UNIVERSITY OF MADRAS
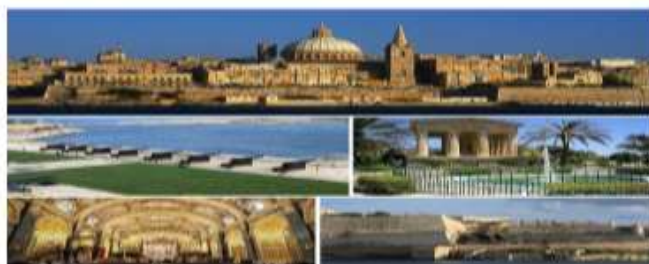
SOFT SKILLS – PROFESSIONAL ENGLISH FOR ARTS AND SOCIAL SCIENCES

ENGLISH FOR ARTS AND SOCIAL SCIENCES

TAMIL NADU STATE COUNCIL FOR HIGHER EDUCATION (TANSCHE)

SYLLABUS

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

(Outcomes based on guidelines in UGC LOCF – Generic Elective)

NB: All four skills are taught based on texts/passages.

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions
-     Listening to Instructions

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Listening: Listening to audio text and answering questions
- Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-
Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast
Paragraph-Sentence Definition and Extended definition-

2

Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists / Inventors in fields
(Subject specific)

Speaking: Brainstorming. (Mind mapping).
Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations
Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages –Note making.
Comprehension: Motivational article on Professional Competence,
Professional Ethics and Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIVERSITY OF MADRAS

SOFT SKILLS – PROFESSIONAL ENGLISH FOR COMMERCE AND MANAGEMENT

PROFESSIONAL ENGLISH FOR COMMERCE & MANAGEMENT

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Writing: Developing a story with pictures.
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3

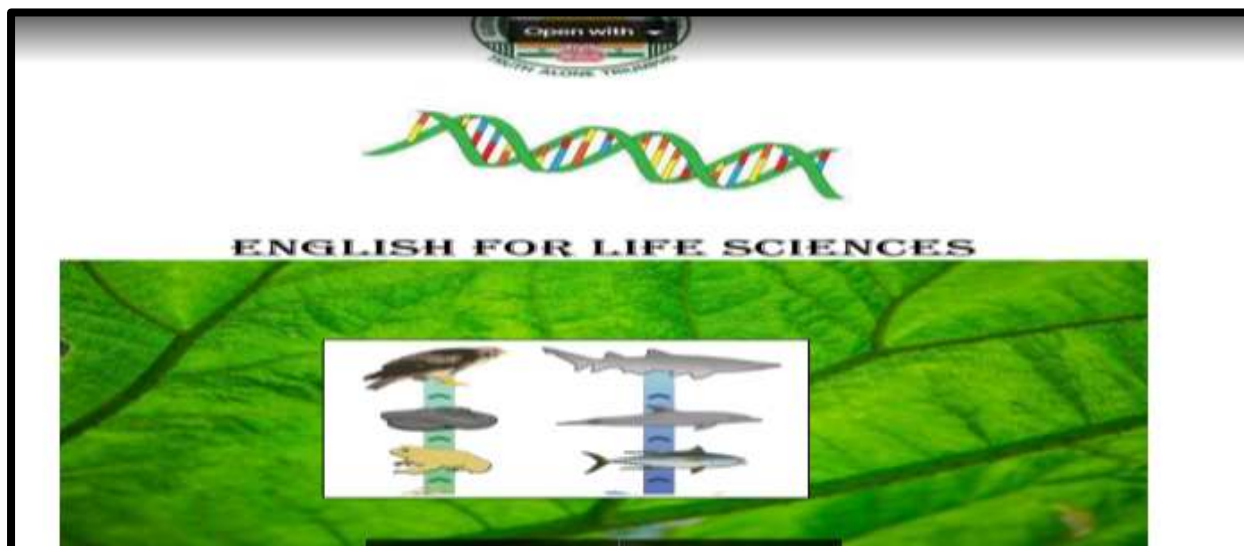**Reading**: Comprehension passages –Note making.
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UNIVERSITY OF MADRAS

SOFT SKILLS – PROFESSIONAL ENGLISH FOR LIFE SCIENCES

ENGLISH FOR LIFE SCIENCES

TAMIL NADU STATE COUNCIL FOR HIGHER EDUCATION (TANSCHE)

PROFESSIONAL ENGLISH FOR LIFE SCIENCES

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
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UNIVERSITY OF MADRAS

SOFT SKILLS – PROFESSIONAL ENGLISH FOR BSc PHYSICAL SCIENCES

PROFESSIONAL ENGLISH FOR B.SC. PHYSICAL SCIENCES
UNIT – I– COMMUNICATION

LISTENING

❖ **Aim**: Learning new concepts, new words, expressing and sharing further information, foreign words, the meaning words, and contextual usage of the underlying scientific terms. Learners will develop their skills in comparing, contrasting, skimming, and scanning, predicting will be activated as they are necessary for learning

Pre-Task: New Words or Concepts introduced / Vocabulary Enhancement

Given below are some of the key words that you will come across in the texts in the Unit. Talk to your partner and sort out their meanings. Your teacher will then check the meanings with the class as a whole.

Raman Effect	Spectroscopy
scattering	Raman scanner
crystal structure	Diffraction
Substances	Ultrasonic
Molecules	Hypersonic frequency
Optics	Infra-red
Acoustics	Crystal dynamics
Optics of colloids	Iridescent substances
Electrical and magnetic anisotropy	Physiology of human vision
Radiation effect	Vibrations

Water has no colour, then why does the sea look blue?

SOURCE PASSAGE 1 :The Indian Scientist who found why the sea is blue?

