

COMMUNICATION SKILLS IN ENGLISH

Anjana Tiwari



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by Anjana Tiwari

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FOREWORD

Engineering has played a very significant role in the progress and expansion of mankind and society for centuries. Engineering ideas that originated in the Indian subcontinent have had a thoughtful impact on the world.

All India Council for Technical Education (AICTE) had always been at the forefront of assisting Technical students in every possible manner since its inception in 1987. The goal of AICTE has been to promote quality Technical Education and thereby take the industry to a greater heights and ultimately turn our dear motherland India into a Modern Developed Nation. It will not be inept to mention here that Engineers are the backbone of the modern society - better the engineers, better the industry, and better the industry, better the country.

NEP 2020 envisages education in regional languages to all, thereby ensuring that each and every student becomes capable and competent enough and is in a position to contribute towards the national growth and development.

One of the spheres where AICTE had been relentlessly working from last few years was to provide high-quality moderately priced books of International standard prepared in various regional languages to all it's Engineering students. These books are not only prepared keeping in mind it's easy language, real life examples, rich contents and but also the industry needs in this everyday changing world. These books are as per AICTE Model Curriculum of Engineering & Technology – 2018.

Eminent Professors from all over India with great knowledge and experience have written these books for the benefit of academic fraternity. AICTE is confident that these books with their rich contents will help technical students master the subjects with greater ease and quality.

AICTE appreciates the hard work of the original authors, coordinators and the translators for their endeavour in making these Engineering subjects more lucid.

(Anil D. Sahasrabudhe)



ACKNOWLEDGEMENT

The author is grateful to AICTE for their meticulous planning and execution to publish the technical book for Diploma students.

I sincerely acknowledge the valuable contributions of the reviewer of the book Prof. Swati Shrivastava, for making it students' friendly and giving a better shape in an artistic manner.

This book is an outcome of various suggestions of AICTE members, experts and authors who shared their opinion and thoughts to further develop the engineering education in our country.

It is also with great honour we state that this book is aligned to the AICTE Model Curriculum and in line with the guidelines of National Education Policy (NEP) -2020. Towards promoting education in regional languages, this book is being translated in scheduled Indian regional languages.

Acknowledgements are due to the contributors and different workers in this field whose published books, review articles, papers, photographs, footnotes, references and other valuable information enriched us at the time of writing the book.

Finally, I would like to express my sincere thanks to the publishing house, M/s. Khanna Book Publishing Company Private Limited, New Delhi, whose entire team was always ready to cooperate on all the aspects of publishing to make it a wonderful experience.

Anjana Tiwari



PREFACE

Proficiency in communication skills is one of the basic needs of the students of Engineering and Technology. A technician is required to communicate with his peers, subordinates and superiors all the time in his professional life.

The communication needs of the technical students can broadly be put into two categories:

1. The employers' expectation,
2. The students' needs during the course of their engineering studies.

The technical students are supposed to learn the vocabulary items from the 'register' of physical sciences, in addition to those already learnt by way of general English courses. Similarly, they need to develop familiarity with the sentence structures which are frequently used in scientific and technological literature. The textbook designed for the students joining the Technical Institutions, is in tune with needs of the industries. The entrants of these engineering courses are supposed to have learnt English as a subject at the High School. It has been our experience that the effective vocabulary of these students is not more than five hundred words as against the desired vocabulary of approximately five thousand words. This textbook aims at teaching approximately three thousand new words specially required for reading textbooks written in English on subjects of scientific and technical nature.

This textbook has been thoroughly revised in the light of the New Education Policy 2020.



OUTCOME BASED EDUCATION

Programme Outcomes (POs) POs are statements that describe what students are expected to know and be able to do upon graduating from the programme. These relate to the skills, knowledge, analytical ability attitude and behaviour that students acquire through the programme. The POs essentially indicate what the students can do from subject-wise knowledge acquired by them during the programme. As such, POs define the professional profile of an engineering Diploma graduate. NBA has defined the following seven POs for an Engineering Diploma graduate:

- (i) Basic and Discipline specific knowledge: Apply knowledge of basic mathematics, science and engineering fundamentals and engineering specialization to solve the engineering problems.
- (ii) Problem analysis: Identify and analyse well-defined engineering problems using codified standard methods.
- (iii) Design/ development of solutions: Design solutions for well-defined technical problems and assist with the design of systems components or processes to meet specified needs.
- (iv) Engineering Tools, Experimentation and Testing: Apply modern engineering tools and appropriate technique to conduct standard tests and measurements.
- (v) Engineering practices for society, sustainability and environment: Apply appropriate technology in context of society, sustainability, environment and ethical practices.
- (vi) Project Management: Use engineering management principles individually, as a team member or a leader to manage projects and effectively communicate about well-defined engineering activities.
- (vii) Life-long learning: Ability to analyse individual needs and engage in updating in the context of technological changes.

Programme Specific Outcomes (PSOs) PSOs are a statement that describes what students are expected to know and be able to do in a specialized area of discipline upon graduation from a programme. Programme may specify 2-4 programme specific outcomes, if required. These are the statements, which are specific to the particular 11 programme. They are beyond POs. Programme Curriculum and other activities during the programme must help in the achievement of PSOs along with POs. 3

COURSE OUTCOMES

At the end of this course, the participants will:

- Develop basic speaking and writing skills including proper usage of language and vocabulary highly confident and skilled speakers and writers.
- Be informed of the latest trends in basic verbal activities such as presentations, facing interviews and other forms of oral communication.
- Develop skills of group presentation and communication in team.
- Master non-verbal communication such as proper use of body language and gestures.

EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)							
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
CO-O1							
CO-O2							
CO-O3							
CO-O4							
CO-O5							
CO-O6							

LIST OF FIGURES

UNIT-1

Fig.1.1	Communication	3
Fig.1.2	Communication Process	3
Fig.1.3	Communication Process in Action	4
Fig.1.4	Types of Communication	7
Fig.1.5	Formal Communication	7
Fig.1.6	Grapevine Communication	8
Fig.1.7	Verbal and Non-Verbal Communication	9
Fig.1.8	Oral Communication	9
Fig.1.9	Verbal Communication - Written	10
Fig.1.10	Non-Verbal Communication	11
Fig.1.11	Process of Non-Verbal Communication	11
Fig.1.12	Percentages of Non-Verbal Communication	12
Fig.1.13	Facial Expressions in Non-Verbal Communication	12
Fig.1.14	Oculesics in Non-Verbal Communication	13
Fig.1.15	Gestures in Non-Verbal Communication	14
Fig.1.16	Postures in Non-Verbal Communication	14
Fig.1.17	Body Movements in Non-Verbal Communication	14
Fig.1.18	Haptics in Non-Verbal Communication	15
Fig.1.19	Proxemics in Non-Verbal Communication	15
Fig.1.20	Paralanguage in Non-Verbal Communication	16
Fig.1.21	Chronemics in Non-Verbal Communication	16
Fig.1.22	Power of Body Language	17
Fig.1.23	Types of Communication Barriers	18
Fig.1.24	Semantic Barrier in Communication	18

Fig.1.25	Psychological Barrier in Communication	19
Fig.1.26	Organizational Barrier in Communication	19
Fig.1.27	Physical Barrier in Communication	20
Fig.1.28	Barriers in Communication	20
Fig.1.29	Seven C's of Communication	23
Fig.1.30	Technical Communication	28
Fig.1.31	Technical Communication Skills	29
Fig.1.32	Proportions of Time Spent by College Students in Communication Activities	30
Fig.1.33	An Example of Technical Communication	32

UNIT-2

Fig.2.1	Self-Reflection	46
Fig.2.2	Change can be brought only from within	47
Fig.2.3	Soft Skills	49
Fig.2.4	Soft Skills Pyramid	50
Fig.2.5	Skills of Emotional Intelligence	51
Fig.2.6	Soft Skills Vs Hard Skills	51
Fig.2.7	Types of Soft Skills	53
Fig.2.8	Directions for Enhancing Communication Skills	54
Fig. 2.9	Differentiation of Soft-Skills	61
Fig. 2.10	Soft-Skills Outcomes	61
Fig. 2.11	How to become Resilient	74
Fig. 2.12	Self SWOT Analysis Template	79
Fig. 2.13	Cartoon Script	81

LIST OF TABLES

UNIT-1

Table.1.1	Technical Communication Skills: Listening	29
Table.1.2	Technical Communication Skills: Speaking	30
Table.1.3	Technical Communication Skills: Reading	31
Table.1.4	Technical Communication Skills: Writing	31

UNIT-2

Table.2.1	Difference between Hard Skills and Soft Skills	52
Table.2.2	Communication Competencies and Outcome	54
Table.2.3	Competencies and Outcomes of Time-Management Skills	55
Table.2.4	Competencies and Outcomes of Problem-Solving Skills	56
Table.2.5	Competencies and Outcomes of Critical Thinking Skills	57
Table.2.6	Competencies and Outcomes of Team Work Skills	58
Table.2.7	Competencies and Outcomes of Leadership Skills	59
Table 2.8	Categorising Soft-Skills	60

GUIDELINES FOR TEACHERS

To implement Outcome Based Education (OBE) knowledge level and skill set of the students should be enhanced. Teachers should take a major responsibility for the proper implementation of OBE. Some of the responsibilities (not limited to) for the teachers in OBE system may be as follows:

- Within reasonable constraint, they should manipulate time to the best advantage of all students.
- They should assess the students only upon certain defined criterion without considering any other potential ineligibility to discriminate them.
- They should try to grow the learning abilities of the students to a certain level before they leave the institute.
- They should try to ensure that all the students are equipped with the quality knowledge as well as competence after they finish their education.
- They should always encourage the students to develop their ultimate performance capabilities.
- They should facilitate and encourage group work and team work to consolidate newer approach.
- They should follow Blooms taxonomy in every part of the assessment.

Bloom's Taxonomy

Level	Teacher should Check	Student should be able to	Possible Mode of Assessment
Creating	Students ability to create	Design or Create	Mini project
Evaluating	Students ability to Justify	Argue or Defend	Assignment
Analysing	Students ability to distinguish	Differentiate or Distinguish	Project/Lab Methodology
Applying	Students ability to use information	Operate or Demonstrate	Technical Presentation/ Demonstration
Understanding	Students ability to explain the ideas	Explain or Classify	Presentation/Seminar
Remembering	Students ability to recall (or remember)	Define or Recall	Quiz

GUIDELINES FOR STUDENTS

Students should take equal responsibility for implementing the OBE. Some of the responsibilities (not limited to) for the students in OBE system are as follows:

- Students should be well aware of each UO before the start of a unit in each and every course.
- Students should be well aware of each CO before the start of the course.
- Students should be well aware of each PO before the start of the programme.
- Students should think critically and reasonably with proper reflection and action.
- Learning of the students should be connected and integrated with practical and real life consequences.
- Students should be well aware of their competency at every level of OBE.



CONTENTS

Foreword	iii
Acknowledgement	v
Preface	vii
Outcome Based Education	ix
List of Figures	xi
List of Tables	xiii
Guidelines for Teachers	xiv
Guidelines for Students	xv
Unit-1 Communication: Theory and Practice	1-45
Unit Specifics	1
Rationale	1
Pre-requisites	1
Unit Outcomes	2
1.1 Basics of Communication: Introduction, Meaning and Definition, Process of Communication.	3-7
1.2 Types of Communication: Formal and Informal, Verbal, Non-Verbal and Barriers to Effective Communication.	7 7-22
1.3 7 C's for Effective Communication (Considerate, Concrete, Concise, Clear, Complete, Correct, Courteous).	23-25
1.4 Art of Effective Communication,	26
a. Choosing words	26
b. Voice Modulation	26
c. Clarity	26
d. Time	26
e. Simplification of words	26

1.5	Technical Communication.	28-33
	Case Studies	33-34
	Summary	34
	Practicals	35
Unit-2: Soft Skills for Professional Excellence		46-92
	Unit Specifics	48
	Rationale	48
	Pre-requisites	48
	Unit Outcomes	48-49
2.1	Introduction: Soft Skills and Hard Skills.	50
2.2	Importance of Soft Skills.	51-69
2.3	Life skills: Self-awareness and Self-analysis, Adaptability, Resilience, Emotional Intelligence and Empathy etc.	70- 75
2.4	Applying Soft Skills Across Cultures.	76-77
2.5	Case Studies.	80
	Summary	82
	Practicals	83
Unit-3: Reading Comprehension		93-131
	Unit Specifics	93
	Rationale	93
	Pre-requisites	94
	Unit Outcomes	94
3.1	Comprehension, Vocabulary Enhancement and Grammar Exercises based on reading of the following texts:	95-99
3.2	Section-1	
	3.2.1 Malgudi Days: R.K. Narayan	100
	3.2.2 The Room on Roof: Ruskin Bond	101
	3.2.3 The Gift of the Magi : O. Henry	102
	3.2.4 Uncle Podger Hangs a Picture: Jerome K. Jerome	105
3.3	Section-2	
	3.3.1 Night of the Scorpion: Nissim Ezekiel	107
	3.3.2 Stopping by Woods on a Snowy Evening: Robert Frost	111

3.3.3 Where the Mind is Without Fear: Rabindranath Tagore	114
3.3.4 Ode to Tomatoes: Pablo Neruda	
Case study	118
Summary	118
Practicals	118
Unit-4: Professional Writing	127-165
Unit Specifics	127
Rationale	127
Pre-requisites	127
Unit Outcomes	127
4.1 The Art of Précis Writing	128
4.2 Letters: Business	130
4.3 Drafting Email, Notices, Minutes of a Meeting	140-145
Case Study	149
Summary	149
Practicals	152
Unit-5: Vocabulary and Grammar	161-192
Unit Specifics	161
Rationale	161
Pre-requisites	161
Unit Outcomes	161
5.1 Commonly used Words	162 -178
5.2 Glossary of Administrative Terms (English and Hindi)	179-183
5.3 One-Word Substitution	188-189
5.4 Idioms and Phrases	183
5.5 Parts of Speech, Active and Passive Voice, Tenses	170-178
5.6 Punctuation	178
Case Study	183
Summary	184
Practicals	185



1

Communication Skills in English

UNIT SPECIFICS

It discusses about Communication-Meaning, Definition, Formal and Informal, Verbal, Non-Verbal and Barriers, 7C's, Art of Effective Communication, Technical Communication.

RATIONALE

In this era of globalization and privatization, communication in English language is an essential skill for technical professionals. Language is the only medium of expression in personal, social and professional life. Therefore, communication in English language is an important part of curriculum of every professional course. In contemporary times, every professional needs to learn and hone the skills of communication in English. Similarly, for students also it is vital to acquire the skills of communication in English for seeking employment.

The present course aims at introducing basic concepts of communication skills with an emphasis on developing the personality of students. These communication skills include listening, speaking, reading and writing in English. This will help the students in handling personal and career challenges and demonstrate leadership skills in their careers.

At the end of this course, the students will develop basic speaking and writing skills, which include proper usage of language and vocabulary. This way they become highly confident and skilled speakers and writers. The students will also know the latest trends in basic verbal activities such as presentations, interviews and other forms of oral communication. The student will have opportunities to develop skills of group presentation and communication in teams as well as non-verbal communication with proper use of body language and gestures.

PRE-REQUISITES

The first-year Diploma students having basic knowledge of English Grammar of secondary level and some exposure to listening, speaking, reading and writing skills in English language.

The course being practical in orientation essentially requires intensive practice sessions involving committed and active participation of each student individually as well as in group, and besides the class, through a self-learning environment that promotes the use of diverse open-access learning resources available today.

UNIT OUTCOMES/ LEARNING OUTCOMES

The students will be able to:

1. Describe the meaning, definition, and process of communication.

2. Explain formal and informal communication.
3. Discuss the principle of two-way communication.
4. Distinguish between verbal and non-verbal communication.
5. Apply 7 C's of communication for presentation.
6. Differentiate between general and technical communication.

UNIT-1 OUTCOME	EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)					
	CO-1	CO-2	CO-3	CO-4	CO-5	CO-6
U1-O1	2	2	2	2	3	3
U1-O2	2	2	2	2	3	3
U1-O3	2	2	3	2	3	3
U1-O4	2	2	3	2	3	3
U1-O5	2	2	3	2	3	3
U1-O6	2	3	2	2	3	3

INTERESTING FACTS

“The most important thing in communication is hearing what isn’t said.”

– Peter Drucker

THE EARLY DAYS OF COMMUNICATION

There has been a lot of advancement in how we stay connected since olden days. It is exciting to think that there was once a time without even telephones. Storytelling was one of the ways of passing information down from one generation to the next. In prehistoric times pictures were painted inside caves with paint made from dirt or charcoal mixed with spit or animal fat. They relayed stories of hunting, types of food, clothing and people. Drums were sounded when important announcements had to be made by the people in dense forests.

First text message was sent in 1992. The idea that most sentences and questions fit within 160 characters live on in today’s 160-character text length. First camera phone was sold in Japan in the year 1996. This introduced video call to public and changed the way people interact. Skype, Duo, Snapchat, even WhatsApp video call have changed the communication game. People can now rapidly interact face-to-face in small snippets, whether it be a single moment or emotion. They can also add elements to communication that do not exist in real life - who does not love a good filter?

“Communication works for those who work at it.”

– John Powell

COMMUNICATION

Meaning, Definition, Elements, Type



Fig. 1.1: Communication

The word “Communication” comes from the Latin word ‘Communicare’, which means to share or to make common.

DEFINITIONS OF COMMUNICATION

“Communication is transfer of information from one person to another.” - G.G. Brown

“Communication is the process of understanding and sharing meaning.” - Pearson. J. and Nelson, P.

These definitions indicate the following salient features about communication:

- To share and exchange information, feelings, ideas, thoughts, emotions.
- The purpose of every communication is to co-operate for eliciting desired outcomes.

COMMUNICATION PROCESS

An act of communication consists of sending a message to the receiver and the receiver’s feedback to the sender; confirming that the message is received and understood by the receiver. This completes the communication process as shown in Fig. 1.2. The information transferred contains words, feelings, ideas, thoughts and emotions etc. Communication process includes (1) Sender (2) Encoder (3) Message (4) Communication channel (5) Receiver (6) Decoder (7) Feedback and (8) Noise. These elements are sequentially discussed below:

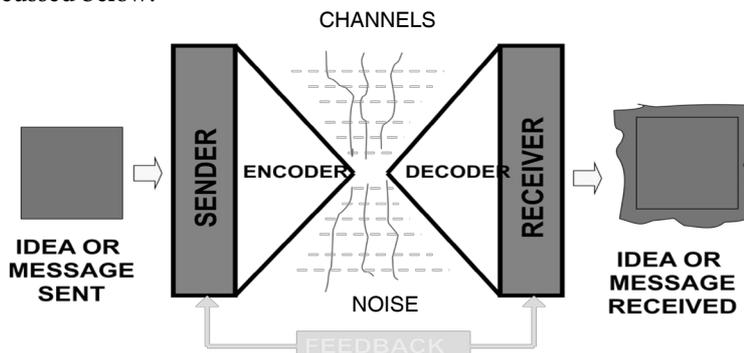


Fig. 1.2: Communication Process

1. Sender

A sender is a person or group of people who have a message to send.

2. Encoder

The encoder converts the message into suitable codes according to the specific channel.

3. Message

This is the subject matter of communication, which is in the form of opinions, attitudes, feelings, views, orders, or suggestions.

4. Channel

A channel is an entity that carries the message from sender to receiver. The encoded message is transmitted through a channel. Channel carries the signal between encoder and decoder. The various channels of communication are formal written documents, written letters and memos, face-to-face conversations, video conferencing, audio conferencing, Emails, chats and messaging, blogs, telephonic conversations etc.

5. Receiver

Receiver is the person who receives and extracts the meaning of a message.

6. Decoder

The decoder comprehends the original message by converting the signals received from the channel. It converts the symbols encoded by the encoder into a legible message.

7. Feedback

Feedback is a process through which the sender confirms that the receiver understands the meaning of a message.

8. Noise

Noise is present in all physical channels and it deforms the message. A noisy channel cannot deliver a meaningful message to the receiver. This noise is due to the physical properties of the channel.

Example

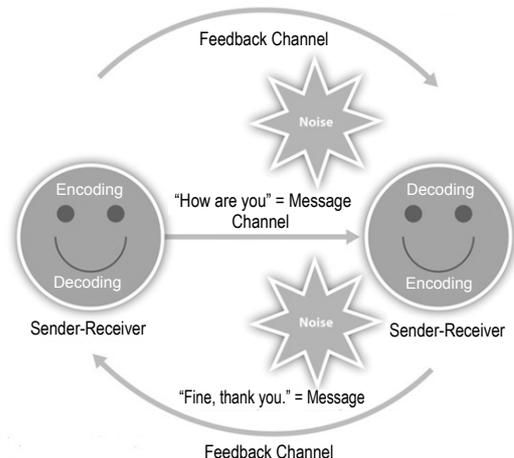


Fig.1.3: Communication Process in Action

PRINCIPLE OF TWO-WAY COMMUNICATION

Communication is not complete unless informed by the receiver that the message is understood and therefore it is a two-way process.

VIDEO RESOURCES

https://www.youtube.com/watch?v=dKzl_82PbU4

https://www.youtube.com/watch?v=BW82k7lwI_U

USE OF ICT

- Open Source like MOOCS, MOODLE
- Use of radio, TV, recorder, computer, audio, video, internet, YouTube, PPTs, mobile phones etc.
- Record the presentations and discussions to evaluate the communication skills.
- To evaluate written communication in the form of articles, reports, essays and stories, by using ICT and check them on Grammarly or other websites.

EXERCISES

SUBJECTIVE QUESTIONS

Q.1 Define Communication.

Q.2 Discuss the Communication process and functions of its elements with relevant examples.

Q.3 Differentiate between general and technical communication.

OBJECTIVE QUESTIONS

1. ----- is a process of making people work together for the common goal of the organization:
- | | |
|------------------|-----------------|
| a. Communication | b. Conversation |
| c. Combination | d. Connection |

Ans: A

2. A person who sends the message is called -----

- | | |
|-------------|-------------|
| a. Channel | b. Sender |
| c. Receiver | d. Response |

Ans: B

3. At each stage in the process of communication, there is a possibility of obstruction that may delay the process. Such interference is known as -----

- | | |
|------------|-------------|
| a. Sender | b. Receiver |
| c. Barrier | d. Encoder |

Ans: C

4. Sender and receiver are connected through:
- a. Channel
 - b. Noise
 - c. Silence
 - d. Non-verbal clues

Ans: A

5. Communication is a ----- process
- a. One-way communication
 - b. Two-way communication
 - c. Horizontal communication
 - d. Vertical communication

Ans B

PRACTICALS

1. Group Exercise – Role-Play on Communication Process

Materials required - none

Procedure:

1. Form groups of five students each.
2. A group of students enter a new restaurant for the first time. The manager offers them a menu and explains about restaurant specialties.
3. One student can act as a manager of the restaurant. The other three as customers and the remaining students can act as service boys.
4. Enact as if under real situation.
5. Discuss what you learned from this exercise.

2. Group Exercise – Complete the Story

Materials Required: None

Procedure:

1. Divide the class into groups and provide them with a set of words to develop them into a full story.
2. Each group will prepare a story and the leaders will present them to the class.
3. Discuss what you learned from this exercise.

TYPES OF COMMUNICATION

Communication is the basis for the development of every organization. Communication has two forms- formal and informal.

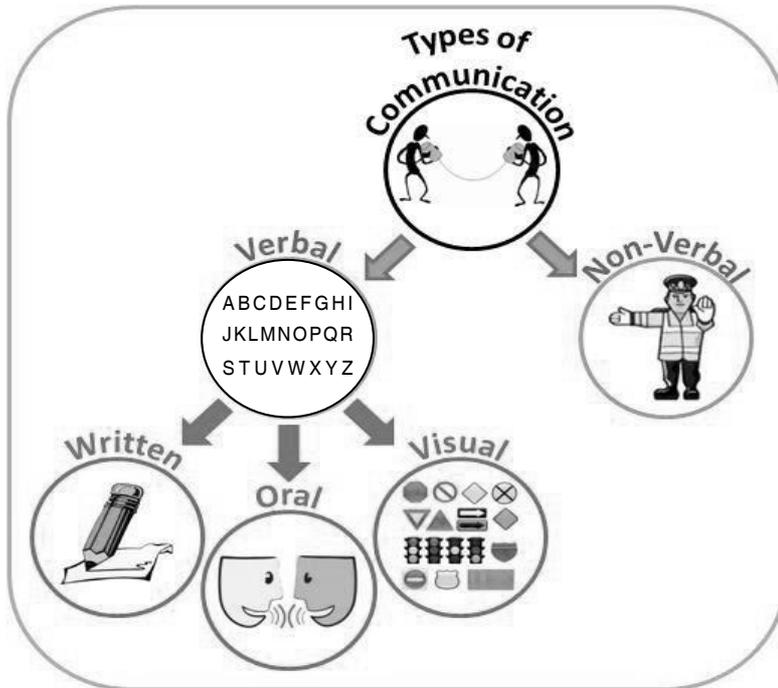


Fig.1.4: Types of Communication

1. FORMAL COMMUNICATION

In organizations people communicate formally. Formal communication takes place among superior and subordinates, employer and employee etc. This communication can be in the form of oral or written and is generally recorded and filed. Formal communication follows set channels and definite rules.

Example: Requests, commands, orders, notices, memorandums, reports and others.



Fig.1.5: Formal Communication

2. INFORMAL COMMUNICATION

Informal communication does not have any form and people freely use it to communicate their ideas and feelings. A fair example can be grapevine.

Example of Informal Communication:

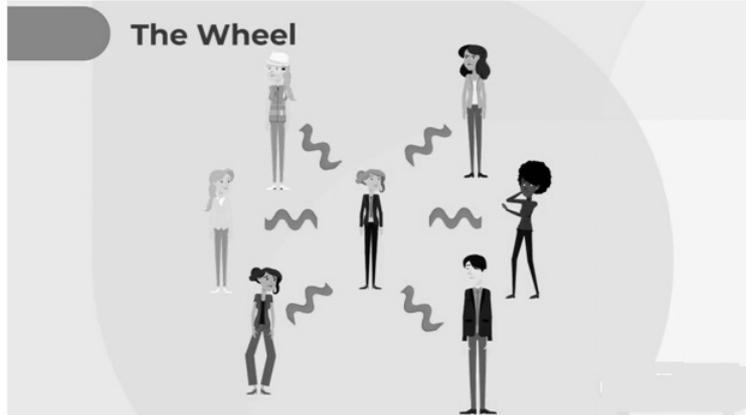


Fig. 1.6: Grapevine Communication

COMPARISON CHART

BASIS FOR COMPARISON	FORMAL COMMUNICATION	INFORMAL COMMUNICATION
Meaning	A type of verbal communication in which the interchange of information is done through the pre-defined channels is known as formal communication.	A type of verbal communication in which the interchange of information does not follow any channels i.e. the communication stretches in all directions.
Another Name	Official Communication	Grapevine
Reliability	More	Comparatively less
Speed	Slow	Very Fast
Evidence	As the communication is generally written, documentary evidence is present.	No documentary evidence.
Time Consuming	Yes	No
Advantage	Effective due to timely and systematic flow of information.	Efficient because employees can discuss work related problems, this saves time and cost of the organization.
Disadvantage	Distortion due to long chain of communication.	Spread of rumors
Secrecy	Full secrecy is maintained.	It is difficult to maintain the secrecy.
Flow of Information	Only through predefined channels.	Can move freely.

VERBAL AND NON-VERBAL COMMUNICATION



Fig.1.7: Verbal and Non-Verbal Communication

Communication can be broadly classified into two categories:

Verbal Communication -Oral

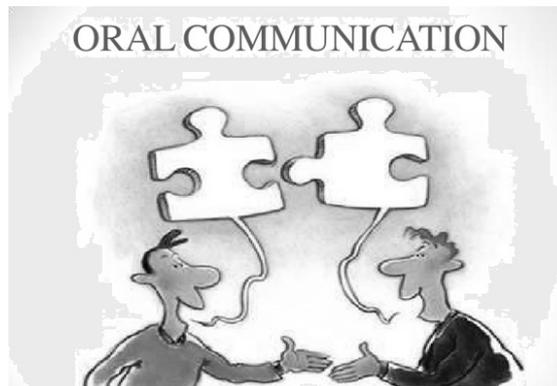


Fig.1.8: Oral Communication

People use language to express their ideas and feelings. In any organization, communication is more through oral channels than in writing. Oral communication builds human relationships. Verbal communication refers to the use of words for communication purposes. It comprises of both oral and written communication.

Examples: Telephonic conversations, face-to-face meetings, speeches, presentations, video conferences, etc.

Verbal Communication –Written

WRITTEN COMMUNICATION

- ▶ Writing is a static form of transfer.
- ▶ More precise.
- ▶ Words chosen deliberately and thoughtfully.
- ▶ Written argument– Extra ordinarily sophisticated, intricate.



Fig.1.9: Verbal Communication - Written

An English essayist Francis Bacon has said “Reading maketh a full man; conference a ready man; and writing an exact man”. To make himself exact the writer has to make considerable efforts. While speech comes to us naturally and spontaneously, writing comes from serious practice and careful organization of words and thoughts.

Example - Written Communication includes memos, letters, company newsletters, Emails, web pages, bulletin board postings, manuals, and reports.

2. Non-Verbal Communication

People do not communicate orally alone or only through writing, speaking, and listening. There is another feature of communication– the non-verbal (no word) aspect. Depending on the situation, a conscious effort in the choice of words is required. The non-verbal part of communication on the other hand is less deliberate and conscious. However, compared to verbal communication it is much more subtle and informative. Recent researches indicate that non-verbal communication forms a larger part of total communication content.



Fig. 1.10: Non-Verbal Communication

Non-verbal communication refers to the use of body language during oral presentation. It is performed by body language comprising of gestures, postures, hand movements, eye contact etc.

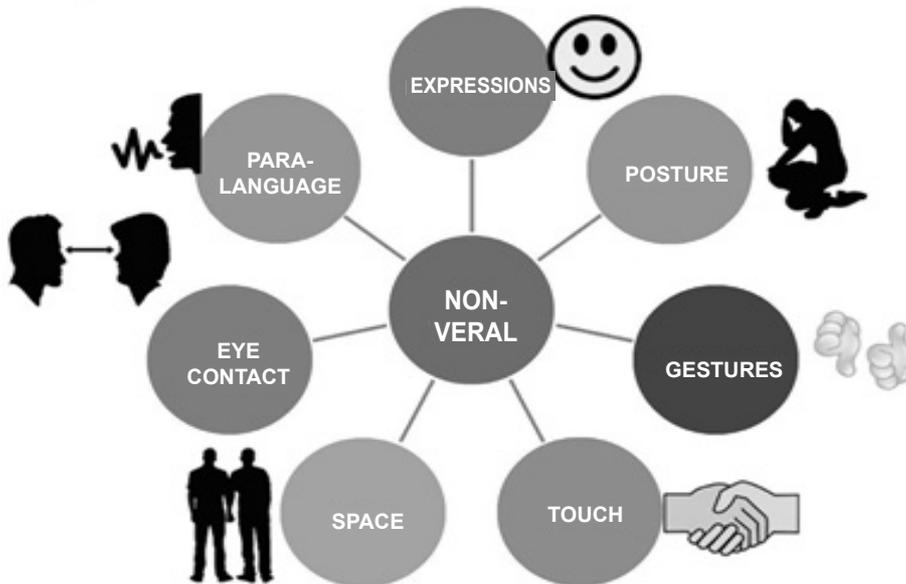


Fig. 1.11: Process of Non-Verbal Communication

It has been found that different aspects of communication account for percentages:

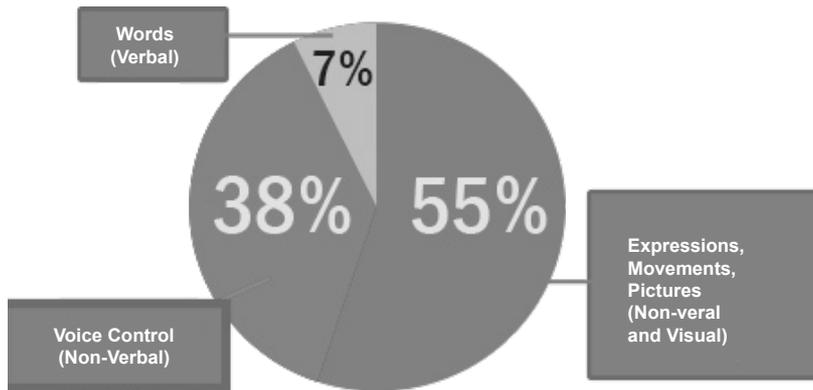


Fig. 1.12: Percentages of Non-Verbal Communication

Verbal Communication has two parts

1. Oral
2. Written

It comprises of the following components:

1. Kinesics

Kinesics is the study of the movement of body parts. It is popularly referred to as body language. It includes:

a. Facial Expressions

The human face is extremely expressive, able to convey countless emotions without saying a word. The facial expressions for happiness, sadness, anger, surprise, fear and disgust are the same across cultures.



Fig. 1.13: Facial Expressions in Non-Verbal Communication



Fig.1.16: Postures in Non-Verbal Communication

e. Body Movements

Body movements include gestures, posture, head and hand movements. They can be used to reinforce or emphasize and also offer speech about the emotions and attitudes of a person.

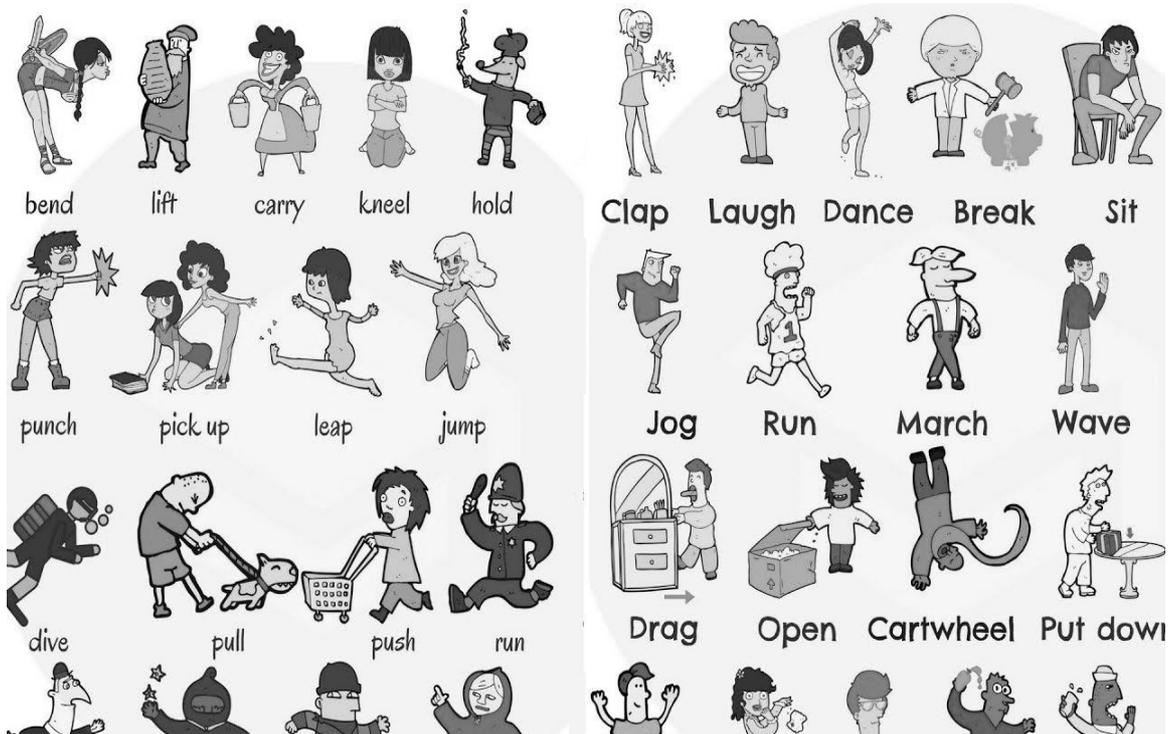


Fig. 1.17: Body Movements in Non-Verbal Communication

f. Haptics

Haptics is the study of human touch and its implication in communication. Touch is the most refined and intimate of the five senses.

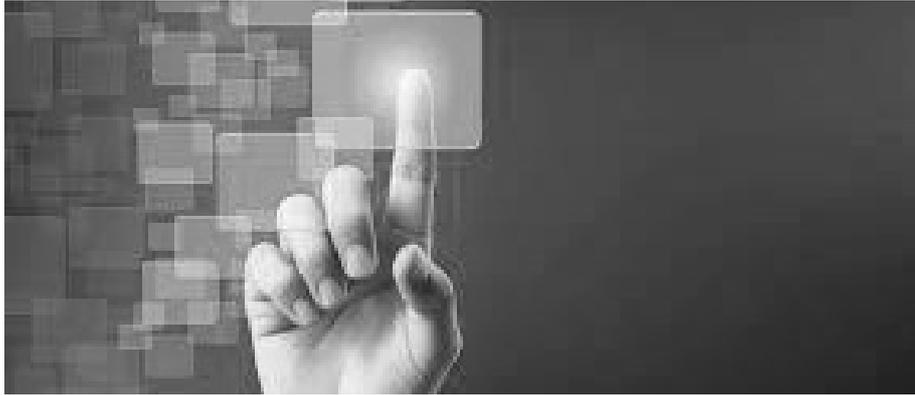
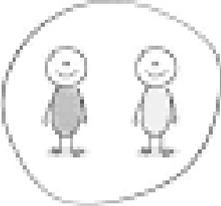
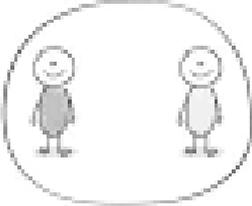
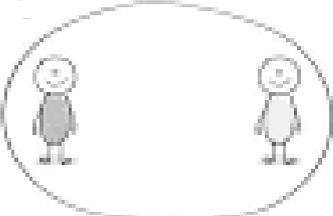
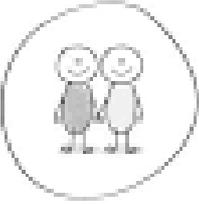


Fig.1.18: Haptics in Non-Verbal Communication

2. Proxemics is defined as the study of space and spatial distance.

WHAT ARE THE 4 ZONES?

A.		B.		<p>POSSIBLE ANSWERS</p> <ul style="list-style-type: none"> • <i>Intimate Zone</i> • <i>Personal Space</i> • <i>Social Zone</i> • <i>Public Distance</i>
C.		D.		

SCIENCE OF PEOPLE

Fig. 1.19: Proxemics in Non-Verbal Communication

3. Paralanguage

Paralanguage refers to the voice effects that accompany speech and can convey emotions, feelings and attitude.

