



DEPARTMENT OF HUMANITIES & SCIENCES

ENGLISH FOR SKILL ENHANCEMENT

DIGITAL NOTES

CLASS

I B.Tech I & II Semesters

REGULATION : R22

SUBJECT CODE

A221003 (Sem I)

A222008 (SemII)

ENGLISH FOR SKILL ENHANCEMENT

COURSE OVERVIEW:

Today many more companies are working on international projects where English is increasingly used by engineers across the world to communicate with all groups involved. As a result, English language skills are both a common requirement and a valuable asset for career progression for engineers. Hence in the present scenario Engineering English course is fully tailored to the specific needs of engineers. The present course is designed to fulfill the needs of the engineering students.

PREREQUISITES:

1. Knowledge of the following subjects is essential to understand the subject:
2. Basic knowledge of English language
3. Structure of Sentence/ Sentence formation
4. Basic Grammar rules (LSRW Skills)
5. Basic Communication Skills

COURSE OBJECTIVES:

1. To improve the language proficiency of students in English with an emphasis on vocabulary, Grammar, Reading and writing skills..
2. To comprehend the given texts and respond appropriately
3. To be able to integrate their ideas with those of others using summary, paraphrase, quotation, analysis, and synthesis of relevant sources..
4. To develop study skills and communication skills in formal and informal situations.
5. To encourage students to analyze work(s) of literature in one or more interpretive contexts or frameworks

COURSE OUTCOMES: Students will be able to:

1. Understand the importance of vocabulary and sentence structures.
2. Choose appropriate vocabulary and sentence structures for oral and written communication.
3. Demonstrate understanding of the rules of functional grammar.
4. Develop comprehension skills from the known and unknown passages through effective reading strategies.
5. Construct paragraphs, letters, essays, abstracts, précis and reports in various contexts thereby improving proficiency in writing modules of English.

ENGLISH FOR SKILL ENHANCEMENT

B.Tech. I Year I & II Sem -R22

(Common for all branches)

SYLLABUS

L	T	P	C
2	0	0	2

UNIT – I

Chapter entitled '*Toasted English*' by R.K.Narayan from "*English: Language, Context and Culture*" published by Orient BlackSwan, Hyderabad.

Vocabulary: The Concept of Word Formation -The Use of Prefixes and Suffixes - Acquaintance with Prefixes and Suffixes from Foreign Languages to form Derivatives - Synonyms and Antonyms

Grammar: Identifying Common Errors in Writing with Reference to Articles and Prepositions.

Reading : Reading and Its Importance- Techniques for Effective Reading.

Writing : Sentence Structures -Use of Phrases and Clauses in Sentences-Importance of proper Punctuation- Techniques for Writing precisely-Paragraph Writing, Types, Structures & Features of a Paragraph - Creating Coherence
Organizing Principles of Paragraphs in Documents.

UNIT – II

Chapter entitled '*Appro JRD*' by Sudha Murthy from "*English: Language, Context and Culture*" published by Orient BlackSwan, Hyderabad.

Vocabulary: Words Often Misspelt - Homophones, Homonyms and Homographs

Grammar : Identifying Common Errors in Writing with Reference to Noun-pronoun Agreement and Subject-verb Agreement.

Reading : Sub-Skills of Reading – Skimming and Scanning – Exercises for Practice

Writing : Nature and Style of Writing- Defining /Describing People, Objects, Places and Events
Classifying- Providing Examples or Evidence.

UNIT – III

Chapter entitled '*Lessons from Online Learning*' by F.Haider Alvi, Deborah Hurst et al from "*English: Language, Context and Culture*" published by Orient Black Swan, Hyderabad.

Vocabulary: Words Often Confused - Words from Foreign Languages and their Use in English

Grammar : Identifying Common Errors in Writing with Reference to Misplaced Modifiers & Tenses

Reading : Sub-Skills of Reading – Intensive Reading and Extensive Reading – Exercises for Practice.

Writing : Format of a Formal Letter-Writing Formal Letters E.g., Letter of Complaint, Letter of Requisition, Email Etiquette, Job Application with CV/Resume.

UNIT – IV

Chapter entitled '*Art and Literature*' by Abdul Kalam from "*English: Language, Context and Culture*" published by Orient BlackSwan, Hyderabad.

Vocabulary : Standard Abbreviations in English

Grammar : Redundancies and Clichés in Oral and Written Communication.

Reading : Survey, Question, Read, Recite and Review (SQ3R Method) - Exercises for practice

Writing : Writing Practices- Essay Writing-Writing Introduction and Conclusion –Precis writing

UNIT – V

Chapter entitled ‘Go, Kiss the World’ by Subroto Bagchi from “*English: Language, Context and Culture*” published by Orient BlackSwan, Hyderabad.