A glass of water has no colour. But a deep sea with the same water is a brilliant blue. Why is this so? This was the question that CV Raman asked himself in 1921 on seeing the colour of the Mediterranean Sea from a ship. He immediately began to conduct experiments on board the ship using some simple instruments he had with him. At that time, scientists believed the sea was blue because it reflected the colour of the sky, but Raman found that it was the water itself that caused blue light to scatter more than other colours in light.

Raman returned from his visit to England and Europe and started experiments to study how light behaved when it passed through various substances. On February 28, 1928, one of the experiments gave a clear result. Light of only one colour was

passed through a liquid, but the light that emerged had small traces of another colour. This meant that the molecules in the liquid were changing the colour of some of the light passing through it. The discovery created a sensation around the world and was named the Raman Effect. In 1930, CV Raman became the first person from Asia to be awarded a Nobel prize in any field of science. The date of the discovery, February 28, is now celebrated as National Science Day in India. The Raman Effect has been very useful in many areas of science. It was found that when light was passed through a substance, a series of colours were seen that could be thought of as anger print of the substance. This idea has been used in chemistry, medicine, biology and many other areas of science. It is called Raman Spectroscopy.

Recently, people have used the idea to make a device called Raman Scanner. It can be pointed at a substance to tell what it is. Police have begun to use this scanner to find out if people are carrying banned substances. Simply brilliant, Raman was a man of extraordinary ability. He passed his tenth standard when he was just 11 years old. At 13 he had a degree, with gold medals in Physics and English. By the time he was 19 he had an MA. Professors at college used to allow him to skip classes because they knew he didn't need them. In addition to being brilliant, Raman was also intensely curious about the world around him. We saw how his curiosity about the colour of the sea led to the discovery of the Raman Effect. Similarly, his curiosity led to a wide ranged of experiments the world over. In England, he was

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Recently, people have used the idea to make a device called Raman Scanner. It can be pointed at a substance to tell what it is. Police have begun to use this scanner to find out if people are carrying banned substances. Simply brilliant, Raman was a man of extraordinary ability. He passed his tenth standard when he was just 11 years old. At 15 he had a degree, with gold medals in Physics and English. By the time he was 19 he had an MA. Professors at college used to allow him to skip science classes because they knew he didn't need them. In addition to being brilliant, Raman was also intensely curious about the world around him. We saw how his curiosity about the colour of the sea led to the discovery of the Raman Effect. Similarly, his curiosity led to a wide range of scientific work. On his 1921 trip to England he was taken to St. Paul's Cathedral. Raman became so excited by the whispering gallery there that he performed some experiments and wrote scientific papers about it. As a child, Raman had seen his father play the violin. Much of his life's research work was about the science behind music. He also investigated the effect of sound on light and the structure of crystals. His collection of crystals is preserved at the Raman Research Institute in Bangalore.

Chandrasekhara Venkata Raman was born at Tiruchirappalli in Southern India on November 7th, 1888. His father was a lecturer in mathematics and physics and so from a very young age Raman was was immersed in an academic atmosphere. He joined Presidency College, Madras, in 1902, and in 1904 passed his B.A. examination, winning the rest place and the gold medal in physics; in 1907 he completed his graduation with a distinction. His earliest research was in optics and acoustics – the two ends of investigation to which he dedicated his entire career – were carried out while he was a student. At that time a scientific career did not appear to present the best possibilities, CV Raman joined the Indian Finance Department in 1907; though the duties of his office took most of his time, Raman found opportunities for carrying on experimental research in the laboratory of the Indian Association for the Cultivation of Science at Calcutta (of which he became Honorary Secretary in 1919).

In 1917 he was offered the newly endowed Palit Chair of Physics at Calcutta University, and decided to accept it. After 15 years at Calcutta he became Professor at the Indian Institute of Science at Bangalore (1933-1948), and in 1948 he was made the Director of the Raman Institute of Research at Bangalore, established by

Editor.

Raman sponsored the establishment of the Indian Academy of Sciences and served as its first President since its inception. He also initiated the Proceedings of that academy, in which much of his work has been published. He was also the President of the Current Science Association, Bangalore, which publishes Current Science (India). Some of Raman's early memoirs appeared as Bulletins of the Indian Association for the Cultivation of Science (Bull. 6 and 11, dealing with the

"Maintenance of Vibrations"; Bull. 15, 1918, dealing with the theory of the musical instruments of the violin family). He contributed an article on the theory of musical instruments to the 8th Volume of the Handbuch der Physik, 1928.

In 1922 he published his work on the "MolecularDiffraction of Light", the first of a series of investigations with his collaborators which ultimately led to his discovery, on the 28th of February, 1928, of the radiation effect which bears his name, the Raman effect ("A new radiation", Indian J. Phys., 2 (1928) 387), and which got him the Nobel Prize in Physics in 1930. Other investigations carried out by CV Raman were: his experimental and theoretical studies on the diffraction of light by acoustic waves of ultrasonic and hypersonic frequencies (published 1934–1942), and those on the effects produced by X-rays on infrared vibrations in crystals exposed to ordinary light.

In 1948 Raman, through studied the spectroscopic behaviour of crystal. His laboratory was dealing with the structure and properties of diamond, the structure and optical behaviour of numerous iridescent substances (labradorite, pearly felspar, agate, opal, and pearls). Among his other interests were the optics of colloids, electrical and magnetic anisotropy, and the physiology of human vision. Raman was honoured with a large number of honorary doctorates and memberships of scientific societies. He was elected a Fellow of the Royal Society early in his career (1924), and was knighted in 1929. Sir Chandrasekhara Venkata Raman – died on November 21, 1970.

21, 1970.