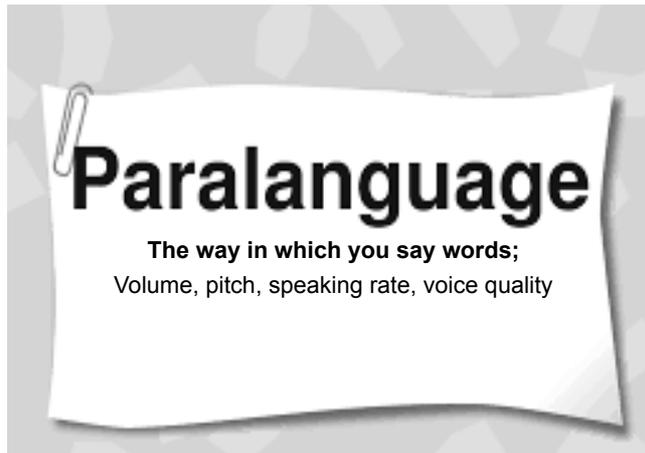


Fig. 1.20: Paralanguage in Non-Verbal Communication

4. Chronemics

It refers to the study of time and its implication in the communication process. Time is often viewed as a commodity, which can be earned, saved, spent or wasted.



Fig.1.21:Chronemics in Non-Verbal Communication

5. Artifacts

Artifacts are the material objects used as a form of non-verbal communication to express an individual's identity on the basis of -

- (1) How we see ourselves?
- (2) How we would like others to see us?

For example, popular Indian cinema project spies (detectives) with a long black overcoat, a hat and dark glasses.

Senior politicians, for instance, continue to wear khadi kurta-pajamas.

BODY LANGUAGE AND ITS SIGNIFICANCE

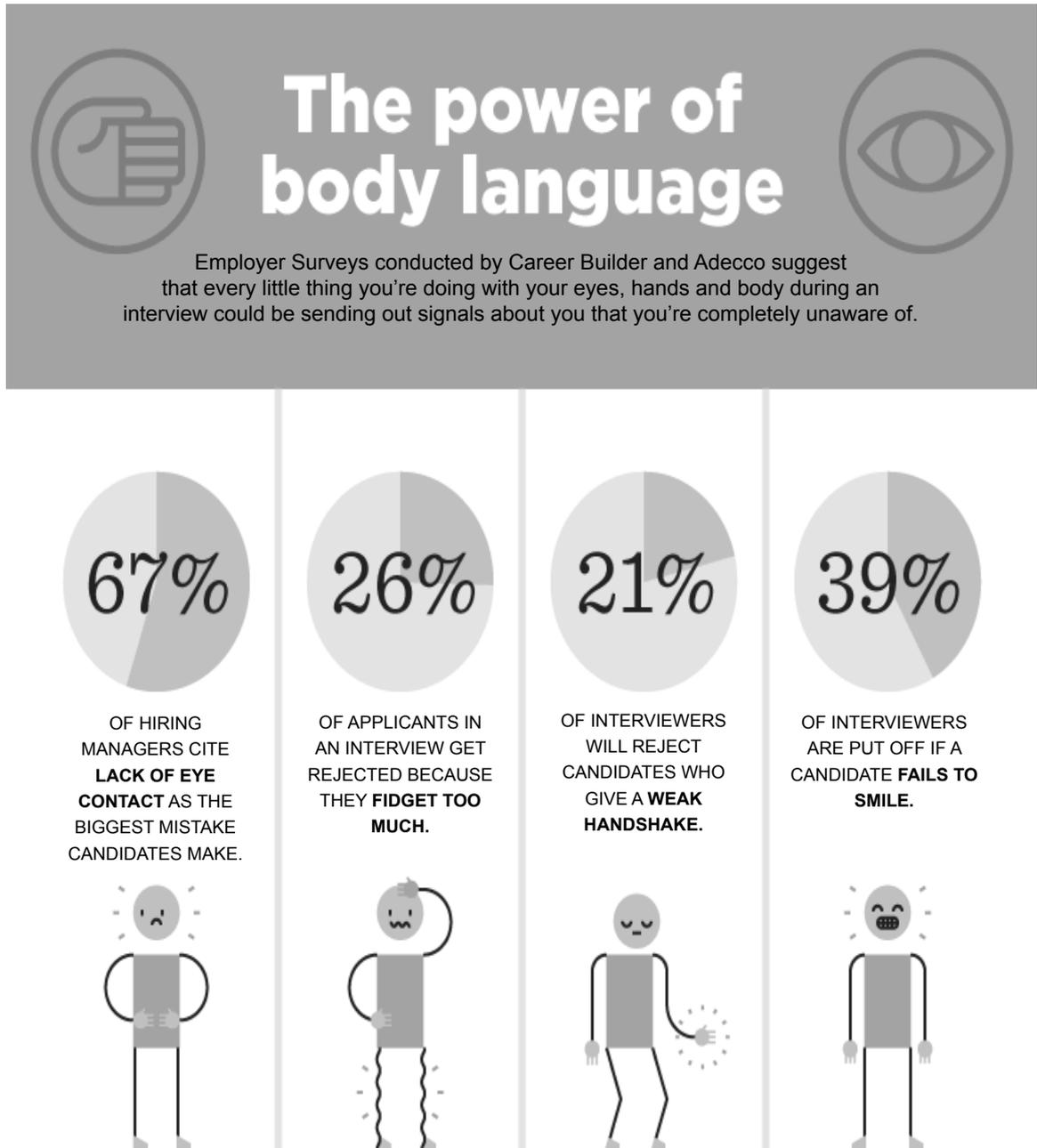


Fig.1.22: Power of Body Language

Barriers to Communication

In technical language, anything that obstructs the free flow of communication is called a barrier. Miscommunication can originate at three levels: at the level of the transmitter, of the medium or of the receiver.

Types of Communication Barriers

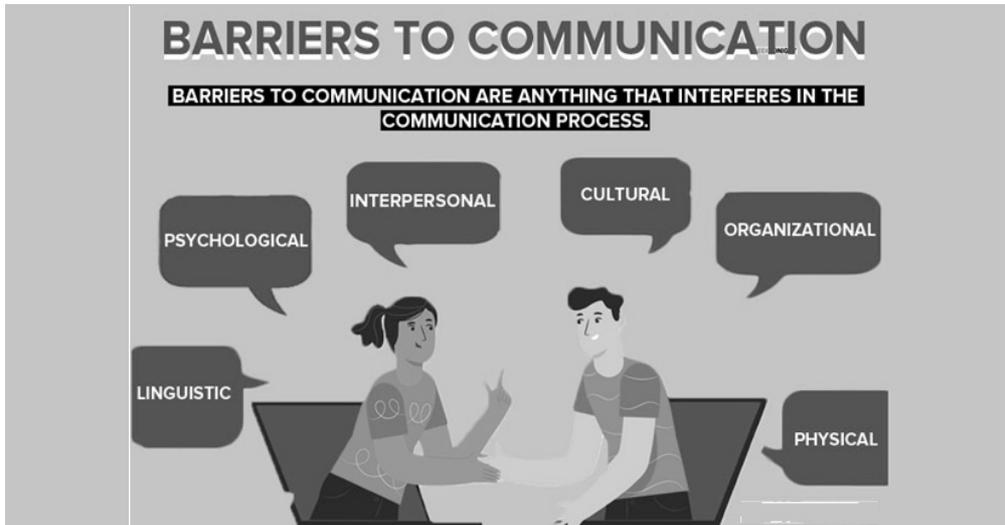


Fig. 1.23: Types of Communication Barriers

Communication barriers obstruct the meaning conveyed to the recipients. In this way the recipient may get confused and the clarity of the message is lost. Communicators need to reduce barriers present in messages. These obstacles in organizations can be generally categorized as follows:

1. Semantic Barriers

These mainly deal with troubles and hurdles in the process of encoding and decoding a message into words or impressions. Normally, such barriers occur due to the usage of inappropriate words, faulty translations, varied interpretations etc.



Fig. 1.24: Semantic Barrier in Communication

2. Psychological Barriers

WHAT IS PSYCHOLOGICAL BARRIER?

Psychological barriers can be described as the cause of distorted communication because of human psychology problems.



Fig.1.25: Psychological Barrier in Communication

Emotional or psychological elements also act as barriers to communication. A troubled person is unable to converse appropriately and an annoyed recipient cannot comprehend the message properly.

Thus, at the time of communication, both the sender and the receiver must be psychologically sound and have interest in each other. Without trust, the original sense of the message is lost.

3. Organizational Barriers

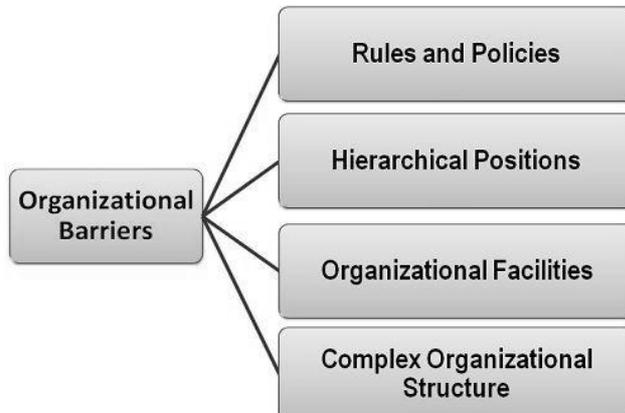


Fig.1.26: Organizational Barrier in Communication

Organizational structure, rules and regulations, authority, relationships, may sometimes act as barriers to effective communication. In an organization with a centralized system, people may not be encouraged to have open communication. The rigid rules, regulations and burdensome procedures may also become an obstacle to communication.

4. Physical Barriers

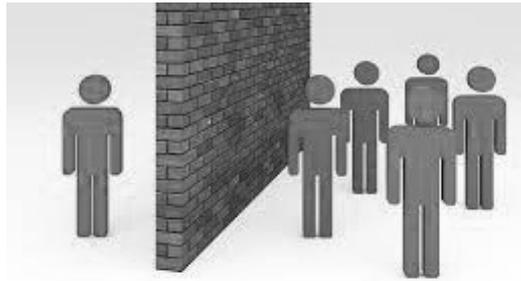


Fig. 1.27: Physical Barrier in Communication

Physical barrier is an environmental and natural condition that acts as a barrier in communication while sending a message from sender to receiver. Organizational environment or interior workspace design problems, technological problems, and noise are the parts of physical barriers.

Noise is the main element of the physical barrier. It is prevalent in places like busy roads, factories etc. Oral communication is difficult due to the loud noise of machines.

Master the Art of Communication

Communication is an art. Overcoming barriers to communicate effectively is equally important for every professional.



Fig.1.28: Barriers in Communication

VIDEO RESOURCES

<https://www.youtube.com/watch?v=BHgQ03UuQvE>

<https://www.youtube.com/watch?v=6JWblHNgCMc>

USE OF ICT

<https://www.youtube.com/watch?v=W-4IcNJlyM8>

EXERCISES

SUBJECTIVE QUESTIONS

- Q.1 Discuss Formal, Informal, Verbal, and Non-verbal Communication.
 Q.2 Differentiate between Verbal and Non-verbal Communication with appropriate examples.
 Q.3 Illustrate with examples the barriers to effective communication and strategies to overcome them.
 Q.4 Describe elements of non-verbal communication and its importance during presentations.
 Q.5 Demonstrate with examples the art of effective writing and its importance in professional life.

OBJECTIVE QUESTIONS

1. The primary goal of good communication is to avoid :
- | | |
|----------------|------------------|
| a. Correctness | b. Consideration |
| c. Confusion | d. Clarity |
- Ans: C
2. Oral communication does not ensure:
- | | |
|------------------------|-----------------------|
| a. Fluency | b. Immediate response |
| c. Human relationships | d. Syntax |
- Ans: D
3. Communication without words is:
- | | |
|------------------------|------------------------------|
| a. Legal Communication | b. Written communication |
| c. Oral communication | d. Non- verbal communication |
- Ans: D
4. The study of touch as non-verbal communication is:
- | | |
|-------------|------------------|
| a. Haptics | b. Body language |
| c. Gestures | d. Posture |
- Ans: A
5. Oculecis deals with the study of :
- | | |
|------------------|------------------|
| a. Eye contact | b. Body movement |
| c. Hand movement | d. Posture |
- Ans: A

6. _____ communication follows set lines and definite rules:

- | | |
|-------------|--------------|
| a. Formal | b. Informal |
| c. Personal | d. Important |

Ans: A

7. -----Communication takes place between the superior and subordinate in an organization:

- | | |
|---------------|-------------|
| a. External | b. Formal |
| c. Horizontal | d. Vertical |

Ans: B

8. Verbal communication comprises of:

- | | |
|-----------------------------|-------------------------------|
| a. Words and gestures | b. Gestures and spoken words |
| c. Spoken and written words | d. Body language and gestures |

Ans: C

PRACTICALS

Group Exercise: Weaving the Story

Materials Required-None

Procedure

- Ask any student to start speaking a sentence and then all the members of the group will speak related sentences to weave a story. Last person of the group will speak the moral of the story.
- A member will provide a suitable title to the story.
- Discuss what you learned from this.

2. Group Exercise : To Introduce Peers

Materials Required-None

Procedure

- Instruct the students to make pairs especially with those whom they do not know. Each pair has to introduce their partner in front of the class. In short they have to discuss about their family details, hobbies, interests and their expertise.
- Discuss what you learned from this.

3. Group Exercise : Communication Break Down

Materials Required- None.

Procedure

- Form groups of three students each.
- Each group selects any one of the factors as barriers to communication.
- Discuss how it can affect or become a barrier to good communication within the family, friends, in school, or at a store.
- Each group will share their experiences related to one of the factors, which can act as a communication barrier.

7 C's OF COMMUNICATION

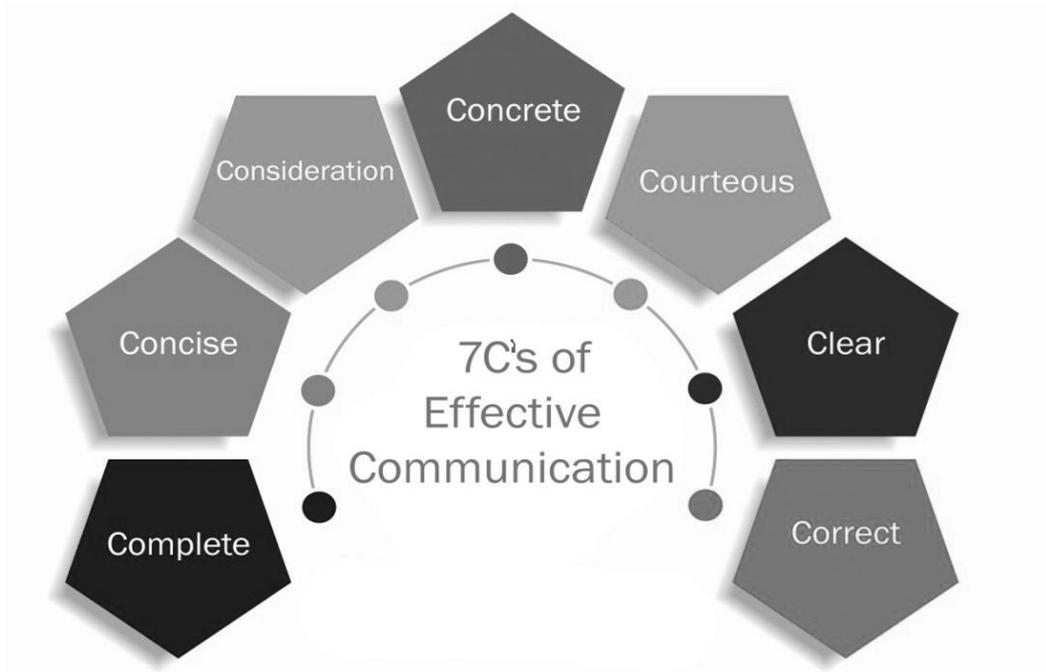


Fig.1.29: Seven C's of Communication

Effective communication is a pre-requisite for achieving professional excellence. Professionals having effective communication skills are more successful in their respective jobs and possess stronger business relationships.

Examples: communicating in presentations, via Email, on virtual communication channels, or face-to-face interactions.

The 7 C's of Business Communication are:

1. **Clarity**

The clarity in communication assures that the message is received precisely. Use language that can be effortlessly understood.

Use simple words

Simple words are more effective than pompous words. Therefore, it is always in the interest of both the sender and the receiver that the message is in a lucid and understandable language.

Avoid these	Use these
Facilitate	Help
Demonstrate	Show
Utilize	Use

At the present moment	Now
Despite the fact that	although
Will you be kind enough	Please
Come to a conclusion	Conclude
Make the announcement	Announce
Take into consideration	Consider
Example:	
We request the pleasure of your company...	
We cordially invite you...	



2. **Correctness**

It is essential to use correct grammar, facts, appropriate syntax, and words for clear expression. Correct formulation of the message before sending it to the receiver is important.

Example:

Incorrect: It is considered you may enter the building during opening hours but must show relevant I.D.

Immediately, the recipient of this information has two questions:

What are the opening hours, and which relevant ID is required?

Correct : You may enter the building from 9 AM to 5 PM daily, but must show your employee's identity card.

3. **Conciseness**

Concise messages are more effective and time saving. Brevity should not affect completeness. Follow these four steps for achieving conciseness:

- Use relevant facts.
- Avoid unnecessary words.
- Remove repetition.
- Make simple and short sentences.

Example:

Vague: As a matter of fact, during the month of June, all employees must confirm that they wear appropriate clothing to ensure they stay cool while the air-conditioning is being repaired.

Revised Version: During June employees must wear proper clothing to stay cool while the air-conditioning is repaired.

4. **Courtesy**

It shows mutual respect and helps to build goodwill. It ensures sincerity and politeness in communication.

It can be achieved by following the principles mentioned below:

- Acknowledge the Greetings and answer the Emails/letters promptly
- Apologize sincerely for the omission and thank generously for a favour.
- Empathize with others to build a strong relationship.

5. **Concreteness**

Concreteness is achieved by stating definite facts instead of vague and generalized expressions:

- Give definite facts
- Use unambiguous words
- Prefer active constructions

Example: **Incorrect**

Hi All

Remind for tomorrow's meeting in language lab

Amit

Correct:

Dear All

This is a gentle reminder about tomorrow's meeting on the new software of the language lab. The meeting will be at 10:00 A.M. in the Conference Room. Please come five minutes before the scheduled time.

Regards

Amit

6. **Consideration**

Treat the way you want to be treated. Focus on communicating while considering the needs and issues of the recipient.

Example: **Incorrect**

The shopping is possible only within the office hours.

Correct:

I am delighted to announce that we have extended our office hours to make shopping more convenient. You will be able to shop in the evenings with the extended office hours.

7. **Completeness**

The message should be complete, delivering all the facts needed for the recipient to make an informed decision. Incomplete messages often receive poor responses.

To ensure that the communication is complete, ask if it answers the what, when, why, who, where, and how?(5W's 1H).

Example: **Incorrect**

When, where, why is the meeting scheduled?

Correct :

What is the agenda of the meeting?

When is the meeting scheduled?

Where is the venue?

Who will be the participants?

Why this meeting is scheduled?

How long will be the meeting?

ART OF EFFECTIVE COMMUNICATION

Communication is an art where the tools can be used skillfully to make it effective.

Choose words Wisely

Words have the power to make or break relationships. The opinion that the listener develops is through the usage of words. Avoid using negative words like failure, hopeless, worthless, and start adding positive words like acceptance, approval, success, hopeful etc. Professional communication does not include slang words and slurring.

Expand your Vocabulary

Vocabulary helps to come across as learned and well read. Start by reading vocabulary books or by watching videos on vocabulary.

Check Voice and Tone

A monotonous voice is very predictable and the listener can quickly lose interest in the conversation therefore it is crucial to change the intonation by naturally using a rising and lowering tone of voice.

Observe the Pace of Speech

The pace of speech should not be too fast or too slow. A steady volume of speech takes the listener on a roller coaster ride of communication by increasing and decreasing the volume naturally.

Emotions while Speaking is Vital

Use emotions while communicating to have an engrossing conversation. While exercising, control over feelings, only the right emotion should be expressed in a conversation.

Make Use of Body Language Appropriately

Hands and arms: Stiff hands reflect arrogance. It is better to keep hands loose and use them for making a point whenever needed. Show your palms, do not hide them in pockets and behind the body.

Eyes: Look into the eyes of the person you are talking to. Looking elsewhere shows indifference.

Position: Sit while presenting in a meeting to show a casual attitude. However, standing while presenting denotes strength and passion.

SUBJECTIVE QUESTIONS

1. Discuss the engineering model of communication with appropriate examples.
2. “Words are powerful” Exemplify it.
3. Prepare and present the topic from the curriculum.
4. Enlist 7 C’s of communication.
5. Discuss elements of 7 C’s in detail and also provide examples of them.
6. **Differentiate between:**
 - Concrete and Concise
 - Consideration and Courtesy
7. The use of 7 C’s makes oral and written communication effective. Elaborate with real examples.

OBJECTIVE QUESTIONS

1. The Seven C's of effective communication are:

a. Completeness	b. Conciseness
c. Consideration	d. Concreteness
e. Clarity	f. Courtesy
g. Correctness	
A. True	B. False

Ans A

2. The seven C's are seven key principles that emphasize effective communication. They can be applied to both oral and written communication:

A. The above statement is false	B. The above statement is true
---------------------------------	--------------------------------

Ans B

3. To help ensure the message is complete one should use the 5 W's checklist. The W's are:

a. Who?	b. What?
c. When?	d. Where?
e. Why?	
A. The above is correct	B. The above is incorrect

Ans A

4. **Conciseness** – For business communication, conciseness means communicating what you want to convey in the least possible words without forgoing the other 7 C's of communication. The message only contains information relating to the topic and excludes irrelevant information:

A. The above statement is incorrect	B. The above statement is correct
-------------------------------------	-----------------------------------

Ans B

PRACTICAL EXERCISES

1. Group Exercise

Conduct a group discussion on the requirement of 7 C's for effective Communication.
Materials Required- Paper and Pencil.

Procedure

- Each student write down examples of the 7 C's of communication in notebook.
- For each of the 7 C's, a student volunteers to give his or her example on how to communicate well.
- Other students will provide feedback (with teacher's guidance).

2. Home Assignment - Chart Making on Elements of Communication

Materials Required- Chart Paper, Colours and Pencil.

Procedure

- Make a chart showing the elements of communication or communication process, giving real life examples
- Elaborate with appropriate examples the 7 C's of Communication for effective written and oral skills.

3. Simulation - Group Activity

Materials Required- None.

Procedure

- Form groups of four students each.
- Sell exclusive items of the shop to a couple who is searching for some unique gift items.
- A student can act as the owner of the shop; another student will be a salesperson and the other two will act as couple.
- Enact a conversation between four persons.
- Discuss what you learned from this.

TECHNICAL COMMUNICATION

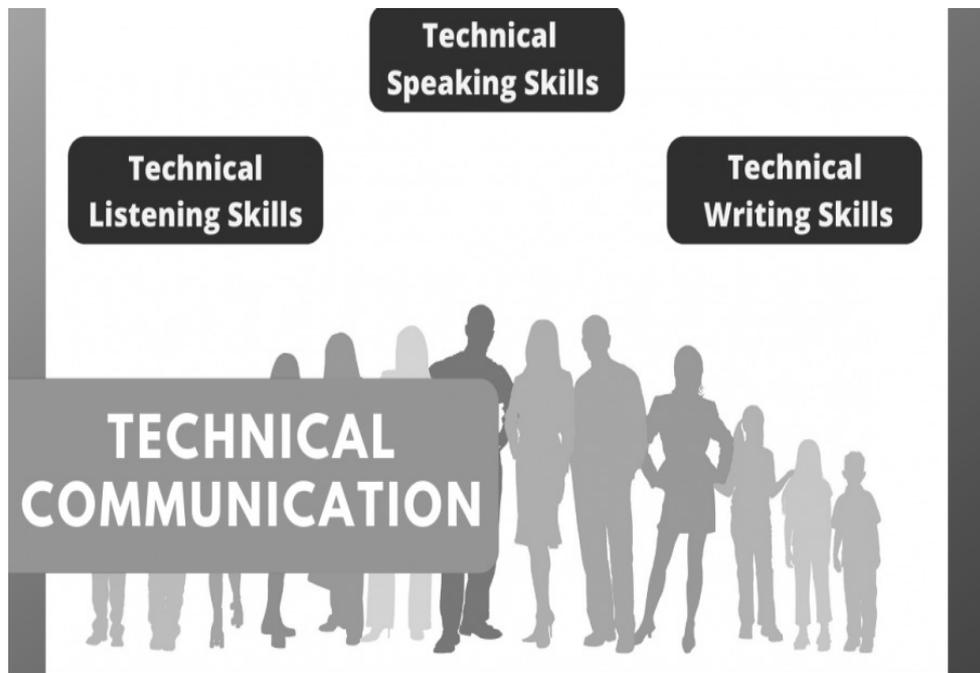


Fig.1.30: Technical Communication

Definition of Technical Communication

Technical communication imparts scientific, engineering, or other technical information. Experts in a variety of contexts and with varied technical credentials engage themselves in technical communication.

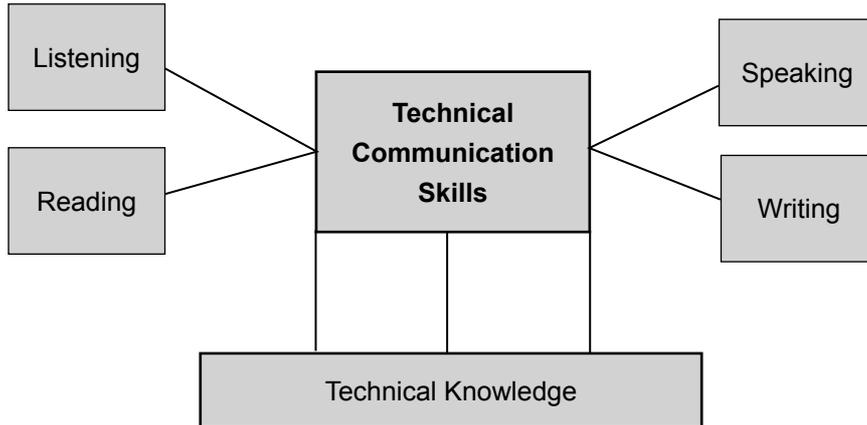


Fig. 1.31: Technical Communication Skills

Listening

Listening skill is one of the most important language skills that you need to be successful in your academic and professional pursuits. Following table will show various types of listening skills under three categories:

Table. 1.1: Technical Communication Skills: Listening

General	Academic	Professional
• Casual conversation	• Lectures	• Professional interactions
• Formal conversation	• Tutorials and practicals	• Meetings
• Social interaction	• Seminars and workshops	• Conferences
• Public speeches	• Technical presentations	• Interviews
• Announcements	• Academic discussions	• Professional discussions
• Radio	• Academic interactions	• Professional presentations
• Television programme	• Viva-voce	• Tele conferencing
• News reports		• Video conferencing

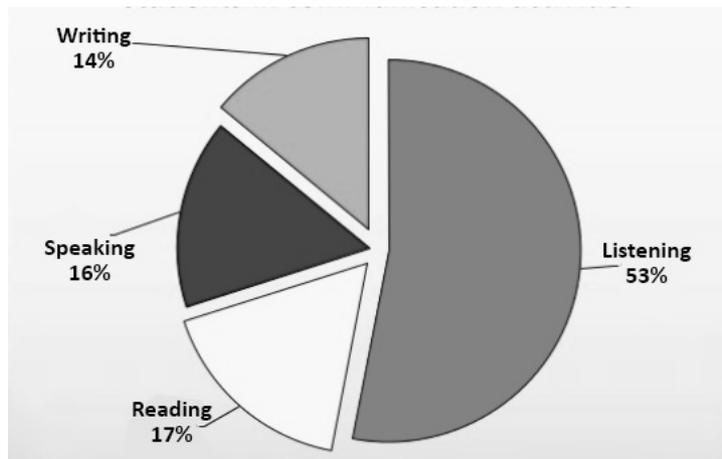


Fig. 1.32 Proportions of Time Spent by College Students in Communication Activities

Speaking

Speaking skills are:

Oral communication not only makes professional interaction possible, but it also develops information and understanding essential for decision making in meetings, conferences, and in other similar oral communicative situations.

Oral communication is a tool of professional and business interactions, one should be able to use it fluently, effectively, and confidently.

Table. 1.2: Technical Communication Skills: Speaking

General	Academic	Professional
• Casual conversation	• Lectures	• Professional interactions
• Formal conversation	• Tutorials and Practicals	• Oral reports
• Social interaction	• Seminars and workshops	• Oral presentations
• Public speeches	• Technical presentations	• Group discussions/meetings
• Small talks on local topics	• Academic discussions	• Conferences
• Negotiation meanings in social situations	• Academic interactions	• Workshops
• Conversation tasks in a given social milieu	• Viva-voce	• Interviews
	• Oral interactions	• Professional discussions
	• Oral reports	• Tele conferencing
		• Vide conferencing

Reading

Reading is also important for effective communication. Effective reading skills are required to read several kinds of material for different general, academic and professional purposes. It includes:

Table. 1.3: Technical Communication Skills: Reading

General	Academic	Professional
• Newspapers	• Textbooks	• Business reports
• Magazines	• Journals	• Proposals
• Journals	• Research papers	• Business letters
• Novels	• Scientific articles	• Memos
• Stories	• Classroom notes	• Email messages
• Articles	• Lecture notes	• Notes and notices
• Personal letters	• Thesis	• Circulars
• Emails	• Dissertations	• Promotional bulletins
• General books	• Abstracts	• Catalogues
• Entertainment literature		• Instruction manuals
		• Corporate brochures

Writing

The significance of writing cannot be over-emphasized because writing is so important for students of all kinds and professionals in all fields. Both professionals and students need excellent writing skills to survive and excel in their pursuits. Writing connects us with unknown audiences. The following table includes various writing skills:

Table. 1.4: Technical Communication Skills: Writing

GENERAL	ACADEMIC	PROFESSIONAL
• PERSONAL LETTERS	• EXAMINATION ANSWERS	• TECHNICAL REPORTS
• PERSONAL EMAIL MESSAGES	• PROJECT REPORTS	• INDUSTRIAL REPORTS
• NOTES	• LAB REPORTS	• PROJECT PROPOSALS
• COMMENTS	• SYNOPSIS	• BUSINESS PROPOSALS
• GENERAL ARTICLES	• THESIS	• BUSINESS LETTERS
	• DISSERTATIONS	• ELECTRONIC MAILING
	• ABSTRACTS	• MEMOS, NOTICES
	• RESEARCH PAPERS	• AGENDA, MINUTES
	• SCIENTIFIC ARTICLES	• TECHNICAL ABSTRACTS
	• CLASSROOM NOTES	• JOB APPLICATIONS
	• LECTURE NOTES	• RÉSUMÉS



Fig. 1.33: An Example of Technical Communication

VIDEO RESOURCES

https://www.youtube.com/watch?v=X3Fz_Gu5WUE

USE OF ICT

Information delivery involves multiple disciplines (for example, writing, editing, graphic design, indexing, instructional design, video scripting, production, etc.) and a variety of media (for example, paper documents, web pages, online help, computer-based training, audio, video, etc.).

SUBJECTIVE QUESTIONS

- Q.1 Define Technical Communication.
- Q.2 Differentiate between Technical and General Communication.
- Q.3 Enumerate the principles of effective Technical Communication in professional experiences.
- Q.4 Write steps of Technical oral presentation.
- Q.5 Discuss the significance of Technical Communication for professional purposes.

Practical Exercise

Gadget Description - Individual and Group Activity

Materials required – None

Procedure

- Every student will individually write about one gadget and then present it before the class.
- Questions will be asked from any student of the class and a healthy discussion must be encouraged.
- Discuss what have you learned from this activity.

OBJECTIVE QUESTIONS

1. Technical writing demands ---use of language:
 - a. Figurative
 - b. Poetic
 - c. Factual
 - d. Dramatic

Answer:C

Explanation: Technical writing needs accuracy of expression and restraint in style. It demands factual use of language. It does not care for figurative or poetic impressions.

2. These must be avoided in Technical writing-----
- | | |
|----------------|----------------------|
| a. Facts | b. Grammar |
| c. Punctuation | d. Personal feelings |

Answer: D

Explanation: Technical writing must be as objective as possible. There is no place for personal feelings in technical writing.

3. Technical words denoting top is:
- | | |
|-------------|------------|
| a. Apex | b. Lateral |
| c. Slanting | d. Bottom |

Answer: A

Explanation: Technical writing uses many special words. The word 'apex' instead of the 'top' and 'base' instead of the 'bottom' etc.

4. Technical word for slanting is:
- | | |
|------------|------------|
| a. Oblique | b. Sloping |
| c. Tilting | d. Bent |

Answer: A

Explanation: Technical writing uses special words instead of general words. Therefore, oblique is used instead of slanting, apex instead of the top, base instead of the bottom etc.

CASE STUDY 1

Case on Receiver Oriented Communication

Anil Asks for a Raise

Anil has not had a raise for a few years. He believes he deserves one. He was thinking of going to his manager Rohit to discuss this issue with him. He plans to reveal his increased expenditure like his children's college fees and other loans. On second thought he remembers the principle of receiver oriented communication and decides to change his strategy. Instead of giving his arguments, he thinks of providing numerical figures to his boss. He remembers that his boss always plays with numbers and statistics.

Anil recollects how significant numbers are to Rohit. So he changes his strategy. Rather than zeroing in the discussion on his own requirements, he goes over the numbers and assembles a strong case showing that he deserves the raise on the basis of his performance over the years in the organization.

Questions

- Q1. Anil's intrapersonal communication shows the value of work. Explain.
 Q2. Productivity conveys the results. Discuss.
 Q3. The time of communication is most important. Justify.

CASE STUDY 2

Case on Non-Verbal Communication

Jyoti Comforts Her Daughter

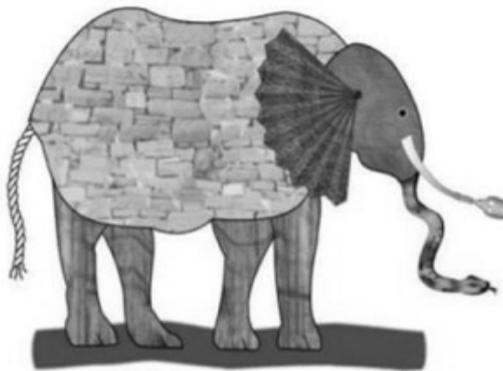
Jyoti was doing some desk work when her daughter came into the room quite upset. As the kid communicated her sentiments, Jyoti kept confronting her PC and approaching her work as she said consoling words, for example, “It’ll be OK Riya” and “We’ll improve things.” She was confused when the kid simply kept on getting increasingly baffled. For what reason weren’t her quieting words having any impact?

Suddenly, Jyoti realized that most of the correspondence is oral and understood that her oral correspondence – gazing away from her little girl and utilizing an impartial manner of speaking – was passing on precisely something contrary to the quieting message she expected to send. She paused her work for a moment, moved in the direction of her daughter, gave her an embrace and, in an extremely relieving voice, disclosed to her again that it would be ok. This time, the impact was almost instant as the non-verbal communication, voice, tone and pitch supported her message. Her daughter grinned and ran off to play.

- Q1. Communicating by words affects for a longer period. Justify with examples.
- Q2. Non-Verbal Communication is vital in oral communication. Explain with example from the above case.
- Q3. The tone, pitch and voice modulation is important along with body language. Exemplify.

SUMMARY

Perception and Reality in Communication



One blind man touches the side of an elephant and feels that the elephant is like a huge wall. Another person touches one leg and has no hesitation to say that the elephant has to be like a tree. One finds the ear resembling a large fan, trunk is just a snake, tooth indicated a spear, and the tail cannot be anything other than a rope. We are here referring to six blind people whose perception differ from one person to another, even though they are unable to see. They are able to grope with their hands.

Design innovative Practicals/ Projects/ Activities

Students to design alternative Practical/ Project/ Activities (as a group or individual).

1. Repeat words on Language Lab software after listening to them.
2. Deliver oral presentations using correct grammar.
3. Write short paragraphs emphasizing on syntax.
4. Compose dialogues on various situations.
5. Enact a role play.
6. Narrate anecdotes of various situations.
7. Use correct pronunciations and voice modulation while reading articles from different sources.
8. Deliver prepared speeches on the given topic.

MINI PROJECTS

Each student has to be assigned a topic for Mini-Project in the beginning of the semester. Student will prepare one short presentation of five (5) minutes duration using various aids and tools e.g., charts, power point, graphics, models, simulations, dialogues, examples and illustrations, role plays etc. on topics like:

1. Process of Communication
2. Verbal and Non-verbal communication
3. Principles of Effective Communication (any three principles with examples)
4. Barriers in Communication (any one category of Barriers)
5. Technical communication

KNOW MORE

Example:

An internet humour depicting two-value words and use of language to convey different meanings is a funny workplace example.

*A Company memo reads as follows:
Our company required no further
Physical fitness programmemes.
Everyone gets enough exercise
Jumping to conclusions,
beating around the bush,
running down the boss,
going around in circles,
dragging their feet, dodging responsibility,
climbing through paperwork,
pulling strings,
throwing their weight around,
stretching the truth,
bending the rules,
and pushing their luck.*

Example of Non-Verbal Communication

Leroy and Lane in his well-known book “By All Means” Communication narrates an interesting incident. Two men entered a small grocery store, walked up and down the aisles for a while, and then paid for a bar of soap and a toothbrush at the checkout counter. After they left the store, the sales girl who had waited on them told the manager that the two men made her felt uneasy. She said that they seemed more interested in the store than in buying. The manager, laughed, but to please her, stepped outside and copied down the men’s car number.

That night, the store was robbed. The car number led to the capture of the robbers. The sales girl had received more than verbal message from the two men; she had perceived their non-verbal communication, that is, message conveyed without words.

This example clearly demonstrates that you do not have to say a word to communicate nor does anyone have to say anything to you. One can interpret, receive, infer and judge on the basis of non-word communication. Silence, postures, facial expressions, any form of body language, even unspoken glances communicate.

IMPORTANCE OF BUSINESS COMMUNICATION

- Business communication is the most important ingredient of any business. However small or big a business may be, its success depends on how effective its communication system is. Inaccurate or ineffective communication may lead to conflicts within the organisation and loss of goodwill outside it. Communication skills are pre-requisite to personal, academic and professional success.
- Good communication skills help young managers to kick start their career. According to a study, the basic skills required at the entry level of today’s jobs are communication skills and this includes all aspects of communication i.e. oral, written and listening skills.
- Building good relations in any profession requires good interpersonal skills.
- For every professional, communication skills are important, as they help in smooth and effective working of an organization.
- Effective communication skills enhance career growth, personality and the confidence to influence and to motivate rather than just command and control.
- Effective communication can help in achieving organisational success because the satisfaction level of the employees increase and hence the productivity level multiplies.
- Even an individual’s own effectiveness increases by enhancing communication skills.
- It is in the interest of both individual and organisation, it becomes very important for all to study Business Communication and understand and adopt the various techniques that can enhance productivity.

UNIT-1 OUTCOME	EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)						
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
U1-O1							
U1-O2							
U1-O3							
U1-O4							
U1-O5							
U1-O6							

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APPENDICES

P1 - ICE BREAKING

1.1 **Practical Statement:**

It will help to make participants familiar with one another.

1.2 **Practical Significance:**

Ice Breakers are an effective way of starting an interaction session or team building event. They can be interactive and fun sessions, which run before the main event or day's activity. Activities can form some varieties including problem-solving, facilitation, communication, leadership, team building, sharing, trust and decision making. Ice breakers are particularly well suited for beginning a speech or starting a meeting. As the name implies, they break the ice, help participants relax, and generally set the tone for the presentation

1.3 **Practical Outcomes (PrO)**

The students will be able to:

- PrO1. Make students initiate on a pleasant note and think differently.
- PrO2. Learn the use of body language and improve verbal message.
- PrO3. Gain experience in extemporaneous speaking or a prepared oral presentation.