Vocabulary: Technical Vocabulary and their Usage

Grammar : Common Errors in English (*Covering all the other aspects of grammar which were not covered in the previous units*)

Reading : Reading Comprehension-Exercises for Practice

Writing : Technical Reports- Introduction – Characteristics of a Report – Categories of Reports
Formats- Structure of Reports (Manuscript Format) -Types of Reports - Writing a Report.

TEXT BOOK:

1. “English: Language, Context and Culture” by Orient BlackSwan Pvt. Ltd, Hyderabad. 2022. Print.

REFERENCE BOOKS:

1. Effective Academic Writing by Liss and Davis (OUP)
2. Wood, F.T. (2007). Remedial English Grammar. Macmillan.
3. Vishwamohan, Aysha. (2013). English for Technical Communication for Engineering Students. Mc Graw-Hill Education India Pvt. Ltd.

ENGLISH FOR SKILL ENHANCEMENT STUDY MATERIAL

UNIT I: TOASTED ENGLISH

Answer the following question in about 50-100 words

1: What is the process of ‘toasting’ of language, according to R.K.Narayan?

According to the author, toasting means modifying the English language according to one's identity and ease. The author wanted Indians to create our own version of English like the Americans did. Toasted English is more informal substituting the exclamatory "Don't Walk!" for "Trespassing Prohibited.". Narayan gives the example of "check," which replaces "find out, investigate, examine, scrutinize, verify or probe." He notes various other ways in which Americans have made minor changes in English so that it is more apposite for their society and culture. For eg., check room, which means a room to secure one's possessions for a while to check girl, who takes care of the visitor's coats, umbrellas. Check in/check out refers to hotel terminology. Fabulous is yet another word which is used to express contrasting meanings when positively used it means excellent; where as in negative sense it means charming lunacy.

2. How does the author label the word ‘check’ as the American National Expression?

The author expresses how Americans have evolved specific keywords that can be utilized anywhere in the world by using the phrase “the American National Expression.” He says this because expressions like ‘check,’ ‘anywhere,’ and ‘anyhow’ can be used carelessly and still be considered acceptable for the situation. British use this word ‘check’ according to the definitions. But, Americans use it anywhere and anyhow. For eg., check room, which means a room to secure one's possessions for a while to check girl, who takes care of the visitor's coats, umbrellas. Check in/check out refers to hotel terminology. Fabulous is yet another word which is used to express contrasting meanings when positively used it means excellent; where as in negative sense it means charming lunacy.

3. How are the questions used as suggestion in English?

In western countries, as the author infers, the question asked by a receptionist “Can I help you” means to ask the visitor if he has any business here, and if so, he is supposed to tell her/him. Another inference is that the receptionist has a feeling that the visitor has turned up to a wrong place and wishes that he goes away.

4. What is author's attitude in this essay? Comment on the tone and style of the essay.

The author's attitude is **positive towards English** as he wants it to become the language of common man. Narayan's position in this regard is quite ambivalent and complex. He is aware that English is the language of the Englishmen, yet he found to have accepted it for practical reasons. In the "Toasted English" the author points the reality of society and how it should be. The author said that the Britisher's are thrown away from the country by the Indian, but kept the English with them. The tone of speaker is **satirical and ironic** because he attempts to make fun of usage of word 'okay'. He opines that we should consider having a Bharat brand of English. He strongly advocates the use of English by the common man, rather than confining It to educational institutions, court rooms and govt.offices. He concludes his essay appealing the Indians to follow the grammar, yet have a swadeshi stamp for expression.

B. Answer the following questions in about 250-300 words

1. What has happened to English in America through the process of ‘toasting’? In your opinion what has the language gained and what has it lost through such ‘toasting’?

Narayan is known for his simple language and realistic characters. **“Toasted English”** is a half-humorous, half-serious essay about how the same language English differs from one country to another. In the essay, the difference between American and British English has been shown in an amusing way. The author tells that like Indians, Americans also drove the British out of their country but adopted English. The Americans used the English Language in an easy way and left the use of passive voice. They also gave up formalism and used certain keywords for their convenience.

This process of modifying English is called **“Toasting”**. For e.g. Instead of **“Trespassing Prohibited”**, they say **‘Newly Planted, don’t walk’** on the notice board. The new words became very handy because they could be used for multiple meanings.

‘Ok’, ‘Yeah’, and ‘Yes’, are more commonly used expressions. Narayan mentions the example of the word **“Check”** which may safely be labeled the **American National Expression**. While The British uses this word according to the definitions, the American uses it anywhere. **I’ll check** means **I’ll find out, examine verify**. **‘Your check’** means **your ticket**, token **‘Check girl’** is one who takes care of your coat, umbrella, or anything you have.