Resource: https://www.myindiamyglory.com/2018/07/12/raman-effect-how-indian-scientist-cv-raman-discovered-why-sea-is-blue/

TASK 1: Listen to the audio and answer the given questions

Classify the following terms as devices, concepts or processes in the table

Raman Effect, Scattering, Crystal Structure, Acoustics, Optics of colloids, Prism, Diffraction

Device	Process	Concept

TASK 2: Listen and give specific informationon the terms given :

1Spectroscopy
2Raman effect
3Raman scanner
4.Diffraction
5.Ultrasonic
6.Hypersonic frequency
7.Infra-red
8.Crystal dynamics
9.Iridescent substances
10.Diffraction

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9.Iridescent substances
10.Diffraction

Task 3: Match the following:

Crystal Dynamics - a frequency above the human ear's audibility limit
Hypersonic - the vibrational movement of atoms in the solid state
Ultrasonic - Speed of more than 5 Mach
Optics - concerned with the properties of sound.
Acoustics - studies the behaviour and properties of light

Task 4:Fill in the blanks with suitable words from the choices given in the bracket

(Prism, Matter, Radiation, Light, Interaction)

Spectroscopy - is the study of the ------ between ------ and electromagnetic ------via electron **spectroscopy**, atomic **spectroscopy**. Historically, **spectroscopy** originated through the study of visible ------ dispersed according to its wavelength, by a -------.

SPEAKING

Source Passage 1: Tipu Sultan – The Original Rocket Man of India

Pre-Task: Learning New Words and Concepts.

Weaponise : adapted for use as a Weapon

Incorporate: to include something within something else

Nozzle : a cylindrical spout at the end of a pipe

Deployed : to move into position for military action

Disarray : a state of Disorganization

Aerospace :operating aircraft/spacecraft

Biographer: a person who writes an account of someone's life

Craftsmen: a person who is skilled in craft

Armoury : a place where weapons are kept

Bursting : break open or apart suddenly and violently

Paranoia : a thought process which is influenced by anxiety

SOFT SKILLS

University of Madras
Choice Based Credit System (CBCS)

Regulations for Courses on Soft Skills

Common to all UG and 5 year Integrated Programmes of the Affiliated

Non-autonomous Colleges (w.e.f 2012-13)

1. **General Objectives**

Courses on Soft skills are intended to improve the communication skills enrich personality development, Computing skills, Quantitative aptitude and knowledge of Foreign language of the students. These courses are intended to enhance the employability of the students. The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students.

2. Eligibility for the Award of the Degree

A candidate shall be eligible for the award of the degree only if he/she has undergone the prescribed courses on Soft Skills

For three year UG degree Programme, a candidate must undergo a minimum of 4 courses with a total of 12 credits (4 x 3=12 credits). Students can undergo more than 4 Soft skill courses and the best of 4 courses will be considered for grading.

The Students enrolled in 5 year Integrated programme must under go additional courses for 8 credits and a summer Internship of 2 credits.

3. Examinations

Examinations for the courses on soft skills will be held along with the semester examinations of the core and elective courses.

4. Courses on Soft Skills and Scheme of Examination

The Courses on Soft Skills may be offered at the College/Institutional level in a fixed time slot for all students. Students of all departments must be allowed to choose any of the approved Soft Skill courses. All the courses will be offered in all semesters. If the demand for a course is less than 20 (students) in a college/institution, the course need not be offered.

A candidate shall not choose a course on Soft Skills closely related to his/her UG degree programme. The Chairperson /Board of Studies will identify courses on Soft Skills related to the major field of study (Example: A Computer Science student will not be permitted to choose Soft Skill courses on computer skills).

5. Scheme of Examination:

Paper	Name of the Course	Semester	Instruction Hours per week	Credits	Examination Duration (hours)	Max Marks CIA	Max Marks External	Course to be taught by
Language and Communication								
1	ESSENTIALS OF LANGUAGE AND COMMUNICATION - Level- I	All Semester	2	3	3	50	50	English faculty
2	ESSENTIALS OF LANGUAGE AND COMMUNICATION - Level- II	All Semester	2	3	3	50	50	-do-
3	ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS - Level- I	All Semester	2	3	3	50	50	-do-
4	ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS - Level - II	All Semester	2	3	3	50	50	-do-
5	TECHNICAL WRITING AND PRESENTATION	All Semester	2	3	3	50	50	-do-

	Personality Enrichment							
6	PERSONALITY ENRICHMENT LEVEL – I	All Semester	2	3	3	50	50	Psychology faculty
7	PERSONALITY ENRICHMENT LEVEL – II	All Semester	2	3	3	50	50	-do-
	Computing Skills							
8	COMPUTING SKILLS - Level - I	All Semester	2	3	3	50	50	Computer Science (or) Computer Application faculty
9	COMPUTING SKILLS - Level – II	All Semester	2	3	3	50	50	-do-
10	FRENCH - LEVEL – I	All Semester	2	3	3	50	50	Qualified French Faculty
11	FRENCH - LEVEL – II	All Semester	2	3	3	50	50	-do-
12	GERMAN - LEVEL - I	All Semester	2	3	3	50	50	Qualified German Faculty
13	GERMAN - LEVEL - II	All Semester	2	3	3	50	50	-do-
14	QUANTITATIVE APTITUDE	All Semester	2	3	3	50	50	Mathematics faculty
15	*Effective Presentation Skills for Physically challenged (Deaf) (Practical)	All Semester	2	3	3	50	50	
16	*Skills in Communication for the Physically challenged (Deaf) (Practical)	All Semester	2	3	3	50	50	
17	*Basic writing skills in Tamil for Physically challenged (Deaf) (Practical)	All Semester	2	3	3	50	50	
18	*Technical Writing Skill for physically challenged (Deaf)	All Semester	2	3	3	50	50	

