



# **MARRI LAXMAN REDDY INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

**(AN AUTONOMOUS INSTITUTION)**

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

## **ADVANCED ENGLISH COMMUNICATION SKILLS LAB**

Academic year: 2025-2026

Subject code: 22X0074

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## DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

### CERTIFICATE

This is to certify that this manual is a Bonafede record of practical work carried out in the **Advanced English Communication Skills Laboratory** for the **B. Tech (Department of Information and Technology) VIII Semester** Programme during the academic year **2025–2026**.

This manual has been prepared by **Dr. Rukhiya Begum (Associate Professor)**, and **Mr. A.R. Suresh (Assistant Professor)**, Department of English (Freshmen Engineering), with my/our own efforts and to the best of our knowledge.

**Signature of HOD**



## PREFACE

The **Advanced English Communication Skills (AECS) Lab Manual** has been designed to help students enhance their proficiency in English, with a specific focus on improving their listening, speaking, reading, and writing skills through practical exercises and activities.

In today's global scenario, the ability to communicate effectively and confidently in English is a vital skill for academic success and professional growth. This manual aims to bridge the gap between theoretical knowledge and practical application by providing hands-on practice in various aspects of language learning.

This manual includes well-structured modules covering tasks such as **listening comprehension, group discussions, presentations, debates, role-plays, and pronunciation practice**. Each exercise is framed to encourage active participation, boost confidence, and develop fluency among students.

Students are advised to complete the tasks systematically, maintain discipline in the lab, and follow the instructions given by the faculty and lab instructors. The practical sessions are designed to make the learning process interactive and enjoyable.

We hope this manual will serve as a helpful guide for students to develop their communication skills, become effective speakers, and meet the requirements of the competitive world.

Suggestions and feedback for further improvement of this manual are always welcome.

Faculty In-Charge

Department of English

[Institution Name]



## ACKNOWLEDGEMENT

It has been a truly enriching experience working in the AECS Lab. First and foremost, I would like to express my sincere gratitude to Dr. Rukhiya Begum, Professor, Department of English, Marri Laxman Reddy Institute of Technology & Management, for her invaluable technical support and guidance in preparing this manual.

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I would also like to convey my sincere thanks to Dr. P. Sridhar, Director, and Dr. Murali Prasad, Principal, Marri Laxman Reddy Institute of Technology & Management, for providing me with this wonderful opportunity and the necessary encouragement to prepare this lab manual.

Finally, I express my heartfelt gratitude to all the faculty members of the Department of English for their continuous inspiration, support, and help in achieving this goal.

By the Department of English

Marri Laxman Reddy Institute of Technology & Management



## GENERAL INSTRUCTIONS

1. Students are instructed to come to AECS laboratory before time. Late comers are not entertained in the lab.
2. Students should be punctual to the lab. If not, conducted experiments will not be repeated.
3. Students are expected to come prepared at home with the experiments which are going to be performed.
4. Students are instructed to display their identity cards and apron before entering into the lab.
5. Students are instructed not to bring mobile phones to the lab.
6. The equipment's and other accessories used in Advanced English Communication skills lab should be handled with care and responsibility.
7. Any damage to the equipment's during the lab session is student's responsibility and penalty or fine will be collected from the student.
8. Students should update the records and lab observation books session wise. Before leaving the lab, the student should get his lab observation book signed by the faculty.
9. Students should submit the lab records 2/3 days in advance to the concerned faculty members in the staffroom for their correction and return.
10. Students should not move around the lab during the lab session.

11. If any emergency arises, the student should take the permission from faculty member concerned in written format.
12. The faculty members may suspend any student from the lab session on disciplinary grounds

## **SAFETY MEASURES**

### **DO'S AND DON'TS OF THE LAB**

#### **Do's**

1. All students must observe the dress code while in the laboratory.
2. All bags must be placed at rack and must signature in login book.
3. The lab time table must be strictly followed.
4. Be punctual for your laboratory session.
5. Program/experiment must be executed within the given time.
6. Workspace must be keep clean and tidy at all time.
7. Handle the systems and interfacing kits with care.
8. Place the chairs properly.
9. Shutdown the system.
10. Please check the laboratory notice board regularly for updates.

#### **Don'ts**

1. No food and drinks in the lab
2. Students are strictly prohibited from taking out any items from the laboratory.
3. Do not touch, connect, or disconnect any plug or cable without permission
4. Don't open any irrelevant Internet websites.
5. Do not copy the work of other students.
6. Don't use mobile phones in the laboratory
7. Don't make sound.
8. Don't come with footwear.
9. Do not change the icons on the computer screen.
10. Do not unplug anything unless the computer has properly shut down.



## **VISION & MISSION OF THE INSTITUTE**

### **Vision of the Institute:**

To be a globally recognized institution that fosters innovation, excellence, and leadership in education, research, and technology development, empowering students to create sustainable solutions for the advancement of society.

### **Mission of the Institute:**

To foster a transformative learning environment that empowers students to excel in engineering, innovation, and leadership.

To produce skilled, ethical, and socially responsible engineers who contribute to sustainable technological advancements and address global challenges.

To shape future leaders through cutting-edge research, industry collaboration, and community engagement.

## **VISION & MISSION OF THE DEPARTMENT**

### **Vision:**

To empower the students to be technologically adept, innovative, self-motivated and responsible global citizen possessing human values and contribute significantly towards high quality technical education by harmonizing innovation with sustainability.

### **Mission:**

To offer high-quality education in the computing fields by providing an environment where the knowledge is gained and applied to participate in research, for both students and faculty.

To develop the problem-solving skills in the students to be ready to deal with cutting edge technologies of the industry.

To make the students and faculty excel in their professional fields by inculcating the communication skills, leadership skills, team building skills with the organization of various co-curricular and extra-curricular programmes.

To provide the students with theoretical and applied knowledge, and adopt an education approach that promotes lifelong learning and ethical growth.

## COURSE DESCRIPTOR

### ADVANCED ENGLISH LANGUAGE COMMUNICATION SKILLS

1	Department	DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING							
2	Course Name	ADVANCED ENGLISH LANGUAGE COMMUNICATION SKILLS							
3	Course Code	22X0074							
4	Year/Semester	III/I& III/II							
5	Regulation	MLRS-R22							
6	Structure of the course	Theory				Practical			
		Lecture 0	Tutorials 0	Practical ✓	Credit 0	L 0	T 0	P 3	C 1
7	Type of course	BS ×	HS ✓	ES X	PC ×	PE ×	OE ×	PS ×	MC ×
8	Course Offered	Odd Semester		✓	Even Semester			✓	
9	Total lecture, tutorial and practical hours for this course Offered (16 weeks of teaching per semester)								
	Lectures: 0 Hours		Tutorials: 0 hours			Practical: 48 hours			
10	Course Coordinator	Dr. Rukhiya Begum							
11	Date Approved by BOS	20/07/2024							
12	Course Webpage	<a href="http://www.mlritm.ac.in/">www.mlritm.ac.in/</a>							
13	Prerequisites/	Level	Course Code	Semester	Prerequisites				
	Co-requisites	-	-	-	Nil				

#### 14. Course Overview:

The Advanced English Communication Skills Lab is a crucial course for B.Tech 3rd-year students, focusing on enhancing their English proficiency for professional and interpersonal communication in a globalized context. This hands-on lab enables students to organize ideas coherently, deliver oral

presentations, write formal letters and reports, convert non-verbal information to verbal formats, and engage effectively in group discussions, debates, and interviews. By participating in practical exercises, students will build the essential communication skills needed for their future careers

15. Course Objectives:

This Lab focuses on using multi-media instruction for language development to meet the following targets:

- To improve the students' fluency in English, with a focus on vocabulary
- To enable them to listen to English spoken at normal conversational speed by educated English speakers
- To respond appropriately in different socio-cultural and professional contexts
- To communicate their ideas relevantly and coherently in writing
- To prepare the students for placements.

16. Course Outcomes:

After successful completion of the course, students should be able to:

CO1	Recognize and recall English vocabulary through multimedia exercises to enhance fluency.
CO2	Interpret spoken English at normal conversational speed, demonstrating active listening skills.
CO3	Demonstrate appropriate responses in diverse socio-cultural and professional contexts.
CO4	Construct clear, coherent, and structured written communication to effectively convey ideas.
CO5	Apply interview techniques and communication strategies for placements.

**17. COURSE LEARNING OUTCOME (CLOS)**

S. no	Topic Name	CLO No	Course Learning Outcome	Course Outcome	Blooms Level
1	Starting a Conversation	CLO 1	Recall and use basic conversational starters and greetings.	CO1	Remember
2	Responding Appropriately and Relevantly – Using Appropriate Body Language	CLO 2	Demonstrate relevant responses and appropriate body language in communication.	CO1	Apply
3	Role Play in Different Situations	CLO 3	Perform role plays to simulate real-life communication scenarios.	CO2	Apply
4	Synonyms, Antonyms,	CLO 4	Understand and use various	CO2	Understand.





	One-word Substitutes, Prefixes & Suffixes, Idioms, Phrases, and Collocations		vocabulary elements to enhance language skills.		
5	Reading Comprehension	CLO 5	Apply reading techniques such as skimming, scanning, and inferring meanings.	CO3	Apply
6	Writing Skills	CLO 6	Structure and present different forms of writing including letters and reports.	CO3	Apply
7	Writing Skills – Letters, Resume, Reports	CLO 7	Create formal written documents like resumes, e-mails, and reports.	CO3	Create
8	Presentation Skills	CLO 8	Deliver individual or group presentations using JAM sessions, PPTs, or seminars.	CO4	Apply
9	Group Discussion – Dynamics and Techniques	CLO 9	Analyze and participate effectively in group discussions using relevant strategies.	CO5	Analyze
10	Interview Skills – Planning and Execution	CLO 10	Apply interview skills in face-to-face and virtual formats including mock interviews and teleconferencing.	CO5	Apply

### 18. Employability Skills:

Example: Communication skills / Programming skills / Project based skills/

The Advanced English Communication Skills Lab cultivates essential employability skills by enhancing students' communication abilities, including fluency in English, active listening, and effective written and verbal responses, all of which are crucial for professional success.

### 19. Content Delivery / Instructional Methodologies:

✓ 	x		✓ 	✓	
Day to Day lab evaluation		Demo Video	Viva questions	Voce	Open Ended Experiments

 <input checked="" type="checkbox"/> Competitions	x	 Hackathons	<input checked="" type="checkbox"/>	 Certifications	<input checked="" type="checkbox"/>	Probing Questions	Further
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## 20. Evaluation Methodology:

Each laboratory will be evaluated for a total of 100 marks consisting of 30 marks for Continuous Internal Evaluation (CIE) and 70 marks for semester end lab examination. Out of 30 marks for internal evaluation:

- A write-up on day-to-day experiment (aim, components/procedure, expected outcome) which shall be evaluated for 10 marks
  - 10 marks for viva-voce/ tutorial/ case study/ application/ poster presentation.
  - Internal practical examination shall be evaluated for 10 marks.
- Table 1: CIE marks distribution
- The remaining 10 marks are for Laboratory Project (Design/ Software / Hardware Model/ App Development/ Prototype).

Component				
Type of Assessment	Day to Day performance and viva voice examination	Final internal lab assessment	Laboratory Report / Project and Presentation	Total Marks
CIE marks	20	10	10	40

Continuous Internal Evaluation (CIE): Two CIE exams shall be conducted at the 8<sup>th</sup> week and 16<sup>th</sup> week of the semester; the average of the two CIEs will be taken into account. The CIE exam is conducted for 40 marks.

The Semester End Examination shall be conducted with an external examiner and the laboratory teacher. The external examiner shall be appointed from the other colleges which will be decided by the Head of the institution.

In the Semester End Examination held for 3 hours, total 60 marks are divided and allocated as shown below:

- **10 marks for write-up**
- **15 for experiment/program**
- **15 for evaluation of results**
- **10 marks for presentation on another experiment/program in the same laboratory**
- **course and**
- **10 marks for viva-voce on concerned laboratory course.**

## 21. Course content:



CO 1	Inter-personal Communication and Building Vocabulary	No. of Lectures:
	<ul style="list-style-type: none"> <li>a. Starting a Conversation</li> <li>b. Responding Appropriately and Relevantly – Using Appropriate Body Language</li> <li>c. Role Play in Different Situations</li> <li>d. Synonyms and Antonyms, One-word Substitutes, Prefixes and Suffixes, Idioms and Phrases and Collocations</li> </ul>	12
CO 2	Reading Comprehension	No. of Lectures:
	<ul style="list-style-type: none"> <li>a. General Vs Local Comprehension, Reading for Facts, Guessing Meanings from Context, , Skimming, Scanning, Inferring Meanin</li> </ul>	9
CO 3	Writing Skill	No. of Lectures:
	<ul style="list-style-type: none"> <li>a. Structure and Presentation of Different Types of Writing</li> <li>b. Letter Writing/Resume Writing/ e-correspondence/ Technical Report Writing</li> </ul>	9
CO 4	Presentation Skills	No. of Lectures:
	<ul style="list-style-type: none"> <li>a. Oral Presentations (individual or group) through JAM Sessions/Seminars/PPTs</li> <li>b. Written Presentations through Posters/Projects/Reports</li> <li>a. e mails/Assignment etc.,</li> </ul>	9
CO 5	Group Discussion and Interview Skills	No. of Lectures:
	<ul style="list-style-type: none"> <li>a. Dynamics of Group Discussion ,Intervention, Summarizing, Modulation of Voice, Body Language, Relevance, Fluency and Organization of Ideas and Rubrics of Evaluation- Concept and Process,</li> <li>b. Pre-interview Planning, Opening Strategies, Answering Strategies, Interview through Tele-conference &amp; Video-conference and Mock Interviews</li> </ul>	9

## 22. Course Plan:

S. No	Topics to be covered	CO's	Reference
1	Inter-personal Communication and Building Vocabulary - Starting a Conversation	CO1	T1:11.1,11.2 R3:11.1,11.2
2	Inter-personal Communication and Building Vocabulary - Starting a Conversation	CO1	T1:11.4,11.5 R3:11.4,11.5
3		CO2	T1:11.7,11.8



