'one word substitute' is a word which can be used in the place of several words or phrases and its use adds to the conciseness of the written and spoken language. Knowledge of One word substitutes helps a student avoid verbosity write precisely and express himself effectively, without ambiguity.

Phrase/ group of words	One word substitutes
A person who looks at the bright side of everything	Optimist
A person who abstains from all alcoholic drinks	Teetotaler
A person who speaks many languages	Polyglot
A person who can use both hands with equal facility	Ambidextrous
An account of a person's life written by somebody	Biography
One who is all powerful	Omnipotent
A person who loves mankind	Philanthropist
A doctor who treats the diseases of children	Pediatrician
A period of inactivity	Hibernation
One who can be easily duped/fooled	Gullible

Prefixes :

Prefix is a word element attached at the beginning of a word to form a new word. (Ab+normal= abnormal) Prefixes fall into a number of distinct groups.

- **Latin / Greek prepositions:** adjacent, extraordinary, metabolism.
- **Negative prefixes :** unending, inescapable, malfunction, noncommittal, misuse.
- **Prefixes that indicate number, degree, or amount :** ambidextrous(using both hands), bicentenary (two hundredth anniversary), semicircle (Half circle)
- **Prefixes indicating time and place :** posthumous (after death)
- **Prefixes indicating directions :** super impose (to put on top of)

Given below are a few examples :

Prefix	Meaning	Words
a/in/il/ im/ir/un	not	Atypical, Invisible, Inexpensive, Illogical, Illegal, illiterate Immovable, Irrational, Irregular, Uncultured, Uncomfortable
anti	against	Antinational, Anticlimax, Antibodies Antiwar, Antibiotic, Antiwar
auto	self	Automobile, Auto-cut, Autograph Auto-type, Autosuggestion
bi,	two, twice	Bi-annual, Bi-weekly, Bi-lingual
ex ,	former, out	Ex-president, Ex-chairman, Ex-director
Hetero	different	Heterogeneous, Heterogametic
homo	similar	Homogenous
inter	between	Internet, Interurban
Intra	within	Intra collegiate, intravenous
Mis	wrong	Mismanage, Misunderstand
micro	small	Microchip, Microphone
mono	one	Monolingual, Monogamy
multi	many	Multinational, Multilingual
post	after	Postgraduate, Postmaster
re	repeat, again	Redo, Redesign
semi	half	Semicircle, Semiannual
sub	under	Subcommittee, Subhuman, Subtitle, Sub-leading
trans	across	Transverse, Translation
super	above	Superpower, Superhuman
uni	one	Uniform, Unilateral
vice	next in rank	Vice-Chairman, Vice-Chancellor

Suffixes:

A suffix is a word element attached at the end of a word to form a new word.(Eg; care+less - careless) A suffix is primarily used to reveal the grammatical function of a word. But sometimes it can also change the meaning of a word. The meaning of many suffixes is general: They serve primarily to tell you whether a word is used as an action word (verb), a modifier (adjective or adverb), or the name of a person, place, or thing. (Noun): and they serve to distinguish between such things as number and tense.

Suffix	Part of speech	Meaning	Examples
-able	Adjective	indicates that something is capable of, inclined to, or causing	audible, uncountable, terrible, peaceable
-acity	Noun	indicates a quality or state of being	audacity, capacity
-ee	Noun	indicates the recipient of an action, or some-one in a particular state	licensee, addressee escapee, employee
-most	Adjective	indicates the superlative degree	uppermost, hindmost
-tude	Noun	indicates a condition or state of being	altitude, longitude
-ness	Noun	state or condition of being some thing	coldness, sleeplessness
-cracy	Noun	rule by government	democracy, plutocracy
-logy	Noun	Science of	biology , zoology
-less	Adjective	Lacking	lifeless, colorless
-ize	verb	to feel sorry for somebody	Sympathize

Practice: .Teacher explains the importance of word roots and discusses a few in the class. Strategies to consider in solving exercises on synonyms and antonyms are also discussed. Teacher also teaches new words which can be replace a group of words. Teacher discusses The meanings of various prefixes and suffixes to enable students remember new words.

Synonyms: lackadaisical- indifferent, unconcerned
 legacy - bequest, endowment
 prophecy – foretelling, prediction
 hiatus- lacuna,interim
 solitude – confinement, loneliness

Antonyms: blasphemy x reverence
 feeble x sturdy
 imitation x genuine

	miser x spendthrift	
	optimist x pessimist	
Word roots:	biblio = books	bibliography, bibliophile
	chrono = time	chronic , chronological
	omni = all	omnipotent , omniscient
	somn = sleep	insomnia , somniloquy
	ami = love	amiable , amity

One word substitutes :

One who loves mankind - philanthropist
 That which cannot be corrected- incorrigible
 One who is not easily pleased by anything- fastidious
 One who copies from other writers – plagiarist
 A person who knows many foreign languages- polyglot

Prefixes:

Auto – self	autopilot , autobiography
Ex - former	ex-president, ex-chairman
Dis-not	disappear, disadvantage
Anti- opposite	anti-climax, anti-social
Post- after	post-paid, post-graduate

Suffixes:

-ism - belief	communism, Hinduism
-able/ible – capable of doing	edible, comfortable
-dom – state of being	freedom, kingdom
-ify/fy – make or become	terrify, beautify
-ist -one who	florist, chemist

Exercise

- Students are given a list of 50 word roots, 100 synonyms and antonyms, 100 one-word substitutes and 50 prefixes & suffixes.
- Students are given practice in these topics through handouts to help them perform better in competitive exams like GRE, TOEFL etc.
- Students are asked to submit the given assignment in the next lab session.
- Students should also go through K-VAN software and get additional inputs and practice by solving the given exercises.

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students given for practice in the class should be written in the record.

Exercise: Students need to submit the word lists of synonyms, antonyms, word roots, prefixes and suffixes and one word substitutes in the next class.

II SESSION :

Syllabus:

Study of word origin, analogy, idioms & phrases

Introduction:

Study of the history of words, their origins and how their forms have changed over time is known as Etymology. Study of word origins helps students grasp the principle that English words have a discernible logic because their meanings are historically grounded. This knowledge also empowers them as learners. Analogy is a similarity between like features of two things on which a comparison may be based. Analogy is, in a sense, a test of vocabulary since the meaning of the word given should be known, but in a broader sense, it is a test of reasoning ability. Analogy is a powerful aid and its application in vocabulary is of paramount importance. An idiom is a group of words in a fixed order whose meaning is different from the meanings of each word. In other words, an idiom has a figurative meaning and its symbolic sense is quite different from its literal meaning of the words of which it is made. Idioms are the building blocks of a language and they have the great intensity to make the language interesting, dynamic and colourful. When using idioms, it is imperative to ensure that they are used in the right meaning and correct form without dropping, adding or replacing any word.

Study of word origins

Etymology is the study of the origin and history of words and their meanings, and how their form and [meaning](#) have changed over time. By an extension, the term "the etymology of a word" means the origin of the particular word. Given below are a few examples of some curious stories of word origins derived from persons, places and books.

Maverick

Samuel A. Maverick was a Texan rancher of the 1840's, who did not bother to brand his calves. At first the word maverick was applied only to unbranded calves, but later since such animals were different from the ordinary run of animals, the meaning of maverick was extended to anybody who does not follow the common herd. A person of an independent turn of mind, an individualist who does not conform to any rules may be termed a Maverick.

Laconic, laconism

The Spartans, inhabitants of that part of Greece known as Laconia, were noted for saying the most in the smallest possible number of words. Such economy of words is called laconism after the name of the Spartans' home land.

Leviathan

Leviathan is a monstrous beast referred to, many times in the Bible, often as a symbol of evil in modern usage. A leviathan is anything monstrous, the largest and most immense thing of its kind.

Blitzkrieg

Blitz is a clipping of blitzkrieg the German word meaning lightning war, which referred to the high-speed, offensive tactics used by the German army in the opening months of World War II. In English, blitz originally referred to a sudden, violent military attack, especially one by air, or as a verb to conduct such an attack. And the blitz refers to the German air raids on London during 1940.

Business Vocabulary

English is now widely accepted as the official language of business around the globe. Most foreign companies have adopted it as the most effective means of gaining access to global commerce and trade. In practical terms, the better you can speak the language, the better you can negotiate – and not just with native English speakers. If you work for a German shipping company you may need to speak English to speak to a Russian exporter, for example. The higher your level of fluency in English the better it is for your employer, as you present a more efficient, professional image for your company when doing business with others. The more fluent you are in English the more job opportunities will be open to you, giving you a far wider choice of career prospects and often higher pay.

Areas: Abbreviations - Acronyms

AOB	any other business
ASAP	as soon as possible

Advertising

Slogan	Phrase used to advertise a product, or to identify a company or organization.
Slot	Specific time in a broadcasting schedule allotted for a commercial.

Business letters - general guidelines
 Business letters - useful phrases
 Computers

FAQ **Frequently Asked Questions.**

Firewall Specialized hardware or software designed to prevent unauthorized access into or out of a computer or network.

Employment
 Graphs - Charts
 Interviews
 Investment - Stock market
 Marketing - Sales
 Money - Finance
 Meetings

FAQ **Frequently Asked Questions.**

Firewall Specialized hardware or software designed to prevent unauthorized access into or out of a computer or network.

Negotiations
 Presentations - vocabulary

transparency Image or information printed on transparent plastic or film.

visual aids Aids such as charts, slides, etc. used at a presentation.

Presentations - useful phrases
 Telephone

Analogies

Analogies are word problems that require one to figure out the relationship between the question pair of words and then identify another pair of words with the same relationship. Students are presented with a question pair of words followed by four or five answer pairs of words. Analogy questions follow a specific logic. It is necessary to determine the exact nature of relationship existing between the given words. The analogy questions test you on a combination of vocabulary and reasoning.

Given below is a sample analogy question.

Fish: School::_____:

- a. Whale :Shark b. Bird: Sky c. Mouse :Manuel d. Dog :Pack e. Bird :Feather

To answer an analogy question, first you need to build the relationship, or link, between the question pair Fish and School. To figure out the link, put both the words in a sentence that specifically defines their relationship. In this case, you might try the following link: Fish are found in a School.

Here are some types of relationships.

Link type	Examples
Part of a category	Sleet is a type of Precipitation . A Cloak is type of Garment .
Part of a whole	A Wedge is a piece of a Pie . A group of Birds is a Flock .
Degree	Drizzle is a smaller degree of Pour . Flood is a larger degree of Trickle .
Trait or activity by definition	A Balm by definition, Soothes . A Miser , by definition, Hoards .
Lack by definition	A Drought is a lack of Water. Something Pallid lacks Colour .
Object and its function	A Pen is used to Inscribe . A Shed is used to Store .
Person and his or her job	The job of a Vendor is to Sell . The job of an Oracle is to Foretell .
Usual location	A Trial takes place in a Court . An Arena is where a Match takes place

Idioms

An idiom is an expression or a phrase with a meaning of its own, which is not apparent from the meaning of its individual words. For e.g. 'It is no use crying over spilt milk' is an idiom which means 'we should not get upset about something bad that has happened which cannot be changed'. Idioms are a colorful and fascinating aspect of English. Your language skills will increase rapidly if you can understand idioms and use them confidently and correctly.

Idioms can be grouped into different kinds according to their structures.

- Those consisting of a verb and an object.

- i) tie yourself up in knots (become very confused when trying to explain something)
- ii) speak your mind (state your opinion openly)
 - Those consisting of a preposition and a noun phrase:
- i) in leaps and bounds (very quickly)
- ii) at the crack of dawn (very early in the morning)
 - Those that are compounds.
- i) Bread and butter (an activity that provides money for basic needs)
- ii) Odds and ends (small things of many kinds without much value)
 - Those that are strings of adjectives
- i) Cool, calm and collected (relaxed, not nervous)
- ii) Fast and furious (full of speed and excitement)
 - Those consisting of similes.
- i) As bold as brass (very confident and not showing enough respect)
- ii) A list as long as your arm (a very long list)
 - Those that are sentences
- i) It's no use crying over spilt milk (to waste time feeling sorry about a mistake that cannot be corrected)
- ii) Birds of a feather flock together (used to talk about people who have the same beliefs,

Idiom/phrase	Meaning
The alpha and omega	The beginning and the end
To fight tooth and nail	To make all efforts to win
To take to one's heels	To run away
To pay through the nose	To pay very dearly
To let the cat out of the bag	To reveal a secret
A bird's eye view	A general view
By hook or by crook	By all means
Snake in the grass	Unrecognized danger
Make no bones	Make no objection
Bone of contention	Matter of dispute

Phrasal Verbs:

Phrasal verbs are usually two-word phrases consisting of **verb + adverb** or **verb + preposition**. The term phrasal verb is commonly applied to two or three distinct but related constructions in English: a verb and a particle and/or a preposition co-occur forming a single semantic unit. This semantic unit cannot be understood based upon the meanings of the individual parts in isolation, but rather it can be taken as a whole. In other words, the meaning is non-compositional and thus unpredictable.

ask someone out	invite on a date	Brian asked Judy out to dinner and a movie.
ask around	ask many people the same question	I asked around but nobody has seen my wallet.
add up to something	equal	Your purchases add up to \$205.32.
back something up	reverse	You'll have to back up your car so that I can get out.
back someone up	support	My wife backed me up over my decision to quit my job.
blow up	explode	The racing car blew up after it crashed into the fence.
blow something up	add air	We have to blow 50 balloons up for the party.
break down	stop functioning (vehicle, machine)	Our car broke down at the side of the highway in the snowstorm.
break down	get upset	The woman broke down when the police told her that her son had died.
break something down	divide into smaller parts	Our teacher broke the final project down into three separate parts.
break in	force entry to a building	Somebody broke in last night and stole our stereo.
break into something	enter forcibly	The firemen had to break into the room to rescue the children.
break something in	wear something a few times so that it doesn't look/feel new	I need to break these shoes in before we run next week.

Collocations

A collocation is a combination of words that are commonly used together; the simplest way of describing collocations is to say that they 'just sound right' to native English speakers. Other combinations that may mean the same thing would seem 'unnatural'. Collocations include noun phrases like 'stiff wind' and 'weapons of mass destruction', phrasal verbs such as 'to get together' and other stock phrases such as 'the rich and famous'

It is important to learn collocations, because they are important for the naturalisation of one's speech. Besides, they broaden one's scope for expression.