Further **R.K. Narayan** discusses the bazaar status of English. It is used in a polite way in London. The conductor will never say, **“Ticket, Ticket on a London bus, but simply go near the passenger and say, “Thank you”** on receiving the fare and issuing the ticket also. We have no need to use **‘Yes Sir, ‘yes darling’** with the words yes. The words yes, okay are self-sufficient word that needs no suffix to show any special respect. **“Yeah”** seals the sentence without any fuss to continue the dialogue or conversation. **‘Yeah’** is spoken in a short-base of tongue grant.

R.K. Narayan feels that the time has come when English should come out in the open in dusty streets and become the language of the common man. Like Americans, it should also adapt according to the Indian needs and atmosphere. He does not want the mongrelization of English. Grammatical rules should have remained the same. Like **‘Toasted English**, India should develop a **Bharat brand of English**. One should not have to think before speaking. The author wants that Indian English should have its own identity- it’s **“Swadeshi Stamp”**. It should be unique and distinct from the present English.

2. What does the author mean by saying that there should be a ‘Bharat brand of English’? Has English in India developed unique expressions and usages?

Narayan is known for his simple language and realistic characters. **“Toasted English”** is a half-humorous, half-serious essay about how the same language English differs from one country to another. In the essay, the difference between American and British English has been shown in an amusing way. The author tells that like Indians, Americans also drove the British out of their country but adopted English. The Americans used the English Language in an easy way and left the use of passive voice. They also gave up formalism and used certain keywords for their convenience.

R K Narayan says that we require a **‘Bharat’ brand of English**. Just as the Americans **‘Toasted’ English** to create their own dialect, the time has come for us in India to seriously consider developing our own **Bharat brand of English**. Until now, English has been relegated to the halls of learning, administration, and courts of justice in India. Now is the time for it to make its way down the dusty street, to the market square, and beneath the banyan tree. English must adapt to the circumstances of our lives and make an attempt to assimilate its idiom. However, this does not imply a distortion of the grammar. **Bharat English** will adhere to the rule of law and the dignity of grammar while maintaining a **Swadeshi flavour**.

Yes, I believe we need a **Bharat brand of English** because English in India has had a relatively limited presence in the country—most notably in the halls of learning, justice, and administration. Now is the time for it to appear on the dusty street, in the market square, and beneath the banyan tree. English must take the hues of our lives and adapt its idiom. **Bharat English** would uphold the rule of law and the dignity of grammar while nevertheless bearing an unmistakable **swadeshi mark**.

VOCABULARY

Word Formation

- A. Examples of words (from Narayan's essay) created through derivation: continuation, mongrelisation, consultation, enlarge, dusty, American, national, incidental, conceivable, unthinkable, aside, seriously, comparatively, chiefly, unmistakably
- C. 1. clipping
2. back-formation
3. blending
4. compounding
5. derivation(affixation)
6. conversion
- D. 1. biography+picture
2. emotion + icon
3. malicious+software
4. romantic+comedy
5. hungry+angry
6. friend+enemy
7. information+commercial
8. guess+estimate
9. education+entertainment

Prefixes and Suffixes

- E. 1. befriend
2. Underestimate
3. championship
4. illegal
5. handful
6. combination
7. childish
- H. 1. receptionist= reception+--ist
2. usage=use+--age
3. possession=possess+--ion
- I. 1. multi-purpose=multi+--purpose
2. enlarge=en+--large
3. television= tele+--vision
- J. 1. interruption= inter- + rupt+--ion [root *rupt* means 'to break']
2. subsection=sub+--sect+--ion [root *sect* means 'to cut']
3. unthinkable=un+--think+--able
- K. 1. dis-+appear 2. Correct+--ion 3. method+--cal 4. happy+--ness
5. content+--ment 6. visible+--ity 7. un+--believe+ --able 8. in+--formal+--ly 9. in+--exhaust+--ible

Synonyms

- 1 *f* abate--lessen
2 *j* yearly--annually
3 *l* meticulous--careful
4 *g* appear--seem
5 *h* broad--wide
6 *a* futile--useless
7 *e* lucid--clear
8 *d* elementary--basic
9 *i* wreck--destroy
10 *j* mandatory--compulsory
- K. *Note:* For each sentence, there can be more than one correct answer. The words below are merely suitable suggestions.
1. seldom
2. dangerous/perilous
3. urgent
4. crossing/crossroad/intersection
5. longed/wished/thirsted
6. cruel/heartless/merciless/
hard-hearted