*Papers prescribed specifically for hearing impaired students of UG and Five year Integrated Courses

6. (A) Continuous Internal Assessment (CIA) – 50 marks

The break up of Continuous Internal Assessment (CIA) is as follows:

S.No	Courses	Written Test	Oral Test	Seminar /Presentation	Assignment / Term paper	Practical / General Discussion/	Total marks
1	ESSENTIALS OF LANGUAGE AND COMMUNICATION - Level- I	10	10	10	10	10	50
2	ESSENTIALS OF LANGUAGE AND COMMUNICATION - Level- II	10	10	10	10	10	50
3	ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS - Level- I		20	10	10	10	50
4	ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS - Level - II		20	10	10	10	50
5	TECHNICAL WRITING AND PRESENTATION	10	10	10	10	10	50
6	PERSONALITY ENRICHMENT LEVEL – I	10	10	10	10	10	50
7	PERSONALITY ENRICHMENT LEVEL – II	10	10	10	10	10	50
8	COMPUTING SKILLS - Level - I					50	50
9	COMPUTING SKILLS - Level - II					50	50
10	FRENCH - LEVEL – I	20	15	-	15	-	50
11	FRENCH - LEVEL – II	20	15	-	15	-	50
12	GERMAN - LEVEL - I	20	15	-	15	-	50
13	GERMAN - LEVEL - II	20	15	-	15	-	50
14	QUANTITATIVE APTITUDE	20	10	10	10	-	50

(B) **University Examination (50 marks)**

A written examination for 3 hours for 50 marks will be conducted along with the Core and Elective course examinations. The papers will be evaluated as per the existing procedure followed for Core and Elective courses.

7. **REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTER:**

(i) Candidates shall register their name for the First Semester Examination after the admission in the U.G. courses.

(ii) Candidates shall be permitted to proceed, from the First Semester up to Final Semester irrespective of their failure in any of the Semester examinations subject to the condition that the candidates should register for all the arrear subjects of earlier semesters along with current (subsequent) semester subjects.

(iii) Candidates shall be eligible to go to subsequent semester, only if they earn, sufficient attendance as prescribed therefore by the Syndicate from time to time.

(iv) Provided in the case of candidate earning less than 50% of attendance in any one of the semesters due to any extraordinary circumstance such as medical grounds. Such candidates who shall produce Medical Certificate issued by the Authorised Medical Attendant (AMA), duly certified by the Principal of the College, shall be permitted to proceed to the next semester and to complete the course of study. Such candidate shall have to repeat

(v) the missed semester by rejoining after completion of final semester of the course, after paying the fee for the break of study as prescribed by the University from time to time.

8. **PASSING MINIMUM:**

A candidate shall be declared to have passed:
(a) There shall be no Passing Minimum for Internal.
(b) For External Examination, Passing Minimum shall be of 40% (Forty Percentage) of the maximum marks prescribed for the paper
(c) In the aggregate (External +Internal) the passing minimum shall be of 40%.
(d) He/She shall be declared to have passed the whole examination, if he/she passes in all the papers and practicals wherever prescribed / as per the scheme of examinations by earning 140 CREDITS in Parts –I, II, III, IV & V. He /She shall also fulfill the extension activities prescribed earning a minimum of I Credit to qualify for the Degree.

9. CLASSIFICATION OF SUCCESSFUL CANDIDATES FOR SOFT SKILL PAPER:

There will be separate grading, weighted overall grade point and classification (First, Second and Third Class) for the Courses on Soft Skills.

Successful candidates passing the examinations for Core Courses together and securing the marks (i) 60 percent and above (ii) 50 percent and above but below 60 percent in the aggregate of the marks prescribed for the Soft skill courses together shall be declared to have passed the examination in the **FIRST and SECOND** Class respectively. All other successful candidates shall be declared to have passed the examinations in the **Third Class**.

Successful Candidates who obtain 75% of the marks in the aggregate (CIA + External) shall be deemed to have passed the examination in **First Class with Distinction**, provided they pass all the examinations (theory and practical papers), prescribed for the soft skill course in the First appearance.

10. GRADING SYSTEM:

As followed in the other Under-graduate degree papers

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University of Madras
Choice Based Credit System (CBCS)

Syllabus for Courses on Soft Skills
Common to all UG and 5 year Integrated Programmes of the Affiliated
Non-autonomous Colleges (w.e.f 2012-13)

1. Essentials of Language and Communication – Level I

Unit I
Recap of Language Skills – Speech, Grammar, Vocabulary, Phrase, clause, sentence,
Punctuation.

Unit II
Fluency building
What is fluency – Why is fluency important – Types of fluency – Oral fluency – Reading fluency
– Writing fluency – Barriers of fluency – How to develop fluency.

Unit III
Principles of communication: LSRW in communication.
What is meant by LSRW Skills – Why it is important – How it is useful – How to develop the
skills?
Oral – Speaking words, articulation, speaking clearly.
Written communication – Generating ideas/ gathering data organizing ideas, Setting goals, Note
taking, Outlining, Drafting, Revising, Editing and Proof reading.
Non verbal communication – Body language, Signs and symbols, Territory/Zone, Object
language.

Recommended Texts:
Hewing, Martin. 1999. Advanced English Grammar: A Self-study Reference and practice
Book   for South Asian Students. Reprint 2003. Cambridge University Press. New Delhi.

Lewis, Norman. 1991. Word Power Made Easy. Pocket Books.

Hall and Shepherd. The Anti-Grammar Book: Discovery Activities for Grammar Teaching
Longman.

Powell. In Company. MacMillan.

Cotton, et al. Market Lader. Longman.

2. Essentials of Language and Communication – Level – II

Unit-I
Speaking Skills
Formal and Informal Conversation – Conversation in the work place – Interviews – Public Speech – Lectures.