	Role Play in Different Situations – Synonyms and Antonyms.		R3:11.6,11.7
4	One-word Substitutes, Prefixes and Suffixes, Idioms and Phrases and Collocations	CO2	T1:11.9R3:11.8
5	Reading Comprehension –General Vs Local Comprehension, Reading for Facts.	CO3	T1:11.10R3:11.9
6	Guessing Meanings from Context, , Skimming, Scanning, Inferring Meaning	CO3	T1:11.11R3:11.10
7	Writing Skills – Structure and Presentation of Different Types of Writing	CO3	T1:11.12R3:11.12
9	Letter Writing/Resume Writing/ e-correspondence/ Technical Report Writing	CO5	T1:12.6R3:12.9
10	Presentation Skills – Oral Presentations (individual or group) through JAM Sessions/Seminars/PPTs	CO4	T1:17.1R3:16.1
11	Written Presentations through Posters/Projects/Reports/E e mails/Assignment etc.,	CO4	T1:17.1,17.2 R3:16.1,16.2
12	Group Discussion and Interview Skills – Dynamics of Group Discussion,	CO4	T1:17.2R3:16.2
13	Intervention, Summarizing, Modulation of Voice, Body Language, Relevance, Fluency and Organization of Ideas and Rubrics of Evaluation	CO5	T1:12.3R3:12.3,12.4
14	Concept and Process, Pre-interview Planning, Opening Strategies, Answering Strategies, Interview through Tele-conference & Video-conference.	CO5	T1:8.6 R6:11.7
15	Mock Interviews	CO5	--

### 23. Experiments for Enhanced Learning:

S.No	Design Oriented Activities
1	Poster presentation
2	JAM session
3	Debate

### 24. PROGRAM OUTCOMES & PROGRAM SPECIFIC OUTCOMES:

PO 1: Engineering knowledge: Apply the knowledge of mathematics, science, engineering



<p>fundamentals, and engg. Specialization to the solution of complex engineering problems.</p>
<p>PO 2: Problem analysis: Identify, formulate, research literature, and analyze engineering problems to arrive at substantiated conclusions using first principles of mathematics, natural, and engineering sciences.</p>
<p>PO 3: Design/development of solutions: Design solutions for complex engineering problems and design system components, processes to meet the specifications with consideration for the public health and safety, and the cultural, societal, and environmental considerations.</p>
<p>PO 4: Conduct investigations of complex problems: Use research-based knowledge including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.</p>
<p>PO 5: Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.</p>
<p>PO 6: The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to the professional engineering practice.</p>
<p>PO 7: Environment and sustainability: Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.</p>
<p>PO 8: Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.</p>
<p>PO 9: Individual and team work: Function effectively as an individual, and as a member or leader in teams, and in multidisciplinary settings.</p>
<p>PO 10: Communication: Communicate effectively with the engineering community and with society at large. Be able to comprehend and write effective reports documentation. Make effective presentations, and give and receive clear instructions.</p>
<p>PO 11: Project management and finance: Demonstrate knowledge and understanding of engineering and management principles and apply these to one's own work, as a member and leader in a team. Manage projects in multidisciplinary environments.</p>
<p>PO 12: Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.</p>
<p><b>Program Specific Outcomes</b></p>
<p>PSO 1: Applications of Computing: Ability to use knowledge in various domains to Provide solution to new ideas and innovations.</p>
<p>PSO 2: Programming Skills: Identify required data structures, design suitable algorithms, develop and maintain software for real world problems.</p>

PSO 3: Entrepreneur and higher studies: Make use of computational and experimental tools for creating innovative career paths, to be an entrepreneur and desire for higher studies.

**25. HOW PROGRAM OUTCOMES ARE ASSESSED:**

Program Outcomes	Key Components	Strength	Proficiency Assessed by
PO6	The engineer and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to the professional engineering practice.	03	CIE/SEE/ Viva-Voce/ Day to Day Performance / Project & Presentation
PO8	: Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice	02	CIE/SEE/ Viva-Voce/ Day to Day Performance / Project & Presentation
PO 9	Individual and team work Function effectively as an individual, and as a member or leader in teams and in multidisciplinary settings.	03	CIE/SEE/ Viva-Voce/ Day to Day Performance / Project & Presentation
PO 10	Communication: Communicate effectively with the	04	CIE/SEE/ Viva-Voce/ Day to Day Performance / Project &

	engineering community and with society at large. Be able to comprehend and write effective reports documentation. Make effective presentations, and give and receive clear instructions.	packages,  3. Diagnostic equipment  4. Use of technical library resources and literature search tools.		Presentation
PO1 2	Life-long learning involves improving communication and collaboration. Group discussions help participants enhance their ability to work with others, exchange ideas, and adjust their approaches, which are essential skills in both personal and professional development.	1. Criteria for assessing performance in group discussions, like content, clarity, and teamwork.  2. Researching the organization, role, and aligning personal strengths with the job requirements.  3. Mastering remote communication tools and etiquette.	02	CIE/SEE/ Viva-Voce/ Day to Day Performance / Project & Presentation

**26. HOW PROGRAM SPECIFIC OUTCOMES ARE ASSESSED:**

Program Outcomes	Key components	Strength	Proficiency Assessed by
PSO1  Applications of Computing: Ability to use knowledge in various domains to provide solution to new ideas and innovations.	1. Develop innovative Project 1. Problem Identification and Analysis: Accurately identify and analyze specific problem requirements and constraints.	3	CIE/SEE/ Viva-Voce/ Day to Day Performance / Project & Presentation

		<p>2.Data-Driven Applications: Develop data-centric applications that leverage concepts from algorithms, system software, web designed</p> <p>3.Data Structure Utilization: Employ appropriate data structures to represent and manipulate data effectively.</p>		
PSO2	<p>Programming Skills: Identify required data structures, design suitable algorithms, develop and maintain software for real world problems.</p>	<p>1. Identify Data Structure</p> <p>2.Design Algorithms</p> <p>3.Implementation of projects using programming skill.</p> <p>4.Secure Software Development: Create robust software systems that are resistant to vulnerabilities and attacks.</p> <p>5.Information Retrieval System Design: Design and implement efficient information retrieval systems tailored to specific application needs</p>	5	<p>CIE/SEE/ Viva-Voce/ Day to Day Performance / Project &amp; Presentation</p>
PSO3	<p>Entrepreneur and higher studies: Make use of computational and experimental tools for creating innovative career paths, to be an entrepreneur and desire for higher studies.</p>	<p>1. Usage of Computational Tools.</p> <p>2.Computational base for higher studies.</p> <p>3.Technical Proficiency: Acquire a deep understanding of advanced frameworks, platforms, and technologies relevant to engineering practice and higher education.</p> <p>4.Entrepreneurial Mindset: Develop the entrepreneurial skills and mindset required to identify and pursue innovative business opportunities.</p>	4	<p>CIE/SEE/ Viva-Voce/ Day to Day Performance / Project &amp; Presentation</p>

3 = High; 2 = Medium; 1 = Low

**26. MAPPING OF EACH CO WITH PO(s),PSO(s):**

COs	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PS O3
CO1		-	-	-	-	✓	-	✓	✓	✓	-	-	✓	✓	✓
CO2	-	-	-	-	-	-	-	=	-	✓	-	✓	✓	✓	✓
CO3	-	-	-	-	-	-	-	-	✓	✓	-	✓	✓	✓	✓
CO4		-	-	=	-	-	-	-	✓	✓	-	✓	✓	✓	✓
CO5	-	-		-									✓		✓
			-			✓	-	✓	✓	✓	-			✓	

#### 27. JUSTIFICATIONS FOR CO – PO / PSO MAPPING - DIRECT:

Course Outcomes	PO'S/ PSO'S	Justification for mapping (Students will be able to)	No. of Key Competencies
CO1	PO6	1. Knowledge and understanding of commercial and economic context of engineering processes.	01
	PO8	1. professional and ethical principles in civil engineering 2. Evaluate ethical dimensions of professional practice, and demonstrates ethical behaviour.	02
	PO9	1. Individual skill, self motivation and maturity towards the aspiration 2. To enhance team skills and spirits, the socio technical knowledge to be developed through projects, internship, competitions and demonstrations	02
	PO10	1. understand modern tools. 2. Use of technical library resources and literature search tools.	02
	PSO1	1. Develop Innovative Projects.	1
	PSO2	1. Implementation of Projects Using Programming Skills	1
	PSO3	1. Entrepreneurial Mindset	1
CO2		1. Use of technical library resources and literature search tools	
	PO10		02
	PO12	1. Criteria for assessing performance in group discussions, like content, clarity, and teamwork	01
	PSO1	1. Problem Identification and Analysis	1
	PSO2	1. Identify Data Structures and Design Algorithms	1

	PSO3	1. Entrepreneurial Mindset and Usage of Computational Tools	1
CO3	PO09	1. Individual skill, self motivation and maturity towards the aspiration 2. To enhance team skills and spirits, the socio technical knowledge to be developed through projects, internship, competitions and demonstrations 3. Ability to work with all levels of people in an organization	01
	PO12	2. Researching the organization, role, and aligning personal strengths with the job requirements.	01
	PSO1	1. Develop Innovative Project	1
	PSO2	1. Secure Software Development	1
	PSO3	1. Entrepreneurial Mindset and Usage of Computational Tools	1
CO4	PO9	01. Individual skill, self motivation and maturity towards the aspiration 02. To enhance team skills and spirits, the socio technical knowledge to be developed through projects, internship, competitions and demonstrations	02
	PO10	1. Usage of Computer software, simulation packages	01
	PO12	1. Criteria for assessing performance in group discussions, like content, clarity, and teamwork	01
	PSO1	1. Develop Innovative Projects and Data-Driven Applications	1
	PSO2	1. Design Algorithms and Implementation of Projects Using Programming Skills	1
	PSO3	1. Computational base for higher studies.	1
CO5	PO6	1. Knowledge and understanding of commercial and economic context of engineering processes.	01
	PO8	1. Evaluate ethical dimensions of professional practice, and demonstrates ethical behaviour.	01
	PO9	1. To enhance team skills and spirits, the socio technical knowledge to be developed through projects, internship, competitions and demonstrations 2. Ability to work with all levels of people in an organization	02
	PO10	1. Usage of Computer software, simulation packages,	01
	PSO1	1. Develop Innovative Projects and Problem Identification and Analysis	1
	PSO2	2. Implementation of Projects Using Programming Skills	1
	PSO3	3. Entrepreneurial Mindset	1

**28. TOTAL COUNT OF KEY COMPETENCIES FOR CO – (PO, PSO) MAPPING:**

Course Outcomes	PROGRAM OUTCOMES												PSOs			
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3	
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO1	-	-	-	-	-	1	-	2	2	2	-	-	1	1	1	
CO2	-	-	-	-	-	-	-	-	-	2	-	1	1	1	1	
CO3	-	-	-	-	-	-	-	-	-	1	-	1	1	1	1	
CO4	-	-	-	-	-	-	-	-	2	1	-	1	1	1	1	
CO5	-	-	-	-	-	1	-	1	2	1	-	-	1	1	1	

**29. PERCENTAGE OF KEY COMPETENCIES FOR CO – (PO/ PSO):**

Course Outcomes	PROGRAM OUTCOMES												PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	-	-	-	-	-	33	-	100	75	50	-	-	25	40	40
CO2	-	-	-	-	-	-	-	-	-	50	-	36	25	40	40
CO3	-	-	-	-	-	-	-	-	-	35	-	50	25	40	40
CO4	-	-	-	-	-	-	-	-	50	20	-	50	25	40	40
CO5	-	-	-	-	-	33	-	50	75	33	-	-	25	40	40

**30. COURSE ARTICULATION MATRIX (PO – PSO MAPPING):**

CO'S and PO'S, CO'S and PSO'S on the scale of 0 to 3, 0 being no correlation, 1 being the low correlation, 2 being medium correlation and 3 being high correlation.

0 -  $0 \leq C \leq 5\%$  – No correlation,

2 -  $40\% < C < 60\%$  – Moderate

1-5  $< C \leq 40\%$  – Low/ Slight

3 -  $60\% \leq C < 100\%$  – Substantial /High

Course Outcomes	PROGRAM OUTCOMES												PSOs		
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1	-	-	-	-	-	-	-	2	2	2	-	-	1	1	1

CO2	-	-	-	-	-	1	-	-	-	2	-	-	1	1	1
CO3	-	-	-	-	-	-	-	-	-	1	-	1	1	1	1
CO4	-	-	-	-	-	-	-	-	2	1	-	1	1	1	1
CO5	-	-	-	-	-	-	-	1	2	1	-	1	1	1	1
Total	-	-	-	-	-	1	-	2	2	2	-	3	5	5	5
Average	-	-	-	-	-	-	-	1.5	2.2	1.5	-	0.6	1	1	1





**31. ASSESSMENT METHODOLOGY DIRECT:**




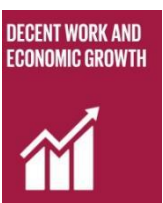


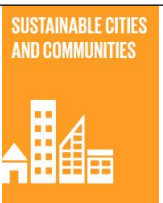
CIE Exams	✓	SEE	✓	Laboratory Practices	✓
Certification	--	Viva-Voce/PPT/Project	✓	Open Ended Experiments	-

**32. ASSESSMENT METHODOLOGY INDIRECT:**

✓	Course End Survey (CES)
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**33. RELEVANCE TO SUSTAINABILITY GOALS:**

	1		
	2		
	3		
✓	4		This outcome directly contributes to ensuring inclusive and equitable quality education by enhancing language proficiency, which is crucial for accessing educational and professional opportunities. A strong command of English opens up more avenues for knowledge dissemination, learning, and global

			communication.
✓	5		Being able to adapt responses based on socio-cultural contexts encourages a more inclusive environment that respects diverse gender norms and perspectives, promoting equality.
	6		
	7		
✓	8		Preparing for placement opportunities directly aligns with ensuring that individuals are ready to join the workforce, contributing to sustainable economic growth. Effective interview and professional interaction techniques help individuals find decent work, promoting economic stability and prosperity.
	9		
✓	10		Practicing professional interactions ensures that individuals from diverse backgrounds are ready to face the challenges of the job market, reducing barriers to employment and fostering greater equality in economic opportunities.
	11		

	12		
	13		
	14		
	15		
✓	16		Effective communication and awareness of different social and professional contexts are crucial in creating peaceful, inclusive societies where diverse voices are heard and respected.
✓	17		Adapting communication to the needs of different partners and stakeholders ensures effective collaborations in achieving the SDGs.