1.4 **Practical Setup**

In Classroom or Language Lab

1.5 **Resources Required**

Computers and Language Softwares

1.6 **Precautions**

To make ice breakers to be effective, it must employ:

- Content, appropriate to the group.
- Appropriately timed.
- Should occur at the beginning, and then at appropriate times during the programme.

1.7 **Procedure and Other Similar Activities**

Form a circle and start the first step of the activity.

It is a warm-up activity that helps the group members to have acquaintance among themselves.

Lucky Penny: Each student takes a penny or other coin out of his/ her pocket and looks at its date. When his/ her turn comes, she/ he states the year that is on their coin and recalls something spectacular that has happened that year.

- **Categories:** Have members of the group arrange themselves into groups by their favorite dessert, sport, color, movie, car, etc. This is a good activity to get people up and moving and to find out common likes.
- **Stereotype Chat:** Place a paper on each person's back with a characteristic on it (Pretty Girl, Smart, Happy, Rich).
- Don't let them see what you are putting on them. Let the participants wander around and talk to each other, treating each other as they might treat someone with that characteristic. Afterward, let everyone guess what characteristics they had and tell how they felt (a good way to start a discussion on stereotypes or a cultural programme).
- **True or False:** Participants will say three things about themselves - two true and one false. Other participants will guess which one is the lie. The correct guesser goes next.
- **Know Oneself:** participants are asked to make a sincere attempt to symbolize themselves in the form of a pictograph. example: a flower for sensitiveness and a stone for hardness.

1.8 Conclusion

Ice-breaking activities will provide a unique opportunity for your team to develop new skills that can be critical for success in the workplace.

1.9 Practical related Questions

1. Discuss the difficulties that you come across while starting a conversation.
2. Describe, how an ice breaker helps to create a team atmosphere?

1.10 Suggested Learning Resources

English and Communication Skills, Books and Websites:

- By Kuldip Jaidka, Alwinder Dhillon and Parmod Kumar Singla Prescribed by NITTTR, Chandigarh Published By Abhishek Publication, 57-59, Sector-17, Chandigarh
- Rich Vocabulary Made Easy by Kuldip Jaidka, Mohindra Capital Publishers, Chandigarh
- Spoken English (2nd Edition) by V Sasikumar and PV Dhamija; Published by Tata Mc Graw Hills, New Delhi.
- Spoken English by MC Sreevalsan; Published by M/S Vikas Publishing House Pvt. Ltd; New Delhi.
- Spoken English –A foundation course (Part-I and Part-II) By Kamlesh Sadanand and Susheela Punitha; Published by Orient BlackSwan, Hyderabad
- Practical Course in English Pronunciation by J Sethi, Kamlesh Sadanand and DV Jindal; Published by PHI Learning Pvt. Ltd; New Delhi.
- A Practical Course in Spoken English by JK Gangal; Published by PHI Learning Pvt. Ltd; New Delhi. 8. English Grammar, Composition and Usage by NK Aggarwal and FT Wood; Published by Macmillan Publishers India Ltd; New Delhi.
- Business Correspondence and Report writing (4th Edition) by RC Sharma and Krishna Mohan; Published by Tata Mc Graw Hills, New Delhi.
- Business Communication by Urmila Rani and SM Rai; Published by Himalaya Publishing House, Mumbai.

- Business Communication Skills by Varinder Kumar, Bodh Raj and NP Manocha; Published by Kalyani Publisher, New Delhi. 22
- Professional Communication by Kavita Tyagi and Padma Misra; Published by PHI Learning Pvt. Ltd; New Delhi.
- Business Communication and Personality Development by Bsiwajit Das and Ipseeta Satpathy; Published by Excel Books, Delhi
- Succeeding Through Communication by Subhash Jagota; Published by Excel Books, Delhi
- Communication Skills for professionals by Nira Konar; Published by PHI Learning Pvt. Ltd; New Delhi.
- Developing Communication Skills (2nd Edition) by Krishna Mohan and Meera Banerji; Published by Macmillan Publishers India Ltd; New Delhi.
- Effective Technical Communication By M . Ashraf Rizwi; Published by Tata Mc Graw Hills, New Delhi.
- Basic Communication Skills for Technology by Andrea J Rutherford; Published by Pearson Education, New Delhi
- English and Communication Skills for Students of Science and Engineering by SP Dhanavel; Published by Orient BlackSwan, Hyderabad.
- Technical Communication- Principles and Practices by Meenakshi Raman and Sangeetha Sharma; Published by Oxford University Press, New Delhi.
- Technical English by S. Devaki Reddy and Shreesh Chaudhary; Published by Macmillan Publishers India Ltd; New Delhi.
- Advanced Technical Communication, by Kavita Tyagi and Padma Misra; Published by PHI Learning Pvt. Ltd; New Delhi.
- Communication Skills for Engineer and Scientist by Sangeeta Sharma and Binod Mishra; Published by PHI Learning Pvt. Ltd; New Delhi.
- https://www.iare.ac.in/sites/default/files/lab1/ELCS_Lab_manual_0.pdf.
- <http://www.gpsambalpur.com/rengali/LM/1ST%20YEAR%20-COMMUNICATIVE%20ENGLISH%20LAB%20MANUAL-Pdf.pdf>
- <https://www.aurora.ac.in/images/pdf/departments/humanities-and-sciences/elcs-lab-manual.pdf>.

1.11 Suggested Assessment Scheme

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

PERFORMANCE INDICATORS (SAMPLE)		WEIGHTAGE	MARKS AWARDED
Process related : Marks* (70%)			
1.	Initiation is crucial		
2.	Summarizing an Ice Breaking		

Product-related: Marks* (30%)			
1.	Ice-breaking rules followed		
2.	Pronunciation, Tone, Pitch, are important		
3.			
4.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:			
Marks Awarded			Signature of Teacher with date
Process Related	Product-Related	Total	

APPENDICES

P2 - JUST A MINUTE (JAM)

1.1 *Practical Statement:*

It is an activity based on the presence of mind and common sense.

1.2 *Practical Significance*

Just a minute or JAM is an impromptu speech test conducted with a time limit of one minute. As a student and as a budding technocrat, you will be asked to speak on the spur of the moment to make a presentation. Right from the classroom situation where the instructor would like to know what we have understood, to viva voce in the practical examinations, where your external examiner tests your domain knowledge, many situations will demand you to make an impromptu speech. While many of us do not like to speak before people, there are times when we are asked to get up and say few words about someone or on some topic when we have not planned on saying anything at all.

Topics for Jam sessions

- Stitch in time saves nine.
- Money saved is money earned .
- The growing threat of global warming .
- Depression among teenagers.
- Social Media Communication and its impact on youth.

1.3 *Practical Outcomes (PrO)*

The practical outcomes are derived from the curriculum of this course:

The students will be able to:

- PrO1. Make students initiate on a pleasant note and think differently.
- PrO2. Learn the use of body language and improve verbal message.
- PrO3. Gain experience in extemporaneous speaking or a prepared oral presentation.

1.4 *Practical Setup*

In Classroom or Language Lab

1.5 *Resources Required*

Computers and Language Softwares

1.6 Precautions

Following two steps can be best used to master the art of giving an effective JAM session: The first step is to go back to background knowledge and gather all the necessary ideas related to the topic. Once you gather all the necessary ideas, now organize them in a sequential order either chronologically or thematically. Then express them with clarity and cohesiveness. Important rules to be followed in JAM are:

- No deviation, repetition, hesitation.
- Utilize every opportunity to express creatively.
- Be brief and to the point. Maintain good body language.
- Use positive and appropriate vocabulary.

1.7 Suggested Procedure

Just a minute or JAM is an impromptu speech test conducted with a time limit of one minute. All the students must be given a topic on the spot and they have to speak for a minute.

1.8 Conclusion

Just a Minute activities provide students an opportunity to think and express with clarity and cohesiveness.

1.9 Practical related Questions

1. Discuss how you overcome stage fright while giving any impromptu speech.
2. Enlist the rules to be followed in Jam.

1.10 Suggested Learning Resources

Refer Practical 1

- https://www.iare.ac.in/sites/default/files/lab1/ELCS_Lab_manual_0.pdf
- <http://www.gpsambalpur.com/rengali/LM/1ST%20YEAR%20-COMMUNICATIVE%20ENGLISH%20LAB%20MANUAL-Pdf.pdf>
- https://www.academia.edu/28940056/B_Tech_1st_Year_1st_Sem_ELCS_Lab_Manual_English_Language_Communication_Skills_Lab_Manual_CALL_and_ICs_2016
- <https://www.aurora.ac.in/images/pdf/departments/humanities-and-sciences/elcs-lab-manual.pdf>

1.11 Suggested Assessment Scheme

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

PERFORMANCE INDICATORS (SAMPLE)		WEIGHTAGE	MARKS AWARDED
Process related : Marks* (70%)			
1.	A beginning must be very effective		
2.	To conclude with examples in time is crucial		
3.			
4.			
Product-related: Marks* (30%)			
5.	Appropriate Usage of words is important.		
6.	Voice modulation and Pronunciation are essential.		
7.			
8.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:			
Marks Awarded			Signature of Teacher with date
Process Related	Product-Related	Total	

2

Soft Skills for Professional Excellence



Fig. 2.1: Self-Reflection

Before starting to read this chapter ask a question to yourself
“What does learning mean to you?”

DOES IT MEAN . . .

- Cramming of textbooks?
- Mindless reproduction of memorized ideas?
- Getting something on paper?
- Showing off somebody the certificates, degrees and medals accumulated?
- Is it a mere increase of knowledge?
- Ability to memorize and reproduce? Gather facts and store them for future use.
- Search for meaning?

Real learning actually means ...

Human interaction
with the environment that result in
a permanent change in behaviour

This means most learning is done outside the classroom. It is mainly dependent on our interaction with the environment (classroom, friends, enemies, books, movies, nature, etc.) In whatever way one learns, if it does not result in behavior modification, it is not learnt at all.

It could change a life, revolutionize thinking, alter perspective, develop a career, enrich personal relationships, enhance the happiness quotient...

BUT... IF ONLY . . . Only if . . . you WANT to change.



Fig. 2.2: Change can be brought only from within

If God grants you one wish that would make you happy and peaceful forever, what should you ask Him?

- Money
- Intelligence
- Knowledge
- Good looks
- Beautiful/Handsome life partner



One should ask for Soft Skills

- It will bring everything that is needed to live a happy and peaceful life.
- Soft Skills are People Skills.
- Remember that it is the people around you who are going to contribute to your success or failure.

- 80% of your happiness and peace depends on the life or business partner with whom maximum time is spent.
- It is important to know how to interact for bringing harmony and peace in life.
- The aim of one's life must be clear for the attainment of desired outcomes.

UNIT SPECIFICS

Soft Skills, Hard Skills. Importance of Soft Skills. Life skills: Self-Awareness, Self-Analysis, Adaptability, Resilience, Emotional Intelligence, Empathy Soft Skills Across Cultures, Case Studies.

RATIONALE

Soft Skills are focused on the personality of an individual. These are also called common or core skills. Soft Skills cover a wider perspective, which includes people's skills, social skills, communication skills, character or personality traits, attitudes, mindsets, career attributes, social intelligence and emotional intelligence quotient. Social skills are also termed as foundation skills and include the maintenance of eye contact and personal space, understanding gestures and facial expressions. These also comprise of interaction skills to interact with others: resolve conflicts, taking turns, learning how to begin and end conversations. Soft skills also contain skills needed for understanding oneself, identifying and recognizing feelings of others, showing empathy and recognizing non-verbal language. Cognitive skills as a part of soft skills are not only needed to maintain more complex social interactions but also social perceptions of making choices, self-monitoring, accepting community norms, determining appropriate behavior for social situations. A job-seeking individual must possess these skills, as they are in demand by various organizations.

This unit deals with soft and life skills development by a combination of theoretical and practical approaches for polytechnic Pass-outs.

PRE-REQUISITES

The first-year Diploma students having basic knowledge of English grammar of secondary level and having some exposure to listening, speaking, reading, and writing skills in English.

The course being practical in orientation essentially requires intensive practice sessions involving committed and active participation of each student individually as well as in-group, in class, and besides the class through a self-learning environment that promotes the use of diverse open-access learning resources available today.

UNIT OUTCOMES/ LEARNING OUTCOMES

- Improve communication skills.
- Demonstrate empathy.
- Identify social and cultural perceptions.
- Develop a positive self-image and boost self-esteem.

- Build better relationships.
- Cultivate interpersonal skills.

UNIT-2 OUTCOME	EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)						
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
U2-O1	2	2	2	2	3	3	3
U2-O2	2	2	2	2	3	3	3
U2-O3	2	2	3	2	3	3	3
U2-O4	2	2	3	2	3	3	3
U2-O5	2	2	3	2	3	3	3
U2-O6	2	2	2	2	2	2	2



Soft Skills

85% of one's success at the work place is attributed to soft skills and only 15% to technical skills-

– Harvard Study

Fig. 2.3: Soft Skills

INTERESTING FACTS

Soft skills can be traced back to the US Military between 1968 and 1972. The military had excelled at training troops on how to use machines to do their job. The research outcome was the development of a criterion to judge if a skill is 'soft' or 'hard': Degree of interaction with a machine. David Wechsler (1939) built on this concept by suggesting that the moods, feelings, and attitudes surrounding intelligence could be critical components to success in life. In the 1950s, Abraham Maslow created the hierarchy of needs discussing how people could develop emotional strength.

The U.S. Army first coined the term in the late 1960s when it recognized that soft skills make a big difference to the outcome of a military exercise. According to the military, the term referred to any skill that did not involve the use of machinery. Emotional intelligence quotient (EQ) is the technical term for soft skills.

In January 2017, Seth Godin published an article called, "Let's stop calling them soft skills". The main thrust of his article was that these 'soft skills were the key to success in leadership and happiness in life.

"Soft skills get little respect but will make or break your career."

-Peggy Klaus

INTRODUCTION TO SOFT SKILLS

Soft skills, also known as common skills or core skills are a combination of people, social, communication skills, character or personality traits, attitudes, mindsets, career attributes, social intelligence and emotional intelligence quotients, among others, which are desirable in all professions.

Soft skills focus more on people rather than on processes. The professional world today requires people to work in teams as a part of large organizations. Thus, relationship-building soft skills have gained importance.

Soft skills = People skills = Street Smart.

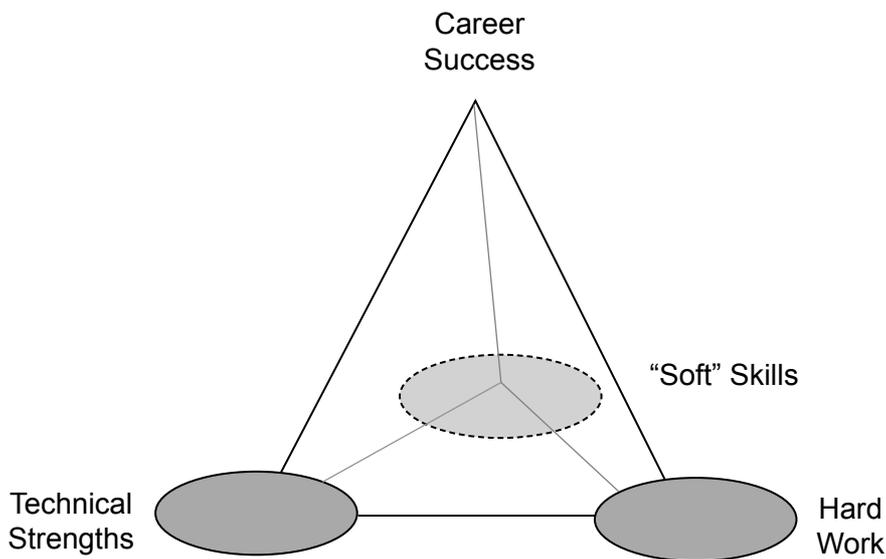


Fig. 2.4: Soft Skills Pyramid

EMOTIONAL INTELLIGENCE

According to future jobs, emotional intelligence is defined as “Being aware of others’ reactions and understanding why they react as they do”. Also, it is the ability to identify and manage own emotions. There are five crucial skills related to emotional intelligence. Emotional Intelligence (EQ) is not as quantifiable as Intelligence Quotient (IQ). Therein lies the first problem– it cannot be supported with data in quite the same way as IQ. As a result, IQ has traditionally been easier to measure and therefore carried more weight but EQ is equally important for professional success.

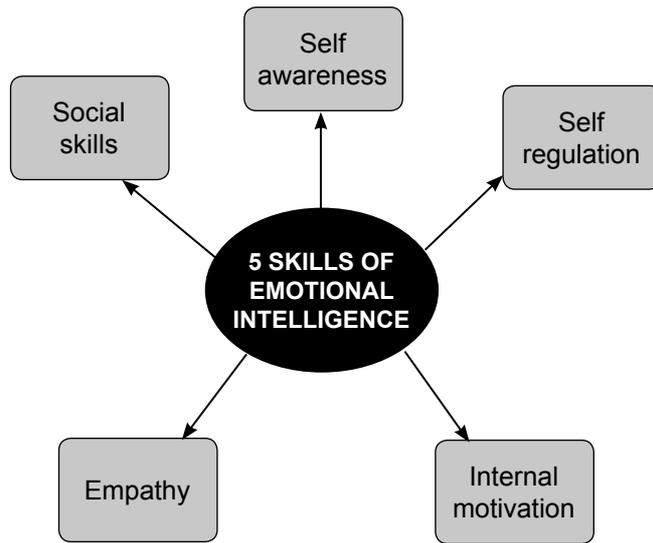


Fig. 2.5: Skills of Emotional Intelligence

Soft Skills and Hard Skills.

Soft skills are skills, abilities and traits that pertain to personality, attitude, and behavior. Soft skills are the ability required and expected from persons for finding a suitable job, its maintenance and promotion. Soft skills are not formal or technical knowledge.

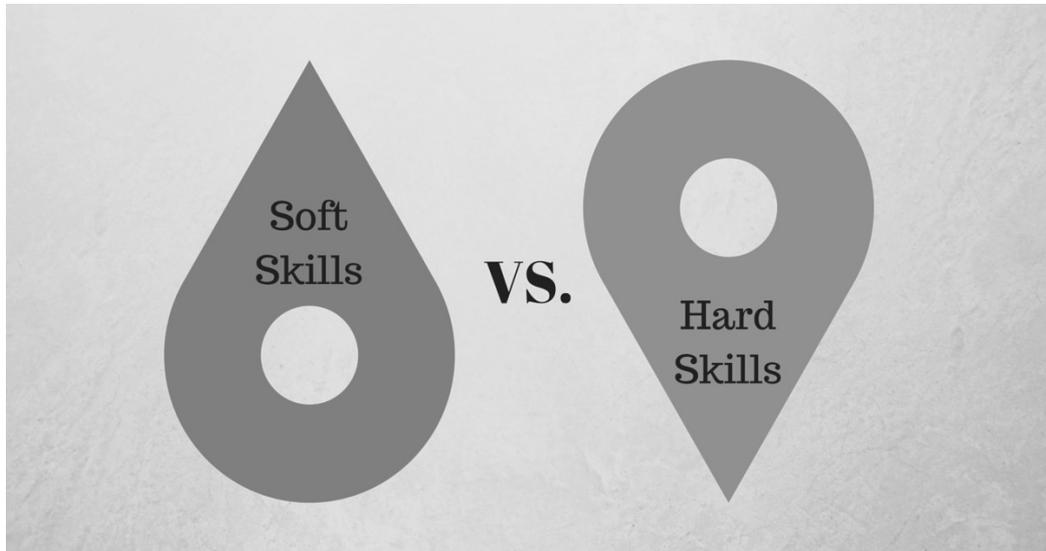


Fig. 2.6: Soft Skills Vs Hard Skills

Soft skills help us in attaining:

- Ability to work and share with others.
- Readiness to learn and work.

Hard skills enable us to complete the task with technical expertise. It is performance-based and focuses on accomplishments. A combination of both skills is essential for professional success.

Soft skills tend to be more personality-focused, as opposed to being based on qualifications, technical skills, or vocational experience. That includes people, social, interpersonal skills, etc. In contrast, hard skills are technical skills that are often job-specific.

Hard skills tend to relate to the core business of an organization, such as writing skills, computer networking skills, machine operation, business analysis, design, and construction. Soft skills deal more with interpersonal relationships and involve things like conflict resolution, communication, listening, and problem-solving.

In short, these are some key differences between hard skills and soft skills:

Table. 2.1: Differences between Hard Skills and Soft Skills

Soft Skills	Hard Skills
Experience based	Rule based
People related	Technological/ scientific
Attitudinal	Industrial/ mechanical
Behavioral	Relates to tools and techniques
Non-domain specific	Specialized
General	Procedural and methodical
Trans-situational	Replicable
Technical	Non-technical
Intangible	Tangible

<https://www.ispringsolutions.com/blog/soft-skills-training>

Soft skills development is often underestimated and is not given due importance. While hard skills can be learned and mastered over time and with repetition, soft skills can be harder to develop and more difficult to accurately evaluate and measure.



Fig. 2.7: Types of Soft Skills

The skills shown in Fig.2.7 are provided here to clarify the important soft skills required for professional development. The skills which are indispensable for Diploma pass-outs are explained in detail below:

1. COMMUNICATION

Table 2.2: Communication Competencies and Outcome

About	Competencies	Outcome
Communication skills can be oral or written and facilitate effective expression in the workplace.	Clarity Confidence Respect Empathy Listening Verbal communication Non-verbal communication Written communication Constructive feedback Friendliness	Students will be able to communicate more effectively with customers and one another which is a win-win situation. By developing their communication skills, students will be empowered to express themselves more clearly, listen more actively and attentively, and achieve better outcomes from difficult conversations.

To develop intrapersonal skills

- Understand the difference in attitude between you and others.
- Determine how others react to you.
- Adapt communication behaviors suiting to others' reactions.

Industry Requirements - Skill sets that include:

- Oral and written communication skills.
- Critical thinking ability.
- Problem-solving resourcefulness.
- Ability to work productively in a team.

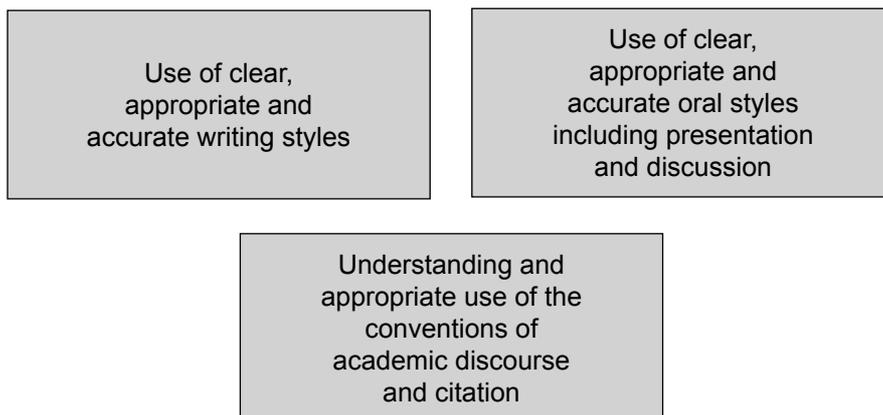


Fig.2.8: Directions for Enhancing Communication Skills

Presentation Skills

- Include planning, preparation and delivery of the presentation.
- Making a formal speech is one form of presentation.
- It can be broadly categorized into physical, oral and electronic.
- Maintain eye contact with the audience and speak in a natural, conversational tone.
- Appropriate voice will make the presentation effective and interesting.
- It should be receiver-oriented for ensuring maximum receptivity.
- Feedback from the audience after the presentation is essential for improvement.

TIME MANAGEMENT



Table. 2.3: Competencies and Outcomes of Time-Management Skills

About	Competencies	Outcomes
Time management skills demonstrate the ability to use work time wisely – plan time as required and allocate it reasonably for various tasks.	Project management Prioritizing Self-starter Planning Decision making Focus Delegation Stress management Coping Organization	Improving time management empowers student to achieve their working goals more efficiently. This process, in turn, leads to improved efficiency and heightened productivity.

- Prioritize the work and schedule time accordingly - Important work should be allotted more time.
- Time management plays a vital role in improving student's academic performance and achievements. Every student should have time management ability which includes setting goals and priorities.

PROBLEM-SOLVING

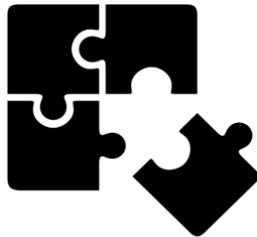


Table. 2.4: Competencies and Outcomes of Problem-Solving Skills

About	Competencies	Outcomes
Problem-solving abilities blend the use of analytical and creative thinking to find solutions.	Lateral thinking Logical reasoning Initiative Persistence Observation Persuasion Negotiation Brainstorming Decision making	Students will be more proactive when it comes to recognizing problems and potential road-blocks to projects, tasks, and goals. They will also be better equipped to identify and implement solutions or come up with alternative fixes.

Problem-solving skills help to determine the source of a problem and find an effective solution. Although problem-solving is often identified as a separate skill, other related skills contribute to this ability. Some key problem-solving skills include:

- Active listening
- Analysis
- Research
- Creativity
- Communication
- Dependability
- Decision making
- Team-building

CRITICAL THINKING



Table. 2.5: Competencies and Outcomes of Critical Thinking Skills

About	Competencies	Outcomes
<p>This is the ability to analyze information objectively, assess different perspectives, and reach logical conclusions without being influenced by emotion or personal biases.</p>	<p>Problem solving Logical reasoning Brainstorming Creative thinking Communication Collaboration Observation Applying data to real-world situations</p>	<p>It fosters students' ability to "think outside the box." By using these skills, they will be able to weigh the pros and cons of different options and make informed decisions. This makes it far more likely that they will achieve the desired results for business.</p>

Critical thinking is the process of analyzing a topic or a problem deeply based on relevant information. Here are some common steps to follow when thinking critically to solve a problem:

- Identify issue or a problem.
- Understand the reason behind a problem and its solution.
- Research and collect data or information on the issue.
- Sort and organize findings and data.
- Develop and implement solutions.
- Analyse the success and failure of different solutions.
- Identify ways to refine solutions.

INNOVATIVE THINKING



To successfully overcome life’s challenges and obstacles, one should free himself of the traditional ways of thinking and adopt a new and creative way of thinking. Employing such novel methods would help a person to reach one’s goals uniquely with minimum effort. Enhancing creativity and out-of-the-box thinking will pay rich dividends in career progression.

TEAM WORK



Table. 2.6: Competencies and Outcomes of Team Work Skills

About	Competencies	Outcomes
Teamwork skills allow employees to operate well in a group setting.	<ul style="list-style-type: none"> Collaboration Cooperation Coordination Delegation Listening Active listening Idea exchange Mediation Negotiation 	It promotes healthy employee relationships and empowers your colleagues to collaborate and work as a team more effectively to collectively meet your company’s goals, targets.

An organization does not grow alone; it needs the contribution from all. When everyone in a team performs; the work is smoothly carried out. People of either gender, different age groups, qualifications, status and skills work as a team with a common objective of accomplishing the task. The success of any organization largely depends on the coordinated efforts of its students. It mainly refers to mutual understanding and cooperation among the team members when they work cohesively.

The Development Stages of a Team

- **Stage One: Forming** - The stage where team members get together to know each other.
- **Stage Two: Storming**- This stage discusses and argues about individual roles while creating a competition for the role of leader.
- **Stage Three: Norming**- The team members discuss, decide and establish the habits and activities.
- **Stage Four: Performing** - This is the stage where the teams perform their duties and show stability.
- **Stage Five: Adjourning**- This stage sees the conflict between the members drifting apart and the members who try to maintain the team.

LEADERSHIP

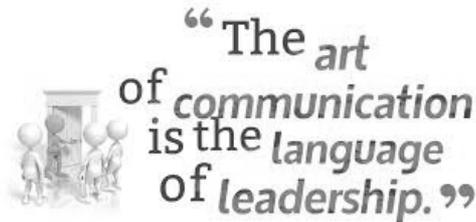


Table. 2.7: Competencies and Outcomes of Leadership Skills

About	Competencies	Outcomes
Leadership is a soft skill that enables people to guide others while fulfilling the goals and mission of the organization.	Project management Empathy Selflessness Agility Listening Humility Cultural intelligence Authenticity Versatility Generosity Trust	By upskilling leadership, employees will be better able to delegate, provide, and accept honest and actionable feedback, take responsibility for the deliverables they own, and motivate themselves and others to reach business targets.

Leadership Skills

Leaders, executives and managers need to be very clear about what they expect from others

- Trust oneself.
- Keep smiling.
- Share and stay together.
- Learn new things.
- Accept responsibility.
- Problems and challenges.
- Be grateful always.



Importance of Soft Skills.

Soft skills are very important to:

- Take appropriate decisions.
- Communicate effectively.
- Create a good impression for professional development.
- Build and maintain interpersonal relationships.

Table 2.8: Categorising Soft-Skills

Skill Set	Used for	Examples
Foundation Skills	Basic social interaction	Ability to maintain eye contact, maintain appropriate personal space, understand gestures and facial expressions.
Interaction Skills	Skills needed to interact with others	Resolving conflicts, taking turns, learning how to begin and end conversations, determining appropriate topics for conversation interacting with authority figures.
Affective Skills	Skills needed for understanding oneself and others	Identifying one's feelings, recognizing the feelings of others, demonstrating empathy, decoding body language and facial expressions, determining whether someone is trustworthy.
Cognitive Skills	Skills needed to maintain more complex social interactions	Social perception, making choices, self-monitoring, understanding community norms, determining appropriate behavior for different social situations.

(Canney and Byrne, 2006)

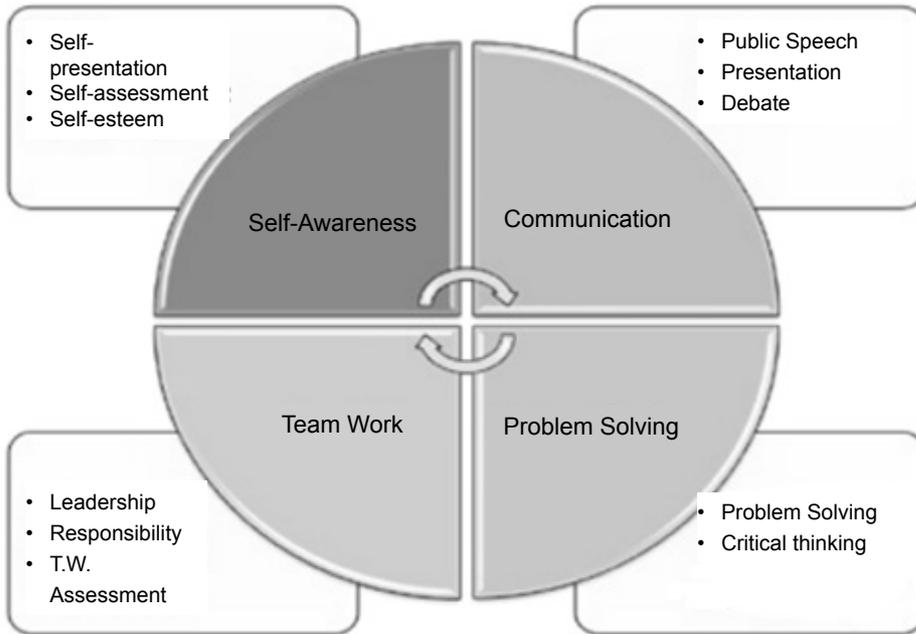


Fig. 2.9: Differentiation of Soft-Skills

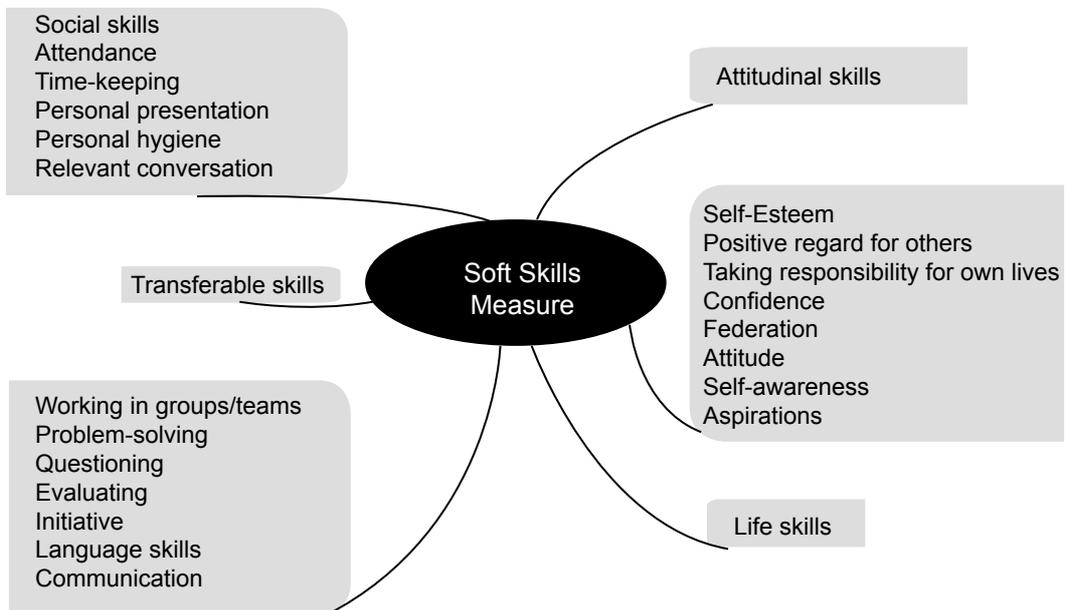


Fig. 2.10: Soft-Skills Outcomes

Soft Skills for Professional Excellence

Soft skills are the interpersonal skills which describe the approach to work, personal life and relationship with other people. Soft skills are the unique selling point (USP) that give you a competitive edge over others, in any workplace and life. Studies show that 75% of long-term job success resulted from soft skills and only 25% from technical skills.

Professional Ethics

Professional ethics is the need of the hour.

Employees must put their heart and soul into the workplace.

Each employee is an organic part of the organization and must strive to contribute his best to the successful functioning of the organization.

STRESS MANAGEMENT



Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, to improve everyday functioning. Stress produces numerous physical and mental symptoms which vary according to each individual's situational facts. These can include a decline in physical health as well as depression. The process of stress management is named as one of the keys to a happy and successful life in modern society. Relaxation away from work means less stress and a better day tomorrow. Practicing yoga will considerably reduce the physical, emotional and mental stress of an individual, instead of a cup of coffee.

Drink water, juice, or electrolyte-infused drinks. Dehydration often is the cause of fatigue. Coffee and soft drinks that contain caffeine may seem to “keep you going”, but in reality, they add to stress and do not keep the body hydrated.

Grooming

It means taking care of our appearance and it is considered as the most important part of soft skills because self-care determines the personality. During an interview or even before, we get a chance to show our skills, people are judged based on their attire and appearance.

Example: Clean, well-ironed clothes with proper shoes during an interview express one's interest to work in an organization. Whereas, if a candidate is not in formal attire, then he/ she are often considered careless and irresponsible.

Anger Management

Anger is a normal human emotional behaviour. Anger management refers to being able to understand our anger and learning the methods to control it rather than shouting, howling and ending up creating a scene. There are different ways in which we can control our anger:

Remove the Irritant

- Understand the cause of the anger
- Try to understand if the reason behind the anger is really serious and important and learn ways to control anger.

Example: Breathing techniques, talking to someone, staying busy at work etc.

Think Before you Speak

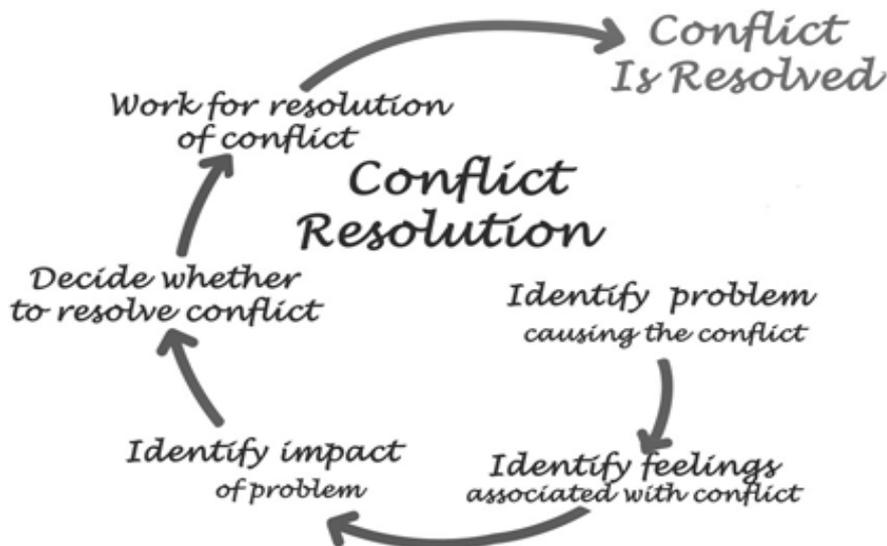
Example: In anger, we often say something which we regret later, so it is advisable to think before we speak.

Mental flexibility can also be termed adaptability or the way to adjust in any situation. This shows an individual's personality on how confidently he/ she can accept changes.

Example: Life Line hospital introduces a new software for the billing process. The billing executives must be open-minded or mentally flexible to learn the new methods quickly and apply them confidently.

Resolving Conflict: It is a way of understanding the problem from its beginning without judging. Resolving problems is very important in soft skills as it helps to maintain peace and decorum in the organization. It also involves active listening to everybody's opinion and view, before jumping to a conclusion.

Example: Front office of the hospital commits an error in the final bill of the patient. When the patient came to know he starts shouting at the executive for the mistake. At that time the executive handles the situation by calming down the patient and by apologizing for the error on behalf of the team and rectifies the mistake.



SUBJECTIVE QUESTIONS

- Q1. Define Soft Skills.
- Q2. Differentiate between Soft and Hard Skills with appropriate examples.
- Q3. Enlist different Soft Skills.
- Q4. Discuss the importance of Soft Skills.
- Q5. Describe Soft Skills as a tool to improve personality.