Antonyms

- | | | |
|----|--|------------------|
| L. | 1.confident | 4. unfriendly |
| | 2. well-prepared | 5. clarity |
| | 3. forbid | 6. increase |
| M. | 1.inaccurate | 4. exterior |
| | 2. careful | 5. justice |
| | 3. improper | 6. misunderstand |
| N. | 1.particular/individual/unique | |
| | 2. boring/dull/tedious/uninteresting | |
| | 3. narrow/limited | |
| | 4. typical/average/ordinary/conventional | |
| | 5. follow/observe/comply with /uphold | |
| | 6. important/consequential/significant /serious | |
| O. | 1. Compassionate, kind, humane, merciful, caring, sympathetic, gentle, etc. | |
| | 2. Open, public, ethical, fair, above board, honest, moral, trustworthy, etc. | |
| | 3. Proud, arrogant, pompous, vain, egotistic, egoistic, haughty, etc. | |
| | 4. Fireproof, incombustible, nonflammable, fire-resistant, non-ignitable, etc. | |
| | 5. Cautious, careful, prudent, responsible, alert, thoughtful, wary, mindful, etc. | |
| | 6. <i>Verb</i> : attract, appeal, please, desire, impress, delight, approve, etc. | |
| | <i>Noun</i> : liking, admiration, approval, satisfaction, fondness,etc. | |

GRAMMAR

Common Errors in the Use of Articles

- A.
- 1.the
 2. a, an
 3. the
 4. a, the
 5. X, the
 6. X
 7. X, the, a
 8. The ,X
 9. X
 - 10.the
- B.
1. There is a book in my back pack. The book is very heavy.
 2. Do you know where I left the car keys?
 3. I enjoy reading detective novels, especially the ones by the famous author Arthur Conan Doyle.
 4. The French drink wine, while Americans drink beer.
 5. A group of MBA students from the University of Mumbai visited Harvard University in the United States.
 6. The Bible was the first book to be printed by Gutenberg in the fifteenth century.
 7. I am fond of the music of Mozart.
 8. My grandfather owns an antique piano.
 9. Cloth is sold by the meter.
 - 10.A metre of this fabric cost me the moon.
 - 11.The sun is at the highest point in the sky at noon.
 12. After humans, the chimpanzee is the most intelligent among animals.

- C.
1. I am studying for an MA in history.
 2. He had spelt the word with an 's' instead of a 'c'.
 3. I always use an HB pencil.
 4. In ~~the~~ class, the children were having an arithmetic lesson.
 5. My brother is an electrical engineer.
 6. The war lasted almost a hundred years.
 7. I always get ahead ache if I don't wear my glasses.
 8. The Swiss are very fussy about hygiene.
 9. His lawyer produced ~~an~~ important new evidence.
 10. We must try harder to stop these people from destroying ~~the~~ nature.
- D.
1. Oranges and lemons are citrus fruits.
 2. Asif is going to visit Oxford University.
 3. The government needs to enforce pollution laws. Governments around the world need to cooperate in the fight against pollution.
 4. Have you been to the Nilgiri hills?
 5. History is not really Faiza's favourite subject, but she finds the history of the Greeks fascinating.
 6. You can take the Visaka Express to Mumbai.
 7. The children have been sent to bed.
 8. The English language is full of confusing rules. English also has many strange idioms.
 9. The gold you buy here is of excellent quality.
 10. UK laws don't apply to the UAE except at the UK embassy.

- A. 1. at,in,on 2. By 3. within, for 3. on, till 5.in, on 6. beside/behind/near, to, of 7. to, by 8. to, from 9. to, about 10.of, to
- B 1. Annie went into the bedroom to get her shawl.
2. He goes to the university on foot.
3. The doctor has been practicing here for many years.
4. They were shocked at the sight of the destruction.
5. Are you going to the party?
6. Please put the books back on the table.
7. He climbed up the wall and ran to the main road.
8. The burglar got in by the window beside the door.
9. The purse is under the pillow.
10. Don't be afraid. You're among friends here.
- c. 1.at 2.for 3.between 4.besides 5.at 6.since
- d. 1. on 2.to 3.for 4.in 5.on 6.for 7.of 8.of

- A. Interrogative, Imperative, Exclamatory, Assertive, Imperative, Exclamatory

- B
1. He loved old songs.
 2. A dog is sitting on the grass.
 3. The train is on the platform.
 4. How cold the water is!
 5. Where is the capital of the country located?
 6. The moon rose at seven o'clock.
 7. A man is ringing the door bell.
 8. The library is not on the first floor.
 9. They watched a movie last night.
 10. I walk to college every day.
- C.1.subject=Imran main verb =drives Direct object=a truck
- 2.subject=she main verb =threw Direct object=the ball
- 3.subject=Vijaya main verb =drives
- 4.subject=Kunal main verb =asked Direct object=a question
- 5.subject=you Main verb=(are)combing Direct object=your hair
- 6.subject=fishing main verb =is