**REFERENCES:**

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7. Communication Skills by Leena Sen, PHI Learning Pvt Ltd., New Delhi, 2009.
8. Job Hunting by Colm Downes, Cambridge University Press 2008.
9. English for Technical Communication for Engineering Students, Aysha Vishwamohan, Tata Mc Graw-Hill 2009.

**Signature of Course Coordinator**

**HOD**

**Name & Designation**

**PREVIOUS CO ATTAINMENT & TARGET FOR PRESENT SEMESTER**



## ACADEMIC CALENDAR 2025–26

Date:

### Semester

S No.	Description	Period		Duration
		From	To	
1	Commencement of Classwork	07.07.2025		
2	1 <sup>st</sup> Spell of instructions	07.07.25	30.08.2025	8 Weeks
3	First Mid Term Examinations	01.09.2025	06.09.2025	1 Week
4	Parent-Teacher Meeting	10.09.2025		
5	2 <sup>nd</sup> Spell of instructions	08.09.2025	27.09.2025	3 Weeks
6	<b>Dussehra Recess</b>	29.09.2025	04.10.2025	1 Week
7	2 <sup>nd</sup> Spell of instructions (Contd.)	06.10.2025	08.11.2025	5 Weeks
8	Last date of instructions	08.11.2025		
9	Second Mid Term Examinations	10.11.2025	15.11.2025	1 Week
10	Semester End Examinations/Supply	17.11.2025	29.11.2025	2 Weeks
11	Practical End Examinations	01.12.2025	06.12.2025	1 Week

**Note:** No. of Working/instructional days: 90



## V Semester

SNo.	Description	Period		Duration
		From	To	
1	Commencement of Class work	<b>08.12.2025</b>		
2	1 <sup>st</sup> Spell of instructions	08.12.2025	10.01.2026	5 Weeks
3	<b>Sankranti Recess</b>	12.01.2026	17.01.2026	1 Week
4	1 <sup>st</sup> Spell of instructions (Contd.)	19.01.2026	07.02.2026	3 Weeks
5	First Mid Term Examinations	09.02.2026	14.02.2026	1 Week
6	2 <sup>nd</sup> Spell of instructions	16.02.2026	11.04.2026	8 Weeks
7	Last date of instructions	<b>11.04.2026</b>		
8	Second Mid Term Examinations	13.04.2026	18.04.2026	1 Week
9	Semester End Examinations/Supply	20.04.2026	02.05.2026	2 Weeks
10	Practical End Examinations	04.05.2026	09.05.2026	1 Week
11	<b>Summer Vacation/Internship</b>	11.05.2026	06.06.2026	4 Weeks

**Note:** No. of Working/instructional days: 90

**DR. B. Ravi Prasad**

**Dr. Murali Prasad**

**Dr.P.Sridhar**



### LAB TIME TABLE

	09.40 AM TO 10.35 AM	10.35 AM TO 11.30 AM	11.33 AM TO 12.25 AM		1.15 PM TO 36 02.10 PM	02.10 PM TO 03.05 PM	03.05 PM TO 04.00 PM
Monday	AECS LAB BI(MG-213)/ WT LAB B2(SR-302)			<b>B</b>		AECS LAB BI (MG 213) / ML LAB B2( SR 304)	
Tuesday				<b><u>R</u></b>		AECS LAB B2 (MG-213) / WT LAB B1 (SR-302)	
Wednesday	AECS LAB B2 (MG-213)			<b><u>E</u></b>	III IT-C (B2)		
Thursday				<b><u>A</u></b>		AECS LAB B2 (MG-213)	
Friday	AECS LAB B1 (MG-213) / ML LAB B2 (SR-303)			<b>K</b>	AECS LAB BI(MG-213)		
Saturday		AECS LAB B2(MG-213)				AECS LAB B2 (MG 213) / WT LAB B1( SR 302)	

## SYLLABUS

### Advanced English Language Communication Skills (AELCS) Lab

B. Tech III Year I/II Semester  
Course Code: 20X0075

MLRSR-22  
L T P C: 0 /0/3/2

#### Introduction

The introduction of the Advanced English Language Communication Skills Lab is considered essential at the 3rd-year level. At this stage, students need to prepare themselves for their careers, which may require them to listen to, read, speak, and write in English both for their professional and interpersonal communication in the globalized context.

#### Learning Objectives

- To improve the students' fluency in English through a well-developed vocabulary and enable them to listen to English spoken at normal conversational speed by educated English speakers and respond appropriately in different socio-cultural and professional contexts.
- To communicate their ideas relevantly and coherently in writing.
- To prepare all the students for their placements.

#### Course Outcomes

1. Recognize English vocabulary through multimedia exercises to enhance fluency. (BL-1)
2. Interpret spoken English at normal conversational speed by demonstrating active listening skills. (BL-2)
3. Demonstrate appropriate responses in diverse socio-cultural and professional contexts. (BL-3)
4. Construct clear, coherent, and structured written communication to effectively convey ideas. (BL-3)
5. Apply interview techniques and communication strategies for placements. (BL-3)

#### Syllabus

- **Inter-personal Communication and Building Vocabulary**
  - Starting a Conversation
  - Responding Appropriately and Relevantly
  - Using Appropriate Body Language
  - Role Play in Different Situations
  - Synonyms and Antonyms, One-word Substitutes, Prefixes and Suffixes, Idioms and Phrases, and Collocations
- **Reading Comprehension**
  - General Vs Local Comprehension
  - Reading for Facts
  - Guessing Meanings from Context

- Skimming, Scanning, Inferring Meaning
- **Writing Skills**
  - Structure and Presentation of Different Types of Writing
  - Letter Writing / Resume Writing / e-correspondence / Technical Report Writing
- **Presentation Skills**
  - Oral Presentations (individual or group) through JAM Sessions / Seminars / PPTs
  - Written Presentations through Posters / Projects / Reports / e-mails / Assignments
- **Group Discussion and Interview Skills**
  - Dynamics of Group Discussion
  - Intervention, Summarizing, Modulation of Voice, Body Language, Relevance, Fluency, and Organization of Ideas
  - Rubrics of Evaluation - Concept and Process
  - Pre-interview Planning, Opening Strategies, Answering Strategies
  - Interview through Tele-conference & Video-conference
  - Mock Interviews

#### **Minimum Requirement**

- Interactive Communication Skills (ICS) Lab
- The Interactive Communication Skills Lab
- Spacious room with appropriate acoustics
- Round Tables with movable chairs
- Audio-visual aids
- LCD Projector
- Public Address system
- P-IV Processor, Hard Disk – 80 GB, RAM – 512 MB Minimum, Speed – 2.8 GHz
- TV, a digital stereo & Camcorder
- High-quality Headphones



## LAB PLANNER

Name of the Faculty:

A.Y: 2024 – 2025

Designation: Assistant Professor

Branch: ECE

Course Code: 22X0075

Credits: L T P C

Lab: Advanced English Language Communication Skills

0 0 3 2

S. No.	Topic	CO	Virtual lab Availability	Planned	Conducted
01	Introduction	CO1	NO		
02	Vocabulary building	CO1			
03	Role Play	CO1			
04	Reading comprehension	CO2			
05	Reading comprehension	CO2			
06	Lab Internal - I				
07	Writing Skills	CO3			
08	Resume	CO3			
09	Writing Skills (e-mails)	CO3			
10	Technical Report Writing	CO3			
11	Letter Writing	CO3			
12	Poster Presentation	CO4			
13	JAM	CO4			
14	Seminar Presentations	CO4			
15	Interview Skills	CO5			
16	Mock Interviews	CO5			
17	Lab Internal-II				



## RUBRICS USED TO ASSESS LEARNINGS IN LABORATORIES

Criteria	Excellent (4 marks)	Good (3 marks)	Satisfactory (2 marks)	Needs Improvement (1 mark)
Content & Relevance (Alignment with the scenario, clear and meaningful conversation)	Well-structured, relevant, and engaging conversation that effectively conveys the scenario.	Mostly relevant conversation with minor gaps in details.	Somewhat relevant but lacks depth or clarity in scenario execution.	Irrelevant or incoherent conversation that does not address the scenario well.
Language & Fluency (Grammar, pronunciation, and flow of conversation)	Fluent, natural conversation with accurate grammar and pronunciation.	Minor errors in grammar or pronunciation, but do not affect understanding.	Noticeable grammatical and pronunciation mistakes that slightly impact clarity.	Frequent errors that make comprehension difficult.
Expression & Engagement (Tone, voice modulation, and non-verbal cues)	Expressive, confident, and engaging with appropriate tone and non-verbal cues.	Mostly expressive with occasional lapses in engagement or tone.	Limited expression, minimal variation in tone, or lack of engagement.	Flat delivery with little to no expression, making it hard to follow.
Interaction & Teamwork (Collaboration, turn-taking, and response to cues)	Smooth interaction with excellent turn-taking and natural responses.	Good interaction with minor lapses in turn-taking or response.	Some interaction but may lack responsiveness or coordination.	Poor interaction with awkward pauses, lack of responses, or interruptions.
Time Management (Adherence to 3-4 minutes duration)	Well-paced and within the time limit.	Slightly rushed or extended but still within acceptable limits.	Either too short or too long, affecting clarity or impact.	Poor time management—either too short (under 2 mins) or too long (over 5 mins).

**ADVANCED COMMUNICATION SKILLS (R-22)**

**JAM SESSION RUBRIC**

	3	2	1	0	SCORE
<b>TOPIC MASTERY (CLARITY OF EXPRESSION)</b>	Excellent Complete mastery of the topic	Satisfactory A lot of mastery of the topic	Needs Improvement Little mastery of the topic	Unsatisfactory No mastery of the topic	
<b>AUDIBILITY, VOICE CLARITY AND TONE</b>	Excellent	Very Good	Fair, Can do better	Poor, Needs to improve	
<b>CREATIVITY</b>	Unique	Very Creative	Somewhat Creative	Lacks Creativity	
<b>ORGANIZATION AND PRESENTATION OF IDEAS</b>	Excellent	Very Good	Fair	Poor	
<b>BODY LANGUAGE AND EYE CONTACT</b>	Excellent	Very Good	Fair, slightly nervous	Poor, very nervous	
<b>TIME MANAGEMENT</b>	Excellent time sense	Good	Took a little extra time due to nervousness	No time Sense	
<b>COVERAGE OF IMPORTANT POINTS</b>	Excellent	Very Good	Fair	Poor	
<b>TOTAL = 15 MARKS</b>					

### ADVANCED COMMUNICATION SKILLS (R-22)

#### LETTER WRITING RUBRIC

	3	2	1	0	SCORE
<b>Format</b>	<b>Excellent</b> Format is correct, including your address, date, inside address, salutation, body, closing, and signature.	<b>Satisfactory</b> One of the following parts is incorrectly formatted: your address, date, etc.	<b>Needs Improvement</b> Two of the following parts are incorrectly formatted: your address, date, inside address, salutation, body, closing, and signature.	<b>Unsatisfactory</b> Three of the following parts are incorrectly formatted: your address, date, inside address, salutation, body, closing, and signature.	
<b>Body (Content)</b>	Body includes at least three complete paragraphs. A clear purpose is clearly stated and conveyed to the reader.	Missing one component from the following: at least three complete paragraphs	Missing two components from the following: at least three complete paragraphs, clearly stated purpose	Missing three or more components from the following: at least three complete paragraphs, clearly stated purpose	
<b>Grammar and Spelling</b>	Grammar and spelling are correct.	Grammar and/or spelling errors	Several errors in grammar and/or spelling	Many errors in grammar and/or spelling	
<b>Language/ Audience</b>	The language is appropriate for the audience.	One word is not appropriate for the audience.	Two words are not appropriate for the audience.	More than three words are not appropriate for the audience.	
<b>Conciseness</b>	The letter is free of redundant and/or superfluous wording.	The letter contains no more than two cases of redundant and/or superfluous wording.	The letter contains more than two cases of redundant and/or superfluous wording, but they do not distract from the message.	The letter contains so much redundant and/or superfluous information that the message is weakened.	
	Excellent	Good	Fair	Poor	
<b>TOTAL = 15 MARKS</b>					

EMAIL WRITING RUBRIC

	3	2	1	0	SC OR E
<b>Format</b>	<b>Excellent</b> Format is correct -- including email address, subject line, salutation, body, and closing.	<b>Satisfactory</b> One part of the format is incorrect-- including email address, subject line, salutation, body, and closing.	<b>Needs Improvement</b> Two parts of the format are incorrect-- including email address, subject line, salutation, body, and closing.	<b>Unsatisfactory</b> Several parts (3 or more) of the format are incorrect-- including email address, subject line, salutation, body, and closing.	
<b>Salutation</b>	A proper salutation is used in the correct place. Proper use of title, proper capitalization of the name, and the proper use of the colon or comma are all included.	Missing one component from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.	Missing two components from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.	Missing three or more components from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.	
<b>Body (Content)</b>	Body includes at least one complete paragraph. A clear idea is stated in each paragraph and conveyed to the reader..	Missing one or two parts outlined in the directions.	Missing three or four parts outlined in the directions and some of the information presented in the email is unclear to the reader.	Missing five or more parts outlined in the directions; the body does not include any paragraphs	
<b>Closing</b>	Proper closing and your name are included with proper punctuation and capitalization.	Proper closing and signature are included	Either closing or signature is incorrect or missing.	An attempt was made, but neither the closing nor the name are present or correct.	
<b>Diction (Word Choice)</b>	Words and phrases are appropriate for creating a formal tone; no contractions, slang, or emoticons were used.	Most words and phrases are appropriate for creating a formal tone; few (one or two).	Some words and phrases are appropriate for creating a formal tone; some (three or four) contractions, slang, or emoticons were used.	Words and phrases do not create a formal tone. In fact, words and phrases create an informal and/or rude tone. Contractions, slang, and/or emoticons	
<b>Grammar, Mechanics, and Spelling</b>	Spelling, punctuation and grammar are mostly correct	Spelling, punctuation and grammar are somewhat correct (3 major types of errors noted).	Several errors with spelling, punctuation, and grammar (4-6 major types of errors).	Many errors in spelling, punctuation, and grammar.(Errors >7). Affects clear understanding.	
<b>TOTAL = 15 MARKS</b>					