Here is a list of collocations to help you get started:

Collocations starting with the verb 'do'

Do me a favour
Do the cooking
Do the housework
Do the shopping
Do the washing up
Do your best
Do your hair

Break the ice
Break the news to someone
Break the rules

Collocations with the verb 'have'

Have a good time

Have a bath
Have a drink
Have a haircut
Have a holiday
Have a problem
Have a relationship
Have lunch
Have sympathy

Collocations with the verb 'take'

Take a break

Take a chance
Take a look
Take a rest
Take a seat
Take a taxi
Take an exam
Take notes
Take someone's place

Collocations with the verb 'break'

Break the law

Break a leg
Break a promise
Break a record
Break someone's heart

Collocations with the verb 'make'

Make a difference

Make a mess
Make a mistake
Make a noise
Make an effort

Make money
Make progress
Make room
Make trouble

Collocations with the verb 'catch'

Catch the bus

Catch a ball
Catch a cold
Catch a thief
Catch fire
Catch sight of
Catch someone's attention
Catch someone's eye
Catch the flu

Collocations with the verb 'pay'

Pay respect

Pay a fine
Pay attention
Pay by credit card
Pay cash
Pay interest
Pay someone a visit
Pay the bill
Pay the price

Collocations with the verb 'keep'

Keep the change

Keep a promise
Keep a secret
Keep an appointment
Keep calm
Keep in touch
Keep quiet
Keep someone's place

Collocations with the verb 'save'

Save yourself the trouble

Save electricity
Save energy
Save money
Save someone a seat
Save someone's life
Save something to a disk
Save time

Collocations with the verb 'go'

Go bald

Go abroad
Go astray
Go bad
Go bankrupt
Go blind
Go crazy
Go fishing
Go mad
Go missing
Go online
Go out of business
Go overseas
Go quiet
Go sailing
Go to war

Collocations with the verb 'come'

Come under attack

Come close
Come direct
Come early
Come first
Come into view
Come last
Come late
Come on time
Come prepared
Come right back

Come to a decision
Come to an agreement
Come to an end
Come to a standstill
Come to terms with
Come to a total of

Collocations with the verb 'get'

Get the sack

Get a life

Get a job
Get a shock
Get angry
Get divorced
Get drunk
Get frightened
Get home
Get lost
Get married

Get permission
Get ready
Get started
Get the impression
Get upset
Get wet
Get worried

Collocations related to time

Bang on time
Dead on time
Free time
From dawn till dusk
Great deal of time
Early/late 15th century
Make time for
Next few days
Past few weeks
Right on time
Run out of time

Time goes by
Time passes
Waste time

Collocations related to business English

Annual turnover
Keep in mind
Break off negotiations
Close a deal
Close a meeting
Come to the point
Dismiss an offer
Draw a conclusion
Draw your attention to
Launch a new product
Go bankrupt
Go into partnership
Make a profit/loss

Practice: Discussion of the origins of some words in the class room and how their meanings have changed over time. Inputs are given on analogy questions by teaching various strategies of building relation between the pairs of words given. Students are taught some commonly used idioms and phrases with their meanings.

Word Origins : Find out the meaning and source

Assassin

Avacado

Hazard

Malaria

Pedigree

Quarantine

Analogy:

Bacteria: illness :: _____

a) medicine: germs

b) calcium: bones

c) knife: laceration

d) fire: explosion

ans: d) ; relation: cause and effect

Idioms:

a. once in a blue moon – very rarely

b. to go the extra mile – to put more efforts to reach a goal

c. on cloud nine- extremely happy

d. back to square one-back to the beginning

e. blessing in disguise- something good that isn't recognized at first

Phrasal Verbs: Write meanings

a. Pick on

b. Ran into

c. Stand by

d. Look up to

e. Think over

f. Hang out

Exercise:

A list of 25 words with the study of their origin, 50 analogy questions, 50 idioms and phrases and 25 Collocations and 25 Business vocabulary are given for assignment.

Procedure for writing the record :

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students given for practice in the class should be written in the record.

Exercise: Students need to submit the word lists of Analogies, Idioms and phrasal verbs, word origins, Collocations and business vocabulary in the next class.

Reference Books:

- 1) Oxford Advanced Learner's Compass, 7th Edition
- 2) DETLA's key to the Next Generation TOEFL Test: Advanced Skill Practice.
- 3) Lingua TOEFL CBT Insider, by Dreamtech
- 4) TOEFL & GRE (KAPLAN, AARCO & BARRONS, USA, Cracking GRE by CLIFFS)
- 5) **List of reference books for vocabulary building**
- 6) Word power made easy – Norman Lewis
- 7) Latin key to better English- Norman Lewis
- 8) Build your vocabulary skills! A Quick and easy method – John Lacarna
- 9) Webster's New Explorer Vocabulary Skill Builder – Merriam Webster
- 10) English vocabulary in use – Advanced- Michael Mc Carthy & Felicity O'Dell.
- 11) Word origins and their romantic stories- Wilfred Funk, Peter Funk
- 12) Barron's – The leader in test preparation 2nd Edition
- 13) Barron's – Essential words for the GRE – 3rd Edition- Philip Geer.
- 14) Practice book for the paper-based GRE revised general test

List of Websites:

- 15) Vocabulary.com
- 16) BBC Learning English
- 17) Confusing words
- 18) Just the word
- 19) Lexipedia
- 20) Wordnik
- 21) Lingro
- 22) Snappy words
- 23) Vocab grabber
- 24) Wordia
- 25) Graph words
- 26) Word spy
- 27) Word think
- 28) Vocabgenci
- 29) Wordhippo & Dictionary.com

Unit – II Reading Comprehension

Syllabus:

Reading for facts, guessing meaning from context, scanning, skimming, inferring meaning, critical reading.

Objectives:

- To improve the reading comprehension skills of students
- To make them adept in the sub skills of reading i.e., skimming , scanning , inference etc.

Introduction

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading ability is determined by many factors, and requires the development of certain skills through early reading instruction to attain initial success and build on it. This unit will be conducted in one session.

I SESSION

Theory

Reading is an important communicative process and reading skills are probably the most important language skills required for academic and professional purposes. Depending on the purpose of reading, the reader will require different reading strategies and skills in order to understand the subject content and language patterns of a message. There are three types of reading skills.

These skills include:

- Vocabulary skills,
- Rapid reading skills
- Intensive reading skills.

Vocabulary skills:

These skills include word meaning recognition, identifying the context clues and signal words ,guessing the meaning of unknown words from word structure and context. The reader needs to look for the contextual signal words, examples, illustrations and linguistic clues that indirectly help define an unknown word or phrase. For instance, notice the signal clue in the following sentence.

Although she is very loquacious, she remains silent before her father.

The word 'although' contrasts the word 'loquacious' with the words 'remains silent' and the reader can guess that the word 'loquacious' means some one who talks a lot and does not remain silent.

Rapid reading skills

Reading is an active process and reader approaches the text for a particular reason. This refers to a set of reading practices which help in understanding the meaning of a given text. These skills include scanning and skimming.

Scanning:

Scanning refers to the ability to locate specific information or facts as quickly as possible. It may serve several purposes, which include looking for:

- a specific point or fact in text
- relevant graphic detail
- a formulae in text
- a word in a dictionary etc.

We may know how to scan a newspaper or a dictionary but may do it slowly with less accuracy. Scanning speed can be increased by regular practice and concentration. The following suggestions will help increase proficiency at scanning:

- know what you want to find
- do not read everything
- use guides and aids
- know the organization of the material to be read
- concentrate while scanning

Skimming:

Skimming is a more sophisticated skill than scanning. It refers to the process of reading a text or passage in order to get a rough idea of what it is all about. As its main objective is to understand the central idea and the main points of a text, the reader needs to use a reading strategy that involves fast reading and quick analysis.

Skimming involves three main skills:

- i) identifying the central idea
- ii) Recognizing main ideas
- iii) Identifying the writing patterns of the passage/text

Intensive reading skills

Intensive reading is detailed reading that demands better concentration and motivation. The rapid reading techniques of scanning and skimming give the readers correct beginning and prepare them for intensive reading.

Intensive reading skills include:

A. Critical reading

- Distinguishing between relevant and irrelevant information
- explicit and implicit information

B. Inferring meaning

- To understand facts and opinions
- Drawing inferences and conclusions

Inferring meaning and Critical reading:

Inferring means using content in a text, together with existing knowledge, to come to a personal conclusion and about something that is not stated explicitly in the text. When the author provides clues but not all the information, we read “between the lines” to make predictions, revise these, understand underlying themes, hypothesize, make critical judgments, and draw conclusions. Inferring involves synthesizing information, sometimes quite simply and sometimes at complex levels.

Critical reading is an analytic activity. The reader rereads a text to identify patterns of elements - information, values, assumptions, and language usage-- throughout the discussion. These elements are tied together in an interpretation, an assertion of an underlying meaning of the text as a whole.

Practice

- Students solve one passage given to them

Example:**I Read the following passage and answer the questions**

A leading Indian industrialist in a recent article on ways to strengthen India's economy has drawn attention to the problems of inflation and industrial sickness among other things. One of the main reasons for industrial sickness in our country has been the fact that business and industrial managers have not been able to look beyond the immediate future. They have been too preoccupied with their attempts to report favorable results for the current year - higher profits and larger dividends to the shareholders. The planning horizon has hardly ever exceeded five years. Investments have been inadequate for new plants and towards diversification and expansions. Modernization and asset creation has seriously lagged behind. In business, growth is

needed for survival; one has to grow if one does not want to be wiped out. This is particularly true today with liberalization of imports and increasing competition. Moreover, growth and higher productivity create employment and higher employment creates larger markets both for industrial and consumer products. It was Henry Ford who brought home the need for the creation of a larger and more stable middle class, that is, a larger number of people who can afford more and more of goods and services. Even after forty years of independence our industrialists have not been able to shed the petty shopkeeper's mentality and our highly educated management has tagged along merrily and without concern

1. What, according to the writer is the main reason for industrial sickness in our country?
 2. What have the managers been preoccupied with?
 3. According to the passage, what do growth and increasing productivity lead to?
 4. Why did Henry Ford stress the need for a more stable middle class?
 5. (a) Explain the phrase 'wipe out'
(b) Find a word from the passage which means the same as 'small' or unimportant'
- Students should also practice various passages and refer to K-VAN software for additional practice to face competitive exams.

Exercise

- Teacher mails five passages to students' mail.id. They answer the comprehension questions and submit to the teacher by next week.

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students given for practice in the class should be written in the record.

Exercise: Students need to submit the five comprehension passages with answers in the next class.

Reference Books:

- 1) Effective technical communication – M.Ashraf Rizvi,
- 2) **“DELTA's key to the Next Generation TOEFL Test : Advanced Skill Practice”**, New Age International (P) Ltd., Publishers, New Delhi.
- 3) **“IELTS series with CDs”**, Cambridge University Press.
- 4) Edgar Thorpe & Showick Thorpe, **“Objective English”**, Pearson Education 2007.
- 5) Jolene Gear & Robert Gear, **“Cambridge Preparation for the TOEFL”**, 4th Edition.
- 6) **Comprehension connection – bridges to strategic reading** – Tanny Mc Gregor
- 7) Reding Comprehension for the CAT – Sujith Kumar

Unit –III Writing Skills

Syllabus:

Structure and presentation of different types of writing – Resume writing / e-correspondence / Technical report Writing / Portfolio writing – organizing data / tools / analysis – improving one's writing.

Objectives

- To equip the students with necessary writing skills in order to face the corporate world.
- To strengthen the writing skills of the students and help them document their progress in writing.
- To enable students sharpen their communication skills towards writing a persuasive resume and effective job application letters.

Introduction

Writing is a skill and which, like other skills need to be learnt with special efforts. Writing involves the complete participation and involvement of the writers in order to produce the best. Writing involves the transfer of thoughts into language and also a process where thinking is used for appropriate usage of words and sentences. Writing is an excellent way of stimulating mental development. It is writing which makes vague ideas become concrete. Thinking is the prerequisite for writing which enables the writer to generate ideas on the given topic by answering the fundamental questions like , what is the purpose? and who are the audience? In the act of writing the effort to express ideas and the constant use of eye hand and brain comprises a unique way of reinforcing learning and discovering new ways of expressing ideas. The close relationship between writing and thinking on one hand and reading and writing on the other hand is a valuable part of any language learning and skill acquiring programme. All effective writers avoid ambiguity. Clear and legible writing is a bridge between the minds of the writer and the reader.

As students of Engineering need good technical writing skills and as it is the need of the hour , there is a stress on technical writing skills. The three important factors are purpose, audience and tone. The process of technical writing involves three stages- pre-writing, writing and re-writing. In this unit students are introduced to portfolio writing resume writing report writing and e-correspondence.

Theory:

There is no one set structure or framework that covers all possible forms of written communication, except perhaps that writing should start with an introduction and finish with a conclusion.

Written communication is like a bridge between writer and reader: like a bridge, its performance and efficiency depend on its materials and structure. A good structure enables a powerful message to be conveyed with minimum use of words. In section 4 appropriate structures for popular pieces, essays, literature reviews, experimental write-ups, dissertations, professional reports, academic papers and memos are suggested. This sub-section presents general principles of structure. The overall structure of a piece of written work has blocks or sections of more-or-less homogeneous material, arranged in order.

Sequencing is the skill of organizing textual material deciding the priority, the focus of the different points and consequently the order in which it should be presented in a paragraph. Sequencing is also about linking about ideas and concepts. Some of the common linkers are: in addition to further, apart from, although however, in spite of etc.

Often the first section describes the problem, the second section collates the facts, the third discusses deductions from and implications of the facts, and the last draws conclusions about relationships (in scientific writing) or about desirable courses of action (in management plans).

Factors that contribute to clear, fluent and effective writing are:

- 1 Purpose: the reason for writing
- 2 Audience: the readers
- 3 Writer's process: getting ideas, getting started, writing drafts and revision
- 4 Mechanics: spelling, punctuation
- 5 Grammar: rules of verb, agreement, articles, etc
- 6 Syntax: sentence structure, stylistic choice
- 7 Content: relevance, clarity, originality, logic
- 8 Word choice: vocabulary, idioms, tone etc
- 9 Organization: paragraphs, topic, cohesion and unity

This unit will be conducted in four sessions. First session deals with Portfolio writing, second session deals with Resume writing, third session deals with Technical report writing and fourth session deals with e-correspondence and organizing data tools

I Session:

Portfolio writing

Introduction

In session one portfolio writing will be taken up. The purpose of writing portfolio is to demonstrate a writer's improvement and achievements. Students reflect on their work and measure their progress; as they do so, they may improve their ability to evaluate their own work. For eg what do you think you did well, what still needs improvement and what you have learnt about writing.

Objectives:

- To help students develop communication in writing for a variety of purposes
- To make them understand the structure and mechanics of writing resumes, reports, portfolios and e-mails

Theory:

A portfolio is a purposeful collection of selective significant samples of student work accompanied by clear criteria for performance which evidence student effort, progress or achievement.

Why Student Portfolios?

Portfolios offer the opportunity to observe and document a wide range of student behaviors, skills, and learning over an extended period of time. When combined with our five clearly defined outcomes, they are a powerful tool for analyzing, assessing, and promoting academic progress and personal growth. The portfolio enables the student, educators and families to analyze capabilities, focus on strengths, and develop compensatory strategies for underdeveloped areas, and plan for the future. Portfolios serve as the hub for integrating the diverse experiences students have both in and out of the classroom. Using portfolios, students examine a broad range of their own work, collected over time, to assess their own progress. They then use that information to assist with decision making as they make those crucial choices concerning their future. In this way, students become actively involved in a process of taking responsibility for their own learning and life plan. Self-reflection is an integral part of the portfolio process and an

essential skill for problem solving and life planning. Students learn responsibility and independence by developing their portfolios.