OBJECTIVE QUESTIONS

- 1. Effectively presenting your thoughts and ideas, verbally and in writing:
 - (i) Teamwork
 - (ii) Perseverance
 - (iii) Communication
 - (iv) RespectAns. (iii) Communication
- 2. Working without being told, staying self-motivated, and the first to begin work shows:
 - (i) Motivation
 - (ii) Initiative
 - (iii) Leadership
 - (iv) PersistenceAns. (iii) Leadership
- 3. Teamwork is defined as:
 - (i) The ability to do something without being asked.
 - (ii) The ability to work with others to get the job done.
 - (iii) The ability to get people to do what you want.
 - (iv) The ability to clearly express yourself.Ans. (ii) The ability to work with others to get the job done.
- 4. Making use of personal connections to achieve career goals:
 - (i) Networking
 - (ii) Teamwork
 - (iii) Collaboration
 - (iv) ConnectionsAns. (i) Networking
- 5. Which of the following is a soft skill?
 - (i) Typing skills
 - (ii) Operating a Machine
 - (iii) Computer skills
 - (iv) Time ManagementAns. (iv) Time Management
- 6. Arriving or doing something at the expected or planned time is:
 - (i) Punctuality
 - (ii) Attendance
 - (iii) Character
 - (iv) NetworkingAns. (i) Punctuality

PRACTICAL EXERCISES

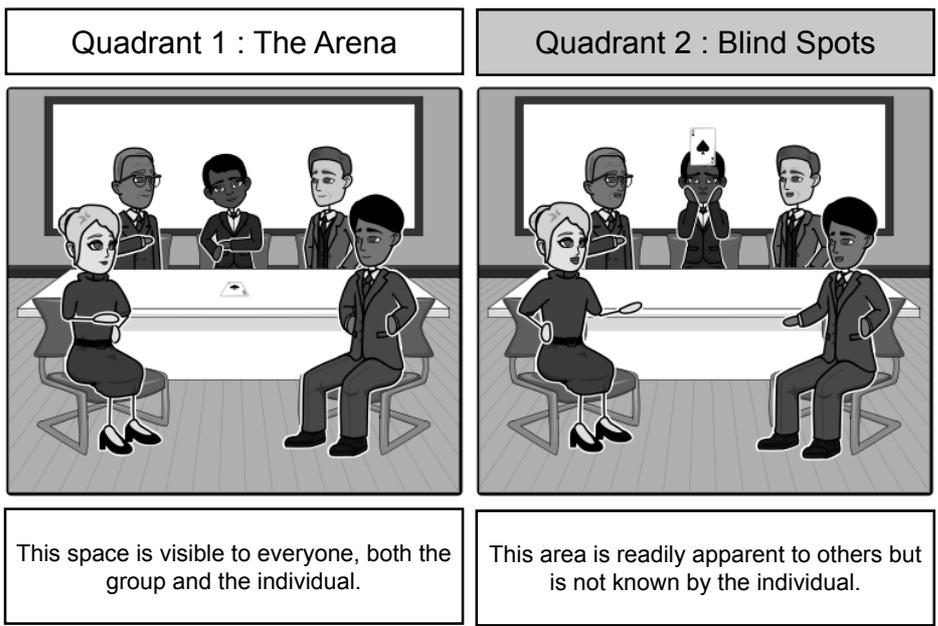
Johari Window

Materials Required: Paper and Pen

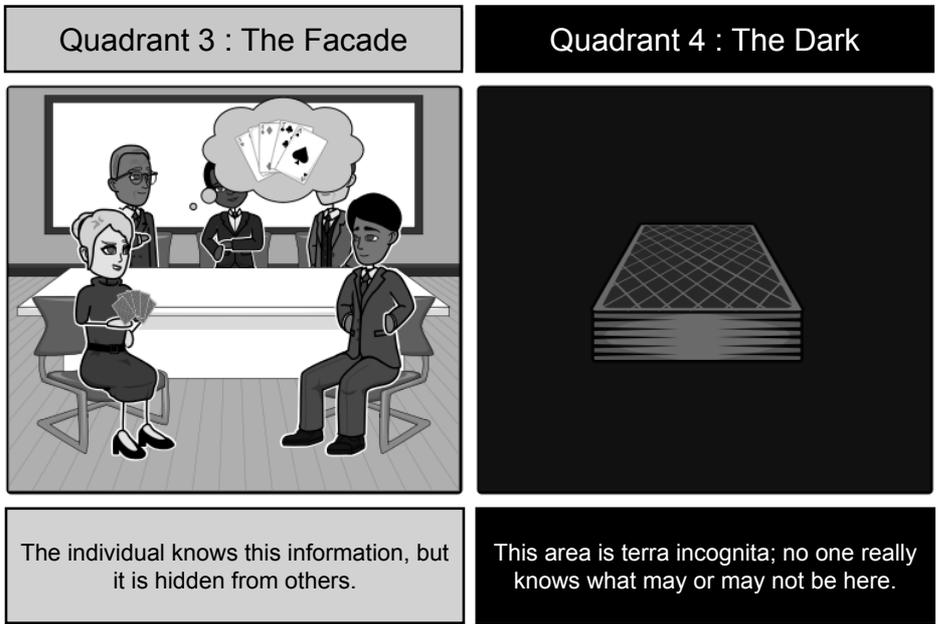
Procedure

- Provide each participant with a model copy of a Johari window.
- In square number one (1) note down the things that you and others know well about yourself. Identify your strengths enumerated here.
- In square number two (2) write down the things that you think others think of you but you do not know. By finding out the negative impressions others may hold of you, strive to turn these weaknesses into strengths.
- Square number three (3) should be filled with facts that you and only you know about yourself. These should be secret to others. The facts about yourself that you thought were secrets might not be a secret to some other people. However, this box may be smaller when successfully interacting with the society.
- Square number four (4) is the dark box. You should fill in it, the facts that neither you nor others know about you.

Example:



The Johari Window



Example:

Harry Potter

	Known to Self	Not Known to Self
Known to Others	<ul style="list-style-type: none"> * Orphan * Aunt, Uncle, and cousin don't like him * Parents died in car accident 	<ul style="list-style-type: none"> * Wizard * The Boy Who Lived * He Who Must Not be Named killed his parents and tried to kill him * Mother was muggle-born witch * Father a wizard and Seeker * His father bullied Snake
Not Known to Others	<ul style="list-style-type: none"> * Mistreated * Lives under the stairs * The snake talked to him * The glass wall disappeared * Family ignores his birthday 	<ul style="list-style-type: none"> * Excellent on a broom stick * His scar connects him to Voldemort * He will choose a wand that's twin was Voldemort's * He's very brave and courageous

PRACTICAL EXERCISES

Nine (9) Dot Problem

Materials Required: Whiteboard/blackboard, pens and paper according to the number of participants.

Objective: To make them understand that, to solve a problem, out-of-the-box thinking and critical thinking are needed.

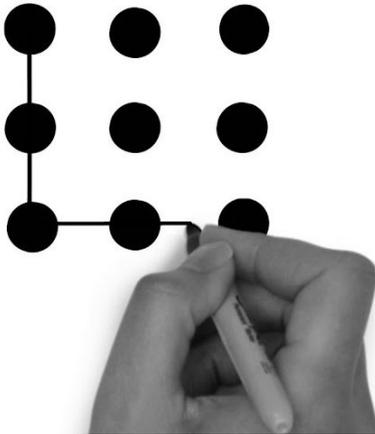
Number of Participants: For this activity as many participants as possible can be included.

Procedure:

- In a board that is visible to all participants, mark nine (9) dots. Instruct them to cut the nine (9) dots using four (4) lines. The lines should be drawn at a stretch while not lifting the pen from the paper and lines should not overlap each other.
- The participants should be instructed to attempt this puzzle on their separate sheets of paper and once they have finished the puzzle the sheet of paper should be kept face down on the table. Discuss with the participants if they faced difficulty while trying to solve the puzzle. Let them

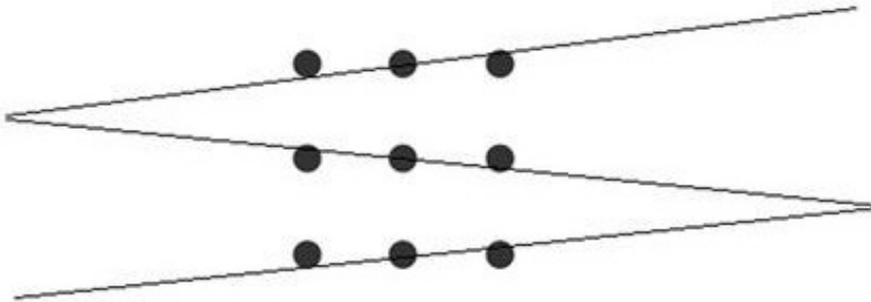
understand that the difficulty was due to the reluctance to draw the lines out of the box/frame. But no rule said that drawing out of the box was prohibited.

Lesson: The participants should learn that it is easier to face challenges if creative ways of thinking are sought instead of staying inside the traditional thinking framework.



CONNECT ALL NINE DOTS WITH :

- 1) FOUR STRAIGHT LINES (OR FEWER)
- 2) WITHOUT LIFTING YOUR PENCIL
- 3) WITHOUT RETRACING YOUR PATH



Activity 3 Understanding Leadership

Materials Required: None

Procedure:

What qualities do you see in the following leaders?

- Nelson Mandela
- Mahatma Gandhi
- Adolf Hitler
- Martin Luther king

Activity 4 Individual and Group Activity

Materials Required: None

Procedure:

1. Guide the students to take a problem and brainstorm about it individually.
2. Students will discuss the same problem in the form of a group.
3. This whole exercise will apprise the students of the limitations of individual capacity and they will realize the importance of group dynamics.
4. The students have adequately developed the skills of team building, critical thinking and decision making. Let the students understand that the proposed mechanism can be used to easily deal with everyday problems.

CASE STUDY 1

Emotional Quotient

Mr. Gopal was hired by a top-ranking company as its marketing manager. He was intelligent, physically fit, had an MBA with 92 percent marks and excelled at the training programmes too. Yet, just after a few months on the job, he was failing and the company management was ready to fire him.

What happened? Why did he fail despite having a brilliant academic career? The answer was that his emotional intelligence did not fit the job.

He was non-assertive, indecisive, too tolerant, a poor communicator, a poor manager of his subordinates and could not face problems as they appeared. As a result, his subordinates did a poor job of marketing the product and serving customers. Mr. Gopal took the EQ test and learned about his positive traits as well as the ones that were getting on the way of his success. He made some quality decisions and, with effort and learning, soon he became the top marketing manager in the company. He went on to become a successful executive with the company.

Our educational system stresses IQ and not EQ. It never teaches how to handle frustration, anxieties, stress, failure, depression, burnout, inferiority complexes, and ego problems. Management of emotions i.e., interaction, coordination, adjustment, communication is handled by the individuals themselves. It is expected to learn all these from our parents, peer group and from other role models.

At a later stage of our life, it is expected to master emotional competencies in order to be successful.

1. EQ is more important than IQ. Elaborate with real-life examples.
2. Organisations require personnel with high EQ. Why?

CASE STUDY 2

Teamwork: Expressing Concern and Taking Initiative

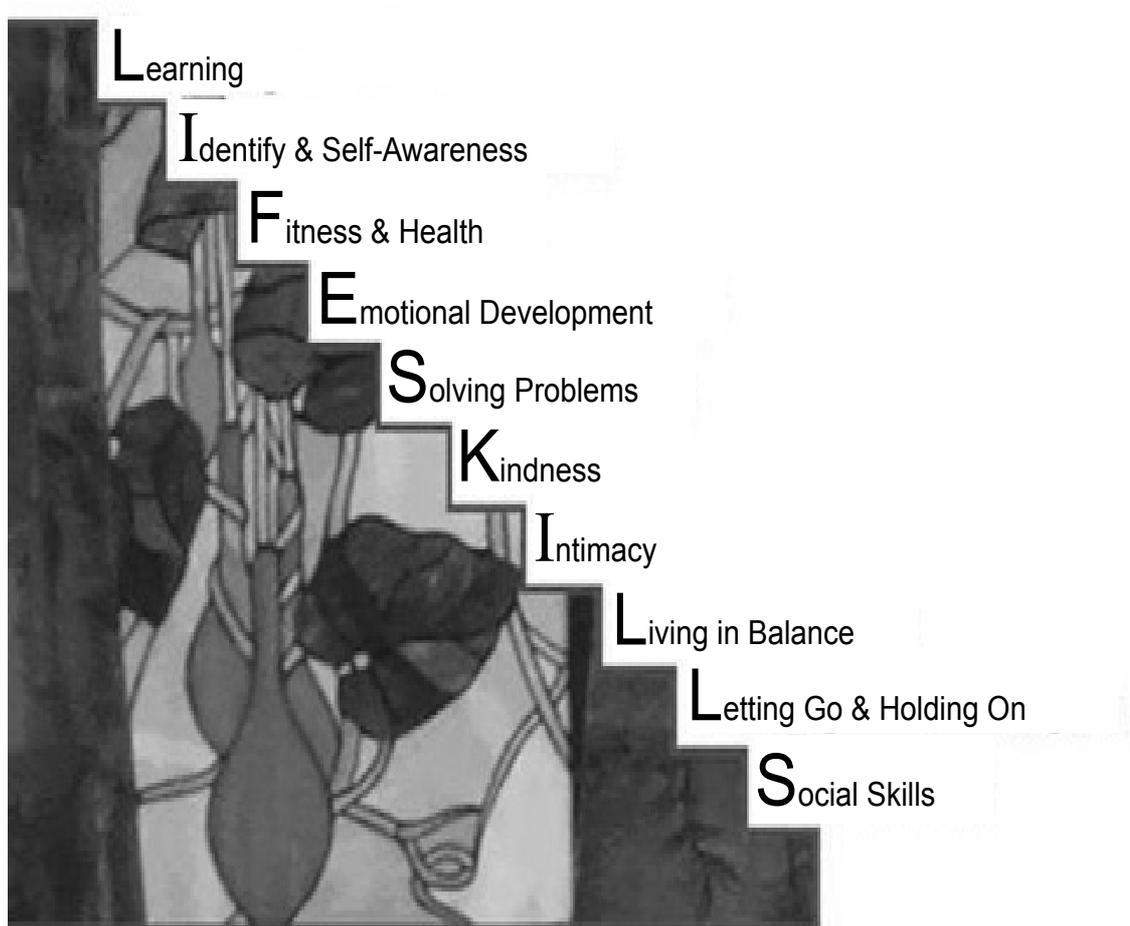
The manufacturing plant of HEG in Bhopal was completed and was about to begin commercial production. Before commercial production could take place, certain last-minute details had to be looked into so that any possible deficiency could be taken care of. One of the operators involved in the starting up operations of the plant noticed a deficiency and immediately brought it into the notice of his

immediate supervisor so that it could be rectified immediately. In addition, the operator also informed his Group In-charge directly so that the group could attend to the problem together and avoid any adverse consequences on the other production processes. He felt it was extremely necessary to prevent any wastage or lowering of quality of the products produced by the plant.

The problem however took a different turn when his supervisor got annoyed with his Group In-charge when he expressed concern over the matter and asked him to verify the observations of the operator and report. The supervisor took up the matter with the operator demanding as to why the matter was reported directly to the Group In-charge. A lot of tension ensued which could have been avoided. The operator slowly became withdrawn at the place of work.

1. Is it appropriate for the operator to report directly to the Group In-charge?
2. Suggest ways to improve the working of teams in any kind of organizational setup.

LIFE SKILLS

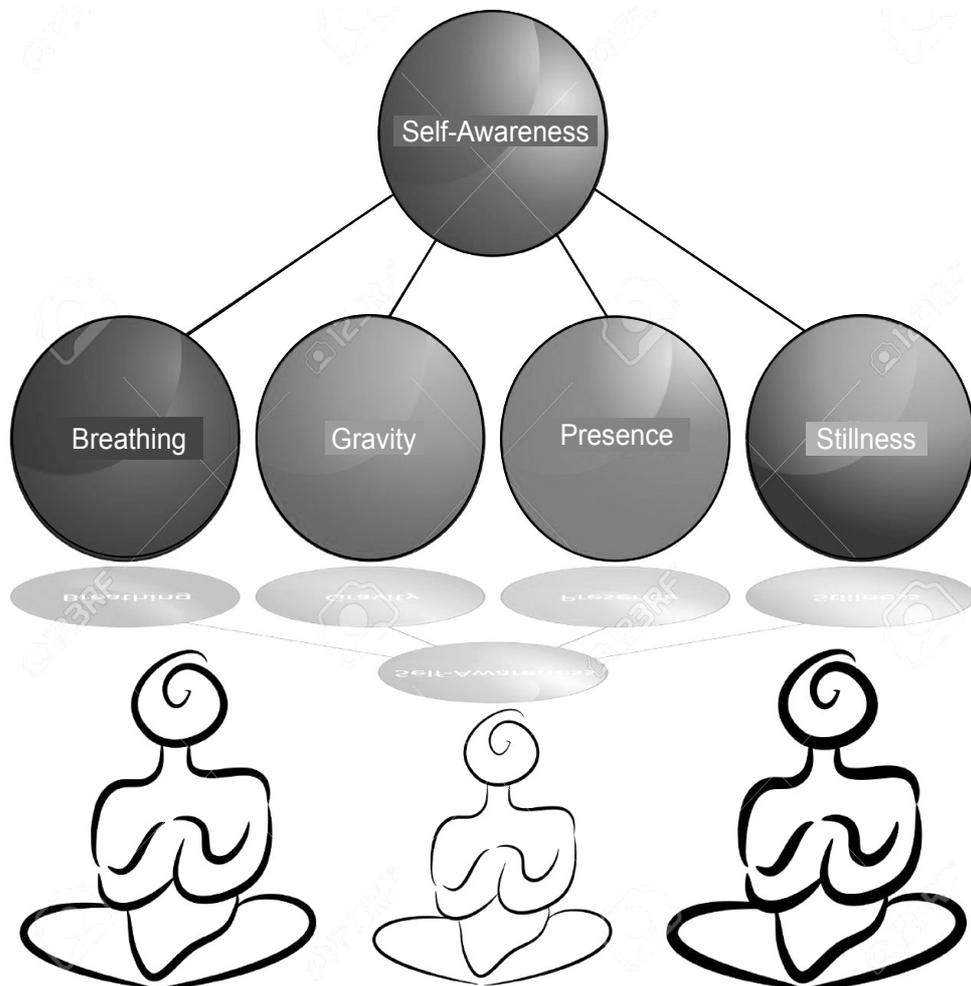


Introduction to Life Skills

- Life Skills are essentially those abilities that help to promote physical, mental and emotional well-being and competence to face the realities of life.
- UNICEF defines Life Skills as “a behavior change or behavior development approach designed to address a balance of three areas: knowledge, attitude and skills”.
- Life Skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life –WHO.

Self-Awareness

Attaining Self-Awareness



- Opportunities
- Threats

Discover Strengths

The initial step is to write qualities. Realizing these will make you certain about yourself. Here are a couple of inquiries about yourself in filling this part.

- Expert capabilities
- Unique aptitudes.
- Your opinion on others' thinking about your qualities
- The “stand apart from the rest” part is significant in SWOT.
- This activity must be conducted at least once in three months with a different perspective every time.

Identify Shortcomings

The subsequent step is to recognize shortcomings. Recognizing the shortcomings is the most ideal approach to improve them.

Ask Yourself these Questions:

- Do you have the fundamental abilities to be fruitful in the present or future jobs?
- Do you have habits that are not good?
- For instance, much of the time getting late, poor relational abilities, etc.
- What different characteristics would you be able to improve to be progressively efficient?
- What do others think about your shortcomings?

Be straightforward and practical when responding to inquiries. It is a self-evaluation, which you will see. Use it as a venturing stone for your future improvements.

Explore Opportunities

Opportunities come in various shapes and structures.

Is there any other position vacant in your organization that matches your range of abilities?

Is there another venture in your association that you can join which will profit your vocation?

Could securing new abilities give you an upper hand?

The list of potential opportunities can continue endlessly.

Know about Threats

When doing an individual SWOT examination consider yourself an organization or an item and survey yourself against others. Along these lines, it makes it simple for you to recognize the dangers.

RESILIENCE

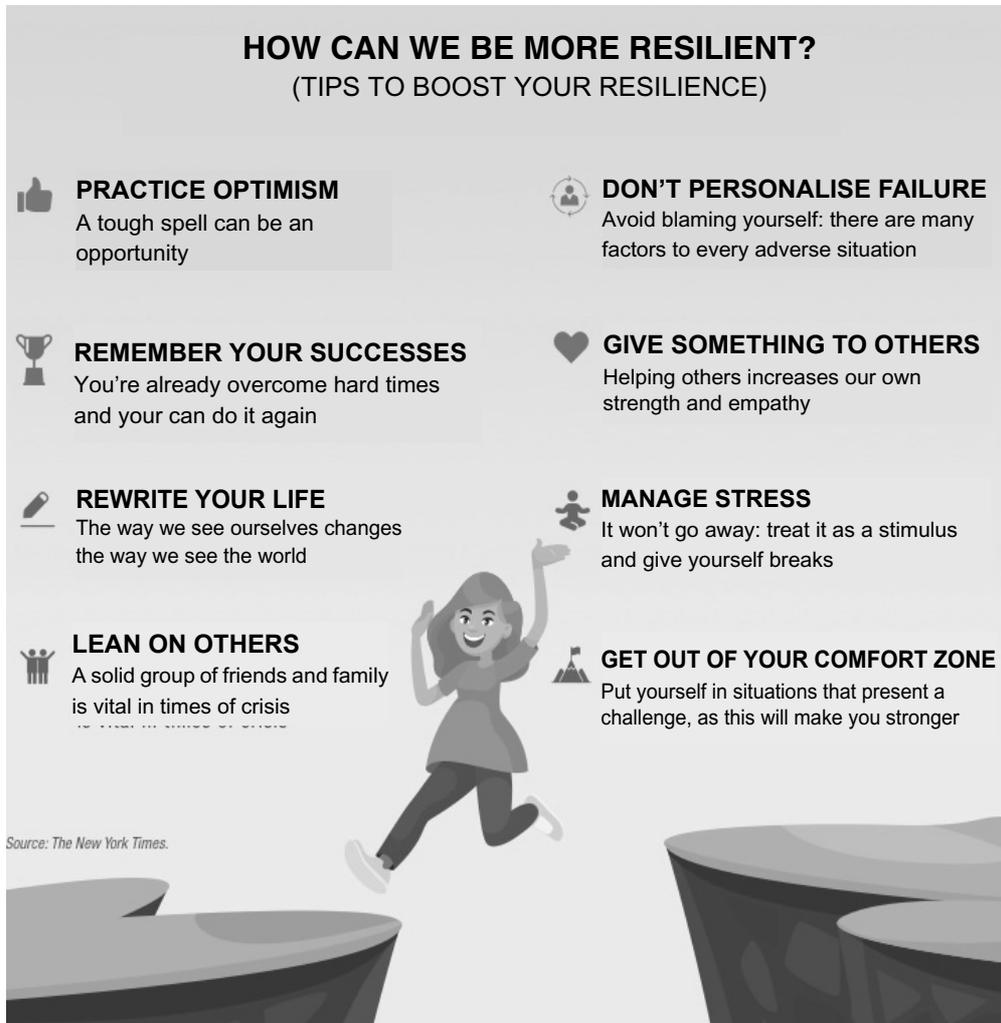


Fig. 2.11: How to become Resilient

Resilience is our ability to rebound and regain our original form. It is the capacity to thrive and fulfill our potential despite adversity or difficult circumstances. Resilience is the psychological strength to deal with stress, setbacks, crises and an array of hardships that confronts us in life.

Examples of Adversity that Require Resilience:

- Being diagnosed with a serious illness.
- Losing your job.
- Losing a loved one.
- Recovering from a failed relationship.
- Dealing with a catastrophic event.
- Dealing with difficult people.

Ways to Build Resilience:

- Maintain balance in your life.
- Cultivate a positive outlook.
- Learn to be more flexible.
- Nurture yourself; take care of your physical and mental health.
- Learn from your mistakes.
- Control over possessions.
- Improve problem-solving skills.
- Develop a sense of humor.
- Draw upon friends and loved ones for support and encouragement.
- Degree of resilience varies from person to person, however, fortunately, it is a skill that can always be worked on and improved.

Adaptability

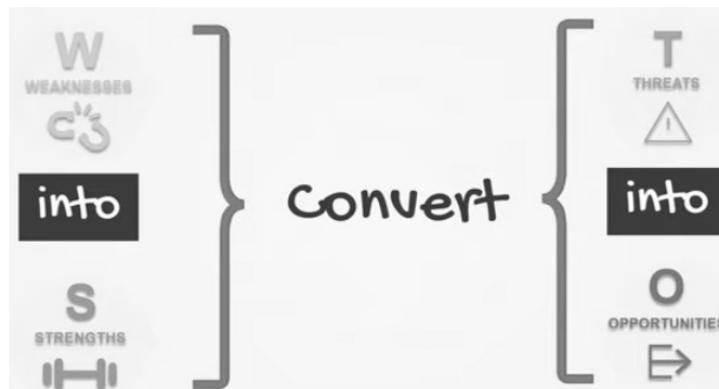
Adaptability and ability to change may not always be easy, however, you might consider the following steps to help you develop and improve your adaptability skills:

- Be aware of changes in the environment.
- Develop a growth mindset.
- Set goals.
- Ask for feedback.
- Learn to acknowledge and accept change.

Empathy



- Empathy is the ability to be sensitive to another person's situation.
- Empathy is the ability to imagine what life is like for another person, even in unfamiliar situations.
- Empathy is the ability to accept and understand others who are different from you. Empathy encourages positive behaviour towards people in need of care and assistance.
- This skill works wonders when we apply it to our relationships with our loved ones, classmates, parents, friends, cousins and colleagues.
- Finally it helps you to move closer to finding solutions, to resolve conflicts and enhance the quality of life.



Applying Soft Skills Across Cultures

Cross-cultural communication in business happens between any two companies regardless of their location. To affect productive business relationships, every organization needs to be sensitive to the potential issues of cross-cultural communication.

It is also useful to be aware of cultural variables that can affect the communication process by influencing a person's perceptions. Some of these variables have been identified:

- Attitude.
- Social organizations.
- Thought patterns.
- Roles.
- Language.
- Non-verbal communication.
- Time.



Cross-cultural insensitivity and ignorance leads to misunderstandings through language, attitude and way of communication. It is important to develop an awareness of different societal lifestyle practices for effective cross-cultural communication. It is a vital skill for international managers and domestic managers of multi-cultural workforces because miscommunication is much more likely to occur among people from different countries or racial backgrounds than among those from a similar background. So, it is important to be alert to realize how culture is reflected in communication

SUBJECTIVE QUESTIONS

- Define life skills.
- Enlist life skills.
- Discuss simple techniques of stress management.
- Describe the ways of being resilient.
- Elaborate with examples the benefits of SWOT.

OBJECTIVE QUESTIONS

1. SWOT stands for:
 - (i) Strengths, Wellbeing, Opportunities, Threat
 - (ii) Sudden Weaknesses, Outstanding Threats
 - (iii) Social Ways of Overcoming Threats
 - (iv) Strengths, Weakness, Opportunities, Threats

Ans. (iv)

2. A SWOT analysis looks at:

- (i) Internal factors
- (ii) External factors
- (iii) Both internal and external factors
- (iv) Extraneous factors

Ans. (iii)

3. Identify Strength:

- (i) Loyal customer base
- (ii) Poor marketing
- (iii) Poor staff training
- (iv) New competition

Ans. (i)

4. Identify Weakness:

- (i) Overseas demand for a product
- (ii) Rising number of customers within a specific age group
- (iii) Making a profit
- (iv) Poor quality goods

Ans. (iv)

5. The ability of a material to absorb energy when elastically deformed and to return it when unloaded is called _____

- (i) Elasticity
- (ii) Resilience
- (iii) Plasticity
- (iv) Strain resistance

Ans. (ii)

6. Emotional intelligence is different from intelligence quotient in that ...

- (i) A set of skills
- (ii) It can be measured using tests easily
- (iii) Focus is on emotional reasoning, ability and knowledge
- (iv) An old type of intelligence

Ans. (iii) Focus is on emotional reasoning, ability and knowledge

7. Which of the following is a negative emotion?

- (i) Contentment
- (ii) Annoyance
- (iii) Joy
- (iv) Surprise

Ans. (ii)

Practical Exercise

Personal SWOT Analysis Worksheet

Name:

SWOT Analysis is a useful technique that helps you to identify your strengths and weaknesses and analyze the opportunity and threats that are in your environment. SWOT is especially powerful because it can help you uncover opportunities that you would not otherwise have spotted. Also, by understanding your weaknesses, you can manage and eliminate threats that might otherwise hurt your ability to move forward.

		Strengths	Weaknesses
I N T E R N A L		What do you do better than others?	Where do you fall behind compared to others?
		What do you have access to that others don't?	Are you confident in all skills/training?
		What accomplishments are you proud of?	What are you not comfortable doing?
		What do others see as your strengths?	What do others see as your weakness?
		Don't be modest, be objective.	Be realistic and honest with yourself.
		Examples include - strategic, technical skills	Examples include - strategic, technical skills
		Network, business development, people	Network, business development, people
		development, leadership, desire to improve,	development, leadership, desire to improve,
		Delegation, decision making, community	Delegation, decision making, community
	Involvement, financial performance, speaking	Involvement, financial performance, speaking	
		Opportunities	Threats
E X T E R N A L		Is there a need that no one is filling?	What obstacles do you currently face?
		Clients/ prospects complain about something?	What problems do you see developing?
		New technology that can help?	Is anything changing that could be negative?
		Industry/ economic trends?	Could a weakness lead to a threat?
		Strengths and Weaknesses can be opportunity.	Threats can help - think proactive.
		Examples include - obtaining a relevant	Examples include - life changing events (baby,
		certification, joining a trade association (or	retiring spouse, etc.), a weakness that will
		board or conference or committee), capitalize	ultimately impact your development or personal
	on a new idea, solve a problem in a new	progress, a process that isn't sufficient for the	
	way, learning something new.	future.	

Fig. 2.12: Self SWOT analysis template

CASE STUDY

Lack of Sense of Belonging

A leaky gasket was to be replaced in one of the units of BHEL. The employee concerned was asked to replace the gasket with a specified metallic gasket. He listened and went to do the job. When asked by his supervisor whether he used a gasket of the required quality, the employee replied that everything was in order. However, the engineer concerned became suspicious as the job was finished very quickly. On inspection, it was found that the required metallic gasket was not used and the job had to be done again. This caused wastage of material and loss of production.

- Q1. Is it appropriate to prefer early completion of work over quality?
- Q2. Professional ethics and productivity go hand-in-hand. Comment.

CASE STUDY

Managing Problematic Employee

In an organization, there were three General Managers under a Chief General Manager who was In-charge of a unit. The previous Chief General Manager, at the time of leaving the company, had warned his successor about one of the General Managers, saying that his performance was not up to the mark and that he should not take much work from him and should manage with the other two. The situation was slowly deteriorating and the Chief General Manager was not able to do anything about it. From the point of optimizing human resources, it was not desirable. The employee was alternating between avoidance and reactive states.

1. Discuss what should be done to better utilize the human resource and avoid unpleasant working situations?
2. The stubborn employee must be monitored at regular intervals, to make changes in his working style and attitude towards work.

KNOW MORE

The SWOT analysis was first devised as a business tool in the 1960s by business icons Edmund P. Learned, C. Roland Christensen, Kenneth Andrews and William D. Guth. In 1982, Heinz Wehrich took it one step further, constructing a 2 x 2 matrix to plot out the answers to the four key questions for easy comparison. Strengths and weaknesses were across the top, and opportunities and threats in the bottom row. This remains the most common and effective way to conduct the analysis.



“What if we don’t change at all ...
and something magical just happens?”

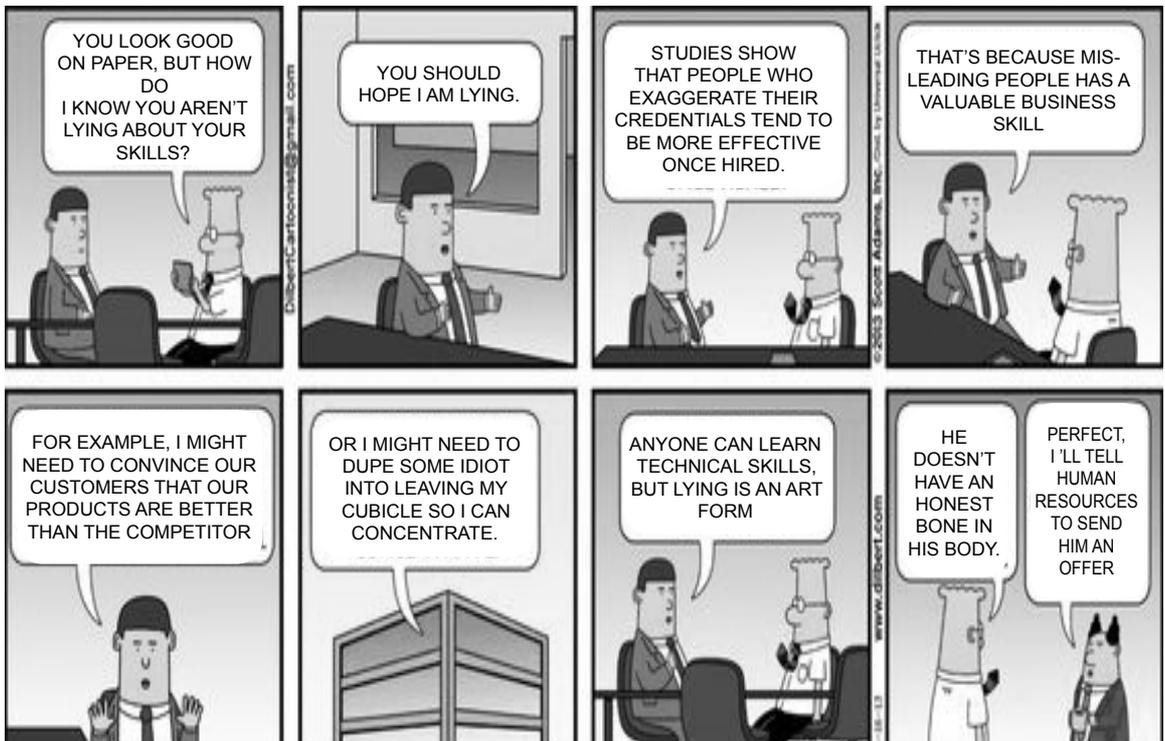
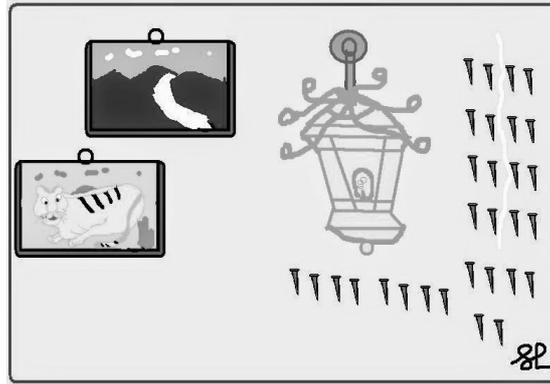


Fig. 2.13: Cartoon Script

SUMMARY

Nail On the Wall



A saint visited the small town Pudur. There was a rich man who welcomed him to his house. The rich man expressed his problem to the saint.

“Swamiji, I am getting angry for even small matters. What is the way to control my anger?” the rich man asked.

The saint asked the rich man, “Which room in your home is your most favorite room?”

The rich man said that his favorite room is the drawing-room of his house.

The drawing-room had beautiful art, paintings and decorative items on the walls. Indeed, it was the most beautiful room. Then the saint turned back to the rich man’s wife and said, “whenever your husband is angry, hammer a nail in the wall of this room every time. A week later I will come and meet you!” He left the rich man’s house after giving this advice.

What is this? This saint is asking to hit a nail on the wall in my beautiful drawing-room!” said the rich man angrily. His wife took the first nail and hit it on the wall. Whenever he got angry, his wife hit the nail on the wall. On the whole, she had to hit a total of fourteen nails on the first day. The next day, whenever the rich man became angry, she kept hitting the nails on the wall. There were ten nails at the end of the second day. On the third day, it was reduced to six nails.

Due to the continuous hitting of nails, a small crack appeared in the wall on the fourth day. Large cracks in the wall could make the room completely ruined. The rich man wanted to stop his wife from hammering the nail in the wall. He did not want to destroy the wall spoiling his most favorite drawing-room. He began to remain quiet whenever he became angry. There was no need to hit the nail at the end of the fifth day. Gradually he wanted peace of mind and stopped becoming angry.

At the end of the week, when the saint returned to see the rich man, he found him to be peaceful and saw politeness in his face. The saint realized that the nail on the wall treatment has worked very well and said “See how the nails have spoiled the wall; similarly, your anger was spoiling your mind! If you stop becoming angry, your life will be peaceful!” The rich man accepted the saint’s words. The saint blessed the rich man and his wife. The rich man lived happily and peacefully.

Moral: Anger is the root cause of all evils. One should control his anger, else anger can destroy him.

Design innovative Practicals/ Projects/ Activities

Students to design alternative Practical/ Project/ Activities (as a group or on individual basis) and present a group with individual participation as well.

1. Cross-Cultural Communication – Discuss and compare the greeting mannerism of various countries.
2. Enact a role play on interpersonal skills.
3. Introduce one demonstrating confidence and a positive self-image.
4. Prepare schedule of daily routine and present it in the class.
5. Each student will discuss his/ her strengths and weaknesses.

MINI PROJECTS

Each student has to be assigned a topic for Mini-Project at the beginning of the semester. The student will prepare one short presentation of five (5) minutes duration using various aids and tools e.g., charts, power point, graphics, models, simulations, dialogues, examples and illustrations, role-plays, etc. on topics like:

- Time Management
- Grooming
- Stress Management
- Team Work
- Cross-Cultural Communication

USE OF ICT

- Open Source like MOOCs, MOODLE
- Use of radio, TV, recorder, computer, audio, video, internet, YouTube, mobile phones etc.
- Record the presentations and discussions to evaluate communication skills.
- To evaluate written communication in the form of articles, reports, essays and stories, by using ICT and check them on Grammarly or other websites.

VIDEO RESOURCES

Soft Skills Videos

- <https://www.youtube.com/watch?v=dEJQImzyOZ4>
- <https://www.youtube.com/watch?v=4-R1EHKmano>
- <https://www.youtube.com/watch?v=x60GHPQ8gJk>
- <https://www.youtube.com/watch?v=UR9ftOt--J4>

Life Skills Videos

- <https://www.youtube.com/watch?v=Y0wQ4vL6J3M>
- <https://www.youtube.com/watch?v=giiE8CNvpWo>
- <https://www.youtube.com/watch?v=bCIAapA-Syw>
- <https://www.youtube.com/watch?v=FMgI9lYkS3c>

UNIT-2 OUTCOME	EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)						
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
U2-O1							
U2-O2							
U2-O3							
U2-O4							
U2-O5							
U2-O6							

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- <https://resources.workable.com/hr-terms/what-are-soft-skills>
- <https://www.omniagroup.com/the-7-soft-skills-you-need-to-be-successful/>
- <https://www.investopedia.com/terms/s/soft-skills.asp>
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APPENDICES

P3 - ROLE PLAY

1.1 Practical Statement

Functional English helps the students to learn the usage of language on different occasions.

1.2 Practical Significance

In role-play, different expressions used for various situations like getting to know someone, introducing someone, accepting and declining an invitation, etc. will be learned by the students.

1.3 Practical Outcomes (PrO)

The Students will be able to :

- PrO1: Develop communication skills under formal and informal situations.
PrO2: Identify wrongly pronounced words and their correct pronunciation.
PrO3: Develop interpersonal and intrapersonal communication skills.

1.4 Practical Setup

In Classroom or in Language Lab

1.5 Resources Required

Computers and Language Softwares

1.6 Precautions

1. Understand and analyze the situation.
2. Identify your role and act accordingly.
3. Frame your sentences, questions and answers properly.
4. Be as natural as possible. Be yourself.
5. Check the posture and move a little.
6. Use your hands to express your point.
7. Maintain very good eye contact with other person.