Unit – II
Listening Skill
Comprehending – Retaining – Responding – Tactics – Barries to Listening – Overcoming listening barriers – Misconception about listening.

Unit – III
Reading Skill
Acquiring reading – Reading Development – methods teaching – Reading difficulties.

Unit – IV
Writing skill
Note-making – CV's – Report writing, copy writing, Agenda – Minutes – Circular – Essay writing on any current issues – paragraph – Essay writing, Writing Research papers – Dissertation.

Unit- V
Business Correspondence
Meaning of Business correspondence – Importance of Business Correspondence essential qualities of a business letters. Different types of business letters – cover letter, thank you letters, message through email and Fax, Acceptance letters, rejection letters, and withdrawal letters.

Recommended Texts:

Minippally, Methukutty. M. 2001. Business Communication Strategies. 11th Reprint. Tata McGraw – Hill. New Delhi.

SasiKumar. V and P.V. Dharmija. 1993. Spoken English: A Self-Learning Guide Conversation Practice. 34th reprint. Tata McGraw – Hill. New Delhi.

Swets, Paul. W. 1983. The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates. Prentice Hall Press. New York.

John, Seely The Oxford guide to writing and speaking. Oxford U P, 1998, Delhi.

The Process of Writing: Planning and Research, Writing, Drafting and Revising.

3. Essentials of Spoken and Presentation Skills – Level – I

Unit – I
Communication Skills for effective Business Presentation, perfecting oral skills; aural skills; Reading Skills

Unit – II
Non Verbal Communication: cultural codes for effective and business Presentations; Business Etiquettes.

Unit – III
Informal and Informal conversations, Introducing, Opening and closing Speeches, Inviting, thanking, Apologizing, Expressing anger Resolving conflict, Giving and taking information.

Unit – IV
Etiquettes for Public Speaking (extempore and lectures), Interviews and Group Discussions, Telephone conversations and Business Meetings

Unit – V
Etiquettes for Business presentations – Team presentations and Individual presentation.

Recommended texts:
Powell. In Company. MacMillan.

Cotton, et al. Market Leader. Longman.

Pease, Allan. 1998. *Body Language:* How to Read Others Thoughts by their Gestures. Suda Publications. New Delhi.

Gardner, Howard. 1993. Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York.

De Bono, Edward. 2000. *Six Thinking Hats.* 2nd Edition. Penguin Books.

De Bono, Edward. 1993. Serious Creativity. Re print. Harper Business.

4. Essentials of Spoken and Presentation Skills – Level – II

Unit – I

Body Language – Kinesics, Proxemics, Para linguistic, Chronemics, Nuances of Speech Delivery.
Personality Development: Building self esteem.

Unit – II

Team work and participating in group discussions – Team building and Team work, Team briefing, Role of Team leader, Conflict resolution, Methology of Group discussions, Role Functions in Group Discussion, Types of Non – functional Behavior, Improving group performance. Participating in Mock group discussions.

Unit – III

Interviews – Types of Interviews, preparing for interviews, facing interviews, reviewing performance, participating in mock interviews.

Unit – IV

Business Presentations – Preparing successful presentations, thinking about audience, making effective use of visual aid, Delivering presentation, using prompts, dealing with questions and interruptions, Mock presentations.

Recommended Texts:

Peter, Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill. 2012. Print.

Singh, Prakash and Raman, Meenakshi. *Business Communication*. New Delhi: Oxford UP. 2006. Print.

Bailey, Edward P. *Writing and Speaking at Work*: A Practical Guide for Business Communication. Pennsylvania: Prentice Hall. 2007.Print.

Pease, Allan and Peas, Barbara. *The Definitive Book of Body Language*. New York: Random House.2006.Print.

De Bono, Edward.1993. Serious Creativity. Re print. Harper Business.

5. TECHNICAL WRITING AND PRESENTATION

Objectives of the Course: Aims to teach oral and written skills in English with illustrations and examples drawn from project reports, paper presentations and published papers in scientific journals. The grammar exercises are not taught in a rule-based manner but through observation and use in specific contexts. Newspaper and popular scientific reports are also included as course material. Presentation skills are taught through practice sessions. During the course, all participants make presentations and also critique the presentations by others. Emphasis is placed on teaching how to present the same findings orally and in writing.

Syllabus Outline:

Unit I Reinforcement of Language Skills

[Correcting common errors] – Verbosity –

How to avoid unnecessary jargon – Words and Usage – List of "aura" words,

Synonyms and Antonyms – Phrasing, Tense, Voice, Prepositions, Punctuation.

Type of technical reports – creating specs, lab manuals, worksheets.

Unit II Organization of Ideas

1. Preparing a Basic plan – Structuring the ideas, collecting the relevant materials
2. Creating Outlines – Headings of Sections, Topic Sentences.
3. Reviewing Sentences and Rewriting Paragraphs
4. Revising Drafts

Unit III Contents of a Report [Some Basic Research Methodology]

1. Cover and title page
2. Table of Contents
3. List of Tables and Figures
4. Preface, Foreword, Acknowledgement
5. Abstract
6. Introduction
7. Body (in Sections and Subsections)
8. Results
9. Conclusions and Recommendations
10. Appendices
11. References

Unit IV Format [Both physical and stylistic]

1. Margins
2. Headings
3. Indentation
4. Pagination
5. Type face and fonts
6. Abbreviations
7. Symbols
8. Layouts
9. Proofreading Symbols

Unit V Presentation of the Report
1. Difference between Oral Presentations and Written Reports (Even when the material is the same)
2. How to give a good presentation?
3. Proper use of technological aids
4. Discussion skills

Recommended Texts :
E Handouts of Renssalaer Polytechnic, USA.[necessary permission has to be obtained by the course instructor for classroom use] www.rpi.edu
Gupta, Ruby and Anugrah Rohini Lall. Basic Technical Communication. Cambridge University Press, 2009.