Advantages:

- Examine their own work
- Analyse and assess their own progress
- Plan and manage their own progress
- Integrate diverse experiences in and out of the classroom
- Analyse their capabilities and drawbacks
- Develop compensatory strategies for under developed areas

Check list of Categories that feed into Portfolios:**Essential Knowledge:**

- Graduation Requirements- benchmarks
- Standardized Test Scores with graph
- Best writing sample with reflection
- Best work from each core class and electives with reflection
- List of books read with reflection
- Technological skills checklist

Communication:

- Communication skills Feedback with reflection
- Newsletter articles/ other written articles
- Audio of communication evidence
- Video of communication skills

Thinking Skills:

- Work Experience Journal
- Critical Thinking skills Evidence
- Problem Solving skills Evidence
- Creative Thinking skills Evidence
- Decision Making skills Evidence

Emotional Intelligence:

- Self-assessment
- Student Life-assessment
- Home-assessment
- Reflection on goals
- Discipline Incident Reports with reflection and plan for improvement
- Completed Community Service

Life Planning:

- Personal Profile
- Résumé
- Student Life Activities
- Work Internship Self-evaluation
- Work Internship Supervisor Evaluation
- Awards, Honors, Certificates

Sample portfolio entries

work samples	(graded and ungraded)
compositions/essays	
journals	
tests	pictures
checklists projects	
performances	audiotapes
interviews	videotapes
observations	formal scores
self- assessments	student reflections

Through the portfolio process, students develop the self-awareness, goal-setting, and decision-making skills essential for lifelong self-determination. The portfolio also provides a clear means for students to express their goals, growth, skills, and interests to the world in a professional manner.

Practice:

Students gather all the information required as per the categories mentioned in the checklist. They analyse the data with the help of the teacher.

Exercise:

Students prepare a fair draft of their Portfolio and submit the print out in the next lab session.

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students are given for practice in the class should be written in the record.

Exercise: Students need to submit a print out of their Portfolio and submit the print out in the next lab session.

References:

- 1 Benson, B., & Barnett, S. *Student-Led Conferencing Using Showcase Portfolios*. Thousand Oaks CA: Corwin Press, 1999
- 2 Fogarty, R. (ed). *Student Portfolios: A Collection of Articles*. Palatine IL: IRI/Skylight Training and Publishing, 1996
- 3 Hebert, E. *The Power of Portfolios: What Children Can Teach Us About Learning and Assessment*. San Francisco: Jossey Bass, 2001
- 4 Rolheiser, C., Bower, B., & Stevahn, L. *The Portfolio Organizer: Succeeding with Portfolios in Your Classroom*. Alexandria VA: Association for Supervision and Curriculum Development, 2000
- 5 U.S. Department of Education. *Student Portfolios: Classroom Uses*. Office of Education Research Consumer Guides, Number 9, 1993. Office of Research, Office of Educational Research and Improvement (OERI)
- 6 Writing portfolio – Richard Nordquist.
- 7 Portfolio- Penguin Books USA 2014
- 8 Inside the Writing Portfolio: What we need to know to assess children's writing. 1996, Carol B. Jenkins.
- 9 Portfolio-Penguin Books. USA 2014.
- 10 Portfolios That Make a Difference: A Four Year Journey by Judith Ruhana. The Quarterly, vol. 23, 2014.
- 11 Portfolio Structuring by ICFAI EDITORIAL TEAM: K. Krishna Chaithanya and Smriti Varma
 - Portfolio Optimization by ICFAI EDITORIAL TEAM: K. Krishna Chaithanya and Smriti Varma
 - **Web sites:**
 - Web sites that generate rubrics:
 - <http://rubistar.4teachers.org/>
 - http://www.teach-nology.com/web_tools/rubrics/
- Portfolios _____ in _____ other schools: <http://home.acadia.net/searsporths/guidingprinciples.htm#portfolio>

II -SESSION

Resume writing

Syllabus : Difference between Curriculum-vitae and Resume, types of Resumes, format and components

Introduction:

In session two resume writing will be taken up. The purpose of a resume is to disclose one's qualifications and accomplishments to the admissions/ interview committee. The strategy should be to emphasize the experience and the skills that a particular organization is looking for. Resume is also an example of one's communication and organizational skills.

Objectives:

- To empower students in writing skills in order to prepare a persuasive resume.
- To help students learn the nuances of resume to achieve their career goal.

Theory:

A Resume is a selective record of an individual's back ground. It is a professional employment seeking document that presents a summary of an individual's education, professional training, experience, skills , achievements and references etc. A well written persuasive resume tailored to a specific job position immediately grabs the attention of an employer . There are three types of resumes, i.e, Chronological resume, Functional resume and Combination resume. The design of a resume largely depends on a person's back ground, employment needs, career goals and professional conventions in the area of specialization. The standard parts of a resume include the heading, position sought, career objective, education, work experience, specific skills, achievements, accomplishments and references.

Resume Design :

The design of a resume largely depends on a person's background, employment needs, career goals and professional conventions in the area of specialization. A resume should be original. Although resume writing software may be used to design a resume or it may be written by a professional resume writer, it should be designed according to individual needs. Keeping a resume job specific gives it the required focus and makes it more effective.

Parts of a Resume :

The standard parts of a resume include the heading, position sought, career objective, education, work experience, specific skills, achievements, activities, interests and references.

Heading :

The heading of a resume includes contact information, which contains the applicant's name, full postal address with pin code, telephone number with area code, fax number, and e-mail address.

Position Sought :

If applying for a solicited job position, the position sought should be mentioned so that the employer is able to distinguish the application from those who might have applied for other positions available in the company / organization.

Career Objective :

It should be a specific one-sentence focused statement expressing the candidate's career goals in relation to the targeted position. It should convey his / her motivation and interest in the job he / she is seeking.

Example : To work as a product architect in innovative software company where I will be able to use my experience in the areas of product and system architecture with expertise applications.

If you are just exploring a job position by sending an all-purpose resume, you may use a general statement as your career objective. It should tell the potential employer the sort of work you are hoping to do.

- Example :
1. Seeking a suitable position in design / project management.
 2. Challenging position in maintenance of computer printers and peripherals.

Profession Summary :

Some resumes may include a professional summary in place of career objective. It is a one-sentence statement listing the applicant's most important qualifications, his / her essential skills, and his / her key work experience.

Example : Six year experience in providing customer support to users of the industry's leading network routing, switching, security, and VOIP technology as a CCNA professional at CONVERGYS.

Education :

In this part of the resume, specific details regarding the applicant's education and professional training have to be included. The name and location of the school / college / university / institute attended, dates of attendance, major areas of study, degrees / certificates received should be mentioned. Relevant training programs, special courses, seminars and workshops that the applicant might have completed, attended or conducted should also be included. Reverse chronological order is used to list educational information.

Work Experience :

This part of a resume should provide a brief and specific overview of the applicant's work and professional experience.

Work experience should be given in reverse chronological order, by listing the most recent employment first. Title of the position, employer's name or name of the organization / company, location of work, dates of employment, and important job responsibilities, activities and accomplishments should be included. Emphasis should be placed on those aspects of the applicant's experience that illustrate his / her capabilities and positive personality traits.

Special Skills, Abilities and Aptitudes :

In this part of a resume, the applicant's special skills, abilities and the aptitudes that are of significance and of direct relevance to the job applied for are listed.

Activities and Interests :

Extra-curricular, Co-curricular, Professional activities, and hobbies and interests must be mentioned. These activities must show that the applicant is a dynamic and energetic person who can accept challenges.

Achievements / Accomplishments / Honours :

This part should include scholarships, fellowships, awards, distinctions, certificates or any thing that shows achievement or recognition. These distinguish the candidate from the rest.

References :

Some employers need references from persons who know the applicant's work or professional competence through formal and professional interaction with him / her. When applying for a solicited position where the employer wants references, the names of three persons who can give letters of recommendations or references should be mentioned. These persons may include the applicant's previous employer, teacher, immediate supervisor, research guide, colleague, subordinate and so on. The name of the reference must be mentioned, his / her designation, and full contact address should be given.

Sample Resume**Combination Resume****VIBHOR SAXENA**

A-25/31, Sector-60, Noida – 201 301.

Email : vibhor_saxena@dppc.com

SKILLS

- Conversant in structural steel design and fabrication
- Have sufficient exposure to project management methodologies
- Competent in managing construction activities of large scale Heavy Engineering Project
- Proficient in MS-DOS, Microsoft Windows, Excel, and Word 98 and 2000
- Good problem-solving skills
- Excellent communication and interpersonal skills
- Competent in speaking French

EXPERIENCE

Project Leader, Dharampal Premchand Ltd., Sector-60, Noida-201 301
December 2001 to present

- Complete civil projects within or ahead of the schedule through strict planning, monitoring, and control while maintaining the best construction standards
- Supervise erection of auxiliary facilities like water treatment, ETP, cabling, piping and other utilities
- Maintain customer relations through effective presentation of technical expertise

Assistant Project Manager (Civil), Subhash Projects and Marketing Ltd, Park Street, Kolkata

December 1998 to November 2001

- Assist in the project management of various civil works being executed at site
- Coordinate with Head Office, sites, various departments and sub-contractors
- Maintain close liaison with clients

EDUCATION

Pondicherry Engineering College, Pondicherry

B.Tech in Civil Engineering, July 1998

Institute of Information Technology, Mumbai

Certificate in Computer Programming, December, 1998

ACTIVITIES

- Member, Institution of Engineers, New Delhi
- Member, National Cadet Corps, 1994-1996
- Secretary, Society for Promotion of Science, New Delhi

INTERESTS

- Badminton, Football, Cycling
- Classical Music, Movies, Fiction

Practice

During practice session, students go through SWOT analysis to have clarity in preparation of resume. They also go through the soft ware related to the topic, i.e, K-VAN solutions and other sites like www.education.world.com, Jobsearch.about.com, jobaccess.gov.au. As the students become adept in format and design, they prepare their own resume and submit to the teacher concerned.

Exercise Students prepare their own resume according to the notification given in news papers and submit to the teacher for evaluation. They also submit an eminent personality's resume on the given profile in the next lab session.

Assessment

Resumes are assessed on the following parameters: a) type of resume, b) focus on skills, c) parts of a resume, d) design-job specific

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students are given for practice in the class should be written in the record.

Exercise: Students need to submit a print out of their Resume and submit the record in the next lab session.

References:

- 1) The resume handbook: How to write outstanding resumes and cover letters for every situation Arthur D. Rosenberg. Published by
- 2) 101 great Resumes
- 3) Writing a good resume: student critique and practice exercise.
- 4) www.eduction.world.com
- 5) Jobsearch.about.com
 - a. 100samples
- 6) Jobaccess.gov.au
- 7) Winning Resume by Jayant Neogy
- 8) The complete Idiot's Guide to The Perfect Resume by susan Lreland
- 9) Effective Technical Communication –M. Ashraf Rizvi

III SESSION

Report writing

Syllabus: Technical Report writing a) Project reports and b) Technical reports, Format, and components

Introduction:

In session three report writing is taken up. Reports are among the most common types of communication which are from someone who has authentic information to someone who needs it. A report can be defined as formal or professional communication for a specific purpose, conveying authentic information to a well defined audience in a completely impartial and objective manner. Students on the threshold of employment need to be equipped with technical report writing skills.

Objectives :

- To equip students with a number of pointers to write professional and structured technical reports.
- To help students learn about project reports and research reports.

Theory

The word 'Report' is derived from a Latin term 'Reportare' meaning to carry back information to some one who needs it . A report therefore is a description of an event carried back to someone who was not present on the scene. A report is useful for spreading awareness, making analysis and most important for decision making , therefore it must be drafted very meticulously and organized appropriately. Reports can be broadly categorized into Informational reports and Technical reports. A Technical report should explain what you did, why you did it, what you discovered and what is significant of your finding. The report should identify clearly what is novel about your work, and how it relates to prior knowledge. Next the components of a Technical report are discussed such as: Title , author's name, acknowledgements, table of contents, introduction, body of a report, findings , conclusions, references and appendices if any.

Planning and preparation (reports)

An effective report is the result of careful preparation and execution of the plan. The following are the preparatory steps to writing a report:

- Define your purpose and scope
- Determine your audience
- Collect the data
- Organize the material
- Make an outline

A TR should explain what you did, why you did it, what you discovered, and what is significant of your findings. The report should identify clearly what is novel about your work, and how it relates to prior knowledge. There should be a focused topic, and an attitude about this topic. The topic should be developed according to the attitude in a thorough, logical, and orderly fashion. Throughout, the author should be helpful to the reader.

A report is useful for spreading awareness, making analysis and most importantly for decision making and therefore it must be drafted meticulously and organized appropriately.

The Components

A technical report should include each of the following items:

- **Title:** A logical, accurate, descriptive, and grammatically correct title.
Titles should be as short as possible, while still satisfying the foregoing criteria.
- **Author's name and affiliation, and date.**
- **Acknowledgments.** Acknowledge any help you received, including any use of computer equipment. Be specific.
- **Contents list:** Focus on the scientific content of the project--your questions and answers. Identify and explain interesting and important phenomena. Emphasize what is new about your project. Although it is crucial to explain your experimental procedures, be concise.
- **Introduction/Terms of reference/Scope and Procedure** which introduces the work, provides the motivation and context and outlines other related work
- **Body of a technical report:** Write a clear, informative, and thoughtful description and critique of what you did. Include carefully drawn graphs and diagrams, wherever applicable. Be sure to motivate, present, and interpret your findings.
- **Main technical chapters/Findings (the evidence)** which document the core technical work.

Project report consists of following chapters.

a. Chapter 1- Introduction

This section should include a clear statement of the major objectives of the project. In particular, clearly identify questions you are going to answer. The problem statement should also include any background information that may be needed to understand the major objectives

b. Chapter 2- Literature Survey

This section should contain a brief overview of the literature and studies that will be useful to complete the project.

c. Chapter 3- Present Work

This section includes the design of the project, methodology and field work related information.

Tools used for data collection and observations of the phenomenon can also be reported.

d. Chapter 4- Result & Discussion

This section includes a careful description of models and techniques employed, details of assumptions or constraints imposed in order to make analysis possible, a description of data inputs required, estimated parameter values from data, and source of data. The analysis of data is also described.

e. Chapter 5- Conclusion & Future Scope

This chapter contains summary of the results, the methods used to obtain them, and how they relate to the stated purpose of the project. In addition to the overall significance of findings and the concepts learned, it clearly identifies connections between the main points of discussion.

- Recommendations.
- **Appendices:** Appendices for supplemental information and for detailed or voluminous information must fit into the body of the technical report. For example, if your project involves any computer programming, you should include a nicely documented and formatted listing of all source code written.
- **References/Bibliography:** Complete and accurate list of references helps to give credit where it is due, to be helpful to the reader to identify useful related work, and to identify the context and background of your work. Standard format of Bibliography must be used.

Writing Style

There is no fixed writing style but there are useful guidelines which aid the readability, professionalism, objectiveness and impact of a report.

Who is the rapporteur?

All reports should be written in the third person i.e., as an *objective* observer! Avoid using terms such as "I did this experiment and ..". Instead substitute terms, such as "The experiment was performed ...". Note that the best written description is not necessarily the same as the best verbal description.

Who is the reader?

Decide, in advance of writing, who the likely reader of the document is. The document must be pitched at an appropriate level with sufficient background to allow understanding by the target audience. Examples of target audiences are shown below.

Form

Items related to general appearance and professionalism of the report is considered to be the form.

Spelling

This may seem a small and unimportant point for an engineering text, but poor spelling makes a document seem sloppy and may convey an impression that the engineering content is as loose as the general appearance!

There are spelling checkers in virtually every word processor now.