Phrases and Clauses in Sentences

- D.
- 1.made of wood: *phrase*
 2. He saw Nandini: *independent clause*
She waved to him: *independent clause*
 3. What the people want: *dependent clause*
 4. That my friends will succeed in their attempt: *dependent clause*
I have no doubt: *independent clause*
 5. Good for health: *phrase*
 6. Their house is on Convent Road: *independent clause*
Where we played cricket as children: *dependent clause*
 7. Why he was dismissed: *dependent clause*
 8. Walking down the road :*phrase*
I met Sukhbir: *independent clause*
 9. The Indian flag:*phrase*
On the building: *phrase*
 10. Ms Shah is an English teacher: *independent clause*
who also teaches classical dance: *dependent clause*
in her free time: *phrase*
 11. Birds of a feather: *phrase*
 12. If he apologizes to me: *dependent clause*
I shall forgive him: *independent clause*

Paragraph Writing

- E.
- 1.b,d,a,c,e,g,f
 2. f,b,g,d,a,c,e
 3. a,b,e,f,c,d

Punctuation

- F.
1. I speak Telugu and Hindi better than English. What about you?
 2. I need an assistant who can do the following: input data, write reports, and complete tax forms.
 3. Who's there? Oh, it's you. [The second sentence may end with an exclamation mark.]
 4. The Ganges is considered a holy river by the Hindus. Its source is the Gangotri Glacier in the Himalayas, and it empties into the Bay of Bengal in eastern India.
 5. I drove my rusty, old, green Ambassador back home. As it chugged slowly down the street, its engine grunting and wheezing, its wheels wobbling all the way, I realized it was time to buy a new car.
 6. He got what he worked for—a promotion. [A colon may be used instead of the dash.]
 7. It's a lovely day today, isn't it? I want to go to the park, but I'm not sure if it's open.
 8. You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing. [The final comma is optional.]
 9. I'd forgotten that he'd mentioned that it's there.
 10. Sultan was born at Gandhi Memorial Hospital in Hyderabad. He's an investment banker. He lives in New York, but he visits India often. His sister's birthday is in January, on New Year's Day.

UNIT II: GENDER EQUITY: APPRO JRD Sudha Murty

1. Draw a character sketch of Sudha Murty, as seen from the facets of her personality she reveals in this essay.

Ans: The author of this chapter was Sudha murthy; she was very bright at studies. She was in the final year of her M.Tech course at the Indian institute of science in Bangalore. At that time, this institution was known as the Tata institution. In her postgraduate department she was the only girl. She also wanted to go abroad to complete her doctorate in computer science. She was bold and idealistic. His life was full of fun and joy. She did not know what helplessness or injustice meant till she come to know about the gender bias prevalent in the society. She had done better than most of her male classmates. She had been offered scholarship from classmates. She had been offered scholarship from university in the US and she did not want to take up any job in India but there was something different in store for her. An incident changed her decision of going abroad for further studies and also starting her career there.

One day she saw an advertisement on the notice board. It was a standard job- requirement from the famous automobile company, Telco. The author become upset when she reads a line “Lady Candidates need not apply” she wrote a postcard to Telco to express her displeasure at the discrimination against women shown by Telco. In reply she got a telegram from telco. She was called to appear for an interview at Telco’s pune office at company expense. She remained successful in the interview and got a job in pune. She was the first women to work on the Telco shop floor. After that Telco Company started giving work to women also on its shop floor.

2. Why does Sudha Murty have such great respect for JRD Tata? What did Sudha Murty’s encounters with JRD Tata reveal about the latter?

Ans: The way JRD Tata responded to the letter written by Sudha Murty became the reason of her respect for him.

Explanation:Angered at seeing a job advertisement posted by a Tata company asking female candidates not to apply, Sudha Murty sent a 'postcard' to JRD Tata to protest the discrimination. This is the beginning of an association that will change her life in so many ways.

Sudha Murty claimed that there was nothing great about her writing a letter to JRD Tata, the great thing was JRD read that postcard sent by a girl who was from a small town like Hubli. She neither had any political/neither money connection nor she knew anyone in Mumbai. She questioned him about not hiring a lady engineer. The way he responded made her realize that she values his patience, his time and his thinking more than her letter. It became the reason for Murty to consider him as her role model.

Murty considered JRD a great man, an extremely busy person, who valued one postcard written by a young girl seeking justice. Her love and respect for the house of Tatas remained undiminished by the passage of time. She always looked up JRD and considered him to be her role model- for his simplicity, generosity, kindness and the care he took for his employees.

SUDHAMURTHY’S LETTER TO JRD TATA- Summary

Sudhamurthy, a well – known social worker and author, is renowned for her noble mission of providing computer and library facilities in all government schools of Karnataka. She is the Chairperson of the Infosys Foundation.It was probably April of 1974. She was the only girl in her postgraduate department and was staying at the ladies’hostel. Other girls were pursuing research in different departments of Science. She was looking forward to going abroad to complete a doctorate in computer science. She was offered scholarships from Universities in the US. She had not thought of taking up a job in India.