8. Make sure of shortened forms of words like, can't, don't, etc., which are vital for the spoken form of language.
9. Understand the question before answering it.
10. Check your voice modulation, stress, intonation, speed and volume.

Role-play allows a student to prepare thoroughly for the real-life situation and paves a way to think through the language at the initial stage. The students become confident in framing structures/ sentences grammatically correct and tries to get into the role. Students learn best if objectives/ outcomes are told. Students develop and practice new language and behavioral skills by being involved in the roles given. They should be given freedom to choose their partners to feel comfortable with and are essential for meaningful communication to take place. Students are asked to discuss the topic and choose their roles to frame dialogues. Each pair will be given fifteen (15) minutes to act upon the dialogue using expressions, gestures and posture. Students involve themselves in the roles and understand the process of real-life communication. At the end of the activity, a student would judge himself based on teacher, peer group and through self-evaluation.

1.7 Suggested Procedure

Role-play is an activity where one would be given a role to play. Role-play is any speaking activity where either you put yourself into somebody else's shoes or you may stay in your shoes but put yourself into an imaginary situation. In these speaking activities, a student can assume the role of anyone such as manager, chef, officer etc. and can experience the joy of learning by involving fully in the character chosen by him.

A. Greetings

- Hi, how are you?
- Hello! What a surprise!
- Hello! Its nice meeting you again.
- How are things with you?

B. Enquiring/ Making Requests

- Excuse me, could you help me, please?
- Is there a medical store close by?
- Could I ask a favour of you?
- I'm sorry to trouble you, but I need your help.
- Certainly, I shall be glad to help.
- Thanks a lot/you very much.
- You're most welcome.

C. Complaining

- I regret to bring to your notice that some of the items supplied by you are of poor quality.
- I'm sorry to say this, but you are playing loud music.
- New washing machine is not working.
- I'd like to have the piece replaced.

D. Offering Suggestions, to Advise or to Persuade

- Stop using polythene bags immediately.
- I suggest you repeat these expressions twice each.

E. Congratulate on an Achievement, Express Sympathy and Offer Condolences

Congratulations!

- You deserve this honor.
- Well done! Keep it up.
- I'm sorry about what happened.
- I do not doubt that you will do much better, the next time.
- I just got the sad news.
- It's a great loss indeed.
- Remember that we are all with you.

F. Extend Invitations and Accept or Decline

- Accepting some good news.
- I've completed my Ph.D.
- I'm hosting a party this weekend.
- I'll be happy if you can join me along with your family.
- Thank you for the invitation.
- We'll certainly make it.

G. Declining

- Thanks for your invitation.
- I'm sorry; I may not be able to honor your invitation.
- It's disappointing that you won't be joining us.
- We all miss you.

H. Make Apologies and Respond to Apologies

- I must apologize for.....
- I'm sorry about.....
- Please accept my sincere apologies.
- It's quite all right.
- No need to feel sorry about it. These things do happen.

I. Introduce Yourself...

- Good morning/ Hello!/ Hi! My name is/ I'm... .
- I've just joined... .
- I'm from... .

- I work for... .
- I am the new... .

J. Introducing Others...

- Good morning all. I would like to introduce... .
- Hello everybody, here is Mr/ Mrs... .
- It's my pleasure to introduce our today's guest... .
- I feel delighted to introduce Mr/ Mrs...
- It's a great honor for me to introduce... .
- I'm happy to introduce my friend...
- I'm proud to introduce my friend... .

Asking for People's Opinions and Giving Opinions to Others

- I'm convinced... .
- I think... . / I believe... . / I feel... .
- As far as I'm concerned... .
- What is your opinion about... .
- What are your views on/about... .
- Are you in favour of ... ?

Topics

- A customer comes to a bank to apply for a bank loan and approaches the manager. (Conversation between the Customer and the Manager)
- Priya requests her neighbour, Tina, to tell her how to bake a cake.
- Sharma is suffering from cold and flu. He goes to Dr Bhatia for medication. Dr Bhatia examines Sharma and prescribes the medication.
- Kusum works in an organization. She decides to open an account in a bank, to save her earnings. She meets the Manager of City Bank and enquires how to open an account and deposit the amount.
- Sunita is new to the college. She wants Computer Graphics and Accountancy books from the Library. You guide Sunita to find these books. Direct her to move to the racks to get these books.
- Suresh goes to the Manager with a request for a day's leave.

1.8 Conclusion

Role Play improves listening and speaking skills. Students develop a non-verbal communication technique. They learn to use appropriate language in their day-to-day life by providing an opportunity for the students to create and to participate in role plays. Instructors can gain knowledge of each student and can benefit to increase interaction with each other. Role play also motivates quiet students to learn by themselves in a forthright way. In this way, students are benefited from explicit feedback that focuses on the learning objectives/ outcomes that lead to learning experiences.

1.9 Practical related Questions

1. Mention a few expressions to greet people.
2. Narrate some leave-taking phrases.

1.10 Suggested Learning Resources

Refer Practical 1

1.11 Suggested Assessment Scheme

(to be filled in by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

PERFORMANCE INDICATORS (SAMPLE)		WEIGHTAGE	MARKS AWARDED
Process related : Marks* (70%)			
1.	Involve in the role completely.		
2.	A combination of Verbal and Non-verbal communication is vital.		
3.			
4.			
Product-related: Marks* (30%)			
5.	Appropriate vocabulary is must.		
6.	Voice modulation, Pitch and tone are significant.		
7.			
8.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:			
Marks Awarded			Signature of Teacher with date
Process Related	Product-Related	Total	

APPENDICES

P4 - DESCRIPTION OF OBJECTS AND PROCESSES

1.1 Practical Statement

Describing objects is one way of communicating information.

1.2 **Practical Significance:**

Describing objects properly with an objective and thorough observation will help in effective communication. Both convey meanings but one is more precise than the other especially if a comparison is involved. If you are describing anything to a person who is physically in front of you, you can rely on non-verbal communication in addition to verbal communication. But in a telephonic conversation or writing, you have to depend on verbal communication alone. And in the video conference, you have to depend on body language such as hand movements, eye contact, posture and facial expression along with the verbal part of communication. In case of an object you need to know what the object is, what is it useful for, what its physical and technical features are and what its unique features are?

Describing Objects:

1. Refrigerator
2. Oven
3. A Telephone
4. Washing Machine
5. Wristwatch
6. A Rupee Coin
7. Cell phone
8. Laptop
9. Printer
10. Pen drive

1.3 **Practical Outcomes (PrO)**

The Students will be able to:

PrO1: To develop oral communication skills.

PrO2: Become fluent in thought and speech.

PrO3: Enable the students with good use of tenses.

PrO4: Make students familiar with the use of appropriate terminology in place of long sentences.

1.4 **Practical Setup**

In Classroom or in Language Lab

1.5 **Resources Required**

Computers and Language Softwares

1.6 **Precautions**

- Use proper language.
- Understand the medium through which you are describing something.
 - Use the necessary sentence linkers.
 - Give clarity.
 - The arrangement of facts should be in sequence.
 - Take care of non-verbal communication in face-to-face, video conferences, or TV programme.
 - The focus on voice quality and clarity is a must on a telephone medium.
 - Be crisp and to the point.

- Give accurate and updated information.
- Use the same techniques for all media to describe something.
- Use roundabout language.
- Use ambiguous language.
- Jumble ideas.
- Show inappropriate body language.
- Be in hurry to finish the matter without allowing the listener to understand it.
- Use long and ambiguous expressions.
- Indulge in imaginative, emotional and impressionistic statements

1.7 Suggested Procedure and Related Activities

- Describing an object, almost the same as describing a person.
- Identify the object, its uses, its physical appearance, and its unique features.
- Try to gather some information regarding its history and contemporary plans.
- Demonstrate the object to your audience and clearly describe each part separately.
- Though it is an object, logically connecting one aspect with another is very important for the audience to understand it effectively.

1.8 Conclusion

You ought to have thorough knowledge of the result of each stage so that you can give factual information at every step. Don't depend on your imagination while describing anything as this might mislead the audience. Your precision in expressing factual information will allow your audience to understand the topic better.

1.9 Practical related Questions

1. Discuss how effective description of an object helps a customer in smooth operation of the product/process.
2. Describe how logical description helps in understanding the objects/ Process
3. Discuss the importance of mentioning precautions at the end of the product.

1.10 Suggested Learning Resources

Refer Practical 1

1.11 Suggested Assessment Scheme

(To be filled in by the teacher)

The given performance indicators should serve as a guideline for assessment regarding process and product-related marks.

The performance indicator is to achieve the Co of the particular unit.

PERFORMANCE INDICATORS (SAMPLE)		WEIGHTAGE	MARKS AWARDED
Process related : Marks* (70%)			
1.	Description of an object or Process must be exact.		
2.	The use of Jargon is important.		
3.			
4.			
Product-related: Marks* (30%)			
5.	The description must be clear and detailed.		
6.	The use of simple terms and words are vital.		
7.			
8.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:			
Marks Awarded			Signature of Teacher with date
Process Related	Product-Related	Total	

3

Reading Comprehension, Vocabulary Enhancement and Grammar



“My reading comprehension is so-so, but I make up for it with my highlighting skills.”

UNIT SPECIFICS

Comprehension, Vocabulary Enhancement, Grammar exercises based on the reading of the literary texts prescribed in the curriculum.

RATIONALE

In English Language Teaching (ELT) in India, English Literature continues to enjoy a prime position and it has been a popular component of language courses in the Indian Education System. The addition of literature in ELT is to benefit students in these areas namely language development, cultural, value enrichment and personal growth. The course serves as an introduction to the three major areas of literature: poetry, prose and novel. This course is designed to help students to develop comprehension skills for better understanding and appreciation of literature.

UNIT OUTCOMES/ LEARNING OUTCOMES

The students will be able to:

- Comprehend the passages in English.
- Enable students to appreciate literature as an expression of human values within a social context.
- Write clearly, coherently and effectively about various genres of literature.
- Develop sensitivity to nature and fellow human beings.
- Formulate and express opinions and ideas in writing.
- Demonstrate appropriate English language usage.

PRE-REQUISITES

First-year Diploma students have some basic knowledge of English grammar of secondary level with some exposure to listening, speaking, reading and writing skills in English. Literature is closely associated with the life of individuals. It can hone creativity in language and imagination, therefore, its exposure to technical students is essential.

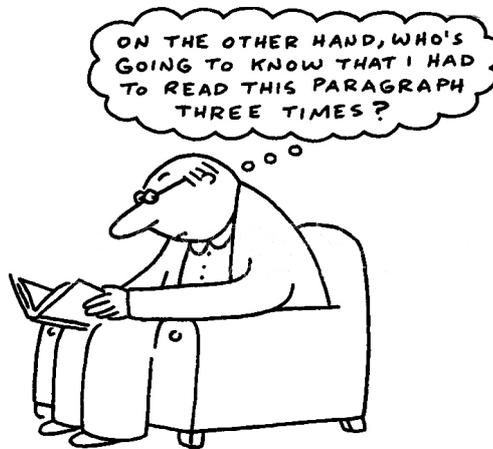
The course has a practical orientation. It requires intensive practice with the committed and active participation of each student. Students participate as individuals and also as members of the groups. They can also use self-learning and open-access learning resources to enrich their knowledge and experience.

UNIT-3 OUTCOME	EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)						
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
U3-O1	2	2	2	2	3	3	3
U3-O2	2	2	2	2	3	3	3
U3-O3	2	2	3	2	3	3	3
U3-O4	2	2	3	2	3	3	3
U3-O5	2	2	3	2	3	3	3
U3-O6	2	3	2	2	3	3	3

Interesting Facts

- The first novel ever written on a typewriter was Tom Sawyer.
- “I Am.” is the shortest complete sentence in the English language.
- There are only four words in the English language which end in ‘duos’: tremendous, horrendous, stupendous, and hazardous.
- Marcel Proust’s “Remembrance of Things Past”, is the longest book in the world having 9,609,000 characters. The book is highly inspired by Proust’s personal experiences.
- ‘Stewardesses’ is the longest word that is typed with only the left hand.
- No word in English language rhymes with month, orange, silver, and purple.

- The only fifteen (15) letter word that can be spelt without repeating a letter is uncopyrightable.
- 'SWIMS' upside down still looks like 'SWIMS'.
- The sentence "A quick brown fox jumps over the lazy dog." uses every letter in the alphabet.
- "The Mouse Trap" by Agatha Christie is the longest-running play in history.
- All of the roles in Shakespeare's plays were originally acted by men and boys. In England at that time, it wasn't proper for females to appear on stage.
- 'Dreamt' is the only English word that ends in the letters 'mt'.



“Reading maketh a full man; conference a ready man; writing an exact man.”

Francis Bacon

Reading is crucial for effective communication. It is an integral aspect of language learning. Reading is an important skill in communication and this ability is the most important language skill for academic as well as professional requirements.

Comprehension means understanding or mentally grasping the meaning of something. The answer to a comprehension question usually is something one can point out in the paragraph or passage.

Today, every branch of knowledge demands a lot of reading with exact comprehension and in general, it is hardly taught as how to read for the best results. By cultivating an effective reading habit, one can enrich vocabulary, word usage, sentence construction and compose good paragraphs. While acquiring different speeds of reading, the reader can develop a wide range of comprehension abilities such as global, factual, literal, referential, evaluative and predictive. In the process of reading two persons are involved – the reader of the text and its writer. One's academic success and performance greatly depends on the quantity and quality of the reading material and more importantly, on how much they understand. A common belief is that when reading speed increases, comprehension suffers but many studies on reading show that comprehension improves with an increase in reading speed. Always concentrate on the message and not on the speaker. It helps to improve reading skills.

Reading is a skill many people have often taken for granted, but the act of reading and properly comprehending a text is a complex and interactive process. It requires different brain functions to work together and most often requires one to look through multiple layers of context and meaning.

Reading comprehension is the understanding of what a particular text means and the ideas the author is attempting to convey, both textual and sub-textual. In order to read any text, the brain must process not only the literal words of the piece but also their relationship with one another. The context behind the words has to be understood. How subtle language and vocabulary usage can impact the emotion and meaning behind the text. Should also be understood. The brain must also process how the text comes together as a larger, coherent whole.

STEPS FOR EFFECTIVE READING

Reading silently, i.e. reading mentally is a good habit, which also increases the reading speed. Loud reading should be done only to improve pronunciation, but for comprehension, one should always read silently. The next step would be to read only the most important word or the words which carry meaning. The words which can be ignored while reading is articles, prepositions, conjunctions and pronouns so that the reading speed can increase. These words are required mainly to build up the structure of a sentence. The words on which the reader should lay stress are nouns, adjectives, verbs, adverbs etc. A general comprehension of the whole passage, at a glance, can be obtained with the knowledge of the content words. Scholars suggest different methods of reading. The most prominent of them are – Skimming and Scanning methods.

Skimming Method

The literal meaning of the word ‘skim’ is to scum i.e. to extract the creamy floating layer from the surface of a liquid. The skimming method of reading a text means to read superficially, just to gather the salient features of the text. Skimming is a well-defined reading skill that involves the judicious and selective skipping of the less-essential and non-essential matter. The technique of efficient skimming depends mainly on the reader’s ability to discriminate accurately and rapidly between the things of real and unreal importance. Improper use of skimming wastes lot of time. Skimming provides a brief comprehension of the text.

Scanning Method

The scanning method of reading a text means reading the whole thing very quickly without careful reading, actually searching for some particular material. The method is normally used when the reader wants the gist or the general idea of the passage. Usually a novel, storybook, or newspaper is read in this style. This is extensive reading and not intensive.

MEANING OF COMPREHENSION

According to Webster’s Dictionary, comprehension is, “the capacity for understanding fully; the act or action of grasping with the intellect.” Webster also tells us that reading is, “To receive or take in the sense of (as letters or symbols) by scanning; to understand the meaning of written or printed matter; to learn from what one has seen or found in writing or printing”.

Comprehension implies understanding the given text and reproduce it in some other form. The meaning of comprehension is to understand. It is a process that simply means understanding and explaining the content of the passage. It may be in the form of questions to be answered or objective-type questions or even précis writing is also a kind of comprehension at a broad level. In the modern competitive world, comprehension is the most important skill because now and then the students need to comprehend the text passages of different nature at various levels of learning.

Identifying words on a page do not make someone a successful reader. When the words are understood and go beyond the pages, to become thoughts and ideas, then one is truly reading. Comprehension, therefore, is the capacity for understanding thoughts and ideas.

Reading can be an escape that takes you outside the bounds of existence. It is a ticket to whatever one chooses to do and become. Don't be a reader who reads without thinking or who reads without a purpose.

Comprehension exercises are intended to test and improve the ability to understand the language. These require speedy reading, quick understanding and precise interpretation, "How to comprehend"?

A suitable approach must be followed to comprehend a given passage so that it takes less time to arrive at clear and useful conclusions. Learning, therefore, comes not from reading and remembering details, but from developing an understanding of the meaning of the details.

Steps for Developing Skills for Comprehension

- Read the passage thoroughly to get the central idea of the given passage. The process of comprehension involves the interpretation or the understanding of the content in the passage.
- Read the passage again, a little more carefully, to know the author's point of view. Determine the line of thought of the author.
- Read the passage carefully again and try to know the keywords given in the passage. Underline the key terms for convenience and better understanding.
- Write the important underlined points and frame an overall idea about the passage.
- Read the given questions carefully and refer to the concerned portion of the passage as and when required.
- To avoid misinterpretation or wrong perception of the idea, never go for premature coloring of ideas, as it may hamper reaching to the actual theme or central idea of the passage, which is the author's viewpoint.

If it is asked to give the meaning of any words or phrases, one should express the idea as clearly as possible in their own words. Certain words require the kind of definition that is given in a dictionary.

Passage 1

The modern age is an age of electricity. People are so used to electric lights, radio, televisions, and telephones that it is hard to imagine life without them. When there is a power failure, people grope about in flickering candlelight. Cars hesitate in the streets because there are no traffic lights to guide them, and food spoils in silent refrigerators.

Yet, people began to understand how electricity works only a little more than two centuries ago. Nature has been experimenting in this field for millions of years. Scientists are discovering more and more secrets about electricity that the living world may hold.

All living cells send out tiny pulses of electricity. As the heartbeats it sends out pulses of recorded electricity; they form an electrocardiogram, which a doctor can study to determine how well the heart is working. The brain, too, sends out brain waves of electricity, which can be recorded in an electroencephalogram. The electric currents generated by most living cells are extremely small-and sensitive and electronic equipment is needed to record them. But in some animals, certain muscle cells have become as specialized as electrical generators that they do not work as muscle cells at all. When a large number of these cells are linked together, the effects can be astonishing.

The electric eel is an amazing storage battery. It can send a jolt of as much as eight hundred volts of electricity through the water in which it lives. The electricity is supplied at two hundred and thirty volts to residential consumers, in our country.

1. What is the main idea of the passage?

- (A) Electric eels are potentially dangerous
- (B) Biology and electricity appear to be closely related
- (C) People would be at a loss without electricity
- (D) Scientists still have much to discover about electricity

Ans (B) Biology and electricity appear to be closely related

2. The author mentions all of the following as results of a blackout except:

- (A) Refrigerated food items may go bad
- (B) Traffic lights do not work
- (C) People must rely on candlelight
- (D) Elevators and escalators do not Function

Ans (D) Elevators and escalators do not function.

3. Why does the author mention electric eels?

- (A) To warn the reader to stay away from them.
- (B) To compare their voltage to that used in houses.
- (C) To give an example of a living electrical generator.
- (D) To describe a new source of electrical power.

Ans (C) To give an example of a living electrical generator.

4. How many volts of electricity can an electric eel emit?

- (A) 1,000
- (B) 800
- (C) 200
- (D) 120

Ans (B) 800

Passage 2

Insects' lives are very short and they have many enemies, but they must survive long enough to breed and perpetuate their kind. The less insect-like they look, the better their chance of survival. To look "inedible" by resembling or imitating plants is a deception widely practiced by insects. Mammals rarely use this type of camouflage, but many fish and invertebrates do.

The stick caterpillar is hardly distinguishable from a brown or green twig. This caterpillar is quite common and can be found almost anywhere in North America. It is also called "measuring worm" or "inchworm." It walks by arching its body and grasping the branch with its front feet. After this, it loop its body again to bring the hind feet forward. When danger threatens, the stick caterpillar stretches its body away from the branch at an angle and remains rigid and still, like a twig, until the danger has passed.

Walking sticks, or stick insects, do not have to assume a rigid, twig-like pose to find protection; they look like inedible twigs in any position. There are many kinds of walking sticks ranging in size from few inches of the North American variety to some tropical species that may be over a foot long. When at rest their front legs are stretched out heightening their camouflage. Some of the tropical species are adorned with spines or ridges imitating the thorny bushes or trees in which they live.

Leaves also seem to be a favorite object for insects to imitate. Many butterflies can suddenly disappear from view by folding their wings and sitting quietly among the foliage that they resemble.

1. What is the main subject of the passage?

- (A) Caterpillars that live in trees
- (B) The feeding habits of insects
- (C) How some insects camouflage themselves?
- (D) Insects that are threatened with extinction

Ans: C

2. In lines 1 and 4, the word “enemies” refers to

- (A) Other creatures competing for space
- (B) Extreme weather conditions
- (C) Creatures that eat insects
- (D) Inedible insects

Ans: C

3. According to the passage, how does the stick caterpillar make itself look like a twig?

- (A) By holding its body stiff and motionless
- (B) By looping itself around a stick
- (C) By changing the color of its skin
- (D) By laying its body flat against a branch

Ans: A

4. Which of the following is true of stick insects?

- (A) They resemble their surroundings all the time.
- (B) They make themselves look like other insects.
- (C) They are camouflaged only when walking.
- (D) They change color to make themselves invisible.

Ans: A

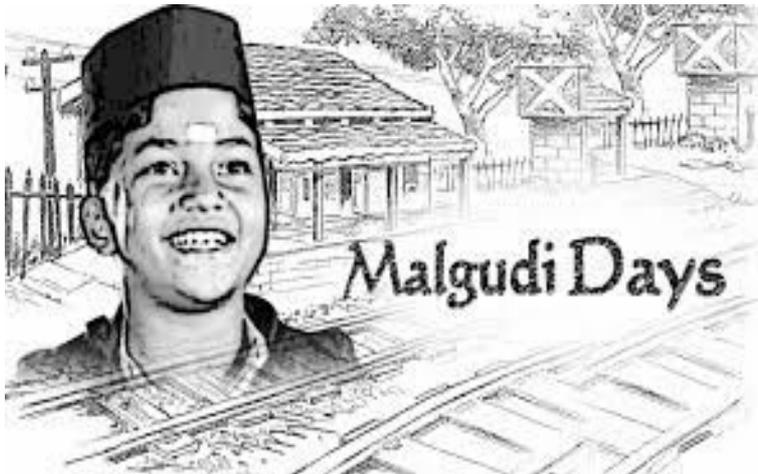
5. In which paragraph does the author describe how stick caterpillars move?

- (A) Paragraph one
- (B) Paragraph two
- (C) Paragraph three
- (D) Paragraph four

Ans: B

SECTION-1

Malgudi Days - R.K. Narayan



https://www.academia.edu/24285824/Malgudi_Days_R_K_Narayan

SUBJECTIVE QUESTIONS

- Q Alright. I will speak. But will you give me a rupee if what I say is convincing? Otherwise, I will not open my mouth, and you may do what you like.
- I. Who is the speaker?
- Ans : The speaker is the astrologer.
- ii. Who is he speaking to?
- Ans : He is speaking to Guru Nayak.
- iii. What does the expression 'open my mouth' mean?
- Ans : The expression open your mouth means conveying, convincing information about the stranger.
- Q How does the astrologer's manner of dress suit his character?
- Ans: The protagonist of the story is an astrologer. The first part of the story describes the dress and appearance that the astrologer wears when performing his duties. He is usually disguised as an astrologer and his forehead is lit with holy ash and vermilion. He wraps a saffron-colored turban on his head; his dress and his appearance matches his character and becomes a point of attraction. The astrologer easily fools his customers and has clever ways of getting the job done. He does a functional analysis of human problems.
- Q Why do most people want to know their future? Do you think astrologers can help them know their future?
- Ans: Most people want to know their future because they are very curious about their happiness, the problems ahead, and their safety. Yes, real astrologers with real astrological knowledge can help you see your future.

OBJECTIVE QUESTIONS

CHOOSE THE CORRECT ANSWER

1. The background of R.K.Narayan's novels and short stories is -----

- a. Malgudi
- b. Chennai
- c. The Town Hall Park

Ans : Malgudi

2. Many years ago the astrologer had -----

- a. Studied astrology
- b. Stabbed a man and left him for dead
- c. Read the Stanger's palm

Ans : Stabbed a man and left him for dead

3. The astrologer had -----

- a. A green light
- b. No light
- c. A red light

Ans No light

5. The astrologer demands ----- from the stranger.

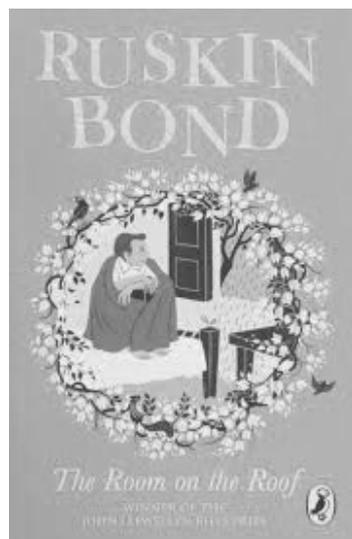
- a. Five rupees
- b. Twelve annas and a half
- c. Three pies

Ans Five rupees



The Room on the Roof - Ruskin Bond

The Room on Roof: Ruskin Bond

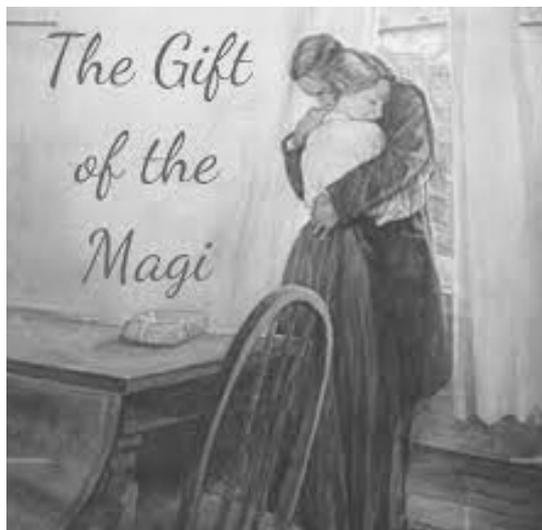


SUBJECTIVE QUESTIONS

1. Read it carefully and write a summary of the same.
2. Mention the character which you like the most and why?
3. Describe the author Ruskin Bond.
4. Enlist major works of Ruskin Bond.
5. Mention the lesson drawn from the novel.



The Gift of the Magi- O' Henry



<https://www.eastoftheweb.com/short-stories/UBooks/GifMag.shtml>

SUBJECTIVE QUESTIONS

- (a) How much did Della save for Christmas? What does it show?
- (b) Why and how did Della sell her hair? Do you think she did well?
- (c) Why did Jim sell his gold watch? Do you think he did well?
- (d) Why did Della feel sad about losing her hair?
- (e) What did Jim bring out from his coat? Describe the scene.
- (f) What is the moral of the story?

Answer:

- (a) Della saved one dollar and eighty-seven cents for Christmas. It shows that she was very poor.

(b) Because Jim thought that she was pretty because of her hair.

(c) Della sold her lovely long hair to get money to buy a Christmas present for Jim...

(d) It was very beautiful and her prized possession.

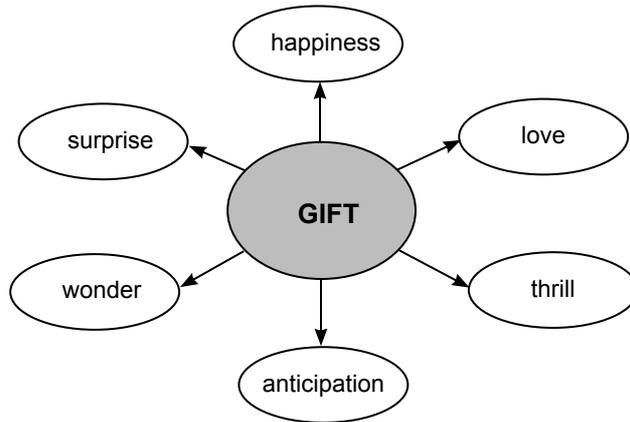
(e) Jim brought out a packet from his coat.

(f) The moral of the story is that unselfish love is the greatest of all gifts, and those who realize this fact are the wisest.

OBJECTIVE QUESTIONS

1. The moment you hear the word 'Gift', what feelings do you experience? Complete the web with those feelings.

Answer:



2. Would you like to eat at the dining table?

(a)

(b)

Answer:

(a) to eat – infinitive

(b) dining – participle

(3) Reading is good for the mind and soul. Try to take it up.

(a)

(b)

Answer:

(a) reading – gerund

(b) to Take – infinitive

(4) I like to eat fruits rather than eating sweets.

(a)

(b)

Answer:

(a) to eat – infinitive

(b) eating – gerund

(5) Listening and speaking sharpen your language skills.

(a)

(b)

Answer:

(a) listening – gerund

(b) speaking-gerund

1. Read the following and answer.

(A) Say WHAT

(a) Was the current family income?

(b) Could have outshone Queen of Sheba's jewels?

(c) Was the cost of the fob chain?

Answer

(a) \$20 per week

(b) Della's beautiful hair

(c) Twenty-one dollars

(B) Say WHY

(a) Did Della sell her lovely long hair?

(b) Was Della a bit apprehensive after she had sold her hair?

(c) Did Jim avoid checking the time in his gold watch, in a public place?

Answer:

(a) To get money to buy a Christmas present for Jim

(b) She was afraid of Jim's reaction

(c) The leather strap he used in place of a chain was old

(C) Say WHEN

(a) Did a tear or two drop on the old red carpet?

(b) Did Della go through goods in the stores?

(c) Did Della say a silent prayer to God?

Answer:

- (a) Della made up her mind to cut off her beautiful hair.
- (b) She was searching for a suitable present for Jim.
- (c) She heard Jim's step on the stairway down on the first flight.

Uncle Podger Hangs a Picture - Jerome K. Jerome



<https://docplayer.net/20977136-Uncle-podger-hangs-a-picture.html>

SUBJECTIVE QUESTIONS

Answer the following questions:

- (a) Give two instances to show the carelessness of Uncle Podger.

Ans. He lost sight of the mark he had made on the wall.

He smashed his thumb with a blow of a hammer.

- (b) How did Uncle Podger react after finishing the task?

Ans. Uncle Podger reacted by saying that “Why some people would have had a man to do a little thing like that!”

- (a) Name the children of Uncle Podger.

Ans. Will, Tom, and Maria.

OBJECTIVE QUESTIONS

- (a) The thing which would have come home from the frame-makers is:

- (i) A picture
- (ii) A carving on wood
- (iii) A picture is drawn on a piece of cloth

Ans A Picture

(b) Uncle Podger would take off his:

(i) Vest (ii) Tie

(iii) Coat

Ans Coat

(c) Uncle Podger would ask:

(i) The boy (ii) The girl

(iii) The charwoman, for six pennòrths of nails.

(Ii) The girl

(d) Uncle Podger, at first, would drop the:

(i) Picture

(ii) Hammer

(iii) Nail

Ans (i) Picture



1. Match the following words in column A with their meanings in column B:

A	B
(a) sneer	closely observing (d)
(b) evident	poor (c)
(c) wretched	mock (a)
(d) surveying	clear (b)

2. Identify which of the following statements are true and which are False.

(a) There was a commotion in the house when Uncle Podger undertook a job. T

(b) Uncle Podger did not want to hang the picture. F

(c) Uncle Podger would cut himself and spring around the room searching for his handkerchief. T

(d) The second thing that Uncle Podger would lose would be the hammer. F

3. Find the antonyms of the following words from the texts:

(a) Rapidly :> slowly (b) Lost :> found

(c) Remembered :> forgot (d) Roughly :> exactly

(e) Save :> waste (f) Straight :> curly

4. Use the prefixes or suffixes (in-/imp-/-al/-some) to form new words:

(a) Different :> indifferent (b) Possible :> impossible

(c) Sufficient :> insufficient (d) Arrive :> arrival

(e) Whole :> wholesome

SECTION-2



<https://www.poemhunter.com/poem/night-of-the-scorpion/>

I remember the night my mother
was stung by a scorpion. Ten hours
of steady rain had driven him
to crawl beneath a sack of rice.

Parting with his poison - flash
of diabolic tail in the darkroom -
he risked the rain again.

The peasants came like swarms of flies
And buzzed the name of God a hundred times
to paralyze the Evil One.

With candles and with lanterns
throwing giant scorpion shadows
on the mud-baked walls
they searched for him: he was not found.

They clicked their tongues.

With every movement that the scorpion made his poison moved in Mother's blood, they said.

May he sit still, they said
May the sins of your previous birth



Night of The
Scorpion

be burned away tonight, they said.
May your suffering decrease
the misfortunes of your next birth, they said.
May the sum of all evil
balanced in this unreal world

against the sum of good
become diminished by your pain.
May the poison purify your flesh

of desire, and your spirit of ambition,
they said, and they sat around
on the floor with my mother in the center,
the peace of understanding on each face.
More candles, more lanterns, more neighbors,
more insects, and the endless rain.
My mother twisted through and through,
groaning on a mat.
My father, skeptic, rationalist,
trying every curse and blessing,
powder, mixture, herb and hybrid.
He even poured a little paraffin
upon the bitten toe and put a match to it.
I watched the flame feeding on my mother.
I watched the holy man perform his rites to tame the poison with an incantation.
After twenty hours
it lost its sting.

My mother only said
Thank God the scorpion picked on me
and spared my children.

-Nissan Ezekiel

5. Using the first person gives the feeling that it is told from

- (a) Personal experience (b) Public experience

(c) Private experience

Answer: (a) Personal experience

6. 'The scorpion picked me, and spared my children' depicts

- (a) Mother's bravery (b) Mother's endurance

(c) The selfless and unconditional love of a mother

Answer: (c) The selfless and unconditional love of a mother

Question 2.

Get into pairs and discuss the following with your partners and complete the table.

Many people are superstitious. This means that they have a belief for which they have no logical reason.

An example of superstition is that – walking under a ladder brings bad luck.

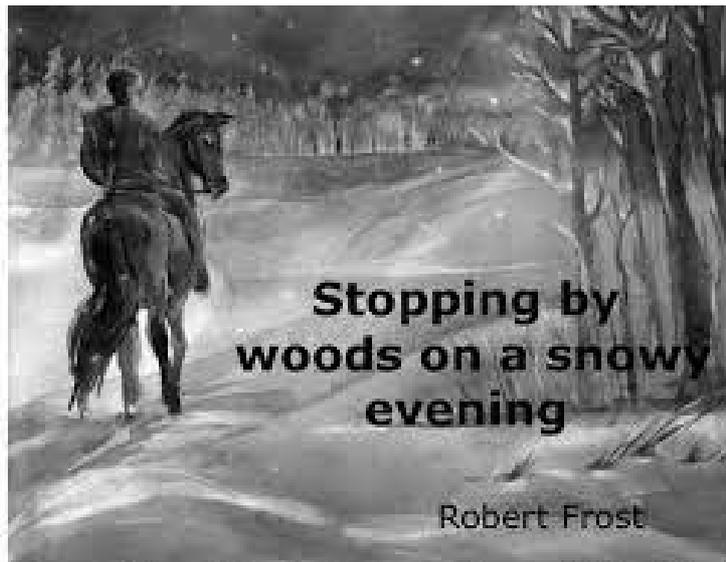
In pairs, list any superstitions that you know of.

Superstition	What it implies
(1)	Smashing a mirror
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	Brings seven years of bad luck.

Answer:

Superstition	What it implies
(1) Walking under a ladder	Brings bad luck.
(2) Smashing a mirror	Brings seven years of bad luck.
(3) A black cat crossing your path	A bad omen.
(4) Twitching of the eye	Brings bad luck.
(5) Sweeping your house after sunset	Goddess Lakshmi will walk out.
(6) Going near a pippal tree at night	The ghosts will kill you.
(7) Putting a black dot on your child's face	Will ward off the evil eye.

Stopping by Woods on a Snowy Evening



<https://poets.org/poem/stopping-woods-snowy-evening>

Whose woods these are I think I know.

His house is in the village though;
He will not see me stopping here
to watch his woods fill up with snow.

My little horse must think it queer
to stop without a farmhouse near
between the woods and frozen lake
the darkest evening of the year.

He gives his harness bells a shake
to ask if there is some mistake.

The only other sound's the sweep
of easy wind and downy flake.

The woods are lovely, dark and deep.

But I have promises to keep,
and miles to go before I sleep,
and miles to go before I sleep.

-Robert Frost



SUBJECTIVE QUESTIONS

- Question 1. List the sounds mentioned in the poem.
Answer: Harness bells, the sound of the wind, the sound of soft feathers like snowflakes falling.
- Question 2. On what date every year is the darkest evening?
Answer: On 21st December.
- Question 3. Why does the traveler has to leave the lovely woods?
Answer: The traveler is captivated by the lovely woods. He is supposed to discharge his duties on time. He promises himself to keep his word. So he has to leave the lovely woods to keep his word.
- Question 4. Frame your sentences using the words given below:
Village, Wind, Frozen, Promise
Answer: (a) Village: Life in my village, I love to live.
(b) Wind: Wind was twisting the heads of trees.
(c) Frozen: With the frozen heart I stared at the remains of my dear friend.
(d) Promise: Let every day of yours dawn, with the promises of new light.
- Question 5. Summarize the poem in your own words.

OBJECTIVE QUESTIONS

1. Put (✓) mark in front of True statement or (x) mark in front of False statement:
2. The speaker stops to watch the rain falling among the trees. (x)
3. The owner of the woods is known to the speaker. (✓)
4. The horse is worried about the cold and wants to keep going. (x)
5. The speaker doesn't emphasize the beauty of the woods he is passing through. (x)
6. Give your own rhyming words for the following:

House, Woods, Easy, Wind, Dark, Watch

Answer:

1. House – Spouse
2. Woods – Goods
3. Easy – Busy
4. Wind – Skinned
5. Dark – Bark
6. Watch – Botch

6. Match the lines of the poem with their figures of speech:

Group A		Group B
(1) Whose woods these are I think I know	(a)	Alliteration
(2) The woods are lovely, dark and deep	(b)	Personification
(3) And miles to go before I sleep And miles to go before i sleep.	(c)	Inversion
(4) My little horse must think it queer	(d)	Repetition

Answer:

- Whose woods these are I think I know – Inversion
- The woods are lovely, dark and deep – Alliteration
- And miles to go before I sleep
- And miles to go before I sleep– Repetition
- My little horse must think it queer – Personification

7. Match the words given in Group A with their meanings in Group B:

(A)		(B)
(1) Mistake	(a)	Strange
(2) Downy flakes	(b)	Ice
(3) Woods	(c)	Error
(4) Queer	(d)	Jungle

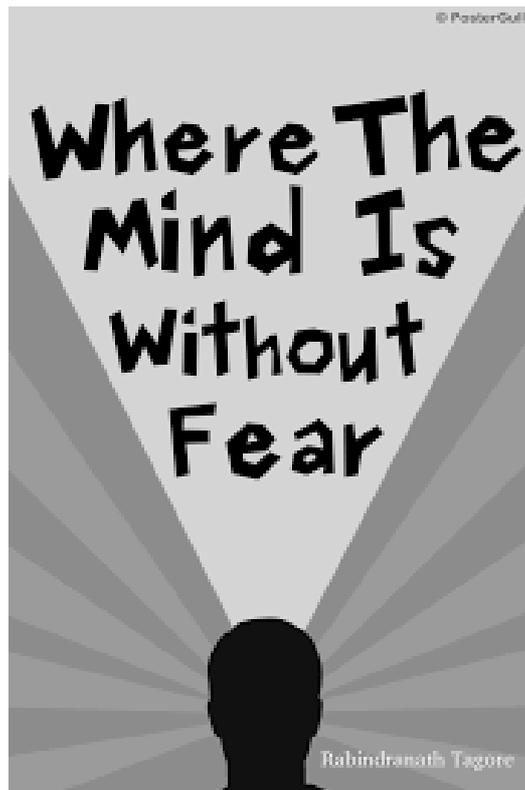
Answer:

- Mistake – Error
- Downy flakes – soft snow falling
- Woods – jungle
- Queer – strange

8. Fill in the blanks:

- The person who owns the woods lives in the village.
- The speaker stopped his horse at a place between the frozen lake and the woods.
- The speaker was captivated by the lovely, dark and deep woods.
- The little horse gives a shake to its harness bells attached to its neck.