Grammar

Many word processors now have grammar checkers as well as spell checkers, but the usefulness of these is debatable, so don't rely on them. If in doubt, keep your sentences short and don't be afraid to ask somebody how to use punctuation correctly.

The capital dilemma

Avoid excessive use of capital letters. Avoid the use of capitals for emphasis, use boldfacing or italics instead. Capitals can be used effectively to differentiate between different section heading levels. Avoid Plagiarism.

Multimedia and Visual Balance

A technical report can contain information in a variety of forms. These include text, figures, tables and equations. Choosing different means of representation can also be used to give visual balance to the document, for example by breaking up long sections of text with equations, tables or figures. In cases where several options are available for representing a particular piece of information, the author can choose appropriately to make the document a less daunting prospect to the reader through visual balance.

Figures

“A picture tells a thousand words”? There is great substance in this statement, and nowhere more obvious than in technical reports.

Use figures liberally to communicate specific results (graphs) and show an overview of the system being described through block diagrams, etc.

Ensure that each figure has a number and a title, so that it can be referenced from the text.

Tables

Tables are an excellent means of giving an overview of numerical results or providing information in a form which lends itself to comparison.

Again, ensure that each table has a number and a title, so that it can be referenced from the text.

Equations

Some authors shun the formality of equations, preferring to describe the required relationships in textual form. However, it is generally possible to encapsulate a whole paragraph of such text in single equations. Use equations in a technical report where possible!

Number *all* equations consecutively to allow reference from the text.

Text

Text is the 'filler' and provides the bridge between the equations, figures, tables and references.

Guidelines:

- In the introduction of your report, clearly identify a focused well-defined question. Answer this question in the rest of your report.
- Analyze and interpret your data, and discuss the significance and limitations of your findings. Do not simply report your data.
- Be sure that your technical report is complete in the sense that it has each of the following components: descriptive title, author's name and affiliation, date, informative abstract, list of keywords, body, acknowledgments, and references.
- In your abstract, specifically and concretely state your findings; do not vaguely describe what you set out to do. Your abstract should summarize, not introduce. Do not begin your abstract with the hackneyed phrase "this paper".

Practice

Each group of students are divided into groups of three. The same group will continue to be together for all the activities throughout the semester. Technical seminar reports and Project reports of the seniors are collected from the core department. If need be they can take the reports home with the permission of the HOD. Each team will study and analyze the report and prepare a summary of it highlighting the strengths and weaknesses. Each batch will be assigned to one core department faculty for guidance and clarification of technical concepts. They prepare an outline of a report based on the format given. This method gives them an opportunity to learn how a report is prepared.

Exercise

Each group of students prepare a report on the Technical and project report and submit the printouts in the next class.

Assessment

Reports are assessed on the following parameters: a) Technical knowledge b) content, c) language and tone.

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Exercise: Students need to submit a print out of the report prepared of Technical Report and Project report and submit the record in the next lab session.

References:

- 1) Report Writing Today by Steven E. Steven E. Pauley, Daniel G. Riordan
- 2) Technical Writing Process and Product Third Edition by Sharon J. Gerson and Steven M. Gerson.
- 3) The writing room A Resource book Horvay S. Wiener for Teachers of English O.U.P 1981.
- 4) Technical writing Process and product. Sharon J. Gerson, Steven M. Gerson, Pearson education Asia, 2001,
- 5) Hand Book for Business writing L. Sue Bengh/ Meridell Fryar/ Devid Thonal.
- 6) Technical Report Writing Tordes All india traveler book seller 1989. Rauley. Riorben.

- 7) Technical Report writing today daind G. Riorden. 2012.
- 8) Writing good reports – John Bowden 2007.
- 9) How to write Report and Proposals revised 2010 – patriak Forsyth.
- 10) Hand book for Business Writing L.Sue Baugh/Maridell Fryar/David Thomas by Tata McGraw-Hill Edition
- 11) M. Ashraf Rizvi, “**Effective Technical Communication**”, Tata Mc. Graw-Hill Publishing Company Ltd.
- 12) Madhavi Apte, “**A Course in English Communication**”, Prentice-Hall of India, 2007
- 13) Leena Sen, “**Communication Skills**”, Prentice-Hall of India, 2005.
- 14) Stephen Bailey, “**Academic Writing - A Practical guide for students**”, Rontledge Falmer, London & New York, 2004.
- 15) Daniel G. Riordan & Steven E. Pauley, “**Technical Report Writing Today**”, Biztantra Publishers, 2005.

IV SESSION

E-correspondence

Introduction

In session four, E – correspondence is taken up. As electronic correspondence is order of the day in academic field it has attained global acceptance and is being accepted as means of formal communication and with digital signatures it is even admissible for financial transaction.

Theory

It is the medium of communication that sends and receives messages through specially designed computer network. With the revolution in information technology along with the rapid growth of the internet e-mail has become the most popular communication medium. More and more people are spending time on the net sending e-mail messages. There is no doubt that due to high speed , low cost and efficiency, e-mail is today one of the most important channels of communication.

Like business letters and memos, e-mail messages help to re-inforce professional and business relations. Everyday business dealings and ordinary activities of business would not be possible without e-mail. It can be used both as a means to reach out to people outside an organization, and to send information within an organization. E-mail is used within organization through specially designed internal computer network.

The advantages of using e-mail include speed, low cost, quick distribution, flexibility, easy attachments and easy upward communication. Five characteristics that distinguish successful e-mail messages are conciseness, accuracy, clarity, conversational tone and a single theme. E-mail messages contain six segments: Heading (Date, from, to, subject, CC, Bcc) , Salutation, opening statement, body, closing statement and signature.

Students are introduced to what e-correspondence is and also etiquette and ethics . E-correspondence is an internet activity operated by exchange of computer stored data through tele-communication. However certain guidelines are necessary and become pertinent on the end user for his or her scrupulous observations while making the correspondence. It has attained significance in enhancing the scope of business communication and more as user friendly for career advancement to auguring the areas of employment and entrepreneurship at large.

Email Etiquette

- Always include a subject line in the message
- Make the subject line meaningful
- Use correct grammar and spelling
- Always use a signature if you can, make sure it identifies who you are.
- Includes alternate means of contacting you (phone/mobile number are useful)
- Use active words instead of passive
- Avoid long sentences
- Be concise and to the point

Practice

Students write e- mails on the following:

- Write an e-mail to the Director, EFLU, Hyderabad requesting for details regarding Diploma courses in Foreign Languages.
- Write an e-mail to one of your Professors requesting for letter of recommendation to apply in a foreign university.
- Write an e-mail to the CEO of TCS, inviting him to be the Chief Guest for Tech Fest, Aura-2015.

Exercise

Students should get in contact with one of the core department faculty members through email for a) Project report discussion and b) Technical report and submit at least three printouts of their communication to the teacher concerned.

Evaluation Sheet for (e-mails)

HT no	Relevance	Content	Organization	Language mechanics	Tone& Style	Total

Scale: a) 3 = Good b) 2= Average c) 1= Poor

References:

- 1) Internet hand book for Writers, Students, Teachers by Mary Mc Guire, Linda Stil Borne, Melinda Mc Adams, Laurel Hyatt.
- 2) Writing for the internet by Jane Dorner
- 3) The Dos and Don'ts of Electronic Correspondence by Hillary A Collins and Douglas S Levy
- 4) www.reesbroome.com/ community/March 2013
- 5) The Executive Guide to E-mail Correspondence: Including Model Letters for Every Situation – 2006- [Dawn-Michelle Baude](#)
- 6) .E-Mail: A Write It Well Guide – 2008-[Janis Fisher Chan](#)
- 7) The Executive Guide to E-mail Correspondence: Including Model Letters for Every Situation-[Dawn Michelle Baude](#), [Dawn-Michelle Baude, Ph.D.](#) Career Press, 2006 Writing Effective E-mail- Improving Your Electronic Correspondence-2003-Nancy Flynn , Tom Flynn
- 8) Elements of E-Mail Style: Communicate Effectively via Electronic Mail Paperback – 1994- [David Angell](#) , [Brent Heslop](#) ISBN-13: 978-0201627091

Unit - IV Presentation skills

Syllabus:

Presentation Skills – Oral presentation` ns (individual and group) through JAM sessions / seminars and written presentations through posters / projects / reports / PPTs / e-mails / assignments etc.

Objectives:

- To help students make effective presentations in academic and professional contexts
- To equip students with pre-presentation steps, to understand the structure of a good presentation, and devise various techniques for delivering a successful presentation
- To help students overcome stage fear and tackle questions

Introduction:

Two formal means of communication available to engineers when passing information onto a general audience include written reports and the oral presentations. Each has its own characteristics and when an engineer gives a technical presentation, he or she should focus on those aspects unique to presentations.

There are two main types of presentations in oral presentation skills. There can be one minute talks on selected topics or group seminars. Written reports can be presented in the formats like posters , technical and project reports. Power point presentations, emails and assignments are also part of written presentation skills.

Planning and Preparing for the Presentation

A presentation should be planned well so that the material is delivered effectively. Planning the presentation helps the presenter

- Know the audience
- Stimulate the interest of the audience
- Be sensitive to the needs and expectations of the audience.
- Strike up interaction with his/her immediate audience in as many ways as possible.
- Know his / her purpose
- Analyse the occasion
- Fit the material to the time at his / her disposal; and
- Select and narrow a topic for his / her presentation

Planning a presentation involves defining the purpose, analyzing the audience, analyzing the occasion, and choosing a suitable title.

Preparing for a presentation involves developing the central idea and the main points, gathering supporting material, and planning visual aids.

Structuring the presentation

The presentation should be divided into three distinct parts: introduction, body and conclusion. The introduction should

- Get the audience's attention
- Introduce the subject
- Give the audience a reason to listen
- Establish the credibility
- Preview the main ideas

The body contains the main content of the presentation. The main points should be supported by appropriate details and visual aids. The presenter should make smooth transitions to indicate a shift from one idea to another. One should ensure that the information is accurate, complete and relevant.

The conclusion should accomplish the following objectives

- Summarise the presentation
- Reemphasise the central idea
- Focus on a goal
- Motivate the audience to respond
- Provide closure

Rehearsing for the Presentation

It is important to rehearse the presentation properly as it will give the presenter confidence and make him familiar with the content to be delivered. A rehearsal helps the presenter understand if the presentation requires modification in content, style and structure. Rehearsing before a live audience, paying attention to timing and recreating the presentation environment facilitate a smooth delivery. Constructive feedback during rehearsals also helps in better presentation.

Checklist for making an Oral Presentation

- Start with confidence
- Be Organised
- Stay Relaxed
- Pay Attention to Body Language
- Use Appropriate Visual Aids
- Pay Attention to all Details
- Close in a Memorable Way

Handling Stage Fright

A presenter can overcome stage fear by following these strategies

- Concentrate on the Three Ps: Planning, Preparation and Practice
- Set Realistic Goals
- Avoid Negative Thoughts
- Begin the Presentation with a Pause
- Speak Slowly
- Learn and Practice Stress Reduction Techniques

This unit deals with Presentation skills and it will be conducted in three sessions. Session one is of two parts: a) Oral presentations through JAM at individual level, and b) Oral presentations through seminar in a group. Session two is of three parts a) written presentations through Posters, b) Presentations through Projects, and c) presentations through reports. Session three is also of three parts: a) written presentation through PPTs on projects and technical reports b) written presentation through e-mails, and c) written presentation through assignments.

I SESSION:

Syllabus: Oral presentations (individual) through JAM sessions

Oral presentations (group) through Seminars

Objectives:

- To help students make effective oral presentations individually and in groups
- To make the students aware of the nuances of body language.
- To help students understand the differences between JAM and Seminars

Introduction:

This session has two parts. Part-A deals with individual JAM sessions .Part-B deals with group seminar presentations. Teacher gives inputs on understanding the differences between oral and written presentation skills. Individual and group presentation skills like JAM and seminar are discussed. Examples of each of these are discussed in the class highlighting the differences in format and style. The parameters of evaluation for these activities are explained to the students.

Part –A**JAM Session****Guidelines for making an Oral Presentation**

- Start with confidence, begin with a anecdote or a quotation
- Be Organized, make presentation in a stepwise manner
- Stay Relaxed , maintain calm, understand the mood of the audience
- Pay Attention to Body Language facial expressions , eye contact, gestures and posture
- Pay Attention to all Details, give good examples
- Close in a Memorable Way

Theory:

JAM sessions have now become an essential part of selection process for any job as they are the most effective way of testing the communication and logical thinking skills of a job aspirant. The topics are announced just five minutes before the session. The participants are expected to select a topic and speak effectively for one minute . Here the communicative competence is assessed along with the ability to analyze a topic and logical organization of thoughts.

Guidelines For JAM Sessions

- Select a topic that is familiar to you
- Recollect and write down all the points
- Organize the points in a logical manner, starting with introductory sentence, points of discussion and closing sentence.
- Practice your speech once before you present it to the audience
- Speak confidently and clearly in a pleasant manner.

Practice:

Teacher gives some topics for preparations. Example topics: Favorite holiday spot, role model, memorable moment, your favourite political leader, favorite movie or person or day or things or food, mobiles , traffic & corruption. Students give individual JAM sessions on the topics selected

by them. These sessions are recorded and put on a CD. Teacher gives feedback and suggestions. Teacher gives feedback sheets to students for peer evaluation. Students fill the sheets and return them to the teacher. Students look at some example paragraphs on the K-Van software for JAM topics.

Exercise:

Students submit the transcript of the JAM topic.

Evaluation Sheet for Oral Presentation Skills(JAM)

HT no	Introduction of the topic	Organisation of content	Originality of ideas	Subject knowledge	Body Language	Total(15)

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: Importance of oral presentation skills and JAM

Practice: Students write transcript of the topic presented by them for JAM and submit the CD.

References:

1. Speaking Your Mind: Oral Presentation and Seminar Skills - 2000- Dr Rebecca Stott (Editor), Cordelia Bryan (Editor), Longman, ISBN-13: 978-0582382435
2. Oral Communication: Skills, Choices, and Consequences Paperback –2011- [Kathryn Sue Young](#) , [Howard Paul Travis](#), Waveland Press, Inc. ISBN-13: 978-1577667452
3. Business Communication: M.M. Monipally , 2000, Tata-Mcgraw Hill
4. Business Communication : 2014, Meenakshi Raman, Prakash Singh CUP
5. Dr. A. Ramakrishna Rao, Dr. G. Natanam & Prof. SA Sankaranarayanan, “**A Reader cum Lab Manual**”, Anuradha Publications, Chennai
6. M. Ashraf Rizvi, “Effective Technical Communication”, Tata Mc. Graw-Hill Publishing Company Ltd.
7. Andera J. Rutherford, “Basic Communication Skills for Technology”, Pearson Education, 2007.
8. Sunita Mishra & C. Muralikrishna, “Communication Skills for Engineers”, Pearson Education 2007.

Part-B**Syllabus:** Oral presentations (group) through Seminars**Objectives:**

- To help students make effective presentations in academic and professional contexts
- To make students understand the importance of team work and group presentations

Introduction:

In this session students learn how to give group seminars by understanding the structure, stages involved in preparation and the actual presentation of seminar. Students also understand the importance of team work and group dynamics that play an important role in this activity.