**ADVANCED COMMUNICATION SKILLS (R-22)**

**POSTER PRESENTATION RUBRIC**

	3	2	1	0	SCORE
<b>Abstract</b>	<b>Excellent</b> Strongly summarized the student's research. Clearly supported topic presented and contained important points.	<b>Satisfactory</b> Abstract adequately summarized the student's research..	<b>Needs Improvement</b> Somewhat able to see connection of abstract to research/ presentation.	<b>Unsatisfactory</b> Unable to connect abstract to oral presentation.	
<b>Poster Organization, Mechanics, and Appearance</b>	Visually appealing and strongly effective presentation. Easy to read. Utilized creativity in use of graphics, headings, colors, and white space	Poster organization was adequate but could improve effectiveness through better use of space through graphics,	Poster was acceptable but needs work to improve visual appeal and organization	Unable to understand link between information presented and topic of research.	
<b>Presenter Oral Presentation of the Research</b>	Presenter was confident and professional. Established eye contact and clearly conveyed research problem, methods, conclusions, and implications. Answered questions well.	Presentation and demonstration of understanding was acceptable. Demonstrated some problems	Presenter did not convey a sense of confidence or ability to clearly convey the research problem, methods, conclusion, and implications.	Presenter was poorly prepared and did not adequately discuss the research. Demonstrated problems in several areas	
<b>Poster Content</b>	Strong material. Well summarized. Clearly shows development of study or research with strong citation of sources. Material research question	The content was adequately presented but support for the study, research hypothesis, or question(s) is somewhat general.	Content presented was difficult to understand and did not sufficiently convey a connection to the study, research	No or poor connection between poster content and purpose of study, research hypothesis/ question(s), documented	
<b>TOTAL = 15 MARKS</b>					

**ADVANCED COMMUNICATION SKILLS (R-22)**

**POWER POINT PRESENTATION RUBRIC**

SKILLS	3	2	1	0	SCORE
<b>USE OF TIME</b>	<b>Excellent</b> Student uses his time to work productively and effectively.	<b>Satisfactory</b> Student uses most of his time to work productively and effectively.	<b>Needs Improvement</b> Student uses some of his time to work productively and effectively.	<b>Unsatisfactory</b> Student does not use his time to work productively and effectively.	
<b>PICTURES/ GRAPHICS</b>	All Pictures and graphics are clear and relevant.	Most Pictures and graphics are clear and relevant.	Only some Pictures and graphics are clear and relevant.	Very few Pictures and graphics are clear and relevant.	
<b>REQUIRED ELEMENTS COVERED</b>	All the required elements are clearly visible, organized and well placed.	Most of the required elements are clearly visible, organized and well placed.	Some of the required elements are clearly visible, organized and well placed.	Very few of the required elements are visible. Not organized and well placed.	
<b>VISUAL CLARITY AND APPEAL</b>	The project has an excellent design and layout. It is neat and easy to understand the content.	The project has a nice design and layout. It is neat and easy to read.	The project needs improvement in design and layout and neatness. Clarity must be improved.	The project needs significant improvement in design and layout and neatness. Clarity must be improved.	
<b>CONTENT</b>	Has original content	Most of the content is original	Half the content is copied and pasted	Most content is copied and pasted or plagiarized.	
<b>SPELLING, GRAMMAR, PUNCTUATION</b>	Excellent spelling, grammar, punctuation	Good spelling, grammar, punctuation	Some errors in spelling, grammar, punctuation	Many errors in spelling, grammar, punctuation	
<b>TOTAL = 15 MARKS</b>					

## Unit-1

### FUNDAMENTALS OF INTERPERSONAL COMMUNICATION

#### INTRODUCTION:

Communication: Communication is such a vital part of each of us that it contributes heavily to the success or failure of every human activity. People can't live alone. This universal truth signifies that people must have the companion. One of the main reasons for having a companion is that people want to express themselves and whenever we express something to someone, it is called communication.

Interpersonal skills: Interpersonal skills are the skills we use every day when we communicate and interact with other people, both individually and in groups. They include a wide range of skills, but particularly communication skills such as listening and effective speaking. They also include the ability to control and manage your emotions.

#### What are Interpersonal Skills?

Interpersonal skills are sometimes referred to as social skills, people skills, soft skills, or life skills. We define interpersonal skills as: "The skills you need and use to communicate and interact with other people."

#### What is Interpersonal Communication?

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication. Interpersonal communication is not just about what is actually said - the language used - but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

This is two-way communication in which both sides actively negotiate meaning through a process of observing, monitoring and clarification. Needless to say, this describes most authentic conversations in daily life. All parties spontaneously build meaning together. But it's tough to achieve this level of spontaneity within the constructs of a classroom, among students who may only have a basic vocabulary at their disposal. Despite the challenges, though, interpersonal communication is essential for your students to learn how to use the language effectively.

Conversation: Conversation in plain context means the use of speech for informal exchange of views or ideas or information, or the spoken exchange of thoughts, opinions and feelings. It needs at least two persons to carry out a conversation because it is interactive and participants take turns to exchange messages.

#### How to start a Conversation-General Tips:

- Speak with clarity and purpose. Show interest in the conversation.
- Reflect before speaking if it's your turn to talk and allow silence to also have its rightful place in your conversation. Don't be afraid of pauses – use them to change topics, re-energize the conversation, or to take a short breather even.
- It will help if you watch some TV, listen to radio shows, and/or read a lot – newspapers, magazines, and/or books. Doing this it will ensure that you have some idea of what's going on in the world.
- Interesting and funny quotes or facts can lighten things up, and make way for things to talk about
- Practice better non-verbal skills that are friendly and confident.

- To break the ice, a compliment is always nice.

**Social Etiquette:** Social etiquette occurs when you are in a large social group and interacting with a wide variety of people and interests. As a result, there are some general rules to follow in order to engage in social etiquette conversation and be socially accepted.

1. **Be Polite:** Remember when you are in a social situation it is important to always be polite and respectful of other guests even if you vehemently disapprove of certain comments or other individuals are not being polite.
2. **Ask Appropriate Questions:** Ask appropriate questions for the situation at hand, comment on the décor, and other surface topics that will keep the conversation going.
3. **Keep it Short:** In social situations it is always important to understand the nature of social etiquette conversation and keep conversations short and socialize with everyone present if you have a long in depth conversation with certain individuals
4. **Eye Contact and Personal Space:** Making eye contact and allowing individuals their personal space is important in all conversations, but especially in social etiquette conversation. This allows you to seem interested, polite and respectful of the other individual which are all social requirements.

### **Starting & Responding to a Conversation:**

**Conversation Starters:**

How are you getting on? – Just another way of saying ‘how are you?’

Are you doing OK? – asked when the person has had some tough experience recently and you want to ask politely if they’re OK.

### **Responding to a Conversation:**

Thanks, I’ve been keeping busy – just a standard response to a standard greeting with little or no direct meaning.

Thanks for asking, I’m fine, how are you? – a typical response and counter-question to a greeting phrase ‘how are you?’

### **Role Play to Practice English:**

- Role Play helps you speak English in full sentences.
- Role Play makes you think about what you are saying, so you remember the language.
- Role Play gives you many things to think and talk about.

### **Types of Role Play**

1. **Situation Role Plays:** Situation Role Plays give you practice speaking English with correct sentences and pronunciation. Examples: At the Markets, Clothes Shopping, Airport Check-in, Job Interview etc.
2. **Story Role Plays:** In Story Role Plays, you and your partner are characters in a story.
3. **Short Discussions:** Short Discussions give you practice in asking and answering questions about a topic. Examples – Introduction, talk about Food, Talk about America, NEWS! Global Warming
4. **Long Discussions:** Long Discussions give you practice in asking and answering questions about a topic, as well as discussing the opinions of other people. Examples: Environment, Movies.

### **Body Language in Conversation:**

1. Don't cross your arms or legs – We have probably already heard we shouldn't cross your arms as it might make us seem defensive or guarded. This goes for our legs too. Keep your arms and legs open.
2. Have eye contact, but don't stare – If there are several people you are talking to, give them all some eye contact to create a better connection and see if they are listening.
3. Relax your shoulders – When you feel tense it's easily winds up as tension in your shoulders. They might move up and forward a bit. Try to relax. Try to loosen up by shaking the shoulders a bit and move them back slightly.
4. Nod when they are talking – nod once in a while to signal that you are listening. But don't overdo it.
5. Don't slouch; sit up straight – but in a relaxed way, not in a too tense manner.
6. Lean, but not too much – If you want to show that you are interested in what someone is saying, lean toward the person talking.
7. Smile – Relax a bit, smile when someone says something funny. People will be a lot more inclined to listen to you if you seem to be a positive person.

### **POINTS TO BE KEPT IN MIND**

- Volume: important for the speaker to study the distance between him and the listener to focus on proper audibility.
- Pitch and Modulation: modulating the voice and the pitch brings about the grip of the dialogue for effective communication.
- Pace, Pronunciation and enunciation: maintain optimum pace to be audible and clear. Proper pronunciation of words and enunciation makes the dialogue distinct and effective. So, one has to keep in mind the use of stress and intonation.
- Vocabulary and syntax: Apt vocabulary, correct usage of idiomatic expressions, phrasal verbs and correct sentence structure help in communicating effectively

### **NON-VERBAL COMMUNICATION.**

This deals with things that are beyond verbal communication. Non-verbal communication is partly instinctive, partly taught and partly imitative. Body language plays a key role in most of the Oral communication. Some of the aspects of non-verbal communication are following.

1. Eye contact: eye contact is the most powerful and direct element that conveys ones attitude and readiness for any situation.

2. Facial Expressions: the face is the index of the mind. Universal facial expressions are connected with Universal Emotions. A smile indicates pleasantness; wide opening of eyes shows interest etc.
3. Posture: the variations in three postures standing, sitting and lying down exhibit negative and positive attitude. Upright position with shoulders in straight line shows assertive attitude of a person.
4. Body movement and Gestures: body movement talks about movement of head, hand and feet. Appropriate and controlled hand and feet movements reveal an assertive and matured personality.
5. Proximity: one has to analyze the situation and the relation with others to maintain suitable distance.
6. Appearance: attire, jewelry, makeup, shoes, hairstyle all reveal your personality, attitude and readiness to participate in a given situation

## EXAMPLES

### DINING OUT

Hostess: HI, will you be having lunch?

Mary: Yes, but I'm not very hungry. It's too hot outside.

Hostess: I know what you mean. It's a scorcher today.

Mary: I'm not used to this kind of weather. I'm glad that everything is air conditioned here.

Waiter: HI, my name is Carl and I'll be serving you today. Can I get you something to drink?

Mary: Just water, please, with ice.

Waiter: Of course. I'll be back in a moment.

Mary: Thank you

Waiter: Would you like to hear about our house specials?

Mary: I think I'll just have a salad, bread, and a glass of white wine.

Waiter: O.K. What kind of wine? Our house wine is quite good.

Mary: Fine, I'll have a glass of that.

Waiter: Would you like some dessert? We have a delicious chocolate cheese cake.

Mary: I don't think so. I'm on a diet. Just bring the bill, please.



## MAKING AN APPOINTMENT

Secretary: Good morning, Haskell, Cleaver, and

Young Alex: I'd like to speak to Mr. Young please.

Secretary: Who's calling please?

Alex: I'm related to Stephanie Garner. Mr. Young asked me to get in touch when I arrived in the U.S.

Secretary: please hold.

Mr. Young: Hello Mr. Alex. How are you? I'm looking forward to meeting you. Can you come by tomorrow at 10 a.m.?

Alex: Yes, I think so. Where are you located?

Mr. Young: Our offices are just behind the State Capitol building.  
You can walk from your hotel.

Alex: What time should I leave the hotel?

Mr. Young? Oh, maybe around 9.30. It should only take about twenty minutes on foot.

Alex: Thanks, I'll see you tomorrow morning.

## VIVA QUESTIONS:

1. Fix an appointment with sales manager of ABC Company for advertising your special software.

Ans. -----

2. You meet your boss unexpectedly in a hotel and he is alone. You join him for tea. He asks casually about your past project experience in B. Tech final year. Converse with your boss about the project as you are a fresher.

Ans. -----

3. What do you understand by the term Functional English?

Ans. -----

4. How is Functional English different from General English?

Ans. -----

5. Can you give examples of Functional English in a workplace setting?



Ans.-----

6. How do you demonstrate active listening in a conversation?

Ans.-----

7. Can you describe a time you used non-verbal cues to show you were actively listening?

Ans.-----

8. Describe a situation where you had to explain a complex concept clearly and concisely?

Ans.-----

9. How do you show empathy when having a difficult conversation?

Ans.-----

10. How do you address concerns raised by others while maintaining a positive tone?

Ans.-----

11. Have you ever had to adjust your communication style to fit the other person's needs?

Ans.-----

12. How do you use open-ended questions to encourage deeper conversation?

Ans.-----

13. How do you adapt your communication style when interacting with people from different cultures?

Ans.-----

14. Describe a situation where you had to present information to a group of people?

Ans.-----

15. Can you give an example of a time when your written communication skills helped resolve a situation?

Ans.-----

## UNIT-2

### BUILDING VOCABULARY

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Says the linguist, David Wilkins about vocabulary learning. Vocabulary is the name for the words that we must know in order to listen, speak, read, and write effectively. Vocabulary and knowledge of words are closely inter-related. To develop vocabulary, one has to continuously read newspapers, magazines, books and play language related games. The following are few aspects of vocabulary along with illustrations that we should know for effective communication:

#### SYNONYMS AND ANTONYMS:

S. No	Word	Synonym	Antonym
01	abandon	Forsake, leave, relinquish	Retain, stay.
02	barricade	Obstacle, barrier, hurdle	Approachable, help, open
03	clandestine	Secret, undercover,	Public, open, forthright
04	Discrepancy	Variance, divergence	Agreement, Concordance
05	Entangle	Involve, implicate	Unravel, clear
06	Fidelity	Faithful, Loyal	Faithless, disloyal
07	hone	Perfect,	Blunt, dull
08	imbibe	Absorb, engrave	Reject
09	penchant	Liking, preference	aversion
10	mettle	Courage, strength	cowardice
11	relinquish	Let go, disown, release	Retain,
12	Zeal	eagerness	lethargic

#### WORD DEFINITION

Word definition: Understanding or defining the right meaning of the word based on the sentence and the context.