Where the Mind Is Without Fear



<https://www.readersdigest.in/conversations/story-a-hymn-for-all-mankind-where-the-mind-is-without-fear...-125689>

Where the mind is without fear and the head is held high;
Where knowledge is free;
Where the world has not been broken up into fragments
By narrow domestic walls;
Where words come out from the depth of truth;
Where tireless striving stretches its arms towards perfection;
Where the clear stream of reason has not lost its way
Into the dreary desert sand of dead habit;
Where the mind is led forward by thee
Into ever-widening thought and action—
Into that heaven of freedom, my Father, let my country awake.
-Rabindranath Tagore

SUBJECTIVE QUESTIONS

(1) Answer the following questions in your own words.

(a) How is the world broken into fragments?

Answer: The world is broken into fragments by divisions based on religion, caste, class, race and colour in societies all over the world.

(b) Who is 'Thee' in the poem? What does the poet appeal to 'Thee' to do?

Answer: 'Thee' in this poem is God. The poet wishes God to awaken his country into heaven of freedom, where the people are all truly free and total freedom of good thoughts, good words and good actions exists.

(c) What should the words we speak reflect?

Answer: The words we speak should reflect our sincerity and truthfulness.

(d) What attributes of Rabindranath Tagore does the poem (prayer) reflect?

Answer: The poem reflects Rabindranath Tagore's patriotism and love for his countrymen, clear- thinking, broad outlook, scientific attitude and emphasis on hard work.

OBJECTIVE QUESTIONS

1. Read the columns carefully and match the expressions with their meanings.

No	Column A	Column B
(1)	The head is held high	(a) A fearless person
(2)	Narrow domestic walls	(b) Sincerity of heart
(3)	Knowledge is free	(c) A person with self-respect and proud of possessing it
(4)	Depth of truth	(d) Narrow mindedness
(5)	Mind is without fear	(e) Education is given to all
(6)	Stretches its arms	(f) Dried up, infertile land of sands
(7)	A clear stream of reason	(g) Clear thinking
(8)	Dead habits	(h) Aim at perfection
(9)	Ever widening thought and action	(i) Broadening the outlook and attitude

Answer:

No	Column A	Column B
(1)	The head is held high	(c) A person with self-respect, and pride in possessing it.
(2)	Narrow domestic walls	(d) Narrow-mindedness.
(3)	Knowledge is free	(e) Education is given to all.

No	Column A	Column B
(4)	Depth of truth	(b) Sincerity of heart.
(5)	Mind is without fear	(a) A fearless person.
(6)	Stretches its arms	(h) Aim at perfection.
(7)	Clear stream of reason	(g) Clear thinking.
(8)	Dead habits	(f) Dried, infertile land of sands,
(9)	Ever	(l) widening thought and action broadening the outlook and attitude.

2. Read the short story written by Rabindranath Tagore ‘The Kabuliwala’ or ‘The Home Coming.’
3. Visit the website and collect more information about Rabindranath Tagore’s life and works.

Ode to Tomatoes - Pablo Neruda



http://famouspoetsandpoems.com/poets/pablo_neruda/poems/15736

The street
filled with tomatoes,
midday, summer, light is halved
like tomato;
its juice runs
through the streets.
In December, unabated,
the tomato invades the kitchen,
it enters at lunchtime, takes its ease
on countertops, among glasses,
butter dishes, blue saltcellars.
It sheds its light,
benign majesty.
Pablo Neruda

SUBJECTIVE QUESTIONS

1. Study the lines of the ode above and answer the following questions
2. Pick out the figures of speech in the Ode:
 - (a) Hyperbole
 - (b) Metaphor
 - (c) Alliteration
 - (d) Personification
 - (e) Simile
 - (f) Repetition
3. Paraphrase Ode to Tomatoes.
4. Write the summary of Ode to Tomatoes.

SUMMARY

A Lifetime Tale in Pictures

Draw the main character from a book you have recently read. Show them as a body, middle aged and as an older person. Underneath each picture write what you think they might be doing at that point of their life.

For example if you drew Harry Potter as a body, he might be casting spells on his mum to feed him lots of yummy food.



Design innovative Practicals/ Projects/ Activities

Students to design alternative Practical/ Project/ Activities (as a group or individual).

PRACTICALS

- The students will be assigned to read a book and find out passages for comprehension and frame questions from the passage and answer those questions in their own words.
- Make a list of new words from the passage.
- Learn the synonyms and antonyms of these new words along with the usage.

MINI PROJECT

Each student is encouraged to write short stories or poems on the topic of their choice.

CASE STUDY

Reema an English teacher gave the following advice to Diploma students for gaining proficiency in reading comprehension.

1. Read at least two pages of any English book everyday.
2. Read English news paper daily .

Questions:

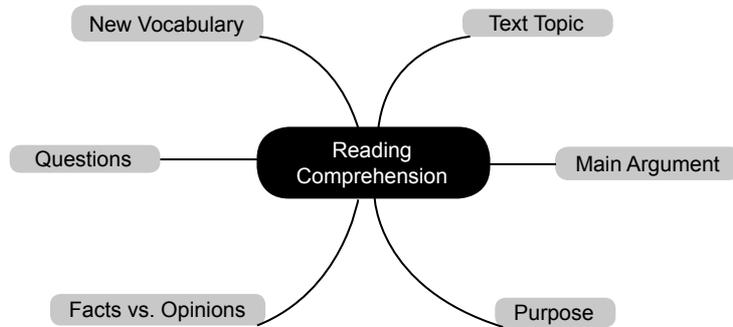
1. Discuss the reading strategy suggested by Reema.
2. Does consistent reading makes the student proficient?

USE OF ICT

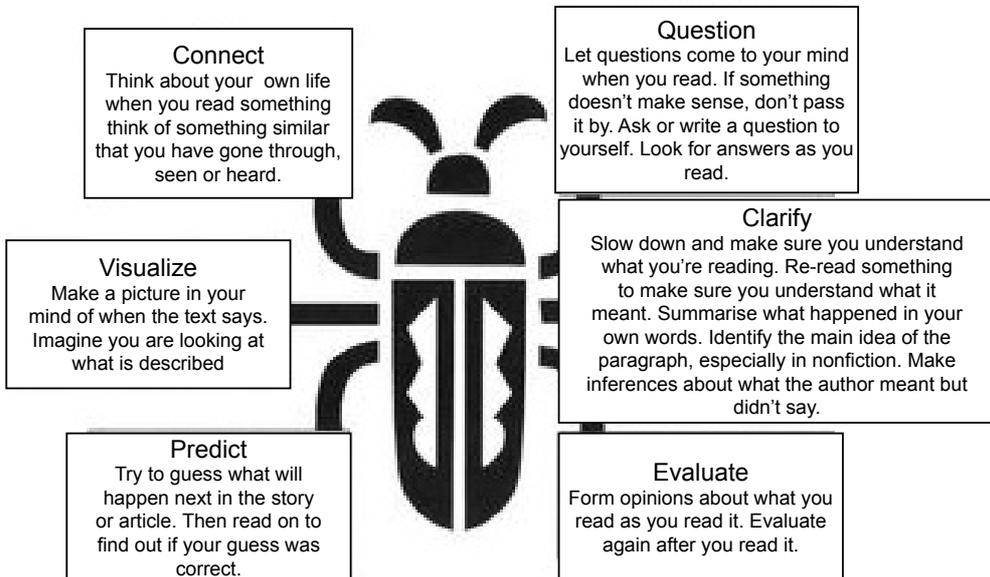
- Open Source like MOOCs, MOODLE
- Use of radio, TV, recorder, computer, audio, video, internet, YouTube, PPTs, mobile phones, etc.
- Record the presentations and discussions to evaluate the communication skills.
- To evaluate written communication in the form of articles, reports, essays and stories, by using ICT and check them on Grammarly or other websites.

KNOW MORE

- <https://www.youtube.com/watch?v=AVp2Z1wrau4>
- <https://www.youtube.com/watch?v=cdmVJrRIY24>



CONCEPT MAP ACTIVE READING STRATEGIES



VIDEO RESOURCES:

- https://www.youtube.com/watch?v=w_N2-366hL4
- <https://www.youtube.com/watch?v=kXh0kxXWcYE>
- <https://www.youtube.com/watch?v=PjAo91rKyRg>
- <https://www.youtube.com/watch?v=to0UbOOUEmI>
- <https://www.youtube.com/watch?v=qDD0EUZgI1Q>
- <https://www.youtube.com/watch?v=Ag2ccVpMTJc>
- <https://www.youtube.com/watch?v=8dnv-7oHI60>
- <https://www.youtube.com/watch?v=Js-2mmCvQFI>
- <https://www.youtube.com/watch?v=yAPZC7o6Y9k>
- https://www.youtube.com/watch?v=Zzx-D0D_0tI

UNIT-3 OUTCOME	EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)						
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
U3-O1							
U3-O2							
U3-O3							
U3-O4							
U3-O5							
U3-O6							

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- Malgudi Days: R.K. Narayan
- The Room on Roof: Ruskin Bond
- The Gift of the Magi: O. Henry
- Uncle Podger Hangs a Picture: Jerome K. Jerome
- Night of the Scorpion: Nissim Ezekiel
- Stopping by Woods on a Snowy Evening: Robert Frost
- Where the Mind is Without Fear: Rabindranath Tagore
- Ode to Tomatoes: Pablo Neruda
- <https://u.pcloud.link/publink/show?code=XZv4dnXZFq95llo7T7jytWkW3ORJzJNGXd4y>
- https://www.academia.edu/24285824/Malgudi_Days_R_K_Narayan
- <https://www.eastoftheweb.com/short-stories/UBooks/GifMag.shtml>
- <https://docplayer.net/20977136-Uncle-podger-hangs-a-picture.html>
- <https://www.poemhunter.com/poem/night-of-the-scorpion/>
- <https://poets.org/poem/stopping-woods-snowy-evening>

- <https://www.readersdigest.in/conversations/story-a-hymn-for-all-mankind-where-the-mind-is-without-fear-...-125689>
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- https://www.google.com/imgres?imgurl=http%3A%2F%2Fcdn.shopify.com%2Fs%2Ffiles%2F1%2F0151%2F0741%2Fproducts%2Fmind_Without_Fear_Tagore-NGPS1867_Copy_1024x1024.png%3Fv%3D1578633362&imgrefurl=https%3A%2F%2Fwww.poster-gully.com%2Fproducts%2Fmind-without-fear-tagore&tbnid=0Z2uYlXkV9l1QM&vet=12ahUKEwirmZXGqtrxAhX0V3wKHWYSB5EQMyhEegQIARBe..i&docid=7_W3s-k2ZerVmM&w=683&h=1024&q=when%20the%20mind%20is%20without%20fear&ved=2ahUKEwirmZXGqtrxAhX0V3wKHWYSB5EQMyhEegQIARBe
- https://www.google.com/imgres?imgurl=https%3A%2F%2F1.bp.blogspot.com_9AuA754s2jURoACLcBGAs%2Fs1600%2Fdownloadfile.png&imgrefur%2Fheervabhatt.blogspot.com%2F2018%2F08%2Fstopping-by-woods-on-snowy-evening-by.html&tbnid=6xMa0CoDyQETwM&vet=12ahUKEwj7x_qVq9rxAhUFGHIKHWmVCC8QMygEegUIARDWAQ..i&docid=Zynwjl_ahiqfVM&w=500&h=375&q=stopping%20by%20woods%20on%20a%20snowy%20evening&ved=2ahUKEwj7x_qVq9rxAhUFGHIKHWmVCC8QMygEegUIARDWAQ
- https://www.google.com/imgres?imgurl=https%3A%2F%2Fimage.slideshare-ecdn.com%2Fnightofthescorpion8b-160515120529%2F95%2Fnight-of-the-scorpion-8b-1-638.jpg%3Fcb%3D1463313960&imgrefurl=https%3A%2F%2Fwww.slideshare.net%2Fayishuu%2Fnight-of-the-scorpion-8b&tbnid=D8zQYqm-uurN-M&vet=12ahUKEwiY3rm_q9rxAhXHTCsKHCXQDSAQMygPegUIARDZAQ..i&docid=aVims-m0N3JuM&w=638&h=479&q=night%20of%20the%20scorpion&ved=2ahUKEwiY3rm_q9rxAhXHTCsKHCXQDSAQMygPegUIARDZAQ
- <https://www.google.com/imgres?imgurl=https%3A%2F%2Fi.ytimg.com%2Fvi%2F4RorrEsMTbY%2Fmaxresdefault.jpg&imgrefurl=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D4RorrEsMTbY&tbnid=lQOG-tHisaNyUM&vet=12ahUKEwiM3rX8q9rxAhWmnUsFHH>

HsAu4QMygBegUIARCuAQ..i&docid=LBeAz9iVskXHCM&w=1280&h=720&q=Uncle%20Podger%20Hangs%20a%20Picture%20&hl=en&ved=2ahUKEwiM3rX8q9rxAhWmnUsFHfHsAu4QMygBegUIARCuAQ

- https://www.google.com/imgres?imgurl=https%3A%2F%2F4.bp.blogspot.com%2F_kGyM&vet=12ahUKEwig7vihrNrxAhUNAYSKHcuODz4QMygCegUIARDOAhttps://www.google.com/imgres?imgurl=https%3A%2F%2Fimages-na.ssl-images-amazon.com-Roof-Ruskin-Bond
- https://www.google.com/imgres?imgurl=https%3A%2F%2Fimg1.hotstarext.com%2FPiOYly82HCyM&vet=12ahUKEwiUgtv8rNrxAhXdo0sFHVe3C_8QMygAegUIARDLAQ..i&docid=rIne2Co5k2XKDM&w=640&h=360&q=malgudi%20days%20&hl=en&ved=2ahUKEwiUgtv8rNrxAhXdo0sFHVe3C_8QMygAegUIARDLAQ

APPENDICES

P5 - NEUTRALIZATION OF MOTHER TONGUE INFLUENCE AND CONVERSATION PRACTICE

1.1 *Practical Statement*

The need for speaking in a neutral accent has been growing rapidly.

1.2 *Practical Significance*

The basic criteria of communication or accent are that one should understand what the other person is saying and vice versa. Communication is a crucial part of globalization. This globalization has created a revolution in entrepreneurship and outsourcing. The need for speaking in a neutral accent has been growing today because the customers and the clients have to interact in a universal language in a globally acceptable style and accent.

1.3 *Practical Outcomes (PrO)*

The Students will be able to:

PrO1: Understand the influence of mother tongue on English pronunciation.

PrO2: Get them familiar with the correct ways of pronunciation.

PrO3: Develop the knowledge of accent neutralization.

PrO4: Prepare the students to overcome the problems of mother tongue influence



1.4 *Practical Setup*

In Classroom and Language Laboratory.

1.5 *Resources Required*

Computers and Softwares

1.6 **Precautions**

- Get familiar with the sounds of English.
- Practice translates into perfection.
- Enjoy singing.
- Finally, avoid rolling back to the earlier habits.

1.7 **Suggested Procedure**

You need to train, not merely your accent, but your ears. Study how to listen. Try to face the English language as often as possible. A good idea is to remove subtitles from movies. Study how to make out sounds, teach your ear to identify those critical pairs we mentioned above. Keep speaking with the implementations from the new learning. Speak to everyone who would understand the language.

1.8 **Conclusion**

This communication barrier is solved after the arrival of the accent neutralization concept.

1.9 **Practical related Questions**

1. Discuss the relevance of accent neutralization.
2. Describe its importance at the workplace.

1.10 **Suggested Learning Resources**

Refer Practical 1

1.11 **Suggested Assessment Scheme**

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

PERFORMANCE INDICATORS (SAMPLE)		WEIGHTAGE	MARKS AWARDED
Process related : Marks* (70%)			
1.	Rehearse for achieving a Neutral accent.		
2.	A neutral accent makes communication proper.		
3.			
4.			
Product-related: Marks* (30%)			
5.	Neutral Accent will remove Communication Barriers.		
6.	Communication will be clear and easily understandable.		
7.			
8.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:			
Marks Awarded			Signature of Teacher with date
Process Related	Product-Related	Total	

APPENDICES

P6 - TELEPHONIC CONVERSATION

1.1 *Practical Statement*

Students realize the significance of telephone communication.

1.2 *Practical Significance*

To be an effective communicator on the telephone, it is important to understand this medium of communication well. Unlike face-to-face communication, in a telephone conversation, the participants generally cannot see each other. Body language and facial expressions are central to face-to-face communication and are absent in telephonic conversation.

1.3 *Practical Outcomes (PrO)*

The Students will be able to:

- PrO1: Realize the significance of telephone communication.
- PrO2: Difference between face-to-face and telephone communication.
- PrO3: Using different expressions while handling telephone calls.

1.4 *Practical Setup*

In Classroom and Language Lab.

1.5 *Resources Required*

Computers and Softwares.

1.6 Precautions

Useful Phrases

- I am calling from
 - I would like to make an appointment with
 - Would it be possible to make an appointment with ...
 - When will she be available?
 - Can you call me back after half an hour?
 - Could you delay it by a day?
 - Send it by speed post, could you?
 - Do you mind if we postpone it by three days?
 - Would you mind telling me when it's convenient for you?
 - I was wondering if I could see you tomorrow.
 - Will you give me the recipe for the cake you baked?
-
- **Leaving Message:** On certain occasions when the person you have called is unavailable it may be necessary to leave a message for the person. In such situations, both the caller and the person answering the call will have to be very clear in leaving and taking the message. At the end of the call, either the caller or the person answering the call should check whether the message has been received correctly.
 - **Handling Calls:** We make telephone calls for personal and official or business purposes. It is important to be aware of the differences in the language, etiquette and manners to be observed while making calls for different purposes. When someone answers your call, you need to say who you are (= identify yourself) and say who you want to speak to.

1.7 Suggested Procedure

It is difficult to say 'no' to a request when talking to someone face-to-face, people find it easy to do so when talking on the phone. So all requests must be made most appropriately so that it yields the desired result.

1.8 Conclusion

As in face-to-face communication, in telephonic conversations, it is important that requests are made using appropriate language.

1.9 Practical related Questions

1. Mention some useful phrases to leave a message on a telephone.
2. Explain the significance of body language in telephone etiquettes.

1.10 Suggested Learning Resources

Refer Practical 1

1.11 Suggested Assessment Scheme

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

PERFORMANCE INDICATORS (SAMPLE)		WEIGHTAGE	MARKS AWARDED
Process related : Marks* (70%)			
1.	Telephonic etiquettes must be followed.		
2.	Language must be client-friendly.		
3.			
4.			
Product-related: Marks* (30%)			
5.	Pronunciation, Pitch, Tone, Modulation are essential.		
6.	Generic terms must be spoken.		
7.			
8.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:			
Marks Awarded			Signature of Teacher with date
Process Related	Product-Related	Total	

4

Professional Writing

UNIT SPECIFICS

The Art of Précis Writing, Letters: Business and Personnel, Drafting Email, Notices, Minutes of a Meeting

RATIONALE

Language is the most commonly used medium of self-expression in all spheres of human life – personal, social and professional. A student must have a fair knowledge of the English language and skills to communicate effectively to handle future jobs in the industry. The objective of this unit is to enable the students to acquire proficiency in written professional communication. The students will be able to acquire and develop professional writing skills and business communication. After entering into the professional world, one is expected to communicate through writing in English such as business letters, preparing notices, minutes of meeting, précis writing and summary. This unit will enable students to develop proficiency in professional writing in English.

UNIT OUTCOMES/ LEARNING OUTCOMES

The students will be able to:

- Recognize key parts of a business letter.
- Learn the formats of a business letter.
- Draft various types of a business letters.
- Write précis of given passage with a suitable title.
- Prepare minutes of the meeting summarizing relevant details.

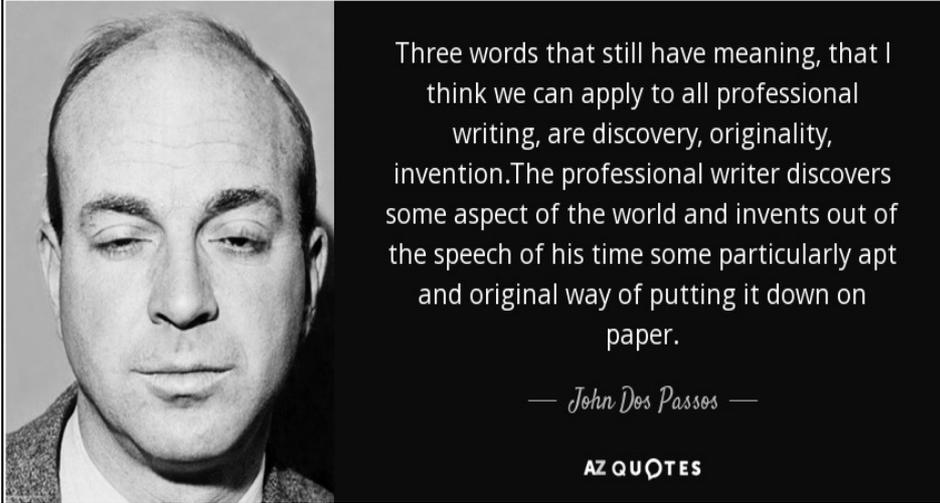
PRE-REQUISITES

First-year Diploma students having basic knowledge of English grammar of secondary level and having some exposure to listening, speaking, reading and writing skills in English.

Business writing is indispensable for gliding up the professional ladder. Therefore, its exposure to technical students is essential.

UNIT-4 OUTCOME	EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)						
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
U4-O1	2	2	2	2	3	3	3
U4-O2	2	2	2	2	3	3	3
U4-O3	2	2	3	2	3	3	3
U4-O4	2	2	3	2	3	3	3
U4-O5	2	2	3	2	3	3	3
U4-O6	2	3	2	2	3	3	3

Interesting Facts



PROFESSIONAL WRITING

Professional writing is a style of writing that is clear, concise, and seeks to convey information and ideas quickly in a professional setting. Professional writing is geared towards informing or persuading an audience in the world of work and commerce.

Professional Writing Tips

- Avoid discipline-specific jargon
- Uses first-person point of view
- The purpose is stated directly (e.g. “I am writing to...”)
- Uses active voice
- Sentences are direct and concise
- Paragraphs are brief and focused
- Brief introduction and conclusion.

Précis Writing

Précis writing is an exercise in compression. A précis is the gist of a passage expressed in as few words as possible. A précis should give all essential points so that the reader will be able to understand the idea expressed in the original passage.

A good précis comprises of the following:

- It should be precise, clear and written in one’s own words.
- A précis is not just lifting the words from the original paragraph.
- It should be a summary or a miniature version of the original paragraph.

Do's and Don'ts of Précis Writing

Do's

- Start your précis with the main idea so that reader can quickly understand the essence of the précis.
- He/ she will know beforehand as to what should they expect in the written précis.
- While writing a précis, ensure that all the points can be described and discussed equally.
- The important data, keywords, and concepts must be concisely retained.
- Removing the irrelevant information is as important as writing the relevant points.
- It should be written in the same tense as in the original paragraph.
- It should be coherent and for this, it can use the linking words such as and, because, therefore etc.
- A précis should have an appropriate title and the order of ideas need to be original.

Dont's

- Do not include personal opinions, remarks and criticism in a précis.
- Do not take irrelevant facts.
- Avoid using contractions and abbreviations.
- Avoid being illogical in the organization of ideas.

Make Précis and give suitable title

1] Trees give shade for the benefit of others, while they stand in the sun and endure the scorching heat, they produce the fruit of which others profit. The character of good men is like that of trees. What is the use of this perishable body if no use is made of it for the benefit of mankind? Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. The men who are noble at heart do not lose their qualities even in losing their lives. What matters whether men praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live the life of dogs and crows. Those who lay down their lives for the sake of others will assuredly dwell forever in a world of bliss.

Précis

Good men live for others

The character of good men is like that of trees. They live for others and do not lose their qualities even in losing their lives. They always follow the right path. Praise is immaterial to them. To live for one's own sake is to lead the life of beasts. Only those who lay down their lives for others will live forever in a world of bliss.

2] Teaching is the noblest of professions. A teacher has a sacred duty to perform. It is he on whom rests the responsibility of moulding the character of young children. Apart from developing their intellect, he can inculcate in them qualities of good citizenship, remaining neat and clean, talking decently and sitting properly. These virtues are not easy to be imbibed. Only he who himself leads a life of simplicity, purity and rigid discipline can successfully cultivate these habits in his pupils.

Besides a teacher always remain young. He may grow old, but not in spirit. Perpetual contact with budding youths keeps him happy and cheerful. There are moments when domestic worries weigh heavily on his mind, but the delightful company of innocent children makes him forgetful of his own worries.

Précis

Teaching is the noblest profession. A teacher himself leading a simple, pure and disciplined life can mould the character of the young children and make them neat and good-mannered citizens. Besides the remains every young forgetting his domestic worries in the constant company of the young.

BUSINESS LETTERS

Business letters start with the heading. Now a days printed letterheads are available in corporate offices. When the letterhead is not there, then the heading has to be created. This will be followed by a date. The third element is the inside address. While the heading has the sender's address, the inside address covers the details of the receiver, this is followed by reference and subject. The subject will briefly tell about or give the gist of the letter in the form of a topic or key phrases. The attention line, that follows, calls for the attention of that particular person to whom the letter should reach so that he can respond quickly. The next element, salutation is the informal greeting like 'Dear Sir/Madam.' Next comes the most important part, that is, the body of the letter. This is followed by complimentary close—which connotes a very pleasant way of saying something before concluding the letter with a formal full-hand signature. Next comes the last three elements of the letter—identification marks, enclosure and copy notation.

Although the above elements comprise a formal business letter, in modern computerized offices, certain elements such as identification marks and copy notation are done away with. It can easily understand that heading, date, inside address, salutation, body, complimentary close, signature are the most important elements.

Format of Business Letters

There are six different styles of writing a business letter.

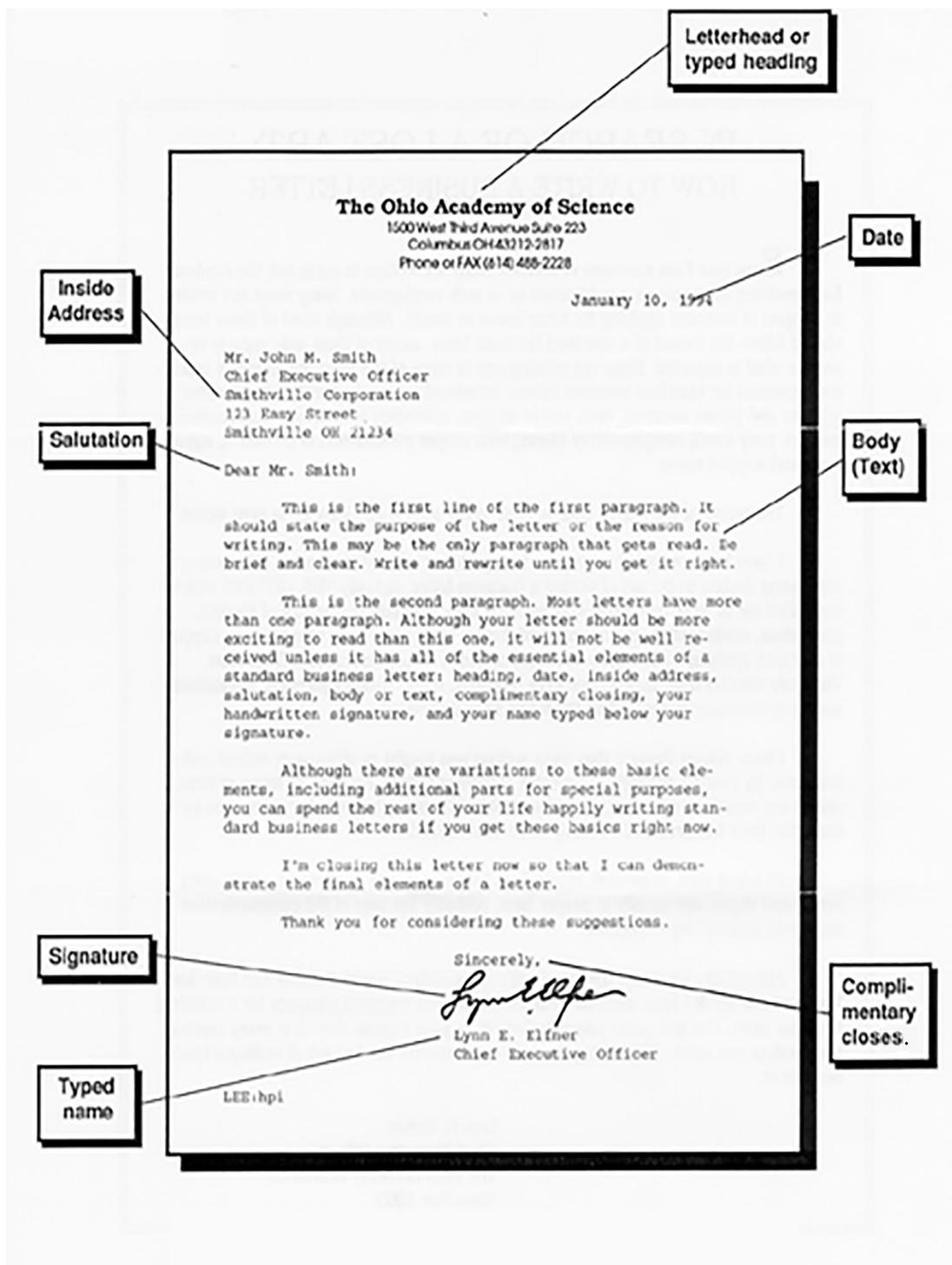
- Full Block Style
- Modified Block style
- Semi Block Style
- Indented Style
- Simplified Style
- Hanging Indented Style



Parts of a Business Letter

- Heading
- Date
- Reference
- Inside Address
- Subject
- Salutation
- Body of the Letter
- Complimentary Close





The Elements in Detail:

The heading shows the sender/ organization's name, full address, telephone, mobile, fax numbers and email id and any other details related to the company. Some companies keep their logo/ motto and add the hyperlink to their website. They make it readily available in the form of a letterhead.

Use of Punctuation

An important point to be noted at this stage is the use of punctuation. Today, owing to the popularity of email communication, people have less regard for punctuation. Many have done away with it. Nonetheless, in a professional environment, punctuations are still used for clarity and distinction. Still, one can choose to follow full punctuation, or use internal punctuation. The conservative business group would follow full punctuation.

Date.



Date

- ✓ Type the date directly below the heading address
- The day, the month and the year are in the upper right hand corner

25 July,2021

25 July,2021

or

25 July,2021

(American Style)

Avoid:

7/8/2021; 9/11/2020. etc

Date

In a Business letter date is very important to retrieve and store the information. In the standard layout, the month and the year are placed in the upper right-hand corner. Avoid writing 7/8/2022 because the British and most of the Indians would read it as 7th of August, while the Americans would read it as of July 8th. So to avoid causing this confusion, it's suggested that either you should write as 7 July, 2022 or August 8, 2022.

Inside Address

This is the receiver's address.

Inside Address

Receiver's Address:

The General Manager
Lion Industries Limited
No. 3-A, East Patel Nagar
Manasarovar
Mumbai 400001

Ms Christina George
Corporate Communications Inc.
3456 Grant
Chicago, IL 60611
USA

Look at the various forms of titles given below:

Inside Address

Titles:

Mr, Sri Mrs (misiz), Smt., Miss (mis),
Kum., Ms (miz), Dr, Capt. , Prof.,

Firm: Messers (Ram and Company)
Messers (Lal Chand and Sons)

Note: Bharat Aluminum Limited

Professor (Mrs) Shiela Singh
Professor (Ms) Gayatri Devi

Titles

Appropriate use of title reflects your personality. It can show that you are caring, respectful, sincere, faithful, devoted, dedicated, meticulous, thoughtful, etc. The following titles are used for a male: Mr., Sri. (short form of Sriman). Various options are available for a female: Mrs. (misses) referring to a married person (the Indian equivalent of Smt. Srimati), Miss indicating an unmarried woman, (Kum. Kumari-unmarried woman in an Indian context), Ms. (pronounced miz)- a neutral title that does not indicate whether the person is married or unmarried. There are also honorary titles like Dr., Capt., and Prof. For a firm run by two or three brothers you can use Messers (the plural form of Mr. e.g. Messers Lal Chand and Sons).

Use of ‘To’

Use ‘to’ if the address is short, that is about three or four lines. Avoid if the address is going to be five or six lines. Remember not to put a comma after ‘To’.

Inside Address

Use of “To”

To

The Director

IIT Kanpur

Kanpur

Avoided if it is too long.

No comma after “To” to,

Only colon in business letters To:

A colon can be kept after ‘To’ in business contacts.

Reference and Subject

The next important element of a business letter is Reference that will be followed by subject:

Reference and Subject

Ref. : your advt. dated ----- in The Times of India.

Your Ref. : letter No. AB/46/P494 of August 24, 2020.

Our Ref.: No. CD/69/W6785, September 2, 2020.

Sub: Order of Packing Boxes.

Sub: Supply of Packing Boxes.

Sub: Application for the post of Programme Manager.

Reference is given to indicate the context in which the letter is written. This includes date, reference to the previous invitation, correspondence, or advertisement number.

There is minor variation in which some people would like to keep the subject at the top and give the reference after it.

The subject gives a preview of the main content of the letter. It puts, in a nutshell, the whole body of the letter in just three words or a single sentence. Often it looks like a topical sentence.

When you apply for a job, the subject can be simple.

Example : Application for the post of a programme manager, Application for the post of assistant professor, Application for the post of deputy manager and so on.

Salutation

Salutations are pleasant greetings before the beginning of something. It's Just like the way we greet somebody in the morning by saying: good morning, hello etc. In a professional environment, all letters begin with proper salutations before the body of the letter. The salutations indicate the status involved in the relationship between the sender and the receiver. It shows whether the relationship is hierarchical, equal, friendly, intimate, formal, business-like etc. For instance, 'Honorable Sir/ Madam', is used for somebody superior like the Justice, the Chief Minister or a very important person. When a person writes to a dignified higher authority, 'Respected Sir/Madam' is used.

Currently, 'Dear Sir/ Madam' is the commonly accepted salutation. Plural form (Sirs/ Madams) is used if two or more people are addressed. You should note that the word 'dear' is treated as a formal term.

Body of the Letter

The next important element is the body of the letter. We can divide the message under body of the letter into three main divisions. The first paragraph will be an introductory paragraph and it will have the statement of purpose. It will tell, for instance, what the sender wants to buy, order, sell, receive, replace, complain etc on behalf of his/ her company. The middle paragraph give details and other information surrounding the purpose. It tells why, for instance, a product is defective, how it might have happened, and explains why it should be changed. This is followed by the final paragraph where the ground is prepared for a polite closing and conclusion with a note of hope. It gives assurance in terms of replacing a defective product or expresses appreciation rendered by the receiver.

Body of the Letter

Body/Message: 3 main divisions

First Paragraph: Introduction and statement of the purpose

Middle Paragraph/s: Details and other information surrounding the purpose

Final Paragraph: Polite closing, expression or appreciation for assistance (even if in advance), and/or statement of follow-up intentions, expected actions



Body of the Letter

Participial Endings: (hoping, expectation)

Sounds very trite and should be avoided as far as possible.

If, however, you close your letter with a phrase containing a present participle, e.g., "Hoping to hear from you soon," you should add "I am" as shown below:

Complimentary Close

Complimentary Close

A courteous leave-taking-a polite way of ending a letter.

Typed two spaced below the last line of the body of the letter.

The close must agree with the salutation:

The salutation	The complimentary close
Sir,	Your faith fully/respectfully/obediently,
Dear Sir/Madam,	Yours faithfully/truly,
Dear Mr. Nigam,	Yours sincerely,
Dear Reader,	Yours sincerely,

Neutral & widely accepted closing:

Sincerely,
Cordially,

By using a complimentary close, apart from the polite way of concluding the letter in the final paragraph, you take a courteous departure. This part of the letter is separated by giving two spaces below the last line of the body of the letter. Complimentary close must agree with the salutation. For example, if the salutation is Sir/ Madam it signifies a formal relationship and it goes with: yours faithfully/ respectfully/ obediently/ truly. If it is Dear Mr. Nigam or Dear reader, it goes with Yours sincerely. If you wish to use a neutral and widely accepted closing, then you can use Sincerely yours or Cordially yours. If you are in some doubt, it's safe to use Sincerely.

Complimentary Close

Yours sincerely,
Yours cordially,
Yours faithfully,

NOT

Your's sincerely,
Your's cordially,
Your's faithfully,

Signature

A signature is the signed name of the writer. It is here that the sender gives authenticity to the information that is carried in the letter. Only when it is signed, the information becomes authentic. The signature part often includes the name, the title and the position. Now look at some examples:

Signature

Signed name of the writer

It gives authenticity to the information contained in the letter.

Includes often the name, the title (especially if the name is likely to leave the reader in doubt) and the position (if already not mentioned in the letter head)

Cordially,

Sheetal Singh

(Ms. Sheetal Singh)

Senior Executive

Delegated authority by the Power of Attorney

Sincerely,

Per Pro Sharewell Industries (perpro: on behalf of)

Laxshmi Deshpande

(Mrs. Laxshmi Deshpande)

Enclosure

The enclosure or the attachment is attached with the letter as a supporting document. If there is a single enclosure, you can indicate that by enclosure:

1. If there are two enclosures you can simply say enclosures:
2. Sometimes if the documents attached are important, then, they are specified.

Example, Enclosure: MOU dated 1st September, 2022.

Enclosure

Any documents attached to the letter

Encl.: One

Enclosures: Two

If the documents attached are important they are specified:

- Encls: 1. MOU dated 1 September, 2010.
2. SBI Cheque No. K4876, September 2010.

Copy Notation

This indicates the person who is receiving a courtesy copy (CC).