Theory:

Seminars are student-led small group based learning situations. They are a structured way for students to get together and think through a subject and share conclusions with each other. The seminar tutor should assist by triggering discussion on the topic. Group seminars give students an opportunity to ask questions on the topic and clarify doubts. It also helps the students in improving their communication skills. One student in the group starts the seminar but it is the responsibility of the other students to contribute their ideas, opinions and questions. For this to work well these contributions should have been researched and prepared in advance. The tutor's role is as a facilitator. Their aim is not to 'give a mini lecture' but to try to encourage contributions from all those present by asking questions that stimulate further discussion. At the end of the seminar they may sum up and draw some conclusions.

Practice:

The groups of three students make an oral presentation on the reports of Technical seminars of their seniors which they analysed in the writing skills class. Each group gets 10 minutes time for presentation. Teacher along with the HOD observe these presentations and give feedback.

Evaluation Sheet for Oral Presentation Skills (Seminars)

HT no	Introduction of the topic	Organization of content	Originality of ideas	Subject knowledge	Body Language	Total(15)

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: Students need to submit transcript of the Seminar along with the CD and submit the record in the next lab session.

References:

1. Small Group Teaching: Tutorials, Seminars and Beyond (Key Guides for Effective Teaching in Higher Education) Paperback – 2004- [Reg Dennick](#) , [Kate Exley](#) ISBN-13: 978-0415307178
2. Teaching English Creatively-[John H. Bushman](#) ,C.C. Thomas, -2001 - [Language Arts & Disciplines](#)
3. Presenting at Conferences, Seminars and Meetings: [Kerry Shephard](#), SAGE, -Feb-2005
4. Business Communication: M.M. Monipally , 2000, Tata-Mcgraw Hill
5. Business Communication : 2014, Meenakshi Raman, Prakash Singh CUP
6. Dr. A. Ramakrishna Rao, Dr. G. Natanam & Prof. SA Sankaranarayanan, “**A Reader cum Lab Manual**”, Anuradha Publications, Chennai
7. Dr. Shalilni Verma, “Body Language - Your Success Mantra”, S. Chand, 2006
8. M. Ashraf Rizvi, “Effective Technical Communication”, Tata Mc. Graw-Hill Publishing Company Ltd.
9. Andera J. Rutherford, “Basic Communication Skills for Technology”, 2nd Edition, Pearson Education, 2007.
10. Sunita Mishra & C. Muralikrishna, “Communication Skills for Engineers”, Pearson Education 2007

II SESSION

Syllabus: written presentations through posters/ projects / reports

Objectives:

- To equip students with preparation of written presentations , to understand the structure of a good presentation, and devise various techniques for delivering a successful presentation
- To teach the use of poster presentations in seminars and conferences
- To present technical information in a clear, concise, and persuasive manner.

Introduction:

Written presentations include preparing posters, project and technical seminar reports. The purpose of this activity is to convert a text into a written presentation. The structure of different types of written presentations vary according to the structure and purpose. Samples of each of these are displayed in the class highlighting the differences in format and style. The parameters of evaluation for all these activities are explained to the students. Three main elements to written presentations are

- structure (the way the content is laid out)
- style (the way it is written)
- content (what you are writing about)

Part-A**Syllabus:** Written presentations through Posters**Introduction:**

A poster is a visual description of a project, prepared for viewing by those attending a conference. Posters can depict research or evaluation findings, outline a research process, or describe a program. Posters take up a larger space on a bulletin board or wall than what the word “poster” might suggest (usually larger than 3 feet by 5 feet). Conference attendees can visit a variety of posters and talk with the people who prepared them.

Theory:

The poster presentation is a highly-used communication tool for students to display and discuss their research experiences in class and laboratory settings.

Guidelines for preparing posters

- Look at the Overall appearance, White space, Text / graphic balance, Text size, Organization & flow, Author identification, Research objective, Main points, Summary
- It should Communicate visually, Serve as an illustrated abstract
- Attractive & hold attention, make concepts easy for readers
- Initiate discussion and be concise & organized
- Present scientific / technical information
- It should not be a replication of a journal article
- It should Stand alone if /when you're not there

Practice:

Teacher divides the class into groups of three. Each group will select a topic and prepare a poster.

Exercise: Same group will continue and take up a topic for poster presentation as home work.

Evaluation Sheet for Written Presentation Skills(Posters)

HT no	Text & Layout	Language Mechanics	Visuals/ pictures	Enhancements	Body language	Audience interaction	Total (18)

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: Importance written presentation skills and Posters

Practice: Students submit the printout of the Poster and the CD.

Exercise; Students submit the poster given for homework.

References:

1. Scientist's Guide to Poster Presentations :[Peter J. Gosling](#) ,Springer US, -1999
2. Kline, Rex B. "Poster Presentation," Becoming a Behavioral Science Researcher :A Guide to Producing Research that Matters. New York :Guilford Press. 2009
3. Knisely, K. A Student Handbook for Writing in Biology (3rd ed.). Gordonsville, VA: W.H. Freeman: 2009. "Poster resentations," p. 137-146.
4. Block, S.M. Do's and Don'ts of Poster Presentation. Biophysical Journal. 1996. 71 (6): 3527-3529. (Online)
5. Briscoe, M.H. Preparing Scientific Illustrations: A Guide to Better Posters, Presentations, and Publications, (2nd ed.). New York: Springer; 1996
6. Davis, M. Scientific Papers and Presentations. San Diego, Academic Press: 1997. Poster presentations
7. Presenting Your Research: Conferences, Symposiums, Poster Presentations and Beyond-[Lucinda Becker](#)- SAGE,2014

Part-B

Syllabus: Written presentations through Projects

Introduction:

The same group of students who studied and analyzed report of their senior's project as part of writing skills will give an oral presentation on the same project report. They write down the script of their presentation.

The purpose of a project report is to present an answer to the project problem(s) and to communicate the ideas and methods used to obtain the results. This information should be a concisely worded and well-organized paper that is understandable to any other reader. The format of a typical project report is described below. This format is quite general and user friendly.

Theory:

One of the most important aspects of good project reports is to be concise, yet informative. Make sure to mention the background to, and aims of, the investigation. Include the basic concepts and theory relating to the investigation. Describe the procedures used. Identify major sources of error and explain how they were dealt with. Only data directly relevant to the calculation of final results should be presented, omit raw data. Final results should be presented clearly and concisely; include an analysis of errors, but omit details of arithmetical manipulations. If computer code was used or written, give details of the checks and validations you performed on the code. The interpretation of the results must be discussed, and improvements and possible extensions of the work suggested. Give references to any books, articles or other sources of information (e.g. web sites) that have proved useful in preparing the report, or carrying out the work.

Practice:

The same group of students give an oral presentation on the same project report studied by them. Student should not prepare any PPT for this. Teacher gives feedback and suggestions. These presentations are recorded and put on a CD.

Evaluation Sheet for Written Presentation Skills (Projects)

HT no	Aims of study	Clarity and conciseness	Interpretation of data	Implications of findings	Style, grammar and syntax	Total 15

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: Students need to submit transcript of the Seminar along with the CD and submit the record in the next lab session.

References:

1. Business Communication : Meenakshi Raman, Prakash Singh
2. Presentation Skills 20: How to take it to the next level as a confident and engaging presenter, William Steele
3. The Complete Presentation Skills Handbook-Suzy Siddons
4. Presentation Skills: The Essential Guide for Students -[Patsy McCarthy](#), [Patsy McCarthy](#) [Caroline Hatcher](#), [Dr Caroline Hatcher](#) Sage Publications -2002
5. M. Ashraf Rizvi, "Effective Technical Communication", Tata Mc. Graw-Hill Publishing Company Ltd.

Part-C

Syllabus: Written presentations through Reports

Introduction:

The team working on technical seminar reports of their seniors will write a report on that.

In Engineering, one of the major forms of communication is the technical report. This is the conventional format for reporting the results of research, investigations, and design projects. They help to assess mastery of the subjects and ability to apply knowledge to a practical task. The ability to produce a clear, concise, and professionally presented report is therefore a skill students need to develop in order to succeed both in academics and in career.

Theory:

Technical reports are the primary written work products of engineers. As such, they present facts and conclusions about designs, experiments, and other projects. They include research about technical concepts and often include visual depictions of designs and data. A technical report's purpose is for an engineer to communicate information gained through a process of technical or

experimental work. Therefore, the writing follows a strict sequential process that is sometimes product driven, and which can be replicated exactly. Technical reports include various types of "technical" information. For example, to report why a design or piece of equipment failed, Or, to write about a design created. Technical reports present facts and conclusions about designs and other projects. Typically, a technical report includes research about technical concepts as well as graphical depictions of designs and data. A technical report also follows a strict organization. This way, when other engineers read the report they can quickly locate the information that interests them the most.

Practice:

Students should work in the same teams of three .They prepare an oral presentation on the Technical Seminar report of their seniors and present it to the class.

Evaluation Sheet for Written Presentation Skills (Reports)

HT no	Aims of study	Clarity and conciseness	Interpretation of data	Implications of findings	Style, grammar and syntax	Total

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: Students need to submit transcript of the report along with the CD and submit the record in the next lab session.

References:

1. How to Write Technical Reports: Understandable Structure, Good Design, Convincing Presentation, Hering, Lutz, Hering, Heike, Vieweg, 2007 ,ISBN 978-3-540-69929-3
2. Business Communication: M.M. Monipally, 2001, Tata Mc-Graw Hill
3. Business Communication : Meenakshi Raman, Prakash Singh 2014 CUP
4. M. Ashraf Rizvi, "Effective Technical Communication", Tata Mc. Graw-Hill Publishing Company Ltd.
5. Technical Report Writing Today Paperback–2013- [Daniel Riordan](#) -ISBN-13: 978-1133607380

III SESSION

Syllabus: written presentations through PPTs / e-mails / assignments etc

Introduction:

PPTs , E-mails and Assignments require analysis and synthesis of competing perspectives, application of theory to real-world problems, or creative extensions of course material. The topics and formats for this kind of activity should be challenging to the students .

Objectives:

- To improve the analytical skills of students in writing and presenting PPTs emails and assignments
- To enable students understand the structure or techniques of academic presentations on projects and reports
- To make the students learn the steps involved in the preparation of a power point presentation
- To enable students understand the format, parts and uses of e-mail correspondence

Part: A

Syllabus: Written presentations through PPTs on Technical reports and Project reports

Introduction:

This session has two parts. The PPTs are prepared and presented on both Technical reports and also project reports.

Power Point is the most popular presentation software. It is the most useful and accessible way to present visual aids to the audience. PowerPoint presentations consist of a number of individual pages or "slides". The "slide" is a reference to the [slide projector](#). Slides may contain text, graphics, sound, movies, and other objects, which may be arranged freely. The presentation can be printed, displayed live on a computer, or navigated through at the command of the presenter.

Theory:

Some of the important features of a PPT which make it a popular method of presentation technique are

- Quick and Easy: the basic features are easy to master and make a presentation appear to be organized,
- Simple bullet points: It can reduce complicated messages to simple bullet points. Bullet points are a good basis for the presentation and remind the speaker of main points and the organization of the message.

- Easy to create a colorful, attractive design: using the standard templates and themes, amazing slides can be prepared.
- Easy to modify: when compared to other visual aids such as charts, posters, it is easy to modify the slides.
- Easily re-order presentation: with a simple drag and drop or using key strokes, one can move slides to re-order the presentation.
- Slides used in a presentation should be spare, in terms of how much information is on each slide, as well as how many slides are used. A rule of thumb is to put no more than eight lines of text on a slide, and with no more than eight to ten words per line.

Practice:

Students prepare PPTs on technical and project reports that they prepared in writing skills class. They show the presentation to the class. Students are given feedback sheets for peer evaluation. Teacher also gives feedback and suggestions.

Exercise:

Students submit the transcript and the recording of the PPT on a CD.

Evaluation Sheet for Written Presentation Skills(Posters)

HT no	Text & Layout	Language Mechanics	Visuals/ pictures	Enhancements	Body language	Audience interaction	Total (18)

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: Students submit printouts of the PPTs (4slides per page) on projects and technical reports along with the CD.

References:

1. Improving your Presentation Skills: Presentation Skills for IT Professionals: Rick.F. Vanderlans, Professional Publishing, 2015.
2. Effective Presentation Skills : A Practical Guide for Better Speaking- Steve Mandel,1995, Crisp Publications
3. Business Communication: M.M. Monipally, 2001, Tata Mc-Graw Hill

4. Business Communication : Meenakshi Raman, Prakash Singh 2014 CUP
5. Presentation Skills 201: How to take it to the next level as a confident and engaging presenter, William Steele, ISBN 978-1-4327-3840-2.
6. The Complete Presentation Skills Handbook-Suzy Siddons, 2008, Kogan Page
7. Slide:ology: The Art and Science of Creating Great Presentations, Nancy Durate ,2008, O'really media
8. A Student's Guide to Presentations :Making your Presentations Count ,Barbara Clivers Michael Shoobred, Sage Publications, 2007.

Websites:

Six minutes :Public speaking and Presenttion skills blog

[www.corporate](http://www.corporate-training-materials.com) training materials.com

English in Mind: Herbert Putcha and Jeff Strank with Meredith Levy

Part-B

Syllabus: written presentations through e-mails

Introduction:

Email is an electronic, computer-assisted online communication tool. It is used to transmit virtually every type of correspondence like simple messages, memos and letters, complex reports, tables of data, graphs and charts, blueprints, pictures etc. If it can be generated by, scanned into, or downloaded onto a computer, it can be electronically sent through cyberspace to another computer. Electronic mail is a less formal version of memos and letters. The principal advantages of electronic mail over other types of correspondence are its speed and ease of use.

Theory :**Email Etiquette**

- Always include a subject line in the message
- Make the subject line meaningful
- Use correct grammar and spelling
- Always use a signature if you can, make sure it identifies who you are.
- Includes alternate means of contacting you (phone/mobile number are useful)

- Use active words instead of passive
- Avoid long sentences
- Be concise and to the point

Practice:

Teacher gives a list of situations .Students select one topic and compose an e-mail on their mail IDs and mail it to the teacher.

- Write a mail to amazon.com requesting them to replace a defective mobile bought online.
- Write a mail to Cambridge university Press asking for the list of books for Mechanical Engineering
- Write a mail to Hyundai motors asking for the catalogue of their cars
- Write a mail to naukari.com enquiring about the job opportunities for engineering graduates.

Exercise:

The same group of students will exchange three to four e-mails with the same teacher who is identified as mentor for guiding them in preparing reports on projects and reports for oral presentations.

Evaluation Sheet for Written Presentation Skills(e-mails)

HT no	Relevance	Content	Organisation	Language mechanics	Tone& Style	Total

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: Students give an Power Point Presentation and record it. Students need to submit transcript of the PPTs on project and technical report along with the CD and submit the record in the next lab session.

References:

1. The Executive Guide to E-mail Correspondence: Including Model Letters for Every Situation – 2006- [Dawn-Michelle Baude](#)
2. E-Mail: A Write It Well Guide – 2008-[Janis Fisher Chan](#)
3. The Executive Guide to E-mail Correspondence: Including Model Letters for Every Situation-[Dawn Michelle Baude](#), [Dawn-Michelle Baude, Ph.D.](#), Career Press, 2006

4. Writing Effective E-mail- Improving Your Electronic Correspondence-2003-Nancy Flynn , Tom Flynn
5. Elements of E-Mail Style: Communicate Effectively via Electronic Mail Paperback – 1994- [David Angell](#) , [Brent Heslop](#) ISBN-13: 978-0201627091
6. E-Mail Essentials Spiral-bound –2000- Robert S. Want -ISBN-13: 978-0942008937

Part-C

Syllabus: written presentations through Assignments

Introduction:

Assignments constitute an important component of each course evaluation. Hence, submission of assignments is compulsory. The content of the assignment should cover the importance of topic and relevance in extension. It should also examine the various facets and components with specific details and illustrations.