Hoover, Hardy. Essentials for the Scientific and Technical Writer.1970;
Rpt.New York: Dover Publications, Inc.,1980
Kirkman, John. Good Style for Scientific and Engineering Writing. London: Pitman Publishing Ltd., 1980.

6. Personality Enrichment – Level I

Unit 1- Self Disclosure
Characteristics of self disclosure – Self disclosure benefits and appropriateness – Self disclosure and self awareness – Self disclosure and feedback.
Exercise:
1. Self Description– Reflect and answer the following questions on a sheet of paper about yourself: Who am I? What am I like? How do others perceive me? What are my strengths as a person? In what areas do I want to develop greater skills?
2. Adjective Checklist – the following exercise is aimed at providing an opportunity for participants to disclose their view of themselves to the other members of their group and to receive feedback on how the other group members perceive them.
3. Self Disclosure and Self Awareness – the purpose of this exercise is to allow participants to focus on the areas as described in the Johari Window.

Unit II – Anger, Stress and Managing Feelings
The nature of stress- managing stress through social support systems – the nature of anger – guidelines for managing anger constructively – dealing with an angry person
Exercise:
1. Handling put downs techniques practiced through role plays.
2. changing your feelings discuss how people can make their assumptions more constructively.
3. defusing the Bomb exercise discuss how one can manage provocations.

Unit III – Interpersonal Effectiveness

Managing anxiety and fear – Breathing – an antidote to stress – progressive muscle relaxation – understanding your shyness – building one' self esteem – avoiding self blame – taking risks, tolerating failure, persisting and celebrating success – self talk.

Exercise:

1. being positive about yourself
2. Understanding your shyness analyze the social situation of shyness and the causes of your shyness.
3. Systematic Muscle Relaxation train one in the procedure for systematic muscle relaxation.
4. Learning how to breathe deeply help one to relax systematically when one is anxious by controlling one's breathing.

Unit IV: Study Skills

Importance of study environment – using VCR3 to increase memory power: visualizing, concentrating, relating, repeating, reviewing- memory hindrances – memory helpers – knowing vs memorizing – memory and studying – the SQ3R method; survey, write questions, read, recite , review – mnemonic devices – rhymes – acronyms – pegging – cooperative learning .

Exercise:

1. Using the techniques of memory enhancers to review your classroom and textbook notes

Unit V: Goal Setting and Managing Time

The basis of effective goals – steps to be followed to obtain optimum results from goal setting – Identifying the reasons for procrastination – guidelines to overcome procrastination – priority management at home and college

Exercise:

1. Steps to prepare one's short term goals and long term goals.
2. Role play activity through reelection of identifying how priority management affect one's ability to live a balanced life.

Reference:

1. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
2. Sherfield, R. M. ; Montgomery, R.J. and Moody, P, G. (2010). Developing Soft Skills. 4th ed. New Delhi: Pearson.
3. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.

7. Personality Enrichment – Level II

Unit 1 : Stress Management

The Nature of Stress – A wellness Lifestyle – Distress symptoms: emotional distress, cognitive distress, behavioral distress, physical distress symptoms – managing stress : exercise, nutrition, sleep, healthy pleasures – self talk and stress – Relaxation Methods: breathing techniques, meditation techniques, visualization techniques – self hypnosis- muscle relaxation techniques – Using social support.

Exercise:

1. Distressors and Distress Symptoms
2. Identifying Personal uses for self talk management
3. Social support networks from which you draw and networks through which you give social support

Unit 2: Maintaining Trust

Developing and maintaining trust – being trusting and trustworthy – building interpersonal trust – reestablishing trust after it has been broken – trusting appropriately – trust and friendship.

Exercise:

1. Practicing Trust Building Skills
2. Developing Trust

Unit 3: Resolving Interpersonal Conflicts

Understanding conflicts of Interests- conflict strategies – negotiating to win – negotiating to solve the problems – steps for effective problem solving negotiating – refusal skills.

Exercise:

1. Non verbal conflict
2. Confronting the opposition
3. Using the conflict strategies – role playing

Unit 4: Applying Emotional Intelligence

Emotional Intelligence and emotional competence - components of emotional intelligence – behavioral skills of emotional intelligence.

Exercise:

1. Role model using a modeling/group exercise

Unit 5: Enhancing self esteem

Self theory and the Johari window- Characteristics of fully functioning individuals – manifestations of low and high self esteem – techniques for enhancing self esteem – nurturance techniques -

Exercise:

1. Weakness-strength
2. managing your pig identify areas of self criticism and dealing with negative messages.
3. Nurturing relationships

Reference

1. Schafer, W. (1998). Stress Management for Wellness. 4th edition. Australia: Thomson & Wadswoth.

2. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.

3. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.

4. Frey, D and Carlock , C. (1989). Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.

8. COMPUTING SKILLS – LEVEL - I

Objective:
The major objective in introducing the course is to impart hands on training to students in Microsoft Office essentials like MS Word, MS Excel and MS Access. The course is basic course offered at two levels exclusively meant for students who have no computer knowledge. Course is designed as a practical oriented course and not for chalk and board teaching.