Copy Notation

Indicates the person who is receiving a courtesy/carbon copy (CC) or photocopy (PC):

CC: S.K. Khanna

PC: Julie Andrews

Copy to: Mr. Sanjay Bhatia

C: Rahul Bhatia

Types of Letter

Letters can be classified as personal and non-personal. Personal letters are informal and are written to exchange news or to seek favours. Letters to relatives and friends are personal letters. Personal letters are written in a friendly, informal style.

Business letters can be divided into the following types:

1. Enquiries and replies
2. Orders
3. Complaints
4. Application letters
5. Interview letters

Enquiry Letter: It is a letter written to enquire the information related to something. It can be written if a person wants to buy an item or wants to go on a trip etc. The objective of the enquiry letter is to request the recipient.

The scope of the letter must include enough information to help the recipient to decide the best response. The sender must mention what he/ she is inquiring about and which type of favor he/ she wants from the recipient.

Enquiry Letter Format

Arlington Heights Programming Associates
16 Oak Street
Springfield, CA 90467

November 11, 2020

Customer Relations
Turing Data Solutions
2345 Maple Avenue
Mountain View CA 94941

Dear Customer Relations:

I am a systems engineer at Arlington Heights Programming Associates developing a new client-server networked database system for two non-profit corporations.

My team is considering using your release of Omega Database Plus 1.0 as a key part of the system. If we incorporate your product into our design, our clients will need to purchase at least a total of 140 copies of your software.

We have read your promotional material and are very interested in using your product. We need, however, the answers to the following questions before we can decide whether or not to use Omega Database Plus:

1. Are you still planning to release the Omega Database Plus Version 1.0 on February 12, 1998?
2. What LAN environments will your product support?
3. Will your product support PGP encryption?

Complaint Letter -

It is written for the redressal of the customers' problem. Most of the time, we do not take any action in such situations because of which the problem does not get the attention it deserves, and hence, negligence increases.

Write a letter to M/s Oxford Publishing House, London complaining that the books sent by them were not those you had ordered for. Ask for a replacement. You are Varun Joshi, Sector-20, Chandigarh.

Examination Hall
Sector-20, Chandigarh
February 20, 2021
M/s. Oxford Publishing House
Consumer Complaint Division
London

Subject- Complaint regarding receipt of wrong set of books.

Sir/Madam

On February 1, 2021 I bought a book set (Order No. 000154) to be delivered to Chandigarh, Sector-20. To my dismay, I have not received the set I ordered for and have instead, received the wrong book set. I am highly disappointed.

To resolve the problem, I would appreciate it if you could replace the wrong book set with the one originally ordered. Please let me know as soon as possible what action you propose to take. I look forward to hearing from you within the next ten days.

Enclosed are copies of the transaction document and the receipt.

I look forward to your reply and a solution to my problem and will wait until the aforementioned time before seeking help from a consumer protection agency or the Better Business Bureau. Please contact me at the above address or by phone at 098100XXXXX.

Sincerely,

Varun Joshi

Enclosure(s)- Copy of receipt and transaction docs.

You are Sanjeet of 122, Arjun Nagar, New Delhi. A number of scooters and cars are parked in your locality without any order, causing blockage of the street. Write a letter to the local Secretary of the Resident's Association complaining against this problem.

122, Arjun Nagar
New Delhi

February 20, 2022

Secretary

Residents' Association

New Delhi

Sir

Subject- Complaint regarding the issue of bad parking habits in the locality.

I would like to draw your attention to the bad parking habits of residents in our locality. It is resulting in a lot of chaos and no place for parking for those who come back late. Despite defining the area assigned to each vehicle, cars are parked amidst two parking spots.

One vehicle occupies the space for 2-3 vehicles leading to mismanagement. Two-wheelers are placed nowhere near the allotted zone. This creates problems for other people as they have to then spend a lot of time finding parking spots in other localities. It induces frustration and tension for the safety of vehicles.

Various notices and warnings have been given to the rule-violators, but to our dismay, no betterment can be seen. I request you to take strict action as this is leading to aggressiveness amongst the residents. Effective and speedy action is expected considering the gravity of the situation.

Yours Sincerely

Sanjeet

Job Application – Cover Letter

An application letter, also known as a “cover letter”, is sent with your résumé during the job application process. A letter adds more value to your application by providing more details about your background and interest in the position, while a résumé outlines your professional skills and experience.

Tips for writing Job Application Letter

When preparing a job application letter, follow these tips to make sure your letter includes the information a hiring manager needs:

1. Emphasize your Skills and Abilities

An application letter is your opportunity to sell yourself as an excellent candidate for the open position. Include specific examples of proficiency, qualification, experience, and achievements that may benefit the prospective employer. It is helpful to include data supporting your claims.

2. Stay Concise

Although it may be tempting to include a lot of detailed information about yourself, it is important to be concise. A brief letter is more manageable and appealing.

3. Proofread the Letter

Since this letter is serving as your first impression, make sure it is as positive as possible. Make sure your letter does not have any grammatical or spelling errors to avoid a potentially negative first impression.

4. Include the Job Listing Keywords

Most job postings will include certain skills and abilities that the hiring manager and supervisor want applicants to possess. Including these keywords in your application letter would help to show the person reviewing your letter that you would be a good fit in that specific role.

5. Send a Letter for every Position

Unless a job posting specifically states do not send an application letter, it is smart to send one for each job to which you apply. This letter offers the opportunity for a potential employer to learn more about you and gives you the chance to set yourself apart from other applicants.

Difference between Bio Data, Resume and CV

Bio Data:

Bio-Data consists of the information about the individual and his attributes, hobbies, interests along with educational qualification to describe the person the best.

Resume:

A resume is a one or two page "summary" of your skills, experience and education. Generally no more longer than a page or two. It indicates candidate's professional qualification.

CV:

A Curriculum Vitae is a longer and more detailed synopsis. Generally over a couple of pages long. It indicates candidate's professional experience.

Email

Writing a business email is far easier when you know how to structure it. Here are the key components your message should contain.

1. Subject Line

This is the crucial part of your email which defines if a person opens it. A good subject line informs a recipient what the email is about and why they should read it. Try to make your subject line clear, specific, and to the point.

Example:

Purchase order

Requesting a vacation for Aug, 10-20, 2020

2. Email Greeting

How to start a formal email? At the beginning of your email, greet a person by name. Depending on the level of formality, your salutations may vary from a simple “Hi” to an official “Dear Mr./ Ms./ Dr./ Professor...” For the most formal occasions, use a colon instead of a comma after the salutation. For example, “Dear Ms. Smith:”

Here are some email greeting examples:

Hi [Name],

Hello [Name],

Dear [Name],

Dear Mr./ Ms./ Dr./ Professor [Last name],

3. Email Body

It is time to craft the main part of your email. Here’s how to do it:

- Always devote one email to one topic-

Example:

You may need your colleague to review your quarterly report and discuss the hiring strategy for your department. This is too much information for a single email. It is better to send two separate messages on each subject, making it easy for a person to answer. This way, you’re more likely to get a fast reply.

- Explain what you’re writing about

If you’re emailing a stranger, briefly introduce yourself and then go straight to the point. State the purpose of your email clearly so a person can understand why you’re emailing them and how they can help.

Example: I would like to invite you to speak in Technofest.

- Value the reader’s time

Provide a recipient with any additional information they need to reply. At the same time, try to keep your email short and simple and don’t overload it with extra details. Remember that email is not the best place for a lengthy discussion.

- Make your email easy to read

Break your message into paragraphs and take advantage of headings and lists. Where its appropriate, emphasize the key information with bold or italics, just don’t overdo it. Your goal is to make your email as structured and easy to skim as possible.

4. Formal Email Closing

The formal email closing tells a recipient what’s next. If you want them to do something, include a clear and specific call to action.

Please let me know by Friday, August 15th if you’d like to speak at the conference.

5. Signature

Here are the polite phrases you can use to sign off your email:

Yours truly

Respectfully

Kind regards

Regards

Thanks again

Next, put in your name and contact details.

Email checklist before sending.

Once you've crafted your email, there is a couple of things left to check:

- Make sure your email address is appropriate. If you're writing from a personal email, your address should look like that: `firstname.lastname@example.com`. If you're emailing on behalf of a company, use your corporate email. Your old `hotguy777@example.com` email isn't appropriate for business correspondence unless you're running a sauna supply store. Learn more about creating a professional email address.
- Double-check the recipient's name and email. Make sure you're writing to the right person and spell their name correctly.
- Check grammar and spelling. Proofread your email carefully and avoid using emojis or informal abbreviations like BTW or ASAP. Its better to leave them for your messages to friends.
- Don't forget to attach files. If you're sending someone a document, make sure to attach it. Name your file properly so a recipient can guess what's inside.

Formal Email Examples

Once you've learned how to write a formal email, let's take a look at the examples. Please note that these samples are for reference only, and it is recommended to adjust them to match the tone and level of formality appropriate for a particular recipient and occasion.

Email Example 1: Announcement

Subject: Meet the new Customer Support Representative

Dear team,

I am pleased to introduce you to [Name] who is starting today as a Customer Support Representative. She will be providing technical support and assistance to our users, making sure they enjoy the best experience with our products.

Feel free to greet [Name] in person and congratulate her on the new role.

Best regards,

[Your name]

[Job title]

Email Example 2: Complaint

Subject: Complaint regarding the quality of the headphones

Hi

I purchased the headphones at Perfect Music on Monday, August 11. Later, I discovered that the left headphone wasn't working. Unfortunately, the staff refused to replace the headphones or return my money although I provided the receipt.

I'm deeply disappointed about the quality of the product and the disrespectful treatment I received in your store.

I hope to have this issue resolved and get my money back, otherwise, I will have to take further action.

Best wishes,

[Your name]

Notice Writing

A notice is a formal document that aims to communicate or display information to the public or a specific group of people. Usually, notices are often displayed in public places, educational institutions, government offices, or even in newspapers. However, advancements in modern technology have enabled notices to move from notice boards to digital platforms such as websites, texts, and emails. However, the process of writing a notice has remained relatively unchanged.

Notice Writing – Important Tips and Guidelines

- The title must mention NOTICE in capital letters.
- The name of the organization that issues the notice must be mentioned.
- A short heading must also be included. It must be indicative of the content to be mentioned.
- The date must also be mentioned.
- The body of the notice must briefly state the purpose of the notice, its conditions, relevant information, or other details. Moreover, it must be concise, yet comprehensive.
- The notice must end with the name, sign and designation of the writer/ person in charge of issuing the notice.
- Other details – such as the date of the event, place of the event, eligibility, process or other details must not be omitted. Ideally, the reader must understand what the notice is about at first glance. and then plan a course of action (if required).
- Lastly, proofread the draft for spelling or grammatical mistakes. Also, ensure that the contents of the notice are unambiguous.

Notice Writing Format / Template

Notice

(Name of the Entity/ Organisation Issuing the Notice)

(Heading of the Notice)

(Body of the notice)

(Name)

(Signature)

(Designation)

Notice

Greenpark Residents Association Announces

Holi Bash 2022

Date: March 1st, 2022

Greenpark Residents Association is organizing a grand Holi Party in the colony on March 28th, 2022. The celebration will begin from 4 pm onwards. The residents are requested to join the celebrations and make it a grand bash. On an additional note, residents are required to wear masks at all times during the celebration. We will also ensure that all precautionary measures are taken against COVID-19 through complete sanitization of the venue.

Ram Krishna

(Signature)

President of Residents Welfare Association

Minutes of Meeting

Minutes of the meeting is an official record of the proceedings of a meeting. Minutes help in understanding the deliberations and decisions taken at the Meeting. There is no restriction of format or language for recording minutes of the meeting.

Steps involved in recording the minutes of meeting:

There are five main steps involved in recording the minutes of a meeting. They are:

- Pre-planning.
- Record-taking.
- Writing or transcribing the minutes.
- Sharing meeting minutes.
- Filing or storage of minutes for referencing in the future.

Sample Minutes

Name of Committee

Day & Date

Time

Location

MINUTES

PRESENT: A list of first and last names of all those present at the meeting

REGRETS: A list of first and last names of Committee members who have contacted the Chairman to let them know that they will be unable to attend the meeting.

ABSENT: A list of first and last names of Committee members who DID NOT contact the Chairman to let them know that they won't be in attendance.

1. CALL TO ORDER/OPENING REMARKS

- Time that the Chairperson called the meeting to order.
- Any opening remarks from the Chairperson summarize here.

2. APPROVAL OF THE MINUTES FROM (DATE) (You need a motion to approve the minutes of the previous meeting as circulated or a motion to approve the minutes as amended. If any corrections are needed to the minutes).

Motion: To approve the minutes of (DATE) as circulated (or AMENDED).

Motion By: Name or person (FIRST & LAST) who made the motion.

Seconded By: Name or person (FIRST & LAST) who seconded the motion.

Carried or Defeated

3. ADDITIONS TO THE AGENDA (If anyone has an item that they would like to be added to the agenda they would bring it up here and ask the Chair if the item may be added to the agenda or can be added to the next meeting's agenda. See #8 below for added items to current meeting agenda).

4. APPROVAL OF THE AGENDA

Motion: to approve the agenda as circulated (or AMENDED).

Motion By: name of person (FIRST & LAST) who made the motion.

Seconded By: name of the person (FIRST & LAST) who made the motion.

Carried or Defeated

5. BUSINESS ARISING OUT OF THE PREVIOUS MEETING

- a. Outstanding Items from the previous meeting that need to be updated or discussed further.
- b. Outstanding Items from the previous meeting that need to be updated or discussed further.
- c. Outstanding Items from the previous meeting that need to be updated or discussed further.

CASE STUDY

Mr. P.N. Mathur has received a doll in damaged condition, he had ordered for birthday gift to his daughter. Expressing his disappointment, he writes to the seller asking for its quick replacement.

Questions:

1. Should he give the threat of legal action in his first letter of complaint?
2. Do you agree that the inoffensive style of writing a letter of complaint results in quick redressal of the grievance?

SUMMARY

Résumé/ Cover Letter Checklist

A résumé is a brief summary of your experiences including work, volunteer, extracurricular activities, educational background, and relevant skills that highlights your qualifications for jobs, internships, specialized programmes, or positions.

The purpose of a résumé is to market yourself to employers by summarizing your education, experience and skills, ultimately aiming to convince employers to invite you to an interview. A résumé is like an advertisement: it must attract attention, create interest, and generate action on the part of the reader. Your résumé tells a potential employer what you have done, what you can do, who you are, and what you know. It also states what kind of work you seek. A good résumé will lead an employer to invite you to an interview to discuss how your background and personality fit the organization.

RÉSUMÉ FORMAT

- All dates, bullets, and sections are aligned evenly and consistently throughout the résumé.
- Résumé is tailored to a specific position, job type or industry.
- Résumé is easy to read, with proper grammar, punctuation and spelling.

Résumé includes the following:

- Name, Address, Telephone Number, Email Address.
- A clear and specific job objective tailors to the exact position with a unique approach.
- Summary of Qualification.
- Education (including current education) in reverse chronological order (most recent first).
- Work/ Volunteer Experience.
- Begin each phrase with an action verb and these verbs are not repeated several times.

Résumé Do's and Don'ts

Do's:

- Emphasize results produced, significant achievements, and recognition from others.
- Quantify when possible and use specific examples.
- Check the spelling of every word; make sure grammar and punctuation are correct.
- Have someone else proofread your résumé.
- Get feedback from several people (different staff members, parents, faculty).

- Be truthful about your accomplishments.
- Keep your résumé to one page unless you have extensive experience directly related to the position you are seeking.

Don'ts:

- Use résumé templates (or résumé wizard). It is difficult to adjust sections and your résumé looks like all other candidates who used the same template.
- Use of personal pronouns (i.e. “I”, “me”, “you”, “we”).
- Personal information such as marital status, social security number, age or national origin, photograph.
- List unrelated duties that do not directly apply to the position.
- Exaggerate your experience.
- Start phrases in the experience section with “my responsibilities (or duties) included”.
- Use of abbreviations or acronyms unrelated to the industry.
- Use generic references such as: team player, excellent verbal and written communication skills, hard-work, flexible, people-person, easy to work with, fast learner, cashier, seeking challenging position, etc.
- Leave blank page mostly at last page.
- Leave areas of unanswered or unused template sections on résumé.
- Use different font sizes or use of multiple colors (except for design/ creative résumés).

Cover Letter Defined

A cover letter accompanies your résumé to introduce you to a prospective employer as a knowledgeable and capable applicant. Ideally, the content of the cover letter should address why you would be a good fit for the organization to which you are applying. It should be written in business format and be no longer than one page. You are not trying to address or cover every aspect of the position in a cover letter. Remember that your goal is to market yourself by clearly explaining why the employer should consider hiring you. You should highlight what sets you apart from other candidates and how this difference will ultimately benefit the employer. Have thorough research about the organization so you can articulate your competitive advantage.

Cover Letter Format

- Cover letter has a heading (top contact information) that is identical to the résumé.
- Include the full address and contact information of the company/ organization.
- Contact name, contact title, company/ organization, full address.
- Use a three-paragraph structure that is approximately ½ page long to ¾ page long.

Introduction paragraph – Three to four sentences indicating the exact position you are interested in and a brief reason why you feel you are qualified for the position.

Main body – Majority of your cover letter that details why you are interested in the position and how your qualifications and interests align with the company.

Final paragraph – End your letter with confidence (don't beg) and a way to communicate with you for a follow-up interview. Make sure you thank the reader for their time.

Cover Letter Do's and Don'ts

Do's:

- Research the company and describe how their mission aligns with your own approach or professional interests.
- Provide a simple and concise theme with your knowledge of the company/ organization.
- Explain why you are passionate about the industry or company .
- Include relevant work experience, education, skills, and abilities to support your purpose for your interest in the company and position.
- Address to a named individual and their title.
- Be brief and to the point.
- Project confidence and enthusiasm.
- Minimize “I” statements, monotonous sentence structure, or excessive redundancy.
- Proofread your letter.

Don'ts:

- Send your résumé without a cover letter. You always send a cover letter even if an employer does not request one.
- Be negative or desperate (avoid using words such as: please, hope, honored etc.).
- Mention your lack of skill or experience.
- Include false claims or exaggeration of your skill or abilities.
- Wait for the employer to follow up with you.
- Send written material with typos or poorly constructed sentence structure, grammar and/or syntax.
- Indicate how you would benefit from, learn, grow, or use the position as a stepping stone or temporary position for your other goals.
- Using only your education and personal interest as the purpose for pursuing the position. It is important to translate transferrable skills from previous positions that would apply to the current position you are seeking.

Sample Résumé

Name

Address

Email id

Mobile number

Objective

Skill Set

Technical Expertise

Academic Profile

Achievements

Current status

Projects

Personal Strengths

Reference

Design innovative Practicals/ Projects/ Activities

Students to design alternative Practical/ Project/ Activities (as a group or individual).

PRACTICAL

Students will be assigned to write different types of letters/ emails in different formats.

MINI PROJECT

Prepare C.V., Résumé along with cover letter in both the formats- Electronic and Non-Electronic

USE OF ICT

- Open Source like MOOCs, MOODLE
- Use of radio, TV, recorder, computer, audio, video, internet, YouTube, PPTs, mobile phones, etc.
- Record the presentations and discussions to evaluate the communication skills.
- To evaluate written communication in the form of articles, reports, essays and stories, by using ICT and check them on Grammarly or other websites.

VIDEO RESOURCES

- <https://www.youtube.com/watch?v=JJiHeE>
- <https://www.youtube.com/watch?v=QkPYDIzAyyc>
- <https://www.youtube.com/watch?v=M3YXG3cAKJE>
- <https://www.youtube.com/watch?v=zgF1PET7C'ss>
- https://www.youtube.com/watch?v=hoIPduR_egg
- <https://www.youtube.com/watch?v=PgwmAUJx248>

KNOW MORE

Preparing Electronic Résumés

In the age of electronics and downsized organizations, companies are processing job applicants at incredibly high speed. While the format chosen and the words appearing on a résumé are important, it's equally important that the document can be effectively scanned into a database.

To start by explaining why it's important for electronic résumés to follow a prescribed format. Next, we outline some guidelines to follow when preparing the document.

Advantages of Electronic Résumés

Additional Resources

- How to Write a Cover Letter
- Cover Letter Power Words
- Résumé Cover Letter Samples
- Electronic Cover Letters

Switching from paper to electronic résumés can be directly related to the increased use of scanners and computers in the workplace. In mid-to-large companies, the human resource department may handle thousands of résumés every year. Finding the best candidate, or a qualified job applicant, among thousands of applications received is a tedious and error-prone process.

By switching to an electronic format, employees working in the human resources department can now quickly match job applicants to open positions within their organization.

Guidelines

Technology used to accurately scan an electronic résumé faces two obstacles: the organization of information on the document, and the characters or fonts used. Scanning software also looks for certain keywords to tell it what type of information is being conveyed, such as work experience etc.

This scanning and storing of information allows for the rapid identification of résumés that match up against certain job requirements. The formatting rules described below help this process by providing a clean and understandable layout.

- Restrict the use of fonts to Times New Roman, Arial, Calibri, or Helvetica.
- Use only one font size, preferably between 10 and 14 points.
- Remove all underlining, bolding, and italics.
- Remove any graphics or artwork appearing on the résumé including shading, vertical and horizontal lines.
- Make sure “name” is the only item appearing on the first line of the document.
- Move all text to the left margin.
- Bulleted items can confuse scanners; convert them to simple hyphens or asterisks.

Keywords

Since electronic résumés will be stored in a database, the screening process involves a keyword matching routine. The hiring manager describes the skills and job titles that apply to the open position, and the human resources person queries the résumé database for those same terms or keywords. Résumés are then screened and ranked based on the matching algorithm.

The right keyword or key phrases must appear in the body of the document to make it through the screening process. Résumé keywords are the nouns and adjectives that are relevant to the position.

In fact, their placement has become so important that it is sometimes useful to place them in the body of the electronic résumé. This can take the form of a dedicated section labeled Keyword Summary that includes the nouns and adjectives believed to apply to the individual’s work experience or the job posting.

Individuals struggling to identify keywords can use the following tools:

- Job Postings: look at the actual job posting itself or a similar one found online.
- Résumé Samples: examine those of individuals believed to be qualified, or have held positions that are similar to the one of interest.
- Thesaurus/ Synonyms: finally, nearly all modern word processing applications include a way to look up synonyms, or have a built in thesaurus. A thesaurus can also help the writer to avoid repeating the same word or phrases.

Sample Electronic *Résumé*

Start with your typed, hard copy version of your **résumé**, and then reformat it using the practices outlined previously. Notice that the following sample **résumé** has eliminated bolding, centering, and bullets (except for a dash). Also all text is left aligned; the name is first; the font is Times New Roman; and uppercase letters are used to highlight specific text.

NAME

ADDRESS

Street or Road

City, State Zip Code/ Pin code

Phone/Mobile No.

OBJECTIVE

A statement referring to position seeking and /or functional area of interest.

EDUCATION

Bachelor of Science, May 200_

State University of New York at Fredonia/Govt. Girls Polytechnic,Bhopal

Major: Business Administration/Civil Engineering

Specialization: Finance

EXPERIENCE

- Include paid employment (full-time, summer, etc).
- List internships, research, class projects, performances, or student teaching.

Format Tip: For each experience, include a position title, date, the name of the organization and its city and state. Use descriptive phrases to describe your responsibilities and duties.

VOLUNTEER/COMMUNITY SERVICE/ ACTIVITIES

- Add other relevant sections including volunteer or community service college of community activities, and any sports or recreational programmes you have participated in.

SKILLS

- General skills - i.e., communication, leadership, foreign languages etc.
- Technical skills - i.e., computer, lab. etc.

ADDITIONAL KEYWORDS

Include keywords that were not previously listed in your **résumé** in case your electronic resume is scanned by a potential employer. Using a noun format to list keywords may increase the likelihood that an employer will select your resume for review.

REFERENCES

Available upon request

UNIT-4 OUTCOME	EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)						
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
U4-O1							
U4-O2							
U4-O3							
U4-O4							
U4-O5							
U4-O6							

REFERENCES

- Business Correspondence and Report Writing by R.C.Sharma and K. Mohan, Tata Mcgraw Hill, New Delhi.
- Communication Skills for Engineers and Scientists by Sangeeta Sharma and Binod Sharma, PHI Learning Pvt. Ltd. New Delhi.
- Rajendra Pal and J.S. Korlahalli Essentials of Business Communication, S Chand and Sons, New Delhi. Revised edition-2018.

SOFTWARES/ WEBSITES

- <https://www.britishcouncil.in/english/learn-online>
- <http://learnenglish.britishcouncil.org/en/content>
- <http://www.talkenglish.com>
- [languagelabsystem.com](http://www.languagelabsystem.com)
- www.wordsworthelt.com
- <https://content.bridgepointeducation.com/>
- <https://study.com/academy/lesson/what-is-professional-writing-definition-lesson-quiz.html>
- <https://byjus.com/govt-exams/précis-writing/>
- <http://edutainmentwithbhavinchauhan.blogspot.com/2014/02/précis-sample-paragraphs-for-practice.htm>
- <https://www.thebalancecareers.com/job-application-letter-sample-2062548>
- <https://www.aplustopper.com/notice-writing/>
- <https://www.indiafilings.com/learn/minutes-of-meeting/>
- <https://i.pinimg.com/564x/fc/56/f4/fc56f414192360b28e090b10510b30d9.jpg>

APPENDICES

P7 - GROOMING

1.1 *Practical Statement*

Grooming means dressing well, to be presentable to others.

1.2 *Practical Significance*

Grooming is to give a little more attention to how you dress at work because what you wear may be substantially influencing your career path. Although nothing takes the place of talent, hard work, innate ability and ambition, it simply means dressing in a way that projects an image of the sophisticated, successful working individual you are or would like to become. Research has shown that good-looking people have 20% advantage over the not-so-groomed ones.

1.3 *Practical Outcomes (PrO)*

The Students will be able to:

- PrO1: Familiarize with dress and grooming in a formal setup.
- PrO2: Explain the importance of grooming in professional world.
- PrO3: Demonstrate groomed personality.

1.4 *Practical Setup*

In Classroom and Language Lab.

1.5 *Resources Required*

Computers and Softwares.

1.6 *Precautions*

1. Hair clean and styled appropriately.
2. Clean nails, teeth and skin.
3. Check fragrance and clothing care.

1.7 *Suggested Procedure*

1. Create awareness of the dress to carry in professional setup.
2. Understand ways to make the appearance tidy and pleasant.
3. Remember to take care of footwear also.

1.8 *Conclusion*

(to be filled in by student)

When you are fresh and well-groomed, it creates a positive impression.

1.9 Practical related Questions

(Use separate sheet for answer)

Note: Below given are few sample questions for reference. Teachers must design more such questions to ensure the achievement of pre-defined course outcomes.

1. Discuss what do they already know about grooming.
2. Can they define professional grooming?

1.10 Suggested Learning Resources

Refer Practical 1

1.11 Suggested Assessment Scheme

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

PERFORMANCE INDICATORS (SAMPLE)		WEIGHTAGE	MARKS AWARDED
Process related : Marks* (70%)			
1.	Neat and tidy look is important		
2.	Grooming is essential from head to toe		
3.			
4.			
Product-related: Marks* (30%)			
5.	Choice of footwear is important		
6.	Managing body odour is very essential		
7.			
8.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:			
Marks Awarded			Signature of Teacher with date
Process Related	Product-Related	Total	

APPENDICES

P8 - EXTEMPORE SPEECH

1.1 *Practical Statement*

Extempore is an impromptu speaking activity.

1.2 *Practical Significance*

Extempore is a stage performance that is carried out without preparation of any kind. This term is mostly used while referring to speech and poetry discussions. The other commonly used names for extempore speeches are impromptu speaking, improvised speaking, and extemporaneous speaking.

1.3 *Practical Outcomes (PrO)*

The Students will be able to :

PrO1: Develop confidence to speak in public.

PrO2: Learn the use of body language and improve verbal message.

PrO3: Enable students to know the effectiveness of direct speech and voice patterns.

1.4 *Practical Setup*

In Class Room and Language Laboratory.

1.5 *Resources Required*

Computers and Softwares

1.6 *Precautions*

1. Focus on one point.
2. Limit your speech to your knowledge.
3. Do not memorize.
4. Focus on opening and closing statements.

1.7 *Suggested Procedure*

Students are given a random topic. The teacher explains the time limit provided with the topic. Usually, fifteen (15) seconds are given to the candidate to gather their thoughts, and one-two (1-2) minutes are given for the speech.

- First think then speak: Do not get personal.
- Be calm and confident: Do not repeat the same points.

1.8 *Conclusion*

An impromptu speech is better developed by constant practice. Confidence is the key to help you develop this method of communication to a large audience.

1.9 *Practical related Questions*

1. Discuss how do you speak well in an extempore speech.
2. Describe how do you prepare for an extempore interview.

1.10 *Suggested Learning Resources*

Refer Practical 1

1.11 *Suggested Assessment Scheme*

(to be filled by teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

PERFORMANCE INDICATORS (SAMPLE)		WEIGHTAGE	MARKS AWARDED
Process related : Marks* (70%)			
1.	Be active and alert.		
2.	The use of Body Language must be appropriate.		
3.			
4.			
Product-related: Marks* (30%)			
5.	Develop Confidence		
6.	The importance of direct speech and voice patterns are essential.		
7.			
8.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:			
Marks Awarded			Signature of Teacher with date
Process Related	Product-Related	Total	

5

Vocabulary and Grammar

UNIT SPECIFICS

Commonly used Words, Glossary of Administrative Terms (English and Hindi), One-Word Substitution, Idioms, Phrases, Parts of Speech, Active Passive Voice, Tenses, Punctuation.

RATIONALE

English has come to be accepted as a language of worldwide importance. It has been observed that majority of students even after completing their studies at college; fail to develop the required proficiency of written and spoken English. Having proficiency in English is a pre-requisite for securing a job and ensuring professional success. With globalization, improvements in science and technology and technology transfer, the demand for communication in English is growing. If you have to be successful in life you need to develop your communication skills in English along with the development of your technological skills. Thus, there is a constant need for garnishing communication skills in English. This unit will help students to enrich their vocabulary and formulate sentences in grammatically correct English.

OUTCOME

The Students will be able to:

- Apply the principles of English grammar for writing and speaking.
- Employ appropriate usage of words at proper places for meaningful expression.
- Learn a large number of words through their roots, prefixes, suffixes, synonyms, and antonyms.
- Enrich vocabulary for effective communication skills to ensure professional excellence.
- Handle administrative vocabulary in business communication.
- Improve speaking ability in English both in terms of fluency and comprehensibility.

PRE-REQUISITES

First-year Diploma students having basic knowledge of English grammar of secondary level and having some exposure to listening, speaking, reading, and writing skills in English.

UNIT-5 OUTCOME	EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)						
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
U5-O1	2	2	2	2	3	3	3
U5-O2	2	2	2	2	3	3	3
U5-O3	2	2	3	2	3	3	3
U5-O4	2	2	3	2	3	3	3
U5-O5	2	2	3	2	3	3	3
U5-O6	2	3	2	2	3	3	3

VOCABULARY

Our world is a world of words. Every single idea, belief, emotion, sentiment requires thoughtful words to express. Words empower us; they distinguish us from one another. In walks of life, we need to have words to keep us meaningfully engaged in our human affairs.

When it comes to the professional front, the importance of words grow manifold. In an age of technological advancements, what establishes our credentials is our ability to use words – powerful words. It is in the sense that a professional requires powerful words to express himself. However, it is not just the power of words but also their appropriate usage that is required for us to be good communicators.

SYNONYMS

The word synonym comes from the Ancient Greek word *syn* (with) and *Sonoma* (name). A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language.

- Amazing – incredible, unbelievable, improbable, fabulous
- Anger – enrage, infuriate, arouse, nettle.
- Angry – mad, furious, enraged, excited.
- Ask – question, inquire of, seek.
- Awful – dreadful, terrible, abominable, bad, poor, unpleasant.
- Begin – start, open, launch, initiate, commence.
- Brave – courageous, fearless, dauntless, intrepid.
- Break – fracture, rupture, shatter, smash.
- Bright – shining, shiny, gleaming, brilliant.
- Calm – quiet, peaceful, still, tranquil.
- Come – approach, advance, near, arrive, reach.
- Cool – chilly, cold, frosty, wintry, icy, frigid.
- Crooked – bent, twisted, curved, hooked, zigzag.
- Cry – shout, yell, howl, scream.
- Cut – gash, slash, prick, nick, severe, slice.
- Dangerous – perilous, hazardous, risky, unsafe.
- Dark – shadowy, unlit, murky, gloomy.
- Decide – determine, settle, choose, resolve.
- Definite – certain, sure, positive, determined.
- Delicious – savory, delectable, appetizing, luscious.
- Describe – portray, characterize, picture, narrate.
- Destroy – ruin, demolish, raze, waste, kill, slay, end.
- Difference – disagreement, inequity, contrast, dissimilarity.
- Do – execute, enact, carry out.
- Dull – boring, tiring, tiresome, uninteresting.
- Eager – keen, fervent, enthusiastic, involved.
- Enjoy – appreciate, delight, pleased, indulge.

- Explain – elaborate, clarify, define, interpret.
- Fall – drop, descend, plunge, topple, tumble.
- False – fake, fraudulent, counterfeit, spurious, untrue.
- Famous – well-known, renowned, celebrated, famed, eminent.
- Fast – quick, rapid, speedy, fleet, hasty.
- Fear – fright, dread, terror, alarm.
- Fly – soar, hover, flit, wing, flee, waft.
- Funny – humorous, amusing, droll, comic.
- Get – acquire, obtain, secure, procure, gain.
- Go – recede, depart, fade, disappear, move.
- Good – excellent, fine, superior, wonderful.
- Great – noteworthy, worthy, distinguished, remarkable.
- Gross – improper, rude, coarse, indecent.
- Happy – pleased, contented, satisfied, delighted.
- Hate – despise, loathe, detest, abhor, disfavor.
- Have – hold, possess, own, contain, acquire.
- Hide – conceal, cover, mask, cloak.
- Hurry – rush, run, speed, race, hasten, urge.
- Hurt – damage, harm, injure, wound, distress, afflict, pain.
- Idea – thought, concept, belief.
- Interesting – fascinating, engaging, sharp, keen, intelligent.
- Keep – hold, retain, withhold, preserve, maintain.
- Kill – slay, execute, assassinate, murder.
- Lazy – indolent, slothful, idle, inactive, sluggish.
- Little – tiny, small, diminutive, shrimp, runt.
- Make – create, originate, invent, beget.
- Mark – label, tag, price, ticket, impress, effect, trace.
- Mischievous – prank, playful, naughty.
- Move – plod, go, jog, plug, trudge, slump.
- Moody – temperamental, changeable, short-tempered.
- Neat – clean, orderly, tidy, well-organized.
- New – fresh, unique, original, unusual, novel, modern, recent.
- Old – feeble, frail, ancient, weak.
- Part – portion, share, piece.
- Place – space, area, spot, plot, region, location, situation.
- Plan – scheme, design, draw, map.
- Popular – well liked, approved, accepted.



English
Vocabulary
Building -
Part 1

- Predicament – quandary, dilemma, problem, plight.
- Put – place, set, attach, establish, assign.
- Quiet – silent, still, soundless, mute, tranquil, peaceful.
- Right – correct, accurate, factual, true, good, just, honest.
- Run – race, speed, hurry, hasten.
- Say/Tell – inform, notify, advise, relate.
- Scared – afraid, frightened, alarmed, terrified.
- Show – display, exhibit, present.
- Slow – unhurried, gradual, leisurely, behind, tedious, slack.
- Stop – cease, halt, stay, pause, discontinue.
- Story – tale, myth, legend, fable, yarn, account.

Exercise:

Choose the word which best expresses the meaning of the given word:

- | | | | | | |
|---------------|---|--------------|-------------|-------------|-----------------|
| 1. Avocation | – | boredom | vocation | profession | main occupation |
| 2. Brief | – | limited | little | small | short |
| 3. Résumé | – | complete | a new start | halt | cease |
| 4. Diligent | – | progressive | brilliant | inventive | hardworking |
| 5. Synopsis | – | index | summary | mixture | puzzles |
| 6. Error | – | misadventure | ambiguity | misgiving | blunder |
| 7. Malicious | – | spurious | subjective | superfluous | spiteful |
| 8. Exude | – | expose | expel | express | extol |
| 9. Priceless | – | needless | excessive | valuable | winsome |
| 10. Perturbed | – | worried | presentable | pious | punctilious |

ANTONYMS

Antonyms are the words that have opposite meanings to a particular word or phrase in the same language. Often, words will have more than one antonym but as with synonyms, it depends on the context. Antonyms fall within three categories: graded antonyms, relational antonyms and complementary antonyms.

- Abundant – Scarce
- Accept – Decline, Refuse
- Accord – Discord
- Adopt – Reject
- Borrow – Lend
- Bold – Timid
- Blunt – Sharp
- Bless – Curse

-
- Benevolent – Malevolent
 - Clockwise – Anticlockwise
 - Clumsy – Graceful
 - Credit – Cash
 - Condense – Expand
 - Demand – Supply
 - Despair – Hope
 - Diligent – Lazy
 - Defensive – Offensive
 - Economy – Extravagance
 - Explicit – Implicit
 - Examiner – Examinee
 - Extensive – Intensive
 - Fade – Brighten
 - Famous – Unknown
 - Fortune – Misfortune
 - Feeble – Strong
 - Generous – Stingy
 - Get – Give
 - Guest – Host
 - General – Particular
 - Hinder – Help
 - Honest – Dishonest
 - Humane – Cruel
 - Hope – Despair
 - Immense – Small
 - Imperative – Optional
 - Initial – Final
 - Inhale – Exhale
 - Just – Unjust
 - Joint – Separate
 - Justice – Injustice
 - Known – Unknown
 - Knowledge – Ignorance
 - Kind – Cruel
 - Likely – Unlikely
 - Limited – Boundless

- Logical – Illogical
- Liberty – Slavery
- Messy – Neat
- Minor – Major
- Modest – Immodest
- Miserly – Generous
- Nadir – Zenith
- None – All, Some
- Noble – Ignoble
- Neither – Either
- Offer – Refuse
- Optimist – Pessimist
- Organize – Disorganize
- Optional – Compulsory
- Plentiful – Scarce
- Polite – Rude
- Partial – Fair
- Punish – Reward
- Peace – War
- Real – Fake
- Raw – Ripe
- Religious – Secular
- Remarkable – Ordinary
- Shrink – Grow
- Scanty – Plentiful
- Sober – Excited
- Spiritual – Material
- Transparent – Opaque
- Tedious – Lively
- Timid – Bold
- Transient – Lasting

Exercise:

Below are given some words followed by answers. Tick the answer which gives the opposite meaning of the word.

- | | | | | | |
|------------|---|---------|---------|--------|-------|
| Accustomed | – | used | unusual | ready | usual |
| Arrogant | – | sincere | grave | humble | vain |

Consequent	– resultant	outcome	following	unrelated
Devoid	– provided	lacking	empty	diffident
Elegant	– ugly	unrefined	graceful	rational
Effective	– ineffective	dubious	able	capable
Intentional	– undesirable	deliberate	unintended	designed
Pragmatic	– impractical	rational	wise	cunning
Trespass	– respect privacy	encroach	intrude	trench

HOMOPHONE

Homophones are words that are pronounced the same but they have different meanings and are usually spelled differently as well. ‘New’ and ‘Knew’; ‘No’ and ‘Know’; ‘To,’ ‘Two’ and ‘Too’: are some of the examples of homophones.