Theory:

The content of the assignment should reflect experiences in the application of given theme by analyzing and synthesizing various facets on the topic and drawing conclusions and suggestions. It will be useful to highlight the various issues involved in the operationalisation of the concept. Ultimately, writing the assignments should help to gain an in-depth understanding of the subject. There are some points to be understood while writing an assignment.

a) Purpose

- A. Explain the purpose of the writing assignment.
- B. Make the format of the writing assignment fit the purpose (format: research essay, position paper, brief or abstract, lab report, problem-solving essay, etc.)

b) Writing the assignment

- A. Follow the instructions and model as per the purpose of the assignment.
- B. Prepare a rough draft.

c) Revision of written drafts'

Students can check each other's' drafts for format, organization, expression, punctuation, spelling, mechanics et.

Format

- Introduction
- Objectives of the assignment
- Details with subtopics
- Review of literature
- Illustrations
- Summary and Conclusions
- References

Practice:

Teacher will discuss one sample assignment in the class. The same group of students will work on the general topics given by the teacher for assignment. Students prepare and submit the print out of their assignment. Students are given feedback sheets for peer evaluation. Teacher also gives feedback and suggestions.

Evaluation Sheet for Written Presentation Skills(Assignments)

HT no	Accurate Information	Adequate Coverage	Well Planned	Concise with examples	Style, grammar and syntax	Total(15)

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: Students need to submit print out of the assignment and submit the record in the next lab session.

References:

1. Designing Writing Assignments- 2008- [Traci Gardner](#) -ISBN-13: 978-0814110850
2. Assignment and Thesis Writing -[Jonathan Anderson](#), [Millicent Poole](#)-Wiley, 2001
3. Together with English Core Writing Assignments- Rachna Sagar – ISBN 818741409X, 9788187414094
4. Everyday Genres: Writing Assignments Across the Disciplines-[Mary Soliday](#)-SIU Press, 2011

Unit V-A Group Discussions

Syllabus:

Dynamics of group discussion, intervention, summarizing, modulation of voice, body language, relevance, fluency and coherence.

Objectives

- To understand the characteristics of successful group discussions
- To identify areas of evaluation in GDs conducted by organizations as part of the selection procedure
- To chalk out strategies to exchange opinions and suggestions in group discussion.

Introduction

‘Group Discussion’ refers to a communicative situation that allows its participants to express views and opinions about a particular topic. It is a systematic oral exchange of information, views, and opinions about a topic, issue, problem, or situation among members of a group who share certain common objectives.

Group discussion differs from debate in nature, approach and procedure. Debates are intended to advocate a particular point of view while GDs raise a particular issue for a positive exchange of views. Unlike debate, which is competitive in nature, GD is basically a cooperative group process. A debate follows a limited approach because the speaker must argue either in favour of or against a given point of view. On the other hand, in a GD the approach is not limited to a single view point. Group Discussion is a group process, that is, it involves both person-to-person as well as person- to –group interaction. Every group has to develop goal-oriented or group – oriented interaction. GD is hence a systematic, purposeful and goal –oriented activity.

This unit will be conducted in three sessions. First session deals with theoretical inputs on the nature of GD, what is assessed in a GD and Dos and Don'ts. One group discussion on general topics will be conducted in the class. Second session will deal with fact based GDs. Third session will deal with case based and abstract GD topics.

Theory:

The term “group dynamics” refers to the interactions between people who are talking together in a group setting. Group dynamics can be studied in business settings, in volunteer settings, in classroom settings, and in social settings. Group roles are largely determined by a combination of a person’s personality and his or her experience with group settings. A person who is shy is more likely to sit back in a group. A person who is impatient is more likely to push the discussion ahead. A person who is very confident will offer more opinions. If such roles are more or less pre-determined, how can the group dynamics be improved? The way a group interacts can be improved in several ways. There are training programs to attend and there are tests one can take to learn about one’s communication style. Perhaps the simplest way to improve a group’s dynamics is for one or more group members to learn to *manage* the discussion, and thus help a group accomplish its goals, much as a conductor or the opportunity to improve the effectiveness of the members’ interactions. The entire group is responsible for its own effectiveness and all members share equally in that responsibility.

Body language and Voice modulation in GDs

One of the most important elements of communication is body language. Our gestures, hand movements, facial expressions etc come under body language. To understand the importance of body language in group discussions candidates must understand that it is not just the mouth that speaks but the entire body acts as an instrument of speech. So, one must first understand how our body speaks and then learn to manage and control the non-verbal messages that we send across to audience.

Demonstrating a positive body language is important, pay attention to the slightest details of postures and gestures during the GDs. Experts advise that we must know how to use your body to effectively enhance our verbal message. Leaning forward slightly towards the group during the Group Discussion would go on to show that we are interested. Giving listening cues such as nodding whenever a fellow aspirant makes an important point shows your engagement in the process.

In a group discussion, positive body gestures are a sign of confidence and security. They are a sign of active participation and leave a good impression. When we communicate, it is very essential for us to have the correct body language to avoid offence to anyone.

Positive gestures include

- Walking upright, Shaking hands confidently etc.
- Often body language conveys a lot of messages that words may not.
- A positive body language increases an impact on others.
- Body language helps to build a rapport with others.
- Body language helps to understand what others may try to convey.
- Body language helps to control aggression and conflicts.
- Body language can show you are energetic in a group discussion.

When communicating, it is important for us to have positive body gestures. Direct and steady eye contact is the most important of them. Group discussion are based on some norms and aspirants need to develop the art of following those norms. Body language of the participants in a Group Discussion is observed by the moderators very keenly.

Voice modulation means fine tuning of pitch and tone of voice that helps the audience clearly hear the words spoken by any person.. It is a very important skill in public speaking. If you want to become an efficient speaker, you must master the art of voice modulation. It makes your talk more interesting, understandable and memorable to the audience. Avoid talking in a monotone as it leads to monotone. Pronounce words clearly and properly. Speak loud enough to be heard by everyone.

The Process of Conducting a GD

- The batch of 24 students is divided into groups of 8 students each.
- Once the topic is announced the participants are given 5 minutes for preparation.
- Total time given for the discussion is 25 minutes.
- Last 5 minutes are allocated for summarizing and concluding the GD.

Group Roles:

- **Initiator** or Contributor: Initiates the discussion
- **Informer**: Adds new information in discussion
- **Team Leader**: Contributes to the flow of discussion on track
- **Creativity Contributor**: Gives new perspectives to the discussion
- **Motivator**: Contributes to inspire the morale of the group
- **Opinion Seeker**: Encourages others to speak
- **Opinion Giver**: Voluntarily gives opinions
- **Elaborator**: Elaborates the points

- **Orientor:** Facilitates the betterment of points given by others
- **Energizer:** Motivates the members
- **Recorder:** Records the minutes
- **Summarizer:** Summarizes the discussion

A BUZZER will be given 5 minutes before the discussion concludes.

Intervention and Summarizing

As the group discussion is in progress, whenever there is a deviation from the topic or if an argument persists any one of the participants can intervene politely to express his concern and direct the participants towards the right track. It can also happen when a participant refuses to budge or is adamant about his argument or does not allow others to speak.

Generally towards the end of the discussion, when the buzzer is given, one of the participants is expected to give a comprehensive overview of the discussion by summarizing. This helps the participants in recapitulating all the ideas put forth by all the participant. This also helps in arriving at a conclusion.

The importance of GDs has increased in recent times due to its increasing role as an effective tool in

- a) problem – solving
- b) decision – making
- c) personality assessment

In most organizations, GDs aid in problem-solving and decision-making. Whenever there is a need to take a decision in a particular case, the matter is discussed, analysed and evaluated.

GD is also used as a technique for personality assessment of candidates for job selection or admission to professional courses. Groups of six to eight members are formed, and given a topic to discuss within a limited time (generally 30-40 minutes). The members of the selection committee closely evaluate the different skills of the candidate. Those who emerge as natural group leaders are normally short-listed for a personal interview.

There are four major areas of evaluation in a GD:

- a) Subject Knowledge
- b) Communication Skills
- c) Leadership Skills
- d) Team Management

Characteristics of successful GDs

Agreement on group goals

Goal oriented interaction

Agreement on Procedures

Cooperative and Friendly Atmosphere

Use of effective communication Techniques

Equitable distribution of participation

Areas of evaluation**1. Subject knowledge**

The participant should

- possess **knowledge** of a wide range of subjects – national and international affairs, burning social and economic issues, scientific and environmental issues, key newsmakers, controversial topics, etc.
- have **general awareness** of the above topics and be able to connect them to recent issues he / she has come across in newspapers, magazines, etc.
- be able to **analyse** facts or information in a systematic manner and put them across in a creative way.

2. Communication skills

Appropriateness of Language

Clarity of Expression

Listening skills

Positive speech attitudes

Clear Articulation

Effective non-verbal communication

3. Leadership skills

Initiative

Analysis

Assertiveness

Self confidence

Objectivity

Patience and composure

Persuasiveness

Motivation

4. Team skills

Adaptability

Positive Attitude

Cooperation

Coordination

Types of Topics

Factual Topics: - Social/ Economic/ Political current Affairs

Controversial Topics: - Factual Topics which are argumentative in nature

Abstract Topics: - They make a candidate think laterally and link the abstract with concrete.

Case study: - Simulates a real-life situation

I SESSION :

Syllabus:

Theoretical inputs on the process of GD and conducting GD on general topics

Theory

- Inputs on the nature of GD, what is assessed in a GD and Dos and Don'ts of GD are highlighted.

Dos & Don'ts

- ✓ Discuss the topic thread bare
- ✓ Look at the topic from the point of view of all affected parties; from all angles and perspectives
- ✓ Anticipate views
- ✓ Break in and make your point, without being called to do so, ensuring politeness and relevance to the context
- ✓ Be audible
- ✓ Make brief remarks rather than long speeches
- ✓ Be open-minded and conciliatory rather than dogmatic
- ✗ Avoid personal attacks
- ✓ Back your arguments with evidence and authority
- ✓ Use appropriate gestures

- ✓ Maintain eye - contact
 - ✓ Be group-centered rather than self - centered
 - ✓ LISTEN keenly and understand the points made by others
 - ✗ Don't withdraw; contribute steadily and vigorously throughout the discussion
 - ✓ Smile – look cheerful
 - ✓ Disagree agreeably
 - ✓ Relate your remarks to others
 - ✓ Be assertive
 - ✗ Don't be abrasive, dominating or aggressive
 - ✓ Conclude by giving a quick recap and by emphasizing points on which there were differences and convergences
- Different situations when a GD is conducted are explained – for eg. In Personality Assessment, decision making, problem solving, opinion sharing etc.
 - The difference between GD and debate is highlighted.
 - PPT on what is assessed in a GD is shown

Group discussion strategies

Getting the GD started



Contributing Systematically



Creating a Cordial, Cooperative Atmosphere



Moving the Discussion Along



Promoting optimal Participation



Handling Conflict



Effecting Closure

exchanging opinions, suggestions, proposals	Asking for opinions
	Giving opinions
	Supporting your opinions
	Balancing points of view
	Agreeing disagreeing
	Requesting suggestions
	Making suggestion
	Accepting and Rejecting Proposals

PREP FORMULA

(For a structured GD)

Position

Reason

Example

Position

Practice

The students are divided into three groups. With these inputs in mind, students are asked to participate in a GD on a general topic, for example: Is Euthanasia justified?, Is the current budget common man friendly? Media and Sensationalism, Should Women work?, Impact of Westernization on India, etc.

Parameters for Assessment

- Intellectual Competence
- Leadership Skills
- Teamwork
- Interpersonal Skills
- Attitude
- Communication Skills

Exercise

Students watch GDs on NDTV 24X7, CNN-IBN, Times Now, etc analyze it based on the parameters

of content, expression, logical reasoning and body language and submit a report.

Procedure for writing the record

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students are given for practice in the class should be written in the record.

Exercise: Students need to submit a transcript of the GD in the next lab session.

Reference Books:

- 1) Group discussion & Interviews D.S. Paul, B . Kishore
- 2) How to prepare for Group Discussion and interviews (with CD) – Harimohan Prasad, Rajesh Mohan, Tata McGraw-Hill publication
- 3) Communication Skills for Engineers – Sunitha Mishra and C. Murali krishna
- 4) Effective technical communication – M.Ashraf Rizvi,

II SESSION**Syllabus:**

Fact-based GDs and controversial topics

Theory

Fact Based - These topics require a basic level of awareness. The given topics are in the form of a statement. They test interpersonal skills and behavior, rather than discrete information. The group should arrive at a consensus by the time they conclude the discussion.

- Cricket and India.
- Issues of managing diversity in a country like India.
- Honesty is the best policy.
- Living in a joint family is better.
- Guessing is an act of intelligence.

Controversial group discussion topic is a speech topic that has many controversies, pros and cons. Participants need to take a stand on the issue and put forth their points.

- Most people support embryonic stem cell research.
- Life imprisonment is a good alternative to capital punishment.

Practice

Students are divided into three groups .They discuss these topics.

- The pros and cons of having a credit card.
- Why drinking and driving is dangerous to yourself and others.
- Passive smoking is equally harmful.
- Should we have a dress code in college?
- Internet – Boon or Bane?
- Should Cricketers endorse advertisements?
- Indian Railways should be privatized
- Is euthanasia (mercy-killing) justified?

Exercise

Students are asked in advance to download TV programmes like ‘We the People’ ‘The Big Fight’, ‘Extra Innings’, watch them and analyze them in class. Students should also go through K-Van software and get additional inputs through text/video.

Procedure for writing the record

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students are given for practice in the class should be written in the record.

Exercise: Students need to submit a print out of the report on group discussion in the next lab session.

III SESSION

Syllabus:

Case –Based GDs and Abstract GDs

Theory

Case –based : The fourth type of group discussion topics are so-called case studies. Here a short description of a situation is given to all the participants. They need to study the situation analyze it and discuss various solutions to the problem.

- School Violence - What are the real causes of violence and bullying in Schools?
- Recycling - Sort out how to make money with recycling.

Abstract:

Such topics are based on one's perception. The way one looks at the topic decides the subsequent participation and performance. The challenge here is to put forth multiple implications of the topic and then evoke a discussion on some of them. Idea generation and ability to add a tangible angle to an otherwise abstract topic are the hallmarks of success here.

Examples:-

- And the clock struck 13!
- Red is red, blue is blue and never the two shall meet.

Inputs are given on case studies taken from fields like sales, marketing, commerce, industry, technology, etc. Students are taught to comprehend and analyse the case from various angles. Students are exposed to abstract topics and shown how they should interpret and discuss them.

Practice

- The class, consisting of 20-24 students, is divided into 3 groups.
- A Case Study is given and they are asked to speak.
- Assessment sheets are given for peer feedback / faculty feedback.
- Video of the GD is shot, photographs and video CD have to be affixed in the record.
- The team leader submits the recording in the form of CD.