Pre- requisite : NIL

Unit 1 : Introduction to computers – classification of computers; Computers inside – Hardware(processing, memory i/o, storage etc), Software (Systems, application); Operating Systems – DOS, LINUX, UNIX, Windows ; Programming – Overview, need and skills; Networking Basics; Virus; Hacking

Unit 2 : Word processing - Operating of word documents like open, close, save, print ; Editing Text – tools, formatting , bullets, layout ; Navigating word – Keyword, mouse, document formatting ; paragraph alignment - indentation, headers, footers, numbering; printing – preview, options

Unit 3 : File Management – Importance of file management, backing of files, files and folders- editing, deleting, retrieving, renaming, subfolders; Manipulating windows – minimize, mazimize; power point basics- terminology- templates, viewing

Unit 4 : Spreadsheets – MS Excel – opening, entering text and data, formatting, navigating; Formulas- entering, handling and copying; charts- creating, formatting and printing, header and footer, centering of data; printing

Unit 5 : Networking - Internet explorer; www – working, browsing, searching, saving; bookmark – features, favorite, create, delete ; printing webpage; email – creating, receiving, reading and sending messages

Note – Unit 2 -5 are to be taught as practical with hands on experience

References :

1. Introduction to Computers – Peter Norton, Tata McGraw-Hill, India
2. Microsoft 2003 – Jennifer Ackerman Kettel et al., Tata Mc-Graw Hill, India
3. Working In Microsoft office 2006– Ron Mansfield , Tata Mc-Graw Hill, India

Examinations :

1. Sessional tests could be based on Theory and practical
2. End semester is based on practical examination only

9. COMPUTING SKILLS – LEVEL II

Objective:
The major objective in introducing the course is to impart hands on training to students in Microsoft Office essentials like MS Word, MS Excel and MS Access. The course is basic course offered at two levels exclusively meant for students with no computer knowledge. Course is designed as a practical oriented course and not for chalk and board teaching.

Pre- requisite : Essentials of Microsoft office as given in Level I

Unit 1 : Word processing - Auto formatting; Paragraph and character styles – creating , modifying and using styles; Templates – modifying, attaching and controlling; Tables and columns - creating, manipulating and formulating; mail merge; labels- creating

Unit 2 : Data Management – MS Access - Introduction, concepts and terms; database and tables- creating, data types, editing fields, renaming, resizing of fields, finding, sorting and displaying of data –printing

Unit 3 : Spreadsheets – MS Excel – Worksheets – moving, copying, sorting, inserting of cells, rows, columns; Charts – creating, editing, adding, rotating, printing, deleting and controlling; graphics- creating and placing, drawing lines and shapes; using multiple worksheets ; printing

Unit 4 : Presentations – Power point- starting, browsing and saving, creating, editing, formatting of text and paragraphs, inserting tables and charts; Presentation through slides, handouts and printing.

Unit 5 : Graphics and Multimedia - Clip art – create and insert; shapes- draw, insert and copy; create a flow
Note – Unit 1 -5 are to be taught as practical with hands on experience

References :

1. Introduction to Computers – Peter Norton, Tata McGraw-Hill, India
2. Microsoft 2003 – Jennifer Ackerman Kettel et al., Tata Mc-Graw Hill, India
4. Working In Microsoft office 2006– Ron Mansfield , Tata Mc-Graw Hill, India

Examinations :

1. Sessional tests could be based on Theory and practical
2. End semester is based on practical examination only

SOFT SKILLS – FOREIGN LANGUAGES
10. FRENCH – LEVEL - I
SYLLABUS
For students admitted in 2012-2013 and thereafter

DURATION: 15 weeks per semester
2 Hours per week on a single day (Total=30 hours)
PREREQUISITES: Complete beginners with no prior knowledge of the language.
OBJECTIVES: At a time when the knowledge of a foreign language has become an indispensable tool, this course in French will give an opportunity for learners to get a basic knowledge of a widely used European language. The course is based on a minimum vocabulary necessary and allows the learner to develop elementary communication skills in French.

COURSE CONTENT:
UNIT I
- *Les salutations*; Saluer et se présenter
- Premier contact avec la langue française

UNIT II
- *Comptons ensemble*: Epeler les noms et dire les nombres
- Les alphabets et les nombres 1-20

UNIT III
- *Les copains;* Demander et dire les nationalités
- Le verbe : *'être'* et les articles indéfinis ; les pronoms sujets et le pluriels des noms

UNIT IV
- *Devinez.* Les interrogations ;
- Les nombres de 21- 100

UNIT V
- *Dans la classe*: Présenter quelq'un ; demander et dire son âge
- Verbe *'avoir'* et les adjectifs

TEXT BOOK:
RANJIT, Mahitha & SINGH, Monica, *Apprenons le français-I*, Saraswathi House Pvt Ltd, New Delhi (revised edition) 2008 Leçons 1-5

RECOMMENDED READING :
QUINTON-POISSON, Sylvie et al : *FESTIVAL-1*, CLE International, Paris, 2005
MERIEUX, Régine et al : CONNEXIONS -1, Didier, Paris, 2004
CAPELLE, Guy, MENAND, Robert : *TAXI-1*, Hachette, Paris, 2003
GIRARDET, Jacky, PECHEUR, Jacques : *CAMPUS -1*, CLE International, Paris, 2002
BAYLON, Christian et al : *FORUM-1*, Hachette, Paris, 2000
WEBSITES: www.fle.fr ; www.bonjourdefrance.com; www.polarfle.com

11. FRENCH - LEVEL - II
SYLLABUS
For students admitted in 2012-2013 and thereafter

DURATION: 15 weeks per semester
2 Hours per week – on a single day (Total=30 hours)
PREREQUISITES: Basic knowledge of French Language (Level I only)
OBJECTIVES: This course continues from the Level I in permitting the students to develop further their language and communication skills in French a widely used European language. The learners will improve their stock of vocabulary and will acquire more structures that will serve to put them more at ease when using French in the classroom and outside.