One day, while on the way to her hostel from their lecture hall, she saw an advertisement on the notice board. It was a standard job requirement notice from the famous automobile company TELCO. It stated that the company required young, bright engineers, hardworking and with an excellent academic background.

At the bottom was a small line: 'Lady Candidates need not apply.' She read it and was very upset. For the first time in her life, she was up against gender discrimination. Though she was not keen on taking up the job, she saw it as a challenge. She had done extremely well in academics, better than most of her male peers.

After reading the notice she went fuming to her room and took a postcard addressed it to JRD and started writing. She remembered clearly what she wrote: "The great Tatas have always been pioneers. They are the people who started the basic infrastructure industries in India, such as iron and steel, chemicals, textiles, and locomotives. They have cared for higher education in India since 1900 and they were responsible for the establishment of the Indian Institute of Science." But she was surprised how a company such as Telco was discriminating based on gender.

She posted the letter and forgot it. Less than ten days, she received a telegram stating that she had to appear for an interview at Telco's Pune based company. She was taken aback by the telegram. Her hostel mate told her that she should utilize the opportunity. It was her first visit to Pune and she immediately fell in love with the city and remained dear to it. She felt as much at home in Pune as she did in Hubli, her hometown. The place changed her life in so many ways. She went to Telco's Pimpri office for the interview.

There were six people on the panel and they whispered that this was the girl who wrote to JRD Tata. She heard somebody whispering as soon as she entered the room. By then she knew for sure that she would not get the job. The realization abolished all fear from her mind. So she was rather cool while the interview was being conducted. Even before the commencement of the interview she reckoned the panel as if they were biased, so she gave the answer rather impolitely. She hoped that this was only a technical interview.

They were taken aback by her rudeness, and she was ashamed of her attitude. The panel asked her technical questions and she answered all of them. Then an elderly gentleman with an affectionate voice explained the difference between factory and academics. She was a young girl from small-town Hubli and her world had been a limited place. She did not know the ways of large corporate houses and their difficulties. Finally, after a long interview, she was told she was successful. She had never thought she would take up a job in Pune. She met a shy young man from Karnataka and they became good friends and finally got married.

It was only after joining Telco that she realized who JRD Tata was. He was the uncrowned king of the Indian industry. Now she was scared to meet him, but she did not get an opportunity to meet him till she was transferred to Bombay. One day she had to show some reports to Mr. Moolgaokar, chairman, in his office on the first floor of Bombay House, when suddenly JRD walked in. That was the first time she saw 'appro JRD'. Appro means 'our' in Gujarati. This was the affectionate term by which people at Bombay House called him. She was feeling very nervous, remembering her postcard episode, SM introduced her nicely. Jeh, this young woman is an engineer and a postgraduate too. She is the first woman to work on the Telco shop floor. JRD looked at me. She was praying to God that he would not ask her any questions about her interview. Instead, he remarked it was nice that girls were getting into engineering in our country. After that, she used to see JRD on and off. In 1982 she had to resign from her job at Telco. When she thought of leaving the company she wanted to meet JRD Tata. When she met him he gave suggestion to her to be confident and must give back to society.

Finally, she considered JRD a great man, an extremely busy person, who valued one postcard written by a young girl seeking justice. Her love and respect for the house of Tatas remained undiminished by the passage of time. She always looked up JRD and considered him to be her role model- for his simplicity, generosity, kindness and the care he took for his employees.

VOCABULARY

Commonly Misspelt Words

- A. 1. underprivileged=underprivileged, influenced=influenced, soceity=society
2. neice=niece, hygeine=hygiene
3. fasinating=fascinating, ecquipment=equipment
4. humourous=humorous
5. principle=principal, colleagues=colleagues, momento=memento
6. curiosity=curiosity, maintainence =maintenance
7. arguement=argument, its=it's, occurance=occurrence
8. certainty=certainty, permanant=permanent
- B. 1. exceeded, expectations, weather, disappointing, yield
2. inoculated, disease
3. calendar, indispensable
4. amateur, plagiarism
5. ours, comparatively, stagnant
6. receipt, transaction, reference

Homonyms, Homographs, Homophones

- C. 1. (1)(c) (2)(a) (3)(b) 4. (1)(b) (2)(a) (3)(d) (4)(c)
2. (1)(d) (2)(c) (3)(a) (4)(b) 5. (1)(c) (2)(b) (3)(a)
3. (1)(c) (2)(a) (3)(b)
- D. 1. play 4. scale
2. pen 5. watch
3. spruce
- E. 1. (1)(b) (2)(a) 6. (1)(b) (2)(a)
2. (1)(b) (2)(a) 7. (1)(a) (2)(b)
3. (1)(b) (2)(a) 8. (1)(a) (2)(b)
4. (1)(a) (2)(b) 9. (1)(b) (2)(a)
5. (1)(b) (2)(a)
- G. 1. bored, board 4. they're, their, there
2. rode, road 5. two, to, too
3. principal, principle 6. band, banned
- H. 1. pair
2. reign
3. tow
4. scent
5. wear