Exercise

Students are asked to collect case studies from different fields and analyze them. Students are asked in advance to download TV programmes like 'We the People', 'The Big Fight', 'Extra Innings', watch them and analyze them in class. Students should also go through K-Van software and get additional inputs through text/video.

Procedure for writing the record

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students are given for practice in the class should be written in the record.

Exercise: Students need to submit a print out of the report on the GD in the next lab session.

Evaluation Sheet for Group Discussions

HT no	Subject knowledge	Communication skills	Leadership skills	Team Management	Body Language	Total(15)

Reference Books:

- 1) Manual for Group Discussion – PS.Bright.
- 2) Group and Interviews – R.Guptas, Anand Ganguly.
- 3) Group Discussion with DVD – Sannita Chakraborty
- 4) Handling group discussions –
- 5) Essential managers :Negotiating skills – Tim Hinkle
- 6) Communication Skills for Engineers – Sunitha Mishra and C. Murali krishna
- 7) Effective technical communication – M.Ashraf Rizvi,

Unit V- B : Interview Skills

Syllabus:

Concept, process, pre-interview planning, opening strategies, answering strategies, interview through tele and video conferencing.

Objectives :

- To develop interview skills
- To know the characteristics of Job Interviews
- To understand the strategies of the interviewers to facilitate better responses during the 'Placement' interviews.

Introduction

An interview can be defined as “a pre-arranged and planned conversation used for evaluating the suitability of a candidate for a particular position”. Job seeking is directly related to one's success. In this process, the resume of the candidate establishes the initial contact of the candidate with the employee. The second step is the interview. It is the key to the success of the application – the “final examination”.

With growing competition in a technologically advanced world, job interviews are becoming more challenging. New and effective techniques have been devised for the evaluation of a candidate. Alternate interview formats include telephone interviews and interviews through video-conferencing. Apart from knowledge, confidence and speaking skills; candidates are expected to orient themselves to face the interview.

This unit will be conducted in three sessions. First session deals with the theoretical inputs on the concept, process and steps in an interview process. Second session deals with conducting personal interviews. Third session deals with conducting interviews through tele and video conferencing.

I SESSION

Syllabus - Interview Skills - concept, process, pre-interview planning, opening strategies, and answering strategies

Theory

- Students are given inputs on -- concept, process, pre-interview planning, opening strategies, and answering strategies
- Students are taught the characteristic features of successful job interviews to enable them to understand the strategies of an interview.
- Students need to understand the pre-interview preparation techniques as the faculty facilitates to do so.

The Process of Interview: Preparation for a job interview includes three time frames-“before”, “during” and “after” the interview. One way to think about the interview process is as three separate, albeit related, phases:

- the pre-interview phase which occurs before the interviewer and candidate meet,
- the interview phase where the interview is conducted, and
- the post-interview phase where the interviewer forms judgments of candidate qualifications and makes final decisions.

The Pre-Interview Phase: As a part of pre-interview preparation techniques, students are facilitated to do self-analysis, researching the organization, developing the interview file and revising the subject knowledge.

Preparation Techniques are

- Self-Analysis
- Identifying one's skills
- Researching the Organization
- Analyzing the job position
- Revising subject knowledge
- Developing the Interview File

i. **Self-Analysis:** This involves identifying one's background, career goals, accomplishments, achievements, special interests, hobbies and one's strengths and weaknesses. Self-analysis helps in answering questions like:

- Tell me about yourself.
- What are your accomplishments?
- Have you ever solved a problem?
- What makes you stand out from the rest?
- What are your hobbies?
- What are your career goals?

ii. **Identifying one's skills:** This is important in terms of suiting one's skills to the requirements of the job position. Recognizing one's skills helps in answering questions like:

- How do you rate yourself for this position on a scale of one to ten?
- Why should we hire you?
- How do you think your skills will suit the present job position?

Learned skills like computer programming, data processing, marketing and managing a product line and intuitive skills like adaptability, analysis, assertiveness, creativity, leadership, team building and so on are assessed during the interview.

iii. **Researching the Organization:** Information regarding the company will help one understand and discuss topics with some familiarity during the interview. It will provide

perspective in helping answer questions regarding the company and also in making a decision if a job offer is extended. Referring to company directories, quarterly publications, company reports and online information about the company will help the candidate answer questions related to major areas of operation, products/services of the company, vision & mission of the company and so on.

- iv. **Analyzing the job position:** In order to research the job, one may use several available resources such as the internet, the library, the organization's public relations office and people working in the organization. This analysis will help the candidate in confidently answering questions related to the job position.
- v. **Revising subject knowledge :** This helps one in developing clarity and confidence. Technical interviews focus on the candidate's depth and scope of his/her subject knowledge. Apart from this, the candidate is expected to brush up his/her general awareness.
- vi. **Developing the Interview File :** Preparing for an interview demands a professional approach. This involves filing the following:
 - Interview letter
 - Original degrees, certificates and transcripts
 - Experience certificates
 - References and testimonials
 - Certificates of merit
 - Copies of resume
 - Visiting Cards
 - Other relevant papers that might be needed during the interview.

The Interview Phase:

Opening strategies:

The first few moments of the job interview can be the most nerve-wracking. It's often unclear who should officially begin the interview, and this is particularly true if you're interviewing with a representative of the company whose job doesn't include extensive interviewing. However, if you follow the interviewer's lead, you'll easily determine when it's appropriate to interject with

information about your academic or professional career and how you came to respond to the job posting.

Ice Breaker

Let the ice breaker be just that. Many recruiters and hiring managers experience the same jitters that job candidates have. The ice breaker gives you both an opportunity to settle into the office space and prepare for the formal interview to begin. For example, if the recruiter engages in small talk to make you comfortable, welcome the gesture and refrain from jumping right into why you are suitable for the job.

Establishing Rapport

Rapport is a relationship based upon mutual trust. Rapport is important to consider when establishing and maintaining a relationship between interviewer and interviewee. Oftentimes, the first few minutes of the interview are the most important. Establishing rapport can enhance the outcome of the interview. If an honest, sincere and persuasive attitude is not used by the interviewer, then the interviewee may not share their real opinions on the matter at hand

Self-Introduction

The question many interviewees expect is "Tell me about yourself." If you have an elevator speech prepared, this is the time to share it with the interviewer

Students are made familiar with the nature and type of questions asked during the interview phase for better confidence levels. These questions include open, closed, probing, reflective, loaded, hypothetical and leading questions. They are also taught how to conduct themselves during the interview and know the dos and don'ts.

Types of Questions:

The applicant should also be familiar with the nature and type of questions asked during the interview for better confidence levels. These questions include open, closed, probing, reflective, loaded, hypothetical and leading questions. The interviewers try to probe deep into the answers given by the candidate and try to read 'between the lines' for an accurate evaluation of the candidate's over-all personality.

Open Questions – These questions are asked to encourage the candidates to talk broadly about a topic. They engage the candidate in deeper thinking. Examples are:

- Tell us something about yourself.
- What are your views on 'Recession' of the economy?

Closed Questions – Closed questions limit the scope of the response as the candidate is expected to provide specific information or facts. Examples of such questions are:

- What was your major subject in college?
- Do you know Data Processing?

Probing Questions – These questions probe deeper into the responses given by the candidate. For example, after a response that discusses various means and ways to fight 'Recession', the interviewer might ask the probing question "At the same time do you think 'Recession' might help a developing country like India?"

Reflective Questions – These questions are asked to confirm the statements given by the candidate. Some examples are:

- Does that mean that you want the Public sector companies to be locally privatized?
- Does that mean that you have your own reservations about globalization?

Loaded Questions – The main purpose of loaded questions is to judge the candidate's ability to handle difficult and sensitive situations in a balanced manner. Some examples are:

- You are too short. Don't you think this is going to be a handicap for you?
- Do you think reservations should be banned?

Hypothetical Questions – These questions involve a hypothetical situation. They are asked to test the problem-solving, and decision-making skills of the candidate. Some examples are:

- What will you do if you have a difference of opinion with your boss while working on a particular project?
- What would you like to change in your past if given a chance?

Leading Questions – A leading question leads the candidate to a particular desired response. The answer is expected to come very close to the point-of-view of the interviewer. For example:

- Don't you think most of the Indian news channels sensationalize news in order to increase their TRP ratings?
- Don't you think that Indian villages need to be concentrated upon by the government?

Interviewee's questions – An interview is a two-way conversation, so it is legitimate for the candidate to pose relevant questions at appropriate moments and the candidate should prepare these questions before-hand. These questions should help the candidate in bringing out his / her personality and project his / her correct understanding of the job requirements. For example, a student seeking a job might ask “Do you attach any importance to projects taken up as class projects in your evaluation?” The anticipated affirmative answer allows the candidate to show the successful project. The strategy here is to make certain that the interviewer gets all the information that the candidate might consider important. Some more:

- What are the organization's plans for the future?
- What are the advancement opportunities for this position?

Each of these questions sends a positive non-verbal message that the candidate is interested in the position as a long-term commitment.

Frequently Asked Questions

- What can you do for us?
- Do you prefer to work with people or alone?
- How well has your performance in the classroom prepared you for the job?
- How do you feel about working overtime?
- What are the qualities of an ideal boss?
- Do you think that you can lead a team?

Sample Questions and Answering Strategies:

Question :

- Tell me about your strengths and weaknesses

Approach: When asked about a strength, the candidate may mention one of his/her qualifications that is directly related to the specific job and give an example such as, “I am good at working in teams. Last semester, for example I was named to a four-person team to participate

in a project competition which was part of a Tech-fest. We had a tremendous amount of work to accomplish in a very short time, but we all worked together, engaged in intense discussions and provided lot of feedback to each other. Incidentally, we came second in a field of ten teams”.

If the interviewer asks about a weakness, he or she might not be impressed with canned responses like, “I am very tenacious; once I’ve started a project, I won’t relax until I’ve finished it”. A more savvy response would be to honestly identify a weakness i.e. one that is not centered to the success of the hoped for job and follow it up with steps that the candidate is taking to correct the weakness. For example, “In the past I was very nervous about formal presentations to my colleagues or customers, but I’ve joined an institute which specializes in Personality Development and I am gradually getting over this fear”. The candidate should address the weakness part of the question first (and quickly), ending with a discussion of some job related strength.

Question :

→ What position do you expect to hold in five years?

Approach: The candidate should avoid telling the interviewer that he/she aspires for the interviewer’s position. Such a response might not be appreciated even if it is the accurate answer. Instead, the candidate should talk about what he/she hopes to have accomplished by then, the types of increasing responsibility he/she might hope to be given or the opportunity to make a greater contribution to the organization’s efforts.

Question :

→ Tell me about your personal interests?

Approach : The candidate, while answering such a question must bear in mind the vision and mission of the organization. The answer should suit the ‘personality’ of the organization and it should be an honest and middle-of-the road response. The interview is not the time to discuss your preoccupation with music. The hobbies and interests mentioned should help the candidate boost his/her personality. Organizations are looking for well-rounded individuals who enjoy outside interests but at the same time do not let their interest interfere with their jobs. Thus the candidate must be able to perceive what the interviewer wants.

Question :

→ How would you describe yourself ?

Approach : Keep your answer mostly work and career related. This is your chance to introduce your qualifications, good work habits, attributes and achievements that make you a valuable employee.

Question :

→ What was your greatest accomplishment and how did you achieve it?

Approach : Briefly describe the project / projects that made you proud or earned you pats on the back, promotions, pay raises or other commendations. Focus more on achievement than reward.

Question :

→ How do you handle criticism?

Approach : Your answer should be along the following lines: "I always think that it is important to get feedback on how I am performing so that I can improve any areas which my manager/supervisor highlights."

Question :

→ How do you handle pressure and stress?

Approach : Everyone experiences stress; the only difference is in the degree. A good answer may include exercising, relaxing with a good book, socializing with friends or turning stress into productive energy.

Question :

→ Explain how you could overcome a major obstacle.

Approach : The interviewer is likely looking for an example of your problem-solving skills and the pride you show in solving it. Emphasize the skills you used to deal with it, such as organizational and interpersonal skills, perseverance or diplomacy.

Question :

→ What qualifies you for this job?

Approach : Highlight your skills, experience, education and other qualifications, especially those that match the job description well. Avoid just repeating your resume.

Question :

→ Why should we hire you?

Approach : Point out your positive attributes related to this job. Take this opportunity to reveal your organizational skills, positive attitude and confidence –traits that make you an ideal candidate for the position. Restate some of the key aspects of the job and describe how your qualification and their requirements match.

Practice: As part of preparing for the interview, some practice may be taken up by the applicant. This can be done through

- i. Participating in mock interviews.
- ii. Practising the right articulation through audio-visual aids.
- iii. Rehearsing open questions.
- iv. Practising the right body language.
- v. Practising to speak in a strong and clear voice.

Factors that help project a positive image:

Making a good appearance

Avoid bearing flashy outfits

Prefer conventional business colors such as blue, black, brown, navy and gray

Avoid strong perfumes

Relax and be mentally peaceful.

Control nervousness by being well prepared, well equipped and on time

Conducting oneself during the interview:

- Observe the organizational environment.

- Treat everyone you meet with courtesy.
- Maintain an air of formality.
- When shown the room, greet the interviewers by name, with a firm handshake, direct eye contact and a smile and thank them before leaving the room.
- Address the interviewer as 'Mr.' or 'Ms'
- Wait until you are asked to be seated.
- Use the right body language and be aware of the non-verbal signals.
 - Sitting with feet planted firmly on the floor.
 - Leaning forward a bit in one's seat to show interest.
 - Maintaining comfortable eye-contact with the interviewer/ interviewers.
- Avoid taking notes except perhaps for a specific name, date or telephone number.
- Recognize that certain parts of the office are off-limits – Do not rest your hands, purse or notes on the desk.
- Show interest in everything the interviewer is saying.
- Don't give monosyllabic answers.
- Control nervousness.
- Speak carefully, clearly, confidently and slowly with appropriate pauses – Project yourself as a calm and collected personality.
- Display the right attitude – a blend of confidence and courtesy.
- Do not interfere or argue and let the interviewer lead the interview.
- Do not lie.
- Don't try to oversell or undersell yourself.
- If an area in which you are strong in terms of qualifications is ignored by the interviewer, you can volunteer such information and work it into your responses.
- Good manners and positive attitude define one's personality. So, be polite, flexible, tactful and interested. Many a time, it is the attitude that wins a position more than competence.
- Evaluation might rest on parameters like education and experience, mental qualities, manner and personal traits and appearance.

The Post-interview Phase:

After the interview, the candidate is expected to conduct a self appraisal of his/her performance. This exercise will help for a better performance in the future. One can also reevaluate one's resume in terms of revising, adding or deleting information. One is expected to take the time to send the interviewer or interviewers a short thank- you note or email message as a gesture of courtesy. If no news arrives from the organization by the deadline, the candidate may telephone or email the interviewer for a status report .

Exercise

Students watch a video recording of an interview and write conversation of interview and also submit the supporting material in the form of photos and video recording in the coming lab session.

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students are given for practice in the class should be written in the record.

Exercise: Students need to submit a print out of their Resume and submit the record in the next lab session.