COURSE CONTENT:

UNIT I
- Les amis de Caroline : Les nationalités; utiliser les articles
- Les articles définis; le pluriel : masculin et féminin

UNIT II
- *Quel jour est- il?*: Les jours de la semaine ; Répondre aux questions
- Verbe : *'aller'*

UNIT III
- *La famille de Manuel*: Exprimer la préférence
- Les verbes : *'aimer'* et *'parler'*

UNIT IV
- *Les vacances*: Raconter un événement; Les mois de l'année
- Revision des verbes etudiés

UNIT V
- *Le drapeau de mon pays* : décrire la couleur d'un objet
- Le féminin et le pluriel des couleurs

TEXT BOOK:
RANJIT, Mahitha & SINGH, Monica, *Apprenons le français-1,* Saraswathi House Pvt Ltd, New Delhi (revised edition) 2008 Leçons 6-1

RECOMMENDED READING :
QUINTON-POISSON, Sylvie et al : *FESTIVAL-1,* CLE International, Paris, 2005
MERIEUX, Régine et al : CONNEXIONS -1, Didier, Paris, 2004
CAPELLE, Guy, MENAND, Robert : *TAXI-1,* Hachette, Paris, 2003
GIRARDET, Jacky, PECHEUR, Jacques : *CAMPUS -1,* CLE International, Paris, 2002
BAYLON, Christian et al : *FORUM-1,* Hachette, Paris, 2000
WEBSITES: www.fle.fr ; www.bonjourdefrance.com; www.polarfle.com

SOFT SKILLS - FOREIGN LANGUAGES
12. GERMAN - LEVEL- I

DURATION: 15 WEEKS – 5 UNITS
                2 HOURS per week on a single day.
PREREQUISITES: Complete beginners (no prior knowledge required).
OBJECTIVES: To provide learners with rudimentary knowledge of the
                German language.

UNIT 1
- Self Introduction
- Greetings

Grammar
- Auxiliary Verbs 'to be' and 'to have' personal pronouns in Nominative case.
- The German Alphabet.
- Position of the verbs : Aussage, W-Frage , Ja /Nein Frage
- The definite Article: die, der, das

Vocab
- Countries, Languages, Professions
- Federal States in Germany.
- Numbers 1 to 50.
- Studienfaecher

Unit 2
- At the restaurant

Grammar
- W-Frage, Conjugation in Present tense.
- Nominative- Definite, Indefinite and Negative articles.

- Accusative-Indefinite and Negative article

Vocab

- Words relating to Eateries: - For e.g. Restaurant, Cafe, Kneipe etc
- Numbers 51-100

UNIT 3

- Living

Grammar:

- Accusative-The definite article.

Vocab:

- Places of living, gadgets and home appliances.

Unit 4

- Hobbies, Daily routine
- Elements of time/The reading of time.

Grammar:

- Separable Verbs
- Irregular verbs
- Modal verbs-

Koennen, Moechten, Wollen

- Preposition-(temporal)   im ; am ; um

Vocab:

- Hobbies,
- Elements of Time, (second, minute, hour etc.,)
- Days of the week,
- Months of the year,
- Seasons

Unit 5:

Professions

Grammar:

- duerfen, muessen
- Preposition (local)
- bei, in, als.

Vocab:

Words pertaining to the different professions

TEXT BOOKS   TANGRAM AKTUELL NIVEAUSTUFE A1/1
                Themen level 1

Websites   www.german.about.com
                www.deutschewelle.com
                www.youtube.com

13. GERMAN - LEVEL - II

DURATION: 15 WEEKS – 5 UNITS
                 2 HOURS per week on a single day.
PREREQUISITES: German for Beginners Level 1 or its equivalent.
OBJECTIVES: To reinforce the knowledge acquired at level 1.

UNIT 1
- Leisure Activities

Grammar:
- Prepositions in and zu

          Ins Kino , ins Theater
          In die Disko
          Zum Bahnhof, Zur Schule

Vocab:
- Words pertaining to leisure activities

UNIT 2
- Family

Grammar:
- Possessive pronouns in Nominative and Accusative

Vocab:
- Family Members
- Relationships

UNIT 3
- Human body and Health

Grammar:
- Sollen

Vocab:
- Illnesses,
- Parts of the human Body

UNIT 4
- Finding your way around

Grammar:
- Imperativ

Vocab:
- Important places (of visit) in a city

UNIT 5
- Travel,
- Modes of Transport

Grammar:
- Perfekt, Praeteritum of Sein and Haben

Vocab:
- Words / Terms related to travel (in die Berge, etc.,)

TEXT BOOKS   TANGRAM AKTUELL NIVEAUSTUFE A1/1
              Themen Level 1

Websites   www.german.about.com
              www.deutschewelle.com
              www.youtube.com

14. QUANTITATIVE APTITUDE

Unit-1

Divisibility – HCF and LCM – Decimal Fractions – Square roots and Cube
Roots – Logarithms – Antilogrithms.

Unit-II

Averages – Percentage – Profit and Loss - Ratio and Proposition –
Partnership – Alligation and mixture.

Unit-III

Time and work – Pipes and Cistern – Time and Distance – Boats and Streams.

Unit-IV

Simple Interest – Compound Interest – Stocks and Shares – True Discount –
Banker's discount.

Unit-V

Area – Volume and surface Areas – Heights and Distances –
Data Interpretation : Tabulation – Bar Graphs – Pie Charts – Line Graphs.

Reference:

1. R.S. Aggarwal, Objective Arithmetic , S. Chand & Company, New Delhi , 2005

2. Govind Prasad Singh and Rakesh Kumar, Text Book of Quickest Mathematics
   (for all Competitive Examinations), Kiran Prakashan, 2012

3. R.S. Aggarwal, Quantitative Aptitude, S. Chand & Company, New Delhi, 2012