1. **Accept**

Example: He did not accept your leave application.

2. **Except**

Example: Everyone in the room except Rita came out.

3. **Access**

Example: Please provide your access details.

4. **Excess**

Example: An excess of eating is not healthy.

5. **Advise**

Example: You advise him to continue his further studies.

6. **Advice**

Example: Do not ignore the doctor’s advice.

7. **Affect**

Example: Smoking will affect your health.

8. **Effect**

Example: It was the result of the magnetic effect.

9. **Antic**

Example: His clown-like antic behavior surprised me.

10. **Antique**

Example: The showpiece was an antique one.

11. **Altar**

Example: The woman knelt down at the altar to pray.

12. **Alter**

Example: Please go to the shop to alter the dress.

13. **Ascent**

Example: The story of his ascent to success was a remarkable one.

14. **Assent**

Example: The bride's father gave his assent to the marriage proposal.

15. **Adapt**

Example: It takes time to adapt to a new culture.

16. **Adept**

Example: She is adept in handicrafts.

17. **Apposite**

Example: He is famous for his apposite speeches.

18. **Opposite**

Example: Opposites attract.

19. **Apprise**

Example: Would you like to apprise the students about the hike in fees?

20. **Appraise**

Example: Appraise the situation before you act.

HOMONYMS

Homonyms are words that sound the same and are spelled the same but the meanings are different.

Example: Pole and Pole

The first Pole refers to a citizen of Poland who could either be referred to as Polish or a Pole. The second Pole refers to a bamboo pole or any other wooden pole.

club (somewhere to dance)

club (a large, heavy object that people get hit with)

fine (money you owe for bringing things back late)

fine (feeling okay)

rock (a type of music)

rock (made of stone)

ONE WORD SUBSTITUTION

One word substitutions are the words that replace a group of words or a full-sentence effectively without creating any kind of ambiguity.

- Atheist - a person who does not believe in God.
- Autocracy - government by one person.
- Archives - a place where government or public records are kept.
- Aquatic - animals/ plants which live in water.
- Amphibian - animals which live both on land and sea.
- Arbitrator - a person, appointed by two parties to solve a dispute.
- Astronomer - a person, who studies stars, planets and other heavenly bodies.
- Astrologer - a person who studies the influence of heavenly bodies on human beings.

-
- Agenda - a list of headings of the business to be transacted at a meeting.
 - Bureaucracy - government by the officials.
 - Biennial - an event which happens once in two years.
 - Creche - a nursery where children are cared for while their parents are at work.
 - Cosmopolitan - a person who regards the whole world as his country.
 - Egotism - the practice of talking too much about oneself.
 - Encyclopaedia - a book that contains information on various subjects.
 - Florist - one, who deals-in flowers.
 - Fatal - causing death.
 - Fauna - the animals of a certain region.
 - Flora - the plants of a particular region.
 - Fragile - easily broken.
 - Feminist - one, who works for the welfare of the women.
 - Herbivorous - one, who lives on herbs.
 - Insolvent/Bankrupt - a person who is unable to pay his debts.
 - Inevitable - incapable of being avoided.
 - Impracticable - incapable of being practiced.
 - Invincible - one, too strong to be overcome.
 - Infantry - soldiers, who fight on foot.
 - Inflammable - liable to catch fire easily.
 - Lexicographer - one, who compiles a dictionary.
 - Mint - a place where coins are made.
 - Namesake - a person having the same name as another.
 - Nostalgia - a strong desire to return home, homesickness.
 - Novice - one, new to anything, inexperienced.
 - Optimist - a person who looks at the brighter side of things.
 - Orphan - one, who has lost parents.
 - Omnipresent - one, who is present everywhere.
 - Opaque - that which cannot be seen through.
 - Obituary - an account in the newspaper of the funeral of the one deceased.
 - Pessimist - a person who looks at the darker side of things.
 - Panacea - a remedy for all diseases.
 - Pediatrician - a person, who is a specialist in child diseases.
 - Pedestrian - one, who goes on foot.
 - Quarantine - an act of separation from other persons to avoid infection.
 - Rhetoric - the art of elegant speech or writing.
 - Souvenir - a thing kept as a reminder of a person, place, or event.

- Triennial - an event which happens once in three years.
- Teetotaller - one, who does not take any intoxicating drink.
- Transparent - that which can be seen through.
- Verbatim - repetition of speech or writing word for word.
- Volunteer - one, who offers one's service.
- Versatile - interested in and clever at many different things.
- Wardrobe - a place for clothes.

PREFIX

A prefix is a letter or a group of letters added to the beginning of a word to make a new word. In the word unqualified, -un is a prefix added to qualified. The knowledge of prefixes along with their meanings is very helpful in building our vocabulary.

Some important prefixes and their meanings are illustrated below:

- a - without or not: a moral, asymmetric, asexual.
- agro - field: agriculture, agrochemicals.
- ambi - two or both: ambivalent, ambidextrous, ambiguous.
- ante - before: ante natal, antedate, antechamber.

SUFFIX

A suffix is a letter or a group of letters added at the end of a word to make a new word. When the suffix -ness is added to the word happy, we get the new word happiness. Abstract nouns, adjectives, adverbs and verbs are mostly formed by adding suffixes to certain root words.

Suffixes to form Nouns: breakage, coverage, marriage, shortage, storage, wastage, footage, mileage, voltage betrayal, denial, dismissal, portrayal, renewal, withdrawal:

- an-American, Asian, European, Indian, Persian, Russian.
- ance- acceptance, alliance, appearance, assistance, assurance, attendance, clearance, defiance, disturbance, entrance, guidance, maintenance, performance, resistance, tolerance, arrogance.

PARTS OF SPEECH

Words are divided according to their position and usage in a sentence. This is called Parts of Speech. The Parts of Speech are EIGHT (8) in number. They are:-

1. **The Noun:** The name of a person, place, thing, idea, experience, quality, action, or an act is called a Noun. The Noun is a naming word.

Example: Rahul, Hyderabad, Pen etc.

2. **The Pronoun:** A Pronoun is a word that is used in the place of Noun.

Example: Rahul is pursuing BBA. He is very clever.

3. **The Adjective:** An Adjective is a word that qualifies a noun. It is something added to the noun.

Example: HOT coffee, CLEVER student, SWEET pet, BEAUTIFUL girl.

The words HOT, CLEVER, SWEET, and BEAUTIFUL are used to qualify or add something to the nouns coffee, student, pet and girl.

4. **The Verb:** Verb is a word that denotes an action.

Example: Aamir is reading a book. (Underline word is a verb)

5. **The Adverb:** An Adverb is a word that modifies a Verb, an Adjective, or another Adverb.

Example: Payal drinks very hot coffee. (Underline word is adverb)

6. **The Preposition:** Preposition is a word used with a noun or a pronoun to show its relation with something else.

Example: The Cow is in the garden. (Underline word is Preposition)

7. **The Conjunction:** Conjunctions are words used to connect words, phrases, clauses, or sentences.

Example: Pen AND Paper, Rose is Red AND Beautiful, Tomato is a fruit BUT used as a vegetable.

8. **The Interjection:** An Interjection is a word or sound used to express sudden feelings or emotions.

Example: Oh! What a pity!

Wow! You are so beautiful.

TENSES



- **The Simple Present Tense is used to express:**
 - a) Known facts or to state general or universal truth.
Example: Rain falls from the clouds.
 - b) What is habitual or recurrent?
Example: I come to school by bus.
- **The Present Continuous Tense is used to express:**
 - a) An activity that is in progress at the time of speaking, and is not yet completed.
Example: He is wearing a pullover as it is cold.
 - b) It may also be used for a situation rather than an activity if the situation is temporary.
Example: The washing is hanging on the line.

Exercise: Fill the blanks in the following sentences with simple or continuous form (present tense) of the verb given in the parenthesis:

1. Oxygen (form) about one-fifth of the air. It (help) things to burn.
2. John (go) to the office on foot every day.
3. He cannot come out to play just now, he (do) his home assignment.
4. My master will see you after a while; he (have) his dinner now.
5. Rubber (not grow) in the cold climate.

- **The Present Perfect Tense is used:**

- a) For a recently completed action.

Example: I have just had tea.

- b) For recent actions when time is not mentioned.

Example: I have read the letter but I don't remember anything.

- c) For something continuous from the past up to the present moment.

Example: We have known each other for ages.

- d) To represent an action completed in the past but deducible from resulting signs or evidence.

Example: Someone has dropped a glass.

- **The Present Perfect Continuous is used:**

- a) Express an uninterrupted action.

Example: I have been writing letters since breakfast.

- b) Do not use present continuous tense when present perfect continuous is needed.

Example: It has been raining for the past two hours.

Exercise: Fill in the blanks using the past or the present perfect form of the verb given at the end:

- 1) My father__ turned seventy years old, last January. (be).
- 2) He __ just __ to the railway station to see off his brother. (go).
- 3) We __ to his house in 1990 and __ here ever since. (come, live).
- 4) Last night my wife __ to visit her sister. She __ just __ back. (go, come).
- 5) We __ much about mars yet. (not learn).

- **Past Tense**

Past tense verbs are used to indicate an action, event or condition that has happened in the past. Each tense has four aspects that talks about the completion of the event or action and based on that, we have four types of past tense verbs:

Simple ,Continuous forms of the Past and the Past Perfect Tense

- a) Past time is usually expressed by the past tense ,as in:

She played the piano; He studied ; She Taught.

- b) The progressive form(was/were +ing form of the verb)represents an activity that was going on in the past.

Examples :

He was sitting down in the chair.

When we reached their place, they were having dinner.

The past perfect tense is used to indicate that an action was completed before another action took place in the past.

Examples:

He said that he had visited the site.

Exercise:

Complete the following sentences using the verb within the brackets in the simple past or past perfect tense.

- 1) They (leave) long before we arrived there.
- 2) We (run) under a bridge when the storm (break).
- 3) He (eat) three sandwiches while you (talk) to him.
- 4) They (build) the service reservoir before I (take) charge of the construction of the waterworks.
- 5) He told us that he (decide) to start the factory.

- **Future:**

a) The simple present:

Example:

We take the train tomorrow morning.

b) The present continuous

Example:

I am taking an examination in April.

c) The 'be going to' form. This does not normally express simple futurity but colours the future with intention or a feeling of certainty.

Example:

She is going to be a doctor when she grows up.

d) The future simple (will/shall) is used to express intention at the moment of decision or for an unpremeditated action.

Example:

They will finish the job in time.

e) The future perfect tells that a certain action will be completed by certain future time.

Example:

Before you go to see them, they will have left the country.

f) The future perfect continuous tense is not very often used.

Example:

By September 1995 I shall have been teaching in this institute for fifteen (15) years.

SUBJECT-VERB AGREEMENT



Terra Services are dedicated to serving our clients' needs. We settles for nothing less than high quality work, delivered on time. The next time you needs assistance getting your project off the ground, contact Terra Services, where everybody know how important it is that you get the job done right.

Imagine that you are a prospective client and that you saw this ad online. Would you call Terra Services to handle your next project? Probably not! Mistakes in subject-verb agreement can cost a company business. Paying careful attention to grammatical details ensures professionalism that clients will recognize and respect.

A verb must agree with its subjects in number and person, that is singular verbs should be matched with singular subjects and plural verbs with plural subjects.

- i. Singular subject takes a singular verb.

Example: He comes to work regularly.

- ii. When a singular subject is joined to the remaining of the sentence by such connectors as, as well as, along with, together with, in addition to, accompanied by, including etc., the number of the subject does not changed and a singular verb is used

Example: The boy, together with his mother, was stranded.

- iii. Singular subjects joined by 'either - or', or 'neither - nor' take a singular verb. Similarly, plural subjects joined by any of these connectors take a plural verb.

Example: Either the switch or the plug is defective.

- iv. When subjects are joined by 'neither-nor', or 'either - or', 'not only-but also,' the verb agrees with the nearer subject.

Example: Neither the truck nor the tractors were repaired.

- v. Subjects joined by 'and' take a plural verb.
Example: The mechanic and driver are ill.
- vi. If singular subjects are joined by 'and' are preceded by 'every' they take a singular verb.
Example: Every mason, carpenter and labourer is at work.
- vii. Introductory 'it' is always followed by the singular verb, no matter whether the noun that follows is singular or plural.
Example: It is the college that must take up the burden.
- viii. When the subject is the formal 'there', the verb agrees with the 'real' subject that follows it.
Example: There are ten members of the committee.
- ix. When the subject is a title, the name of a book, a quotation etc. expressing a single idea, the verb is singular.
Example: "The grapes of wrath" is an excellent book.
- x. When two or more nouns represent a compound name of one thing, then the compound is thought of as singular and takes a singular verb.
Example: Rice and curry is the staple food of Bengalese.
- xi. If one unit of a compound subject is used affirmatively and the other negatively, the verb agrees with the subject that is used affirmatively.
Example: The hammer, not the files, is what I asked for.
- xii. 'All' and 'some' are singular when used with uncountable nouns but they are plural when used with countable nouns.
Example: Whole of the cement is of inferior quality. (uncountable)
- xiii. 'None' is always singular when used with uncountable nouns but it may be singular or plural when used with countable nouns.
Example: None of the petrol has been saved.
- xiv. When a plural number applies to distance, weights, heights, or amount of money, and represents a single figure or quantity, it is treated as a singular and takes a singular verb.
Examples: One thousand rupees is too much for me to pay.
- xv. A collective noun takes a singular verb when the group it names is regarded as a unit and a plural verb is used when individuals forming the group are indicated.
Example: My family is well known here.
My family are early risers.

Exercises: Rewrite the following choosing the correct verb in each case from the parentheses–

- 1) The staff council has reached its decision, and Bruce as well as Caroline (is, are) to be penalized.
- 2) His use of clauses and connectors (are, is) appalling.
- 3) One of the students in my class (owns, own) a motorcycle.
- 4) There (were, was) several people in the adjoining room.
- 5) The deputy along with thirty miners (was, were) killed in the truck accident.

THE PASSIVE

1.1 The passive is used when it is not necessary or not desirable to state the agent, although, the agent may be mentioned with 'by' in the passive voice.

Example:

Someone has stolen my books. (Active)

My book have been stolen. (Passive)



Vocabulary
(words/
meanings/
sentences)
Part 1

PASSIVE VOICE

S + BE + PAST PARTICIPLE (PP)

TENS	ACTIVE VOICE	PASSIVE VOICE
Present Simple	Sell ice cream here. Sell books here.	Ice cream is sold here. is + PP Books are sold here. are + PP
Present Continuous	Someone is washing my cat at the moment. Someone is washing my cars at the moment.	My car is being washed at the moment. is being + PP My cars are being washed at the moment. are being + PP
Present Perfect Simple	They have repaired my bike. The have repaired all the bikes.	My bike has been repaired. has been + PP All the bikes have been repaired. have been + PP
Past Simple	They sold a car yesterday. They sold three cars yesterday.	A car was sold yesterday. was + PP Three cars were sold yesterday. were + PP
Past Continuous	He was painting my bedroom then. He was painting my bedroom and the kitchen then.	My bedroom was being painted then. was being + PP My bedroom and the kitchen were being painted then. were being + PP
Future Simple	They will send an e-mail.	An e-mail will be sent. will be + PP
Future going to	Somebody is going to call Peter. Somebody is going to call you soon.	Peter is going to be called. is going to be + PP You are going to be called soon. are going to be + PP

Examples of Passive Voice

TENSE		SUBJECT	VERB be + past participle	OBJECT by + agent
Simple Present	Active voice	Mary	eats	an apple.
	Passive voice	An apple	is eaten	by Mary.
Simple Past	Active voice	Mary	ates	an apple.
	Passive voice	An apple	was eaten	by mary.
Present Perfect	Active voice	Mary	has eaten	an apple
	Passive voice	An apple	has been eaten	by Mary.
Future	Active voice	Mary	will eat	an apple.
	Passive voice	An apple	will be eaten	by Mary.
Auxiliary verbs	Active voice	Mary	can eat	an apple.
	Passive voice	An apple	can be eaten	by Mary

1.2 The transformation that the verb forms undergo in the passive should be noted carefully.

Tests (test) – is (are) tested

Tested – was (were) tested

Is (are) testing – is (are) being tested

Has (have) (had) tested - Has (have) (had) been tested

Will (shall) test - Will be tested

Exercise: Rewrite the following sentences in the passive.

- (1) The manager can submit the report after he has collected the relevant data.
- (2) They invited me to give a talk on 'participative management'.
- (3) Workmen will build fuel tanks to store the petrol.
- (4) People are criticizing the collector for corrupt practices.
- (5) The enquiry committee held the police responsible for the stampede.

1.3 Prepositions or adverbial particles are combined with verbs in the active as well as in the passive form. They should never be left when the passive is used.

Example: We shall have to go into the matter.

The matter will have to be gone into.

1.4 When the verb in the active voice takes two objects, there are two kinds of passive transformation.

Example: He taught me Phonetics at the university. (Active)

I was taught Phonetics at the university. (Passive) Phonetics was taught to me at the University (Passive)

1.5 When the object in the active form is an infinitive or a clause, the passive transformation begins with 'it'.

Example: The artisan decided to report the matter to the supervisor. (Active)

It was decided to report the matter to the supervisor. (Passive)

Example: People say that laser light is good for bloodless surgery.

It is said that laser light is good for bloodless surgery.

Exercise: Rewrite the sentences in the passive.

- (1) The government has promised that labourers would get higher wages.
- (2) Geologists say that the core of the earth is cooling down.
- (3) No one ever expected that the machine would break down.
- (4) We will recommend that the factory should have a computer.
- (5) The scientist's believe that there is no life on Mars.

PREPOSITIONS

- Prepositions usually precede the word they control or govern.
Example- The boy told us about his new suit.
- Prepositions also come after the words they govern in questions and in certain clauses.
Example- I do not know what he was worried about?
- Prepositions indicate different kinds of relationships, usually of time, position, direction etc.
- Prepositions indicating time-

- At, on, in, from, by, for and since are used to indicate the time as well as other meanings. Until, before, after and during are used to indicate time only.
- At is used for a certain moment or an exact point of time.
Example- Please come and meet me at a more convenient time.
- At is used with names of festivals- We have a holiday at Diwali.
- On is used with a day and date- I am reaching on Friday.
- In is used to denote a period of time- Cricket is played in winter.
- During is used with known periods of time, such as Diwali, Dussehra, or periods which have already been defined- during the winter. The action can either last the whole period or at some time within the period.
Example- It rained all Monday but stopped during the night.
- By is used to show the latest point of time at which an action will be complete.
Example- You must be at the hotel by 10 PM.
- By is also used before day and night in the sense of duration.
Example- He prefers to study by night when there is no disturbance.
- For is used to indicate the period of time during which something takes place.
Example- I have not seen her for ages.
- Since is used to show that an action began at a point of time in the past and continued to the time of speaking. It is used with perfect tense.
Example- I have worked in this institute since 1997.

Note:

- The prepositions at, on and in are not used if the noun is preceded by an adjective.
Example- Radha will be twenty, next July.
- But if the order of the adjective and noun is reversed, we say:
Radha will be twenty in July next.
- Yesterday, today, and tomorrow, besides being nouns are also used as adverbs and therefore do not take a preposition.
Example- I will give you a prize, tomorrow.

Exercise:

1. He has to reach his office _____ 10 O' clock.
2. He says he will meet us _____ 11 O' clock.
3. It has been raining _____ the morning.
4. The train drew into the station _____ the scheduled hour.
5. The bus never arrives _____ time.

PUNCTUATION

- We use capital letters to mark the beginning of a sentence and we use full stops to mark the end of a sentence:
Examples :

- We went to France last summer. We were really surprised that it was so easy to travel on the motorways.
- The Football World Cup takes place every four years. The next World Cup will be held in South Africa. In 2006 it was held in Germany.
- We also use capital letters at the beginning of proper nouns. Proper nouns include personal names (including titles before names), nationalities and languages, days of the week and months of the year, public holidays as well as geographical places:
- Dr. David James is the consultant at Leeds City Hospital.

Examples :

1. They are planning a long holiday in New Zealand.
 2. Can she speak Japanese?
 3. The next meeting of the group will take place on Thursday.
 4. What plans do you have for Chinese New Year?
- We use capital letters for the titles of books, magazines, newspapers, plays, and music.

Examples :

1. 'Oliver' is a musical based on the novel 'Oliver Twist' by Charles Dickens.
 2. The Straits Times is a daily English-language newspaper in Singapore.
 3. They are performing Beethoven's Sixth Symphony.
- In addition to closing sentences, we also use full stops in initials for personal names.

Example :

- G. W. Dwyer David A. Johnston, Accountant.

IDIOMS and PHRASES

1. **'The best of both worlds'** – means you can enjoy two different opportunities at the same time. "By working part-time and looking after her kids two days a week she managed to get the best of both worlds."
2. **'Speak of the devil'** – this means that the person you're just talking about actually appears at that moment. "Hi Tom, speak of the devil, I was just telling Sara about your new car."
3. **'See eye to eye'** – this means agreeing with someone. "They finally saw eye to eye on the business deal."
4. **'Once in a blue moon'** – an event that happens infrequently. "I only go to the cinema once in a blue moon."
5. **'When pigs fly'** – something that will never happen. "When pigs fly she'll tidy up her room."
6. **'To cost an arm and a leg'** – something is very expensive. "Fuel these days costs an arm and a leg."
7. **'A piece of cake'** – something is very easy. "The English test was a piece of cake."
8. **'Let the cat out of the bag'** – to accidentally reveal a secret. "I let the cat out of the bag about their wedding plans."

9. **'To feel under the weather'** – to not feel well. "I'm really feeling under the weather today; I have a terrible cold."
10. **'To kill two birds with one stone'** – to solve two problems at once. "By taking my dad on holiday, I killed two birds with one stone. I got to go away but also spend time with him."
11. **'To cut corners'** – to do something badly or cheaply. "They really cut corners when they built this bathroom; the shower is leaking."
12. **'To add insult to injury'** – to make a situation worse. "To add insult to injury the car drove off without stopping after knocking me off my bike."
13. **'You can't judge a book by its cover'** – to not judge someone or something based solely on appearance. "I thought this no-brand bread would be horrible; turns out you can't judge a book by its cover."
14. **'Break a leg'** – means 'good luck' (often said to actors before they go on stage). "Break a leg Sam, I'm sure your performance will be great."
15. **'To hit the nail on the head'** – to describe exactly what is causing a situation or problem. "He hit the nail on the head when he said this company needs more HR support."
16. **'A blessing in disguise'** – An misfortune that eventually results in something good happening later on.
17. **'Call it a day'** – Stop working on something
18. **'Let someone off the hook'** – To allow someone, who have been caught, to not be punished.
19. **'No pain no gain'** – You have to work hard for something you want.
20. **'Bite the bullet'** – Decide to do something unpleasant that you have avoiding doing.
21. **'Getting a taste of your own medicine'** – Being treated the same unpleasant way you have treated others.
22. **'Giving someone the cold shoulder'** – To ignore someone.
23. **'The last straw'** – The final source of irritation for someone to finally lose patience.
24. **'The elephant in the room'** – A matter or problem that is obvious of great importance but that is not discussed openly.
25. **'Stealing someones thunder'** – Taking credit for someone else achievements.

To test your new-found knowledge here are some sentences to practice with. Fill in the blank!

- (A) I can't afford this purse! It _____. I won't be able to pay my rent!
- (B) His birthday was supposed to be a surprise! I can't believe you _____. Now he knows!
- (C) Ha! John has been promising to paint the house for five years.... Maybe when _____.
- (D) Yeah, it'll _____. I need to sign some papers at Jenny's school anyway so i'll pick her up for you too.
- (E) I don't really like going out to bars anymore. I only go _____.
- (F) I'm sorry I can't come into work today. I'm _____. I have a sore throat and runny nose.
- (G) They tried _____ when installing the pipes for the house and now we have leaks only one month after purchasing it!
- (H) We missed our flight to Paris because the connecting flight was late and to _____ they made us pay for a new ticket as if it was our fault!

- (I) I can't wait to see you perform on stage tonight! _____!
- (J) Jane is just never on time to work, it's really annoying. O wow, _____ here she comes...
- (K) So we're going to London, then Munich, then we will fly out of Athens, right? Great. I'm so glad to be traveling with someone I _____ with.
- (L) Wow, she found her dream man and has now landed an amazing job. She really does have _____.
- (M) OK, she might not be the most attractive but _____. I'm sure she is a sweetheart.
- (N) I have been trying to figure this out for ages. Thanks so much, you're right. You _____.
- (O) I can't believe that was our test. I think it was easier than some of our homework! It was a _____.

Answers: 6, 8, 5, 10, 4, 9, 11, 12, 14, 2, 3, 1, 13, 15, 7.

ADMINISTRATIVE TERMS – ENGLISH-HINDI

Amendment	संशोधन (Sandshodhan)
Application	आवेदनपत्र (Avedan patra)
Appointment	नियुक्ति (Niyukti)
Approval	अनुमोदन (Anumodan)
Atom Bomb	अणुबम (Anubam)
Bench	न्यायपीठ (Nyaaypith)
Bill	विधेयक (Vidheyak)
Broadcasting	प्रसारण (Prasaaran)
Business	व्यापार (Vyapaar)
Census	जनगणना (Jangardna)
Circular	परिपत्र (Paripatra)
Clerk	लिपिक (Lipik)
Commission	आयोग (Aayog)
Condition	शर्त (Shart)
Constitution	सविधान (Savidhaan)
Correspondence	पत्राचार (Patraachaar)
Corruption	भ्रष्टाचार (Bhrashtraachaar)
Delegate	प्रतिनिधि (Pratinidhi)
Democracy	प्रजातंत्र (Prajaatantr)
Deputation	शिष्टमंडल (Shishtamandal)
Diplomacy	कूटनीति (Kootniti)
Director	निदेशक (Nideshak)

Discovery	अविष्कार (Aavishkaar)
Election	चुनाव (Chunaav)
Embassy	दूतावास (Dutaavaas)
Engineer	अभियंता (Abhiyantaa)
Estate	सम्पदा (Sampadaa)
Estimate	आकलन (Aakalan)
Evidence	साच्छी (Saachhy)
Exchange	विनियम (Viniyam)
Experiment	प्रयोग (Prayog)
Export	नियात (Niyaat)
Faculty	निकाय (Nikaaya)
Fare	किराया (Kiraya)
Fin Minister	वित्त मन्त्री (Vitt mantri)
Finance	वित्त (Vitta)
Fire Brigade	दमकल (Damkal)
Formula	सूत्र (Sutra)
Gazette	सूचनापत्र (Suchana patra)
Government	सरकार (Sarkaar)
Governor	राज्यपाल (Rajpaal)
Grant	अनुदान (Anudaan)
Guardian	सरक्षक (Sanrakshak)
Habit	आदत (Aadat)
Headquarter	मुख्यालय (Mukhyaalaya)
High court	उच्च न्यायालय (Uchch-nyayalay)
Highway	राजपथ (Raajpath)
Honorary	अवैतनिक (Avaitanik)
Illegal	अवैध (Avedh)
Import	आयात (Aayaat)
Income tax	आयकर (Aaykar)
Infantry	पद सेना (Pad sena)
Institution	संस्था (Sansthaa)
Joint	संयुक्त (Sanyukt)
Judge	न्यायाधीश (Nyayadhish)

Judgement	न्याय, निर्णय (Nyay, Nirnay)
Laboratory	प्रयोगशाला (Prayogshala)
Law	नियम (Niyam)
Law	विधि (Vidhi)
Legislation	विधान (Vidhan)
Liability	उत्तरदायित्व (Uttardayitva)
Literature	साहित्य (Saahitya)
Majority	बहुमत (Bahu-mat)
Manager	प्रबन्धक (Prabandhak)
Ministry	मंत्रालय (Mantralaya)
Minority	अल्पमत (Alp-mat)
Miscellaneous	विविध (Vividh)
National	राष्ट्रीय (Rastriya)
Navy	नवसेना (Nav-sena)
Offence/Crime	अपराध (Aparaadh)
Official	शासकीय (Shaasakiya)
Opposition	विरोध (Virodh)
Order	आदेश (Aadesh)
Ordinance	अध्यादेश (Adhyadesh)
Paragraph	अनुच्छेद (Anuchchhed)
Parliament	संसद (Sansad)
Passport	पारपत्र (Paarpatra)
Pay	वेतन (Vetan)
Post-mortem	शवपरीक्षा (Sav parikshaa)
Principle	सिद्धान्त (Sidhdaant)
Procession	जलूस (Jaloos)
Program	कार्यक्रम (Kaaryakram)
Proposal	प्रस्ताव (Prastav)
Qualification	योग्यता (Yogyata)
Recognition	मान्यता (Maanyataa)
Registered	पंजीकृत (Panji-krit)
Republic	गणतन्त्र (Gan-tantra)
Reservation	आरक्षण (Aarakshan)

Resignation	त्यागपत्र (Tyag-patra)
Right/Authority	अधिकार (Adhikar)
Section	अनुभाग (Anubhaag)
Security	सुरक्षा (Surakshaa)
Senior	वरिष्ठ (Varishth)
Sentence	वाक्य (Vaakya)
Superintendent	अधीक्षक (Adhikshak)
Syllabus	पाठ्यक्रम (Paathyakram)
Telephone	दूरभाष (Dhorbhas)
Television	दूरदर्शन (Dhordarshan)
Time-table	समयसारिणी (Samay Sarini)
Traffic	यातायात (Yaataayaat)
Training	प्रशिक्षण (Prashikshan)
Transfer	स्थानान्तरण (Sthaanantaran)
Transport	परिवहन (Parivahan)
Tribunal	अधिकरण (Adhikaran)
U.N.O.	संयुक्तराष्ट्रसंघ (Sanyukta Rastra Sangh)
Unanimous	सर्वसम्मति (Sarv Sammati)
Vacation	अवकाश (Avakaash)
Valid	मान्य, वैध (Maanya, vaidh)
Vocation	व्यवसाय (Vyavsaay)
Volunteer	स्वयंसवेक (Syayam sevak)
Wages	मजदूरी, वेतन (Mazdoori, vetan)
War time	युद्धकाल (Yuddhkaal)
Will	वसीयत (Vasiyat)

CASE STUDY

Rohan a village boy joined the Diploma course in a big city. He was having very limited vocabulary of English Language. He, with his limited vocabulary made a place in the heart of his teachers and became an example for other students who came from villages to study in city. Gradually he enriched his vocabulary with the help of his teachers and peers.

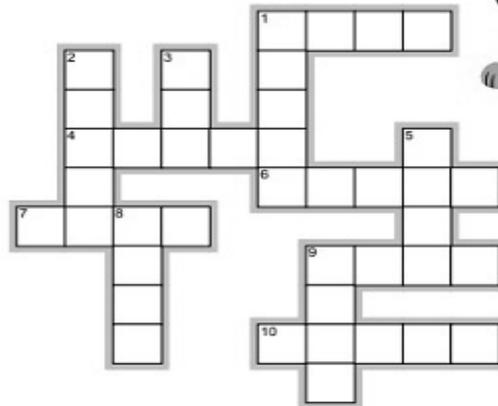
Questions:

1. Peer Group helps in vocabulary enrichment. Discuss.
2. Vocabulary helps in overcoming fear. Discuss.

SUMMARY

Sight Words Crossword

Write one word from the box in each sentence.
Write it again in the puzzle.



Word Box

after	again	could	every	from	know
open	put	some	stop	walk	where

Design innovative Practicals/ Projects/ Activities

Students to design alternative Practical/ Project/ Activities (as a group or individual).

PRACTICAL

Play word 'Antakshari'

MINI PROJECT

Students will be provided with a list of words in the beginning of the Semester. Every student has to learn this list with Antonymns, Synonymns and their usage.

KNOW MORE

Scrabble

The set includes hundred (100) letter tiles, 1 playing board, four (4) racks, cotton tile bag and rules sheet. two (2) - four (4) players can play the game and is a perfect party game. It improves vocabulary and

strategy skills. Word games helps to develop vocabulary. They stimulate the brain and improve strategic skills, all the while encouraging group play.

Scrabble is the classic word game. Make the best word you can use any of your seven (7) letter tiles drawn at random. Your word must use a letter tile already in play on the board. Scores are given for letter values and are boosted by premium squares on the grid for two (2)- four (4) players.

USE OF ICT

- Open Source like MOOCs, MOODLE.
- Use of radio, TV, recorder, computer, audio, video, internet, YouTube, PPTs, mobile phones etc.
- Record the presentations and discussions to evaluate the communication skills.
- To evaluate written communication in the form of articles, reports, essays and stories, by using ICT and check them on Grammarly or other websites.

VIDEO RESOURCES

Vocabulary

<https://www.youtube.com/watch?v=rrztIQ0F2-M>

<https://www.youtube.com/watch?v=K7hupVJ9CvI>

https://www.youtube.com/watch?v=cJkNIU_dVaA

Grammar

<https://www.youtube.com/watch?v=Nd4MScADY94>

<https://www.youtube.com/watch?v=AVYfyTvc9KY>

<https://www.youtube.com/watch?v=k4fVZ-EsGKw>

UNIT-5 OUTCOME	EXPECTED MAPPING WITH COURSE OUTCOMES (1- Weak Correlation; 2- Medium correlation; 3- Strong Correlation)						
	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7
U5-O1							
U5-O2							
U5-O3							
U5-O4							
U5-O5							
U5-O6							

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- Contemporary English Grammar, Structures and Composition : David Green Macmillan.
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APPENDICES

P9 - INTERVIEW SKILLS

1.1 *Practical Statement*

The ability to communicate through good interpersonal communication.

1.2 *Practical Significance*

A job interview is a conversation that occurs between a potential employer and a job applicant. During the job interview, the employer has the opportunity to appraise the applicant's qualifications, it is an important part of the process of applying for a job, and it may range in formality from a casual conversation to a series of serious discussions with an assortment of people working within the company.

1.3 *Practical Outcomes (PrO)*

The students will be able to:

PrO1: Explain the various ways of gathering information by asking questions.

PrO2: Learn the importance of confidence and good body language during interview.

PrO3: Develop the skills needed for handling different types of questions.

1.4 *Practical Setup*

In Classroom and Language Lab.

1.5 *Resources Required*

Computers and Softwares.

1.6 *Precautions*

- Be as enthusiastic as possible.
- Be well-mannered with any staff that you meet before the interview.
- Display positive body language, speaking clearly, smiling frequently and retaining eye contact.

- Do not criticize any previous employers.
- Give a firm handshake to your interviewer(s) before and after.
- Inform your interviewer(s) that you're available to answer any follow-up questions.
- Let your personality shine.
- Relax and sit naturally, but without slouching in your chair or leaning on the desk.
- Show your hands, as this is a sign of honesty.
- Wear smart business attire with comfortable, polished shoes.

1.7 Suggested Procedure

An interview is a formal consultation or meeting to ascertain and evaluate the qualifications of a person to fill in a particular job situation.

1.8 Conclusion

This enables a student to bring self-confidence in him/ her to communicate easily and make him/ her acquainted with the types of interviews held in every business organization which will be helpful to crack any interview easily.

1.9 Practical related Questions

1. Review the interview process and your performance.
2. Evaluate your interview.

1.10 Suggested Learning Resources

Refer Practical 1

1.11 Suggested Assessment Scheme

(To be filled in by the teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

PERFORMANCE INDICATORS (SAMPLE)		WEIGHTAGE	MARKS AWARDED
Process related : Marks* (70%)			
1.	<ul style="list-style-type: none"> • Poor appearance • Inability to communicate clearly • Lack of planning; no goals • Lack of enthusiasm and confidence • Talking poorly of previous employers • Poor eye contact and body language • Late to the interview 		
2.	The use of Body Language must be appropriate.		
3.			
4.			
Product-related: Marks* (30%)			
5.	<ul style="list-style-type: none"> • Does not ask questions. • Lack of knowledge about the business or the position • No questions • Impolite 		
6.			
7.			
8.			
	Total	100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:			
Marks Awarded			Signature of Teacher with date
Process Related	Product-Related	Total	

APPENDICES

P10 - GROUP DISCUSSION

1.1 Practical Statement

A Group Discussion is a formal Discussion.

1.2 Practical Significance

GD is also based on teamwork, incorporating the views of different team members to reach a common goal. A Group Discussion can be defined as a formal discussion involving 8 to 10 participants in a group. They are given a topic. After some time, during which they collect their thoughts, the group is asked to discuss the topic for 15 to 20 minutes.

1.3 Practical Outcomes (PrO)

The students will be able to:

PrO1: Learn techniques that can make an effective participant in GD.

PrO2: Meet up the future challenges with success.

PrO3: Be familiar with different types of interviews.

PrO4: Develop a complete inventory of skills.

1.4 Practical Setup

In Classroom and Language Lab.

1.5 Resources Required

Computers and Softwares

1.6 Precautions

Do's

- Listen to the subject carefully.
- Put down your thoughts on a paper.
- Initiate the discussion if you know the subject well.
- Listen to others if you don't know the subject.
- Support your point with some facts and figures.
- Make a short contribution of 25-30 seconds 3-4 times.
- Give others a chance to speak.
- Speak politely and pleasantly. Respect contributions from other members.

- Disagree politely and agree with what is right.
- Summarize the discussion if the group has not concluded.

Don'ts

- Initiate the discussion if you do not have sufficient knowledge about the given topic.
- Over speak, intervene and snatch other's chance to speak.
- Argue and shout during the GD. Look at the evaluators or a particular group member.
- Talk irrelevant things and distract the discussion. Pose negative body gestures like touching the nose, leaning back on the chair, knocking the table with a pen etc.
- Mention erratic statistics.
- Display low self-confidence with a shaky voice and trembling hands.

1.7 Suggested Procedure and Topics

- Introduce yourself and give a brief note on the topic.
- Make a start on a positive note.
- Discuss the pros and cons of the topic and how to overcome them.
- Make everyone speak.
- Support other points.
- If the group members are deviating from the topic, it is your responsibility to bring them back.
- As you are leading the group you need to conclude by summarizing all the points which were discussed.

Topics

- Role of women in development.
- If I were to choose my person of the millennium... .
- The world is a stage... .
- Materialism - Have we sold our souls to the Devil?
- Artificial Intelligence - Will man be ever replaced by machines?

1.8 Conclusion

The GD process is to assess a candidate's personality traits.

1.9 Practical related Questions

1. Discuss the dynamics of G.D.
2. Mention Do's and Don'ts of G.D.

1.10 Suggested Learning Resources

https://www.iare.ac.in/sites/default/files/lab1/ELCS_Lab_manual_0.pdf

Refer P1

1.11 Suggested Assessment Scheme

(To be filled in by the teacher)

The given performance indicators should serve as a guideline for assessment regarding the process and product-related marks.

PERFORMANCE INDICATORS (SAMPLE)		WEIGHTAGE	MARKS AWARDED
Process related : Marks* (70%)			
1.	Initiating a GD		
2.	Summarizing a GD		
3.			
4.			
Product-related: Marks* (30%)			
5.	GD rules followed		
6.	Pronunciation, Tone , Pitch, are important		
7.			
8.			
Total		100%	

* Marks and percentage weightage for product and process assessment will be decided by the teacher.

Name of the Student:			
Marks Awarded			Signature of Teacher with date
Process Related	Product-Related	Total	