- Charles, aware of his susceptibility to gum disease, is “diligent” about flossing.
  - Excited
  - none
  - uncomfortable
  - ambivalent
  - thorough
- The “intermittent” rain soaked the garden many different times during the day.
  - Light
  - incredulous
  - protracted
  - none
  - periodic

#### IMPORTANT WORD ROOTS

The Root is the basic part of a word. It shows its main meaning and other parts can be added to it. The following are some root words; their meanings and the various words formed using these roots.



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**INSTITUTE OF TECHNOLOGY AND MANAGEMENT**

(AN AUTONOMOUS INSTITUTION)

(Approved by AICTE, New Delhi & Affiliated to JNTUH, Hyderabad)

Accredited by NBA and NAAC with 'A' Grade & Recognized Under Section 2(f) & 12(B) of the UGC act, 1956

ROOT	MEANING	EXAMPLES
Aqua	Water	Aquatic, aqueduct
Audio	I hear	Audible
Bios	Life	Biomedical, biography
Centrum	Centre	Epicenter, concentrate
Centum	A hundred	Centenary, century
Chronos	Time	Chronological
Corpus	The body	Corpse,
Demos	The people	Democracy
Floris	A flower	Flora,
Geo	Earth	Geocentric, geography
Grapho	I write	Autograph, calligraphy, graphology
Homo	A man	Homage, homicide, humane
Impero	I command	Imperial, imperative
Judicis	A judge	Judicial, adjudicate, judicious
Kosmos	The world	Cosmopolitan
Medius	The middle	Mediator, medium, intermediate
Monos	Alone	Monarch, monotony
Multus	Many	Multitude, multinational, multifaceted
Novus	New	Novice, novel
Omnis	All	Omnipotent, omniscient, omnibus
Pathos	Feeling	Apathy, empathy, sympathy
Phileo	I love	Anglophile
Primus	First	Primary, premier, primitive
Scriptus	I write	Scripture, describe, proscribe
Tele	After	Telepathy, telephone
Theos	A god	Theology, theocracy
Thesis	A placing	Hypothesis
Verbum	A word	Adverb, verbal, verbatim



**ACRONYM:** An acronym is a word made up of the initial letters of a series of words.

An acronym is a special type of abbreviation that can be pronounced as a single word and constructed from each of the first letters of a descriptive sentence or phrase.

E.g. : LAN is an acronym for Local Area Network

#### LIST OF IMPORTANT ONE-WORD SUBSTITUTES

One Word Substitutions:

1. One who is out to subvert a government: Anarchist
2. One who is recovering from illness: Convalescent
3. One who is all powerful: Omnipotent
4. One who is present everywhere: Omnipresent
5. One who knows everything: Omniscient
6. One who is easily deceived: Gullible
7. One who does not make mistakes: Infallible
8. One who can do anything for money: Mercenary
9. One who has no money: Pauper
10. One who changes sides: Turncoat
11. One who works for free: Volunteer
12. One who loves books: Bibliophile
13. A Government by the people: Democracy
14. A Government by a king or queen: Monarchy
15. A Government by the officials: Bureaucracy
16. A Government by the rich: Plutocracy
17. A Government by the few: Oligarchy
18. A Government by the Nobles: Aristocracy
19. A Government by one: Autocracy
20. That which cannot be described: Indescribable

**ANALOGY:**

An analogy is a comparison of two things that seem unrelated, but are actually related or similar to each other in some respect.

#### ANALOGIES—THE TOP TEN TYPES

Being aware of the most frequently asked analogy types will give you a much better chance of mastering analogies.

##### 1. WORD: SYNONYM

Scent: aroma

Magazine: periodical

##### 2. WORD: ANTONYM

Destroy: build

Remember: forget

3. CAUSE: EFFECT

Microbe: disease

Cloud: rain

4. PART: WHOLE

Leg: body

Branch: tree

5. CONDITION: LESSER DEGREE OF THE SAME CONDITION

Flooded: moist

Dark: murky

6. CONDITION: GREATER DEGREE OF THE SAME CONDITION

Intelligent: brilliant

Bright: radiant

7. PERSON OR THING: CHARACTERISTIC OR QUALITY

Teacher: scholarly

Hero: brave

8. PERSON OR THING: GROUP OR CATEGORY

Accountant: professional

Hammer: tool

9. PERSON OR THING: ACTION OR FUNCTION

Actor: portray

Knife: cut

10. WORKER: DEVICE HE/SHE USES

Mechanic: wrench

Surgeon: scalpel

Idioms & Phrases: An idiom is a form of expression peculiar to a particular language and often having a meaning other than the one that it appears to have.

1. Smell a Rat: How come the front door is open? Frankly, I smell a rat. I'm convinced that something is definitely wrong here.

2. Go to the Dogs: Have you seen their house lately? It's really gone to the dogs. It's true that it has become run-down and in serious need of repair.

3. Fishy: When the security guard saw a light in the store after closing hours, it seemed to him that there was something fishy (something strange) going on.

4. Take the Bull by the Horns: She finally took the bull by the horns (acted decisively to correct the situation) and went to a professional dance school for help.

5. Let the cat out of the Bag: He wasn't supposed to know about it, but someone let the cat out of the bag (reveal secret).

6. For the Birds: As far as they were concerned, it was for the birds! They left during an intermission because they found the reading totally uninteresting and meaningless.

7. Straight From the Horse's Mouth: That's right. I got it straight from the horse's mouth!

8. Pay Through the Nose: Since many stamp collectors would be bidding for it, he realized that

he would have to pay through the nose in order to have it.

9. Tongue-in-Cheek: I didn't mean to offend her. I simply made a tongue-in-cheek remark.

Pull Someone's Leg: Oh, really? Come on, you're pulling my leg! Do you really think that I'm trying to fool you with a ridiculous story

### PREFIXES AND SUFFIXES

The very words prefix and suffix are good examples too. Pre means before and fix means to fasten or attach, so quite literally, a prefix is something attached to the beginning of a root word. Suffix is a variant of sub, below or under, so a suffix is something fastened after a root word something else (in this case, behind the root).

Prefix	Meaning	Example
ante-	before	antecedent
anti-	against	anticlimax
auto-	self	autopilot
circum-	around	circumvent
dis-	not	disappear
Extra-	beyond, more, than	extracurricular
hetero-	different	heterosexual
Hyper-	over, more	hyperactive
inter-	between	intersect
macro-	large	macroeconomics
micro-	small	microscope
mono-	one	monocle
omni-	all, every	omniscient
Post-	after	post-mortem
sub-	under	submarine
syn-	same time	synchronize
trans-	across	transmit
Un-	not	unfinished
uni-	one	unicorn

### VIVA QUESTIONS

1. Define the term Acronym with suitable examples.

Ans. -----  
 -

2. What do you know about Analogy? Elaborate with examples.

Ans. -----  
 -



3. How do you enrich your vocabulary?

Ans. -----

4. Write two sentences by using idioms.

Ans. -----

5. Write the definition of following one-word substitutes.

Ans. -----

-

6. What do you understand by the term vocabulary?

Ans.-----

7. Why is building vocabulary important in language learning?

Ans.-----

8. What are the different types of vocabulary? (e.g., active vs. passive vocabulary)

Ans.-----

9. How can reading help in improving vocabulary?

Ans.-----

10. What is the role of context clues in understanding new words?

Ans.-----

11. Can you explain the difference between synonyms and antonyms?

Ans. a) Big            b) cut            c) little

-----

12. How can using a dictionary and thesaurus help in vocabulary building?

Ans.-----

13. What are collocations, and why are they important in vocabulary?

Ans.-----

14. Can you name and explain any mnemonic techniques for remembering new words?

Ans.-----

15. What is the importance of root words, prefixes, and suffixes in vocabulary building?

Ans.-----

16. How do learning idioms and phrasal verbs enhance vocabulary?



Ans.-----

17. What are some effective strategies to retain new words in long-term memory?

Ans.-----

18. What is the impact of listening and speaking on vocabulary improvement?

Ans.-----

19. How can you apply newly learned words in daily conversations and writing?

Ans.-----

20. What is another word which means the same as 'nomadic'?

Ans.-----

21. Find the word which has the same meaning as 'cleave'.

Ans.-----

a) Big                    b) cut                    c) little                    d) split

22. What is the root word in "benevolent" and what does it suggest about the word's meaning?

Ans.-----

23. What can you do when you encounter an unfamiliar vocabulary word in spoken or written language?

Ans.-----

24. What are context clues? How do they work? How can you use context clues to figure out the meaning of a new vocabulary word?

Ans.-----

25. What is a prefix? What are some of the prefixes most commonly used in English? How can your understanding of prefixes help you to build your vocabulary?

Ans.-----

26. What is a suffix? What are some of the suffixes most commonly used in English? How can your understanding of suffixes help you to build your vocabulary?

Ans.-----

27. What is specialized vocabulary? Why do some reading genres or topics contain vocabulary words that you rarely see or hear elsewhere?

Ans.-----

28. What are some of the things you can do as you get a bigger and more sophisticated vocabulary?

## UNIT-3

### READING COMPREHENSION

Ask yourself this question: Do I read every word in your own language when I am reading a schedule, summary, or other outlining document?

The answer is most definitely: No! Reading in English is like reading in your native language. This means that it is not always necessary to read and understand each and every word in English. Remember that reading skills in your native language and English are basically the same.

The overview of the four types of reading skills used in every language is as follows:

Skimming - used to understand the "gist" or main idea

Scanning - used to find a particular piece of information

Extensive reading - used for pleasure and general understanding

Intensive reading - accurate reading for detailed understanding

#### Skimming

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, noting important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming.

Examples of Skimming:

- The Newspaper (quickly to get the general news of the day)
- Magazines (quickly to discover which articles you would like to read in more detail)
- Business and Travel Brochures (quickly to get informed)

#### Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning.

Examples of Scanning

- The "What's on TV" section of your newspaper.
- A train / airplane schedule
- A conference guide

#### Extensive reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you understand each word.

Examples of Extensive Reading

- The latest marketing strategy book
- A novel you read before going to bed
- Magazine articles that interest you

## Intensive reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

### Examples of Intensive Reading

- A book keeping report
- An insurance claim
- A contract

## Guessing Meanings from Context:

The use of contextual clues can be one of the best ways to improve students' reading skills. Unfortunately, students often insist on understanding each word when reading. Realizing that a text can be understood in a general sense by using contextual clues can go a long way towards helping students cope with increasingly difficult texts. At the same time, the use of contextual clues can also provide a means by which students can rapidly increase their existing vocabulary base.

### Reading Clues:

**Deduction** - What does the sentence concern? Which words does the unknown word seem to relate to?

**Part of Speech** - Which part of speech is the unknown word? Is it a verb, noun, preposition, adjective, time expression or something else?

**Chunking** - What do the words around the unknown word(s) mean? How could the unknown word(s) relate to those words? - This is basically deduction on a more local level.

**Vocabulary Activation** - When quickly skimming through the text, what does the text seem to concern? Does the layout (design) of the text give any clues? Does the publication or type of book give any clues to what the text might be about? Which words can you think of that belong to this vocabulary category? Make logical guesses about the meaning of the unknown words in the following paragraph.

### Inferring Meaning: -

Finding the main idea of a paragraph along with making an inference or understanding vocabulary, words in context is one of the reading skills you'll need to master before taking the reading comprehension section on any standardized test.

The main idea of a paragraph is the point the author is trying to make, minus all the details. It's the answer you give to a co-worker when he or she asks you what you did on Friday night. You'd probably say something like this: "I saw that new action movie."

In essence, you are giving your friend the main idea of the event. Sometimes, the main idea of a paragraph is very clear, but other times, such as when you're taking a standardized test like the TOEFL, TOEIC, SAT, ACT, PSAT or grad school tests, the main idea is murky and the answer choices are vague.

## 1. Summarize the Passage

After you've read the passage given to you, summarize what you've just read in your head or on a scrap of paper. You'd probably come up with a one-sentence explanation. Chances are good that you've found the main idea if you can summarize the whole passage down to one sentence. Just be sure your one sentence is broad enough to cover every detail in the text.

#### 2. Look for Repetition of Ideas

If you read through a paragraph and you have no idea how to summarize it because there is so much information, start looking for repeated words, phrases, ideas or similar ideas.

#### 3. When the Main Idea is stated

Sometimes, the author of a paragraph (often new writers) will write the main idea directly in the text usually in the first few sentences. In that case, the main idea is easy to find: just look for the sentence that summarizes the whole paragraph.

#### 4. When the Main Idea is implied:

This is a little trickier. If the author doesn't write down the main idea of the text, it's up to you to infer what the main idea is. It seems to me that the author is giving us different situations (having an interview, hanging out with friends, speaking publicly) and then telling us to speak differently in each setting (use slang with friends, be respectful and quiet in an interview, etc.)

### Summary

Finding the main idea can be challenging, but if you use the tools above and practice, you'll be well on your way to the score you want on the verbal or reading sections of those standardized tests.

### Goals of Critical Reading

Textbooks on critical reading commonly ask students to accomplish certain goals:

- to recognize an author's purpose
- to understand tone and persuasive elements
- to recognize bias

Notice that none of these goals actually refers to something on the page. Each requires inferences from evidence within the text:

- recognizing purpose involves inferring a basis for choices of content and language
- recognizing tone and persuasive elements involves classifying the nature of language choices
- recognizing bias involves classifying the nature of patterns of choice of content and language

Critical reading is not simply close and careful reading. To read critically, one must actively recognize and analyze evidence upon the page.