GRAMMAR

Noun–Pronoun Agreement

- A.
1. her, their
 2. themselves
 3. its
 4. it, their
 5. his, its, their, it, his
 6. his/her/his or her/their [all four answers are correct]
 7. our, his
 8. its, he, their, his

Subject Verb Agreement

- B.
- | | |
|--------------------|--------------------|
| 1. were | |
| 2. were playing | 6. were |
| 3. has cleared | 7. is |
| 4. are approaching | 8. is |
| 5. have | 9. know |
| | 10. have collected |
- C.
- | | |
|---------|----------|
| 1. has | 6. is |
| 2. has | 7. is |
| 3. is | 8. is |
| 4. is | 9. is |
| 5. have | 10. have |

Reading

Skimming and Scanning

- B. 1. false
- | | |
|----------|----------|
| 2. false | 5. false |
| 3. true | 6. true |
| 4. false | 7. false |
- C. 1. (b)
- | | |
|--------|--------|
| 2. (a) | 5. (c) |
| 3. (b) | 6. (a) |
| 4. (b) | 7. (c) |
- D. 1. Hubli 2. Kulkarni 3. Sumant Moolgaonkar 4. Jamshedji Tata 5. Bombay House
6. Tata Institute/IISC Bangalore 7. Tata Motors 8. Post Card 9. Bangalore 10. 1982
11. Pune 12. Computer Science

UNIT III: LESSONS FROM ONLINE LEARNING

1. Explain in detail the four takeaways related to online learning that should be retained post-pandemic?

Ans: The experience of online pioneers highlights four distinct aspects of online learning that should stick post-pandemic: learning to learn online, designing online teaching with purpose, blending space and time online and continued disruption with AI.

Learning to learn online

The pandemic highlighted that one-size-fits-all educational approaches fail to address student needs. Younger learners may seek physical spaces to promote socialization, with supervision and teacher-led content delivery. Common inequities like poor access to the internet, lack of financial resources and needed digital competence plague online learning. However, online education offers access for students facing geospatial barriers to traditional classrooms and further issues of inequality are addressed via multi-modal distance education, financial support structures and orientation on how to learn online. The pandemic takeaway, however, is the importance of preparing all students to learn, whether online or in a physical classroom.

Designing online teaching with purpose

Online course and teaching design is learner centered rather than content centered, incorporating high engagement in collaborative learning groups that fosters active learning. Producing effective online course materials requires an approach involving both instructors and skilled course developers and takes months rather than weeks. Course materials are painstakingly detailed, and include writing everything the instructor would expect to say in a physical classroom, clearly describing all course requirements and linking students to readings, video and online resources. Because of the pandemic, instructors had to translate classroom delivery into technology-mediated delivery — it worked for some, but was not easily tailored to unique learning needs. Technological tools, combined with independent and joint working opportunities, should be brought back to the physical or hybrid classroom in conjunction with online pedagogical approaches that increase active, collaborative learning and learner-generated choices.

Blending space and time online

Pandemic education popularized the vocabulary of “synchronous” and “asynchronous” learning. Synchronous replicated physical classrooms through real-time, digitally mediated teaching, while asynchronous meant working independently, usually with materials designed for a physical classroom. Instructors coach students individually at a student led pace.

This is different from traditional undergraduate classrooms, where students absorb material on a fixed schedule. Our graduate programs use paced programming, requiring students to work independently while regularly coming together in active online discussion. More flexible teaching allows students to receive instructor support when they need it. Building in synchronous, collaborative learning allows for reflection, rather than real time responses.

COVID-19 began the disruption, AI will continue it

The pandemic revealed how education approaches can change after instructors had to search for innovative ways to improve student learning outcomes outside the physical classroom.

Students accessed a simulated work experience in a paced structure, irrespective of location. They were able to practice working as a team, problem solving, conflict resolution, ethical reasoning and leadership while working on an assigned project. Students received immediate, detailed feedback from an AI coach, allowing for extensive experimentation and revision to master concepts honed in reflective discussion with the instructor.

Adopting online and AI tools needs to be deliberate, coupled with supportive digital infrastructure and highly responsive student support. Planned carefully and taken together, these steps improve on traditional approaches by making education truly open, accessible and inclusive.

2. There are a number of issues that need to be tackled to improve online learning, and this essay touches upon a few of them. Elaborate on any two issues mentioned in this essay by referring to your own experience.