II SESSION

Syllabus - Personal interviews of the candidates

Theory**Personal interview**

Personal interview plays a critical role in the selection process of the company. Personal interview is conducted by the human resource department of the company. Some of the areas you may be evaluated on the personal interview are:

- Communication skills
- Reasoning ability
- Leadership abilities
- Assertiveness
- Flexibility
- Nurturing ability

- Creativity
- Ability to receive and give constructive criticism
- Stress management
- Ability to motivate oneself
- Time, resourcefulness and priority management skills
- Personality - inner and outer beauty.

Sample interviews through software are provided to students.

Body language and the other parts of non-verbal communication are taught.

Practice

Mock interviews will be conducted in the class based on some job notifications picked up from news papers and websites. . Each batch of 20 students is divided into groups of 4 students, three are on the interview panel as evaluators and the fourth student is the interviewee. Each student gets 10 minutes time . Every student in turn participates as an evaluator and also as an interviewee. Students participate in interviews and make a video recording and put it on a CD.

Exercise

Students will form into teams different from the practice groups. They are given a list of frequently asked questions. They practice mock interviews and record them.

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students are given for practice in the class should be written in the record.

Exercise: Students need to submit a transcript of the mock interview and submit the record in the next lab session.

III SESSION

Syllabus- Interview through tele and video conferencing

The entire session is divided into two parts: Part-A and Part-B

Part – A

Syllabus –Interview through Teleconference

Theory

A **teleconference** is a telephone meeting among two or more participants involving technology more sophisticated than a simple two-way phone connection.

Although face-to-face interview is still the most common interview format, interviews also take place through alternative formats which include interview through Tele and video conferencing.

A teleconference call is a meeting of three or more people, at least some of whom are in different locations, who communicate over telephone.

The telephone interview has a fixed structure. The number of interviewers may vary from one to eight. The chairperson of the selection committee introduces the members of the committee to the candidate. Then each expert introduces himself/herself and asks questions.

The following suggestions will help improve telephone interview skills:

- All the relevant interview techniques and strategies discussed earlier can be applied here too.
- The candidate should ensure that there are no distractions during the telephone interview.
- A note-pad and a pen are essential to take down the names of the candidates and they should be referred to by name throughout the interview.
- Each member of the panel should be greeted when he/she asks the first question.
- The candidate should take care to keep the required documents close for easy reference.
- The candidate should thank the interviewer before the next interviewer begins questioning.
- Telephone etiquette must be observed and the voice should be clear and distinct.
- As facial expressions and gestures cannot be revealed, the candidate should make the best use of his/her voice with the right articulation.

Inputs required for teleconferencing are provided.

The inputs include: body language, theoretical inputs on conducting oneself during the interview, factors that help project a positive image, the mode of conducting teleconferencing, etc .Evaluation sheets are given for peer feedback.

Practice

Students are instructed to bring their smart phones to the class. One faculty member from the core department is identified who conducts a telephonic interview on the topic of their project. These sessions are recorded with the help of a video camera. Students participate in teleconferences. CDs containing the recording of the interviews are submitted along with the record during the coming lab session.

Part – B

Syllabus - Interview through Videoconference

Theory

- **Videoconference** is conducted by a set of telecommunication, which allows two or more locations to communicate by simultaneous two-way video and audio transmissions.

Interview through videoconferencing:

A video conference is an interactive meeting between two or more people using video link-ups at two or more sites.

- Interview through video conferencing is very similar to a face-to-face job interview because the interviewers can watch the candidate answering questions and can assess the candidate's behavior and non-verbal gestures.
- Some organizations prefer to have screening and situational interviews through video conferencing.
- The video conferencing interview also has a fixed structure.
- The number of interviewers may vary from one to eight and the chairperson introduces the members of the selection committee.
- Each of the interviewers asks questions.
- The candidate may apply similar techniques of a face-to-face interview.
- The candidate is required to wait for the camera to focus on him/her before beginning to speak.
- Sudden and unnecessary gestures and movements should be avoided.
- The candidate should rely more on his/her voice than on the hands.

Thus the candidate should use the right strategies and keep the desired job firmly in mind and formulate each answer so as to highlight his/her ability to perform the desired job competently.

Inputs required for video conferencing are provided.

The inputs include: body language, theoretical inputs on conducting oneself during the interview, factors that help project a positive image, the mode of conducting video conferencing, etc.

Evaluation sheets are given for peer feedback.

Practice

One computer in the AECS lab needs to have a web camera and software like SKYPE, IMO, HANGOUT etc. One faculty member from the core department is identified who conducts a videoconference interview on the topic of their project. The computer in the core department also needs to have similar facilities. These sessions are recorded with the help of a video camera. Students participate in videoconference interviews. CDs containing the recording of the videoconference interviews are submitted along with the record during the coming lab session.

Exercise

- Students participate in video conferences.
- CDs containing the recording of the video conferences are submitted along with the record during the coming lab session.

Procedure for writing the record:

Introduction: Students have to introduce the topic and its objective.

Theoretical Inputs: What are the sub-units included in this topic and their importance.

Practice: The topic the students are given for practice in the class should be written in the record.

Exercise: Students need to submit a transcript & recording of the interview and submit the record in the next lab session.

Teacher's Evaluation Sheet

Group	H.T. No.	Name of the student	Language (2.5)	Expression (2.5)	Interaction (2.5)	Body language(2.5)	Total(10)

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Interview Panel's Evaluation Sheet

S.No.	H.T. No.	Name of the student	Subject Knowledge (2.5)	Expression (2.5)	Attitude (2.5)	Body language(2.5)	Total(10)

Scale: a) 3 = Good b) 2= Average c) 1= Poor

Evaluation sheet for peer feedback

H.T. No.	Name of the student	Interaction (2)	Subject Knowledge (2)	Expression (2)	Attitude (2)	Body language(2)	Total(10)

Scale: a) 3 = Good b) 2= Average c) 1= Poor

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Software

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2. Globarena software
3. K-Van Software
4. Oxford Advanced Learner's Compass, 7th Edition - CD
5. train2success.com - Preparing for being interviewed - CD
6. train2success.com - Interview skills - CD
7. train2success.com - Positive Thinking - CD
8. train2success.com - Team Building - CD
9. train2success.com - Decision making - CD

ADDITIONAL UNITS

NON-VERBAL COMMUNICATION

Get in touch with the way the other person feels: Feelings are 55percent body language, 38 percent tone, and 7 percent words.

Objectives

- To instill an awareness of the nuances of body language
- To complement the verbal communication

The two main aspects of communication are verbal and non-verbal communication. If verbal communication deals with words, sentences or spoken expressions, non-verbal language constitutes body movements, gestures and facial expressions. (Body language forms a very important part of our day to day communication. It expresses our inner feelings our conflicts and our attitudes)

Body Language

Body language includes eye contact facial expression, gestures, posture and body movements. Experts say that very little of our communication in everyday matters takes place through actual words. Most important are gestures, the tone and the facial expressions. As non-verbal communication expresses individual emotions, social attitudes and feelings, it can convey more meaning than spoken words. Different non-verbal cues may suggest different meanings. We may annoy, displease a colleague, irritate a teacher or superior or even lose a business deal. As culture, social class, age, occupation, ethnic background and communication contexts influence non-verbal forms of communication, we must be very careful while using non-verbal messages.

FACIAL EXPRESSION

Facial expression refers to the use of eyes, eyebrows, fore head, and mouth. Facial expression is another dimension of body language. Like a positive eye contact, positive and appropriate facial expression adds meaning and helps to improve the effectiveness of a verbal message.

The following suggestions may be borne in mind.

- Facial expressions must be kept natural
- Positive facial expressions should be used. A good smile helps to make the atmosphere friendly. It indicates good will and shows that the speaker is a positive and pleasant person.
- However he/she should not smile constantly and contradict his/her message.
- Facial expression should be consistent with the verbal message, i.e. facial expression and content should match.

EYE CONTACT

Our eyes are usually a mirror of our truest and innermost feelings, that is why we normally distrust people who do not maintain eye contact while telling us something, where as we believe those who look directly at us. Since the eyes are probably the most accurate predictor of our feelings and attitudes, we should know how to use good or positive eye contact.

Good or positive eye contact improves the effectiveness of a verbal message during oral interaction.

- Maintain eye contact while listening to someone. This will indicate you are paying attention to what the person is speaking.
- Use eye contact to show sincerity and confidence. Do not speak while looking at your feet. This means that you are either too shy or telling lies.
- If there is more than one listener as in the case of a meeting, group discussion, oral presentation, the speaker should look at all the listeners giving each of them equal importance.
- Do not stare at a person.

GESTURES

A gesture is a visibly bodily action that may express implicit meaning. It refers to the use of fingers, hands and arms for expression. Positive and appropriate gestures can make us better oral communicators.

The following suggestions may help us in this regard:

- Gestures should be normal/natural.
- Avoid using gestures to express negative feelings. Such feelings should be expressed verbally. For example, if we have to say 'NO' we should not use fingers or shake our heads to express it. Such -ve gestures could be very annoying for some people.
- Use positive gestures.
- Do not reflect nervous mannerisms
- Do not use fingers too often
- Use hands and arms very carefully and effectively.
- While using gestures, be sure that they are consistent with the verbal message and there is no contradiction
- Learn the cultural patterns of physical gestures to avoid cross cultural misunderstandings.

POSTURE AND BODY MOVEMENTS

Your posture talks about your personality. It may tell that you are a bold, confident and dynamic person or a timid, submissive and servile person. Use your posture and body movements to reflect self confidence, maturity, alertness and physical stamina.

Appropriate posture and body movements may reflect positive personality traits such as maturity, confidence, alertness and physical stamina and fitness.

DISTANCE AND POSITIONING

In our day- to- day life, very often our attitude is signified by spaces we occupy – both in relation to others and ourselves. We stand in particular places, occupy particular chairs and maintain specific distances vis-a-vis specific people.

Space or distance can, in general, be divided into the following broad categories.

1. Intimate distance
2. Personal distance
3. Social distance
4. Public distance

EXAMPLES OF NON-VERBAL EXPRESSIONS AND THE EMOTIONS THEY SUGGEST

Non-verbal form	Non-verbal Cue	What does it suggest?
a) Eye contact	- Sustained eye contact - brief eye contact - avoiding eye contact	- Trust, admiration, stress - nervousness, fear - shyness, lack of sincerity
b) Facial expression	- Raising eyebrows - Lowering eyebrows - Furrowed forehead - Open mouth - Swallowing - Frowning	- Surprise, question curiosity - Acceptance, submission - Anger - Shock - Nervousness - Anger, displeasure
c) Posture and body movements	- Leaning towards A speaker/listener - Pulling away/leaning back	- Interest - Fear, anger, distrust

BASIC ETIQUETTE

Objectives

- To recognize the importance of proper etiquette
- To understand the elements and characteristics of proper etiquette.

Webster defines it as “the forms, manners, and ceremonies established by convention as acceptable or required in social relations, in a profession or in official life”

Etiquette is respect, good manners, and good behavior. It is not just each of these things, but it is all of these things rolled into one.

We will focus on five elements of behavior: Work Etiquette, Meeting People, Telephone Etiquette, Dining Etiquette, and Correspondence Etiquette.

1. **Work Etiquette:** The following principles show proper etiquette., they include all aspects of the work environment.

1. Be punctual. Arrive to work, college on time. Complete work assignments on time.
2. Be polite, pleasant and courteous.
3. Utilize effective listening skills to discover appropriate behavior. Pay attention to the way things are done.
4. Understand the unwritten rules of business.
5. Appear as professional as possible. Being well groomed and clean is essential. Dress for the occasion.
6. Adopt a can-do attitude. Those who accept challenges and display creativity are valuable.
7. Be flexible. By remaining flexible and implementing change you gain a reputation as cooperative.
8. Give credit to everyone who made a contribution to a project or event.
9. Don't differentiate people by position.

2. **Meeting People:** When meeting people, both your nonverbal and verbal behavior helps to define your social skills. Using effective handshake, good eye contact and making proper introductions show correct etiquette

- a. Handshake is vital in social situations.
 1. Develop a comfortable handshake and keep it consistent.
 2. Handshake should neither be too hard nor too soft.
 3. Make a solid connection of the web skin between the thumb and forefinger.
 4. The host or person with the most authority usually initiates the handshake.
- b. Eye contact is another critical factor when meeting people.
 1. Eye contact increases trust.
 2. It shows confidence and good interpersonal skills
 3. Eye contact shows respect for the person and business situation.
- c. Proper introductions help to establish rapport when meeting people.
- d. Authority defines whose name is said first. Say the name of the most important person first and then the name of the person being introduced.

Tips to follow

- Keep the introduction basic
- Remember names for future reference
- Provide some information about the people you are introducing to clarify your relationship with that person
- Keep notes on people in order to follow-up both personally and professionally

3. Telephone Etiquette: When speaking on the telephone, proper etiquette is just as important as when you meet someone in person.

- a. How you conduct yourself on the telephone tells others as much about you as face to face interactions.
- b. Always try to return your calls on the same day.
- c. Keep conversations to the point.
- d. Do not keep someone on hold for more than 30 seconds.
- e. Always leave your phone number if you ask for someone to call you back.
- f. Maintain a phone log to refer back to, for valuable information.
- g. Listening is essential whether in person or on the phone.

4. Dining Etiquette: In today's world a tremendous amount of business is conducted at the dinner table. Whether at home or in a restaurant, it is important to have a complete understanding of how to conduct yourself when entertaining or being entertained.

Anxiety while dining can be reduced by following guidelines on how to order your meal, what utensils to use and how to use them and knowing proper table etiquette

- a. Knowing guidelines on what to order will help relieve dining anxiety.
 - When possible let the host take the lead
 - Ask for suggestions/recommendations
 - Do not order the most expensive or the least expensive item on the menu
 - Avoid foods that are sloppy or hard to eat
- b. Choosing the correct crockery is not as difficult as it may first appear. Knowledge of a formal table setting will allow you to focus on the conversation rather than what utensil to use.

Note: Even though in Indian settings we do not use the table manners as given below knowledge of these things has become a necessity because of the advent of MNCs and spreading of foreign culture.

- Eating utensils are used from the outside in. Dessert forks/spoons are placed at the top of the plate

- Everything to your right you drink. Everything to your left you eat.
- Proper table manners will increase your confidence and promote your ability to show your skills in handling social situations.

Napkin Etiquette

- Place the napkin on your lap immediately after the last person has been seated at your table.
- Do not shake it open
- If the napkin is large put the fold toward your waist
- If you must leave the table during the meal, be sure to put the napkin on your chair or to the left of your plate.
- When you are finished eating, place the napkin to the right of the plate.

Passing the Food

- Always pass to the right
- It is ok to pass to your immediate left if you are the closest to the item requested
- Always pass the salt and pepper together
- Ask the person nearest to what you want to pass the item after they have had it themselves

Eating

- Begin eating only after everyone has been served
- Bring food to your mouth, not your mouth to the food
- Chew with your mouth closed
- Always scoop food away from you
- Do not leave a spoon in the cup; use the saucer or plate instead
- Cut food one piece at a time
- Do not smoke while dining out
- Do not use a toothpick
- Do not talk with your mouth full
- Take small bites, so you can carry on a conversation without the delay of chewing and swallowing large amounts of food

5. Correspondence Etiquette

Whether you have just met someone, or have known the person for some time, it is important to follow-up meetings with written correspondence.

Write a follow-up letter/thank you note within 48 hours.

- Whether a handwritten note or formal letter, always follow guidelines for writing effective business letters

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