### VIVA QUESTIONS:

1. What do you understand by the term "skimming"?

Ans. -----

2. What do you mean by "scanning"? Give some examples.

Ans. -----



3. Give some examples of extensive reading.

Ans. -----

4. How intensive reading skills are helpful?

Ans. -----

5. How do you infer the meaning from a passage?

Ans. -----

6. State some goals of critical reading.

Ans. -----

7. What is reading comprehension?

Ans. -----

8. Why is reading comprehension important in language learning?

Ans. -----

9. What are the key skills required for effective reading comprehension?

Ans. -----

10. How does skimming help in reading comprehension?

Ans. -----

11. What is the difference between skimming and scanning?

Ans. -----

12. How do context clues help in understanding difficult words?

Ans. -----

13. What are the different types of reading comprehension questions?

Ans. -----

14. How can identifying the main idea improve comprehension?

Ans. -----

15. Why is it important to recognize the author's purpose and tone?



Ans. -----

16. What strategies can help in understanding complex texts?

Ans. -----

17. How do inferences play a role in reading comprehension?

Ans. -----

18. What is the difference between literal and inferential comprehension?

Ans. -----

19. How can summarizing a passage improve comprehension skills?

Ans. -----

20. What is the role of prior knowledge in understanding a text?

Ans. -----

21. How can note-taking enhance reading comprehension?

Ans. -----

22. What is the significance of cohesion and coherence in a passage?

Ans. -----

23. How does reading speed affect comprehension?

Ans. -----

24. How can practicing critical reading improve comprehension skills?

Ans. -----

25. What are some common barriers to reading comprehension, and how can they be overcome?

Ans. -----

26. How can one develop a habit of active reading for better comprehension?

## UNIT -4

### WRITING SKILLS

Of the four skills in language learning, writing and speaking are known as active skills while reading and listening are passive skills. In the course of a student's career it is important that he develops all four skills to grow in his career.

Communicate by speaking all the time. We need to communicate with the written word in most cases as a supplement to our spoken word or to make our needs formal and taken seriously. Communication is very essential in today's world. We all need to communicate our needs and at the same time have the ability to grasp other people's needs.

### RESUME WRITING

A resume packages your assets into a convincing advertisement that sells you for a specific job.

Mary Ellen Guffey.

Purpose: To seek a job in an organization.

Role of Resume: To highlight your positives along with your academic qualification and other achievement.

A resume should be original. It should reflect candidate's personality, employment goals and his/her aspirations.

A resume must answer the following questions:

- a. How can an employer contact the candidate?
- b. What are his/her career objectives?
- c. Which institution has been attended?
- d. What course (academic/professional) has been completed?
- e. What is his/her experience (if any)?
- f. What are his/her career achievements?
- g. What are his/her special skills or capabilities?
- h. What are his/her awards or honors that he/she has received?
- i. What are his/her activities/special interests/hobbies?
- j. What are his/her references?

Format of a RESUME:



Heading: Heading includes contact information like applicant's name, postal address, telephone/mobile number and email id.

Position sought: If you're applying for any advertised post mention it or this is not necessary if you are applying for an unsolicited job position.

Career objective: This should be a specific one sentence focused statement expressing your career goal in relation to the post. It should convey your motivation and interest in the job.

Education: Specific details about your qualification and professional training (if any) should be mentioned starting with your matriculation along with percentage of marks, grade, year of passing, institution studied and the board or university.

Special Skills: If you have any special skills related to the job mention them. Like work experience at the time of your project work etc.

Activities & Interests: Extra-curricular, co-curricular and professional activities along with hobbies and interests must be mentioned.

Achievements/Accomplishments/Honors: The applicants achievements, accomplishments, honors and awards distinguish him from others. It helps in convincing the employer that you are achiever and therefore worth hiring.

References: Some employers need references from persons who know the applicant. It can be from the college or from someone who is working in the same organization. The reference letter should contain name of the person along with his designation, full contact address, telephone number and mail I.D.

Be factual and HONEST when writing your resume. Any false information or tall claims will land you into trouble.

The language has to be simple covering all the relevant points.

Take special care of Grammar usage, Vocabulary, Spelling and punctuation.

All the data has to be in chronological order.

### Types of Resumes

1. Targeted Resume
2. Inventory Resume
3. The Chronological Resume
4. The functional Resume

## 5. The Combination resume

**Targeted Resume:** is used to focus your resume toward a specific career objective, performed in a specific industry, and for a specific company. The resume is written to highlight the skills, qualification and experience that match the requirement of your job target.

**Inventory Resume:** is used for a general objective and not specific job. It can be used to apply to a number of companies. It is used to highlight your skills, qualification and achievements in a more general manner.

**The Chronological Resume:** is used to highlight the progressive career growth and advancement. It is easy to read and can be quickly scanned for employment history and widely accepted by hiring authorities. It lists your job experience in the date order starting with the recent one.

**The Functional Resume:** highlights key skills, accomplishments and qualifications at the top of the resume, regardless of where they have occurred in your career. Your employment history is de-emphasized by placing it at the bottom. Many hiring authorities don't like this format, as it is generally believed that this format is used to hide some deficiencies in your career.

### Resume Presentation

**General editing and proof reading:** A fresh eye can spot any mistakes you may have missed, and another reviewer may also notice when there is a better way of saying something, a clearer way to make a point. Many a time resumes are rejected by employers for misspellings.

**Resume Parsing Services:** "Resume Parsing Systems" Computer programmes, if any, actually filter through resumes utilizing key words to choose resumes that have a set percentage of and / or match key words.

**Key words from the job posting:** Since a Parsing Service may be utilized, it is useful to include actual wording from the job posting within your resume.

**Titles are important:** Be sure that the job titles on your resume match position for which you are applying.

**Don't use the page Header & Footer Features:** Your resume will probably not make it past the parsing Service if you put your contact information etc. as a header or footer. Using a page header or footer on your resume is a good way not to get noticed.

**Legible and Attractive:** Stay with the traditional Times New Roman, Verdana, or Courier fonts. The font size for the content could be between 11 to 12 points, and for headers could be

between 12 to 14. Anything smaller is difficult for some people to read; anything larger is unnecessary. The content should be in black, however for the sake of highlighting header, one can use dark gray or a deep navy blue colour. As for weight and size, with the computer you are able to call attention to the words that highlight important elements – including your name and contact information – by sparingly using bold, italic or larger type for emphasis.

**Creative white space:** Much as with effective print advertising, a relatively simple, uncluttered look best projects your message. In most cases there is elegance in simplicity, to make your unique qualities stand out on the printed page.

**Final formatting:** Always check the job posting requirements to be sure you are submitting your resume in the preferred format. Whether you submit your resume as an email attachment, inline in an email or hard copy via postal mail or fax, it is important to send it in a format that is simple for the receiving end to use.

**Preferred file format for email attachments:** Check to see what attachment format, if any, is listed. The most commonly preferred format is Microsoft word.

**Your resume's file name:** As the file name (save as name) of your resume, use your name and the position for which you are applying.

**Summary:** By conveying your truth in creating both the look and the content of your resume, your unique skills will make it to the desk of the employer. Hopefully the interview will be the next step.

## COVER LETTER

The cover letter will give splendid look to your resume. The letter basically consists of a request or you can give self-recommendation on the basis of what work experience you have garnered and why do you think the recruiter or employer should give you preference over others candidates applying for the same post. Cover letters are short. It should have the line post applied for, written clearly on the cover letter and from where you have come to know of the vacant position in that particular organization.

It is best to personalize the letter for maximum impact on the reader, whoever it be, whether a recruiting agency or the employer directly. You have to give factual statements of your achievements Else; you could mention what you know about the company that is Recruiting you for the job and how it would benefit you as well as the company due to mutual association.

**Cover Letter Format:** A cover letter mainly consists of three paragraphs. The three paragraphs should be written separately. Each paragraph has its own importance. These three paragraphs are written in a way that you can inform about yourself, request the employer for an interview. The three paragraphs should be precise but very clear and impressive. A cover letter should not



be too descriptive, that the employer gets bored reading it. You just need to mention the skills in a short and an impressive manner to get an interview call, and thus your purpose gets solved.

### Cover Letter sample

Your name

Your address with city, state, pin code along with your contact number

Your mail id and date:

To

Name of the employer

Name of the organization, address of the organization

### Salutation

**First Paragraph:** in the first paragraph, you need to request politely that you would like to apply for the vacancy, and you also need to mention the source from where you came to know about the job vacancy. If you are attaching your resume with the cover letter, also mention the same in this paragraph. You can mention that you are attaching the cover letter for further reference of the employer.

**Second paragraph:** In the second paragraph mention about your qualifications, you possess relating to the job requirements. You should also mention the skills you possess which would be helpful in the job profile. The skills should be mentioned in such a way that the employer is impressed by your skills and qualities, and calls you for an interview. Overall, it can be said that you have to convince the employer that you are the best candidate for the job profile.

**Third paragraph:** This is the final and concluding part of your cover letter. In this paragraph you need to request the employer to call you for an interview if he/she finds you fit for the job profile. Mention that, if the employer wants to meet you in person to discuss about your knowledge and skills, he can revert back on the contact number or given mail id.

### VIVA QUESTIONS

1. Differentiate between CV & Resume.

Ans. -----

2. Which resume is preferable for a fresher and why?

Ans. -----

3. Write the various types of Resumes?

Ans. -----



4. What is the purpose of a Resume?

Ans. -----

5. How do you make a positive impression on employers with a complete and accurate job application?

Ans. -----

6. What are the key elements of good writing skills?

Ans. -----

7. What is a resume, and why is it important?

Ans. -----

8. What are the common mistakes to avoid in a resume?

Ans. -----

9. How can you make a resume stand out to employers?

Ans. -----

10. Why is it important to tailor a resume for different job applications?

## UNIT-5

### TECHNICAL REPORT WRITING

Technical articles describe, discuss or analyze a systematic investigation towards increasing the sum of knowledge in a specific field.

Nature & Significance: Technical and research articles are essential to all fields of science, technology, humanities, management etc. The technical report adds to the existing knowledge and understanding of particular topic or subject. We come across technical reports in professional journals or as presentation in seminars and conferences.

The presentations help the scientist to improve their scope of research for the benefit of human race.

Professionals such as administrators, scientist, business executives, engineers and others have to write reports for different purposes.

The size of the report varies from one page to running into many pages. The report may be presented orally, electronically or in a written form. We will be dealing with written format of a technical report.

As a common type of communication used during work, reports reinforce, prompt, motivate and persuade the reader to act. By helping in dissemination of ideas, views and suggestions, reports develop information and understanding essential for effective decision making.

The reports serve several purposes, which may include:

- Presenting data
- Describing problems and suggesting solutions
- Discussing and analyzing data
- Recording events and happenings
- Analyzing a situation or a condition or
- Giving feedback, suggestions or recommendations.

Types of Reports:

Informational reports: presents facts of a case, problem, condition or situation without any analysis, interpretation or recommendations. The function of the author is to collect, compile and organize facts for the reader. e.g. Conference reports, seminar reports, trip reports etc.

Analytical reports: presents data with interpretation and analysis. The author analyzes the facts of the case, problem, condition or situation objectively and forwards conclusions, inferences and recommendations. It is the prime responsibility of the author to evaluate the information and make appropriate inferences. e.g. Project reports, feasibility reports, market research reports etc.

Routine reports: is prepared on a periodic basis i.e. daily, weekly, fortnightly, monthly, and

quarterly or annually depending on the norms of the organization and are called periodic reports. They may contain simple information like production output to complex information like marketing or research data. Routine reports may be informal or analytical depending on the purpose. e.g. daily production, monthly sales, annual reports etc.

Special reports: are prepared and presented with a specific purpose. They are presented to convey special information related to a single condition, situation, problem or occasion. Most important decision is taken based on this report in an organization. e.g. launch of new product depending on the market demand and presence of competing products, inquiry reports, research reports, thesis, dissertation etc.

### Reports & their types

Criteria	Types	Description	Examples
Function	Informational	Objective presentation of data without analysis or interpretation	Conference reports, seminar reports, trip reports.
	Analytical	Presentation of data with analysis and interpretation	Project reports, feasibility reports, market research reports.
Periodically	Routine	Presentation of routine information	Daily production reports, monthly sales reports, annual reports.
	Special	Presentation of specific information related to a single condition, situation, problem or occasion	Inquiry reports, research reports, thesis, dissertation
Communicative Form	Oral	Face-to-face presentation of information	Accident report, sales reports, joining reports, conference reports.
	Written	Presentation of information in written form	Project reports, progress reports, research reports.
Nature, scope and length	Formal	Long reports with elaborate description and discussion	Annual reports, thesis, project reports, technical reports.
			Laboratory reports, daily production reports, trip

	Non-formal	Short reports	reports.
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Oral and Written Reports: Oral reports are informal and face-to-face presentation of information. Written reports are more conventional than oral reports. They are extensively used for their proper presentation skills. They have permanent value and need proper maintenance for future references.

Formal and Non-formal Reports: The nature, scope and length of the report decide whether it is formal or informal. Formal reports are comparatively longer with elaborate description and discussion. The length of the report may vary from few pages to few hundred pages. Formal reports are more informational, analytical, routine or special in comparison with informal reports.

Formats of Reports:

Format	Description
Printed forms	Forms prepared to record for repetitive and routine data
Letter format	Short informal reports to be communicated to someone outside an organization
Memo format	Short informal reports to be communicated to someone within an organization
Manuscript format	Formal reports printed on plain paper

Printed forms: are used for routine information. E.g. daily production reports, monthly sales, trip reports, conference reports, laboratory reports, inspection reports, confidential reports etc.

Types of formats and styles:

- a. Printed forms: are used to collect routine information like daily production, monthly sales, trip reports, lab reports, inspection reports and confidential reports.
- b. Letter format: is used for the short reports which are to be send to someone outside. This format contains all the elements of a letter along with additional sections like illustrations, references etc. This format may be used for informational, analytical, routine, special, evaluation, feasibility, survey legal or non-formal reports.
- c. Memo format: is a short report for internal circulation within an organization. Informational, analytical, routine, special or non-informal are some examples.
- d. Manuscript format: are long and formal with section and sub-section, each with a clear heading. The headings and sub-headings are arranged in a logical way. A structured report will help in thinking clearly and deciding where to put each fact or idea. It helps the readers in easy reading and finds the information they needed.

Structure of Formal report:

A formal report may include the following parts or elements:

- i. Title page
- ii. Preface
- iii. Letter of Transmittal
- iv. Acknowledgements
- v. Table of contents
- vi. List of illustrations
- vii. Abstract / Executive summary
- viii. Introduction
- ix. Methodology
- x. Discussion / Finding / Analysis
- xi. Conclusion
- xii. Recommendation
- xiii. Appendices
- xiv. References and bibliography

Title Page: usually contains the title of the report, name of the person and organization to whom it was submitted, name of the author and date.