There are a number of issues faced by online learning. Lack of motivation in students and internet connections and many more. It was thought that online learning would be the new interactive and different method to teach the new generation of students. But students lack a lot of things by studying through online. Students complain of lacking motivation due to lack of personal touch between the students and the teacher in the online classes. Humans are always curious to know about each other, which they cannot know through online classes. Students lose motivation to study in online classes.

Another major problem regarding online learning is lack of strong and stable internet connection, as the ones conventionally used at homes have either low bandwidth or have exhausted their limits. Just the process of logging in for a class itself becomes a hard process for students and teachers alike.

3. Summarize the essay “Lessons from online learning”.

Online education is a flexible method to provide instruction that includes all online learning. Online learning helps students who need to do their work on their own time and at their own speed and gives teachers access to students who may not be able to enroll in a regular classroom course.

The modern method of education known as online education differs greatly from the traditional method of learning. For a better comprehension of the student the instructor or mentor employs a variety of techniques including texts, audio, films, animation etc.

Every field is experiencing a rapid increase in the amount of distant learning and awarding of online degrees. The number of institutions and schools that provide online education is likewise increasing. Students who are seeking degrees online need to be careful in making sure that they finish their courses through a reputable and recognized university.

Synchronization is a well-known benefit of online learning. Here the chosen format allows for a lively dialogue between the students and the teacher. Sources are exchanged through these communications and a synergy that is open-ended develops as a result of learning process. It helps the learner learn more when each person shares their point of view or opinion through conversations and comments. This unique advantage can only be achieved through online learning which creates a virtual learning environment focused on the needs of the student.

We don't need to commute over long distances or travel to different places because we can take classes online while pursuing a degree online to advance our courses. Increased educational access, high quality learning opportunities, improved student outcomes and abilities and more educational options are some of the possible benefits of online education. Variables like location, time and quality are no longer taken into account when looking for degree programs and higher education.

4. How is the ‘design’ of an online course different from that of a traditional in-person course?

Ans: There are several important differences between in-person training and online learning

1. In-Person Training Provides More Hands-on Experience

Working with instructors and other learners in person provides opportunities for greater interaction. Talking to another person face-to-face usually provides greater clarity and understanding than communicating through texting or email.

2. Online Training Offers Greater Flexibility

Taking classes online provides [flexibility](#) in several ways that normally aren't available with traditional learning methods. Online training is often an excellent option for individuals that work remotely or have responsibilities that make it difficult for them to attend in-person seminars.

3. In-Person Training Allows to Learn at the Same Pace

Classroom/in-person instruction keeps each employee learning on the same timeline.

While several individuals can learn at the same pace online, it can be difficult to monitor several people independently, watching videos, finishing their daily tasks, etc., at the same time. In-person training generally provides greater structure and organization.

5. In-Person Training Provides Greater Face to Face Interaction

In a classroom setting, students can connect in real-time. In person training provides greater opportunities for group activities and interactive projects. Face-to-face interaction can also provide more [networking](#) opportunities. Chat rooms and other online interactive methods are beneficial,

6. Online Training is Often Less Expensive

Almost all types of education and training have been increasingly more [expensive](#) in recent years. With the [varying costs of leadership training](#), it's important to understand that not all training is created equal. Online training can actually be one of the most cost-effective forms of training available.

5. Explain in detail the concepts 'Designing online teaching with purpose'.

Ans: Designing online teaching with purpose

Online course and teaching design is learner rather than content centered, incorporating high engagement in collaborative learning groups that fosters active learning .Producing effective online course materials requires an approach involving both instructors and skilled course developers and takes months rather than weeks. Course materials are painstakingly detailed, and include writing everything the instructor would expect to say in a physical classroom, clearly describing all course requirements and linking students to readings, video and online resources. Because of the pandemic, instructors had to translate classroom delivery into technology-mediated delivery — it worked for some, but was not easily tailored to unique learning needs. Technological tools, combined with independent and joint working opportunities, should be brought back to the physical or hybrid classroom in conjunction with online pedagogical approaches that increase active, collaborative learning and learner-generated choices.

VOCABULARY

Words Often Confused

- A.
1. rise
 2. implies
 3. council
 4. evoked
 5. bated
 6. exceeds
 7. Discreet
 8. Palette
 9. Reins
 10. Shear

B. Make Sentences with the sets of words

1. A. hoard :They have begun to hoard food and gasoline and save their money
b. horde :A horde of tourists entered the museum
- 2a. Illusion :The video game is designed to give the illusion that you are in control of an aeroplane
b. Allusion: The beginning of the book has an allusion which hints at how the book ends
- 3.a. Diffuse: As agriculture developed, agricultural ideas diffused across Europe
b. Defuse: No one knows how to defuse these nationwide prices