Preface: is optional and is used to introduce the report by mentioning the salient features and scope.

Letter of Transmittal: is the letter by author to explain the purpose of writing the report. It generally contains the objectives, scope and highlights of the report.

Acknowledgement: section contains the names of the persons who contributed in preparation of the report and made it possible.

Table of contents: provides overall view of report and lists the headings and sub-headings.

List of illustrations: is a list giving systematic information about tables, graphs, figures, chart etc.

Abstract / Executive summary: It is the part where all the essential information in the report like key findings, results, conclusions recommendations etc. are summarized.

Introduction: is the section where reader is introduced to the report and are prepared for discussion that follows by providing background information, defining its aims & objective, discussing the scope and limitation of the report.

Methodology: The procedure of gathering the information, information source, and methods of data collection, procedure for investigating the situation / problem and the criteria of survey are covered under this heading.

Discussion / Finding / Analysis: This the main part of the report as the entire data is presented in an organized form. The focus is facts and findings, objective description, discussion of the problem, analysis of the situation and findings of the investigation. It is usually divided into sections and sub-sections with well-structured and clear headings and sub-headings.

Conclusion: A summary of the discussion and findings, results and conclusions, implications of the conclusions, presentation and inferences are the essence of this part.

Recommendation: are proposed in this section based on results and conclusions. A solution to

the problem or situation may be suggested.

Appendices: contains all the supporting material or data and normally kept separate from the main body to avoid interrupting the line of development of the report.

References and bibliography: section contains the list of books, journals, reports, dissertations, published documents which are used in preparing this report and may also contain list of material for further reference.

Writing Strategies: Irrespective of the type of the report one needs to adopt effective writing strategy. As reports are systematic attempts to discuss problems, situations or conditions and stimulate thinking or action in an individual, it needs special attention.

These following steps will help in organizing and presenting the report systematically:

- a. Analyze the problem and purpose: An effective report begins with an objective analysis of the problem to discuss and the objective of writing the report. The following questions need to be answered before beginning to write a report.
  - i. What do you want to present or discuss in the report?
  - ii. Why do you want to present it?

Answering this question will help in identifying the problem and writing the report in a systematic way.

- b. Determine the scope of the report: The writer should have an idea about the possible readers of the report and it becomes easy for the writer to connect. Should avoid false assumptions and be practical and rational. These questions are relevant and to be answered.
  - i. Who is the audience? (Age, education, subject knowledge, profession, status, preferences, biases, attitude, interests, language, level and so on.)
  - ii. How is the report relevant to the audience?
  - iii. What is in it for the audience?
  - iv. What does the audience expect from the report?
  - v. How much background information will the audience need?
- c. Gather all the information: through primary sources like discussions, interviews, observation, surveys, questionnaires, experiments and or from secondary sources like Internet, reports, books, journals, dissertations, magazines, pamphlets, newspapers etc. It is important to ensure that the data is accurate, current, relevant and bias free.
- d. Analyze and organize all the information: in a logical way after evaluating the information objectively. Before organizing the information, outline may be prepared by choosing the central idea, main idea, major, supporting idea and developing idea.
- e. Writing the first draft: For writing the first draft the points to be remembered are: -
  - i. Focus on the scope and purpose of the report.
  - ii. Simple and direct language should be used without overstressing the perfect expression.
  - iii. A computer should be used for preparing the report.
- f. Reviewing and revising: The rough draft has to be reviewed, edited, and revised in order to improve the quality of its content and presentation. Review is to assess whether

the report has achieved its purpose, whereas editing involves correcting its format, style, grammar, spelling and punctuation. Focus should be on improving the report's quality.

- g. Writing the FINAL DRAFT: Writing the final draft involves the following points:
  - a. The report should be simple, clear, concise, direct and readable.
  - b. Appropriate words, short sentences and meaningful paragraphs should be used.
  - c. Appropriate linking device should be used.
  - d. Graphic highlighting technique to improve readability and comprehension should be applied.
  - e. Important points should be emphasized.

### VIVA QUESTIONS

1. Write the significance of a report.

Ans.-----  
-

2. List out the basic features of a structured report.

Ans.-----

3. Distinguish formal and informal reports.

Ans.-----

4. Describe the types of reports used in a professional and academics briefly.

Ans.-----

5. What is a technical report, note with salient features of it?

Ans.-----

6. What is technical report writing, and why is it important?

Ans.-----

7. How does a technical report differ from other types of reports?

Ans.-----

8. What are the key components of a technical report?

Ans.-----

9. Why is clarity and precision essential in technical writing?

Ans.-----

10. What is the purpose of the conclusion and recommendations section?

## UNIT-6

### PRESENTATION SKILLS

In business or in a student's career making presentations will be a part of the career all throughout. Therefore, attention must be paid towards honing the skills of effective presentation skills. Some of these presentations are made in formal situations and few in informal situations. World and most of the times these presentations are impromptu, meaning, a manager might ask an employee to discuss a technical topic at a staff meeting, so the speaker begins speaking without preparation planning.

Presentations are of 3 kinds

1. Impromptu: are those where the time given for preparation is minimal
2. Extempore: are the ones where the time given for preparation is adequate. After adequate preparation, you can outline the speech and prepare lecture notes and presentation aids, practice the presentation and then deliver the presentation with ease
3. Seminar: are those where sufficient time is given to write a research article that can be read out to the audience using suitable presentation aids.
  1. Research your topic
  2. Analyze your audience
  3. Outline your message
  4. Use a multimedia approach
  5. Rehearse the speech out aloud
  6. Arrive early
  7. Start with an introduction
  8. Use note cards or your visual aids
  9. Don't let questions digress from your main topic
  10. End with a summary of your main points

Presentations can be oral in the form of JAMs or Oral presentations or Seminars.

Just a Minute or JAM is impromptu speech given in the time limit of one minute. In this fast-developing global technology there is need for quick analysis and resourceful decision making. There is no extensive preparation and one has to speak innovatively at

the spur of the moment.

Power Point Presentation: PPT is a tool used in the presentation. It is a software provided by Microsoft in their MS software.

A convenient and easy to use tool. It is a preferred tool for most of the presenters.

Let the presenter select a topic. The process of presentation starts with data collection with reference to the topic. Once data collection is completed, sieve the data and retain the material which is relevant for presentation. Arrange the data as per the chronological order of presentation. It is pertinent to cover all the points in the given time slot. Know your audience and their level of intellect.

Open the software and select a new slide. Follow the procedure for decent presentation.

1. Start with selection of slide.
2. Select theme and background which should be decent and presentable.
3. Selection of color should be contrasting. If the background is dark, then the color of the text should be light and vice-versa.
4. Preferred font is Times New Roman.
5. Font size is 22 to 26 for title, 20 to 24 for headings, 18 to 20 for sub-headings and 16 to 18 for text.
6. Follow uniform color selection.
7. Avoid animation preferably.
8. Usage of animation or color change is done to either highlight or draw attention towards a particular point.
9. Include two or three points in bullet form per slide.
10. Remember the projection on the screen is only for reference purpose and not for reading from slides.
11. Position yourself in such a way where you can look at the screen from the corner of your eye for reference. Never obstruct the view of you audience.
12. Maintain eye contact with your audience. Phase your presentation in such a way that every point is understood properly.
13. Modulate your tone as per the size of the room.
14. If your presentation consists of statistical data, prepare handout of the data and distribute in advance for easy reference.
15. Be in a position to anticipate the questions and be ready with clarification.

## VIVA QUESTIONS

1. Write the basic principles of JAM session.

Ans.-----



2. What are the effective presentation tips? Elaborate.

Ans.-----

3. Distinguish oral and written presentations.

Ans.-----

4. Differentiate the extempore and impromptu speech.

Ans.-----

5. Explain role of body language in a effective presentation.

Ans.-----

6. What are the barriers of effective oral presentation?

Ans.-----

7. Write the steps involved in oral presentations.

Ans.-----

8. What do you understand by presentation skills?

Ans.-----

9. Why are presentation skills important in professional and academic settings?

Ans.-----

10. What are the key elements of an effective presentation?

Ans.-----

11. How does a verbal and non-verbal communication impact a presentation?

Ans.-----

12. How should you prepare for a presentation?

Ans.-----

13. What are some important factors to consider when structuring a presentation?

Ans.-----

14. Why should you know the audience for a successful presentation?



Ans.-----

15. How can you create an engaging introduction for your presentation?

Ans. \_\_\_\_\_

## UNIT-7

### GROUP DISCUSSION

As in a football game, where you play like a team, passing the ball to each team member and aim for a common goal, GD is also based on team work, incorporating 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. The GD process is to assess a candidate's personality traits.

There is a considerable difference between public speaking and GD. In public speaking, the audience merely judges and passes a verdict on the speaker. Nobody in the audience competes with you. They listen to what the speaker says but do not compete with the speaker. They listen to what the speaker says, but do not discuss the subject with equal rights as does the speaker. The same is the case with an interview. In an interview, a candidate has to deal with the interviewer who asks questions to which the interviewed responds. He will be given example opportunities as the interviewer is interested in the answers. In a debate or lecture, the candidate is given some time to think and marshal his ideas and the chairman or the presiding officer will ensure that no one intervenes. The interview focuses on personality traits wherein the interviewers ask well directed questions to assess the overall personality of a candidate.

Dynamics of Group Discussion:

- **Flexibility:** You must be open to other ideas as well as to the evaluation of your ideas. That is what flexibility is all about. But first, remember: Never start your GD with a stand or conclusion. By taking a stand, you have already given your decision without discussing the topic at hand or listening to the views of your team members.
- **Assertiveness:** You must put forth your point to the group in a very emphatic, positive and confident manner
- **Initiative:** A general trend amongst students is to start a GD and get the initial kitty of points earmarked for the initiator. But that is a high risk-high return strategy. Initiate a GD only if you are well versed with the topic.
- **Creativity:** An idea or a perspective which opens new horizons for discussion on the GD topic is always highly appreciated. When you put across a new idea convincingly, such that it is discussed at length by the group, it can only be positive
- **Team Player:** It lays great emphasis on this parameter because it is essential for a manager to be a team player. Management aspirants who lack team skills cannot be good managers.
- **Reasoning Ability:** Reasoning ability plays an important role while expressing your opinions or ideas at a GD.
- **Leadership:** A leader would have the following qualities:

- i. S/he shows direction to the group whenever group moves away from the topic.
  - ii. S/he coordinates the effort of the different team members in the GD.
  - iii. S/he contributes to the GD at regular intervals with valuable insights.
  - iv. S/he also inspires and motivates team members to express their views.
- **Inspiring ability:** A good group discussion should incorporate views of all the team members. If some team members want to express their ideas but are not getting the Opportunity to do so, giving them an opportunity to express their ideas or opinions will be seen as a positive trait.
  - **Awareness:** The content or awareness generally constitutes 40 to 50 percent marks of your GD. Apart from these qualities, communication skills, confidence and the ability to think on one's feet are also very important.
  - **GD Initiation:** Initiating a GD is a high profit-high loss strategy. When you initiate a GD, you not only grab the opportunity to speak, you also grab the attention of the examiner and your fellow candidates. If you can make a favorable first impression with your content and communication skill softer you initiate a GD, it will help you sail through the discussion. But if you initiate a GD and stammer/ stutter/ quote wrong facts and figures, the damage might be irreparable. If you initiate a GD impeccably but don't speak much after that, it gives the impression that you started the GD for the sake of starting it.
  - **GD Summarization:**
    - i. A conclusion is where the whole group decides in favor or against the topic. You can summarize what the group has discussed in the GD in a nutshell.
    - ii. Keep it brief and concise. It must incorporate all the important points that came out during the GD.
    - iii. If the examiner asks you to summarize a GD, it means the GD has come to an end. Do not add anything once the GD has been summarized.
  - **GD – Points Marked on:**
    - a. Audibility: Communication skills.
    - b. Analysis: supported by facts & examples
    - c. Content: Obtain by good reading
    - d. Team Work
    - e. 5.Demeanor: Body Language counts, don't sit cross-legged
    - f. Leadership: People should listen and agree to you.

#### GD Techniques:

There are a few simple techniques that can make you an effective participant:

**Prepare:** If you know what the topic of the discussion will be, there is a lot you can do to prepare in advance. You can read round the topic to make sure you are aware of the main issues and arguments, and spend some time deciding what your own position is.

**Listen:** An effective discussion is one in which people listen to each other. Listening is a very important discussion skill and make sure you listen and respond to what other people have to say.

**Be polite:** In a discussion, it's important to stay calm and be polite, even if you feel strongly about the topic under discussion. Using words like please, thank you, I'd like to... May I...? Would you mind...? Could you...? Make you sound polite and respectful.

**Take / make notes:** It's a good idea to have a pen and paper handy. You can jot down any useful or important words or ideas that might come in handy later in the discussion or afterwards.

**Speak clearly:** Practice your pronunciation and speak clearly and confidently. If you need time to collect your thoughts, you could say something like Hmmm... just let me have a minute to think about this.

Useful phrases for GD:

There are lots of useful phrases that you can use in discussions. Here are just a few of them:

- Agreeing: You're absolutely right about that.
- Disagreeing: I'm sorry, I don't see it that way at all.
- Interrupting: Sorry, do you mind if I say something here?
- Dealing with interruptions: Could I just finish what I'm saying?
- Asking for explanation: Would you mind telling us what exactly you mean by that?
- Asking for more information: Would you mind saying a little bit more about that?
- Adding more information: Another point I'd like to make is...

Different parts of a GD: – (considering a 15 minutes GD).

- Chaos period. (1-2 minutes).
- Generating ideas. (7-8 minutes).
- Building on ideas. (5-6 minutes).
- Conclusion. (rarely comes; ½ – 1 minutes)

Roles in Group Discussion:

Group enterprise roles: These roles are constructive to the group.

- Initiator-contributor: Generates new ideas.
- Information-seeker: Asks for information about the task.
- Opinion-seeker: Asks for the input from the group about its values.
- Information-giver: Offers facts or generalization to the group.
- Opinion-giver: States his or her beliefs about a group issue.
- Elaborator: Explains ideas within the group, offers examples to clarify ideas.
- Coordinator: Shows the relationships between ideas.
- Encourager: Praises the ideas of others.
- Harmonizer: Mediates differences between group members.
- Standard Setter: Suggests standards or criteria for the group to achieve.
- Follower: Goes along with the group and accepts the group's ideas.

Dysfunctional roles

These roles are destructive to the group.

- Aggressor: Attacks other group members, deflates the status of others, and other aggressive behaviour.
- Blocker: Resists movement by the group.
- Recognition seeker: Calls attention to himself or herself.
- Self-confessor: Seeks to disclose non-group related feelings or opinions.
- Dominator: Asserts control over the group by manipulating the other group members.
- Help seeker: Tries to gain the sympathy of the group.
- Special interest pleader: Uses stereotypes to assert his or her own prejudices.

Types of GD Topics: GDs are Topic Based and Case Based

Topic Based GDs:

1. Factual speech topics
2. Controversial and argumentative issues
3. Abstract discussion material

Case Based GD:

4. Case studies

Factual topics for a group are – as the word says – about facts. This is a sample list of speech topics on current issues and facts: Why drinking and driving is dangerous to yourself and Others.

A controversial group discussion topic is a speech topic that has many controversies.

What is wrong with child labour?

Abstract group discussion topics are things that cannot be touched or easily defined or formulated. Just think in a creative manner and start a vivid group discussion with one of these abstract topics to talk about: The Nostradamus Code

Case Studies: The fourth type of group discussion topics are case studies. You determine a problem and together with the other group members you have to find a satisfying solution. These are small group discussion topic ideas. Dropouts – Individual attention in safe schools and smaller classes; is that the way to stop students to drop out?

Body Language: Body language plays an important role during the Group Discussion. The Panel lists will surely take note of your body language.

1. Pointing fingers: Pointing fingers generally signifies talking in anger and accusing Someone with your finger. It exhibits your aggression. This should be completely avoided.
2. Playing with pen or paper: Playing with pen, paper or just moving your hands shows careless attitude. Whether you remain silent or talk while playing with such objects, it will Show your lack of interest.
3. Stooping or slouching: You should sit straight while in a GD. Don't slouch or bend forward. That is an informal posture and is not at all welcomed in GD rounds.
4. Sitting with crossed arms or legs: When you sit with crossed arms/legs or both, it refers to a closed mindset and a person who is not ready to accept/listen to others' point of views.
5. Throwing your hand: Don't throw your hands in such a manner that it enters your next

group member's space. Everyone has their own personal space and entering that disturbs the entire group coherence.

6. Fidget: You should not keep fidgeting or moving uncomfortably in your chair.
7. Not to be stiff: When it is advised that you should not keep fidgeting, it is also meant that you should not be absolutely stiff in your position. You should have a relaxed posture.
8. Scratching, pricking, rubbing: You should not engage your hands in inappropriate activities such as scratching, pricking, rubbing etc. This will again show your lack of interest in the GD and too much obsession with yourself.
9. Control your facial expressions: Control your facial expression and avoid showing your anger/disgust/frustration reflect on your face. Also don't smirk, smile or laugh unnecessarily. Don't make it too stoic.
10. Moving your legs: Continuous movement of legs will show your impatience. If you keep moving your legs, you will communicate that you want to get rid of the GD process.

Do's of participating in a GD:

- 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 you point with some facts and figures
- Make short contribution of 25-30 seconds 3-4 times
- Give others a chance to speak
- Speak politely and pleasantly. Respect contribution from other members.
- Disagree politely and agree with what is right.
- Summarize the discussion if the group has not reached a conclusion.

Don'ts of participating in a Group Discussion

- 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 shaky voice and trembling hands.

## VIVA QUESTIONS

1. Write brief note on dynamics of Group Discussion.

Ans. -----

2. Distinguish Group Discussion and debate.

Ans. -----



3. What is the importance of Group Discussion in professional or career growth?

Ans. -----

4. Write some Do's and Don'ts of a group discussion.

Ans. -----

5. Group Discussion evaluation is based on?

Ans.-----

6. What is a Group Discussion (GD)?

Ans.-----

7. Why are Group Discussions conducted in interviews and academic settings?

Ans.-----

8. What are the key skills required to perform well in a Group Discussion?

Ans.-----

9. How does GD help in personality development?

Ans.-----

10. How can you effectively initiate a Group Discussion?

Ans.-----

11. What strategies can be used to keep a discussion engaging?

Ans.-----

12. How can you politely interrupt someone in a Group Discussion?

Ans.-----

13. Why is active listening important in a GD?

Ans.-----

14. What is the role of body language and eye contact in a Group Discussion?

Ans.-----

15. How can you demonstrate leadership skills in a GD?

Ans.-----

## UNIT-8

### Interview skills

The second stage of seeking a job is attending an interview. Once your resume is scrutinized and cleared, you are asked to attend an interview. The interview may be conducted sometimes after passing a written examination conducted by the employer.

Research the organization: Interviewers sometimes may ask few questions to test your knowledge about the organization. The questions may include like “What do you know about our company?”, “Why do you want to join us?”, “What made you interested in our organization?”, “How do you rate our company?”, “Tell us why you are interested in our company?” or “Our company was recently in news. Can you tell why?”

The candidate should have basic information about the organization which may include:

- a. Major areas of operation
- b. Products/services of the organization
- c. Focus of activities of the organization
- d. Growth rate
- e. Hierarchical structure of the organization
- f. Work culture
- g. Financial standing and turnover of the organization
- h. Corporate culture
- i. Recent developments in the organization
- j. New products, services and projects
- k. Factors making the organization successful

Job analysis: minimum knowledge about the job is desirable. If you know what is expected from you, it becomes easy to adapt to the situation. The likely question you are going to face are “Why are you interested in this job?”, “What makes you fit for this position?”, “What do you know about this position?”, “What makes you think you are fit for this job?”, “How will you rate yourself for this position?” Hence, the try to answer these following questions.

- a. What does this job involve?
- b. What are the responsibilities associated with this job?
- c. What are the challenges of this job?
- d. What are the skills and abilities needed for this job?

Pre-interview preparation techniques:

- a. Self-analysis: Identify your strengths and weaknesses. Identify your major

accomplishments, achievements, special interests, hobbies and career goals. A detailed description of one these may be needed at the time of interview. Be prepared.

- b. Revise your subject knowledge: Brush up your subject knowledge. Gather additional knowledge along with your subject.
- c. Develop the interview file: The interview file should contain following paper & documents:
  1. Interview call letter
  2. Original degree, certificates and transcripts
  3. References & testimonials
  4. Copies of your Resume
  5. All other relevant papers that might be needed during interview

### Interview Questions:

#### Types of Interview questions:

- a. Open questions: The main purpose is to encourage the candidate to talk broadly about a topic or subject.
- b. Closed questions: Specific answer has to be given.
- c. Probing question: In depth knowledge of the subject with proper explanation and clarification as answer is expected for the specific question.
- d. Reflective questions: These questions are asked to confirm the statement or answers given by the candidate.
- e. Loaded questions: Loaded question is to assess the candidate's response to a sensitive question, issue or subject. They are posed to judge the candidate's ability to handle difficult and sensitive situations.
- f. Hypothetical questions: A hypothetical question is asked to assess a candidate's response or possible reaction to a given or imaginary situation.
- g. Leading questions: It is posed to get a particular or desired answer. A simple yes or no is expected from us.

#### Answering Strategies:

- a. Attentiveness: Be attentive not to miss the question. Normally questions are not repeated. Never give an answer till the question is completed.
- b. Accuracy: Especially it is very important when concerned with date, timelines, persons, places etc. Give exact answer if you know. There is nothing wrong in accepting one's lack of knowledge. No one expected to know everything.
- c. Brevity: Reply to what is asked. Be brief. A long answer does not necessarily mean a better answer.
- d. Focus: Be specific and focused. Don't deviate and give un-necessary information to impress the interviewer.
- e. Clarity: Answer directly and clearly. Never give a chance to the interviewer to ask for

repeat of the answer. Clarity of voice and thought are very essential.

- f. Positive attitude: Be positive. Answer negative question positively. Sometimes sensitive or negative question may be asked to explore the trait of negative attitude in a candidate.
- g. Logical thinking: Answer should be rational and logical. The question which are probing or hypothetical needs better analytical skills organized thought process.

Practice: Practice is the need of the hour. Mock interviews, Audio/video practice sessions will help an individual a long in achieving his/her cherished goal.

The DO's:

- Look your best,
- Dress formally, look well groomed & smart and be relaxed.
- Speak carefully, clearly, confidently and slowly with appropriate pauses.
- Be articulate and speak distinctly with voice quality, accent and intonation.
- Speaking too fast is a sign of nervousness.
- Speak confidently and with a smile on the face.
- Be polite, flexible, tactful, interested with controlled emotions.

The Don'ts:

- Never argue with interviewer.
- Never display lack of confidence, emotions or your nervousness.
- Never prolong the conversation.
- Never use scents, deodorants or excessive make-up,
- Usage of new clothes, shoes should be avoided. The new shoes may pinch your feet and walking smoothly may be hampered. Avoid high heels. New clothes will make you feel self-conscious as you are not whether they are conveying a confident image about you or not.

Miscellaneous: A job interview is a conversation between an applicant and an interviewer/selection committee. So, it includes listening skills, speaking skills and your analytical skills. Speak clearly, precisely using simple words, short sentences with appropriate pronunciation. It is a two-way interaction with planned conversation in a formal atmosphere.

The interviews may be conducted personally or telephonically. Generally telephonic interviews are conducted for more experienced persons.

Group discussions are sometimes held as part of an interview the supervision of an employee from the organization. Proper group discussion skills will be an added advantage.

- Importance of Body Language: Body postures, gestures, eye contact play a very important role in your success.

- It is very important to maintain proper eye contact while listening and speaking. It indicates that you are attentive. It displays your sincerity and level of confidence. Do not speak looking at your feet. It means you are either shy or telling a lie. If there is more than one listener, then look at every one with equal importance.
- Facial Expressions: They should be natural. A simple smile gives positive signal and generates goodwill. However, a continuous smile without context gives a wrong signal. Keep the smile meaningful.
- Gestures: should be natural. Avoid gestures to express negative feelings. e.g. to say “NO” verbal communication is preferred to gestures. Avoid confusing gestures like biting of nail, scratching of head and excessive usage of fingers. Usage of hands and arms carefully is a positive gesture. The gestures and verbal communication should match and should not be contradicting.
- Posture & Body movements: Posture speaks about your personality. It shows whether the person is confident, bold, dynamic, timid or submissive. Posture should be natural. Standing, sitting or bowing are examples. The postures should match with verbal message. No funny or jerky movements should be displayed. It is important to display a posture which reflects self-confidence, maturity, alertness and physical stamina.

## VIVA QUESTIONS

1. What is an interview?

Ans. -----

2. What are the types of interviews? Elaborate.

Ans. -----

3. What are Do's and Don'ts in an interview? Elaborate.

Ans. -----

4. What are the tips to be followed during an interview session?

Ans. -----

5. How do you prepare for an interview as a fresher?

Ans. -----

6. What are interview skills, and why are they important?

Ans. -----

7. What are the different types of interviews (e.g., panel, technical, HR, telephonic)?

Ans. -----



8. How can one prepare for a job interview?

Ans.-----

9. What are the most common mistakes candidates make during interviews?

Ans.-----

10. Why is it important to research the company before an interview?

Ans.-----

11. How should you prepare your resume and cover letter before an interview?

Ans.-----

12. What is the significance of dressing appropriately for an interview?

Ans.-----  
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13. Can mock interviews help in improving interview performance?

Ans.-----

14. What role does body language play in an interview?

Ans.-----

15. Why is eye contact important during an interview?

Ans.-----

16. How can a candidate effectively introduce themselves in an interview?

Ans.-----

17. What are the key aspects of verbal and non-verbal communication in an interview?

Ans.-----

18. How should you answer the question, "Tell me about yourself"?

Ans.-----

19. What is the best way to respond to behavioral questions using the STAR method?



Ans.-----

20. How should you handle tricky questions like "What are your weaknesses?"

Ans.-----

21. Why do you want to work at this company?

Ans.-----

22. Why do you want this job?

Ans.-----

23. Why should we hire you?

Ans.-----

24. What can you bring to the company?

Ans.-----

25. What are your strengths?

Ans.-----

26. What are your weaknesses?

Ans.-----

27. What is your greatest professional achievement?

Ans.-----

28. Tell me about a challenge or conflict you've faced at work, and how you dealt with it

Ans.-----

29. What's a time you disagreed with a decision that was made at work?

Ans.-----

30. Why are you leaving your current job?

Ans.-----

## OPEN – ENDED EXPERIMENTS

### 1. Poster Presentation

#### Instructions:

Each student has to prepare a poster on one of the following topics and present it in class, explaining key points clearly within 3-5 minutes. The poster should include visuals, key data relating to the theme and concise text to support the presentation.

#### Themes for the Poster

1. Sustainable Engineering Solutions
2. Artificial Intelligence in Everyday Life
3. Future of Renewable Energy
4. Smart Cities & IoT
5. Role of Engineers in Environmental Conservation

#### Rubrics:

- Creativity & Innovation (20%) – Unique representation of the theme.
- Design & Aesthetics (20%) – Visual appeal, color balance, and layout
- Relevance to Theme (20%) – Clarity of message.
- Verbal Content (20%) – Organisation and depth of information.
- Oral Presentation (40%) – Effective presentation

### 2. Debate

#### Instructions:

Students will be divided into two teams—For and Against—and will debate a given topic. Each team must present well-structured arguments with supporting evidence, followed by rebuttals and a closing statement.

#### Topics for debate:

1. "Artificial Intelligence: A Boon or a Threat?"
2. "Should Social Media Be Restricted for Students?"
3. "Online Learning vs. Traditional Classroom: Which Is More Effective?"
4. "Can Technology Replace Teachers?"
5. "Electric Vehicles: Are They Truly Sustainable?"

#### Rubrics:

1. Content & Argument Strength (20%)
2. Clarity & Organization (20%)



3. Delivery & Confidence (20%)
4. Rebuttal & Counterarguments (20%)
5. Language & Persuasion (20%)