Geethanjali College of Engineering and Technology (UGC Autonomous)

Cheeryal (V), Keesara (M), Medchal District – 501 301 (T.S)

ADVANCED ENGLISH COMMUNICATION SKILLS LAB

Laboratory Work Book

18CS32L1

Geethanjali

DEPARTMENT OF COMPUTER SCIENCE AND ENGINEERING

(2020-2021)

HOD-CSE

Lab Incharge **Dr. A. Sree Lakshmi**

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY
(UGC Autonomous)
CHEERYAL (V), KEESARA (M), Medchel District -501301

ADVANCED ENGLISH COMMUNICATION SKILLS (AECS) LABORATORY

WORK BOOK

III B.Tech II Semester

CSE

2020-2021

Name: _____

Roll No:_____Class:_____Branch: _____

Academic Year: 2020-2021.

GEETHANJALI COLLEGE OF ENGINEERING AND TECHNOLOGY
(UGC Autonomous)
CHEERYAL (V), KEESARA (M), Medchal District -501301

ADVANCED ENGLISH COMMUNICATION SKILLS LABORATORY
WORK BOOK

Computer Science and Engineering
III/II
2020-21

This is to certify that Mr. /Ms._____has satisfactorily completed exercises/activities in **Advanced English Communication Skills** Laboratory.

Roll No_____ Semester_____

Year _____ Branch_____

Course Coordinator **Faculty-in-charge**

Internal Examiner **External Examiner**

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Syllabus:

18EN32L1 – Advanced English Communication Skills (AECS) Lab

L	T	P/D	C
-	-	2/-	1

1. **Activities on Fundamentals of Inter- Personal Communication and Vocabulary Building:** Responding appropriately and relevantly using the right body language- discourse skills-word roots, one-word substitutions, business vocabulary, analogy, collocations and uses of vocabulary- Resilience and Personal Management- Managing stress, time, anger and other emotions, assertiveness and culture shock.

2. **Reading Skills:** Reading for facts, specific information, Reading between the lines, negative facts – inferential reading- critical reading.

3. **Activities on Writing:** Writing process, gather information, Analyzing the content, formatting, editing, Resume writing and CV preparation, writing SOP, letter writing and email writing.

4. **Activities on Presentation Skills:** Oral Presentations (individual & group), seminars, ppts and written presentations through posters/ projects/ portfolio writing, brochures and reports.

5. **Activities on Group Discussion and Interview Skills:** Dynamics of Group Discussion– intervention, summarizing, body language, relevance and organization of ideas and rubrics for evaluation. Pre- interview planning, opening strategies, answering strategies, interview through Tele- Conference &Video Conference and Mock Interviews, Videos of Mock Interviews.

Book(s) Recommended:

1. Technical Communication, Meenakshi Raman & Sangeetha Sharma, Oxford University Press, 2009.
2. English Vocabulary in Use series, Cambridge University Press, 2008.
3. Communication Skills, Leena Sen, PHI Learning pvt. ltd., New Delhi 2009.
4. Communication Skills, Sanjay Kumar and Pushp Lata, 2nd edition, Oxford University Press.

PERFORMANCE INDICATOR

S. No.	Name of the Activity	Page No.	Date of Activity	Date of Submission	Marks Awarded	Faculty Sign
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Vision

Geethanjali visualizes dissemination of knowledge and skills to students, who eventually contribute to well-being of the people of the nation and global community.

Mission

- To impart adequate fundamental knowledge in all basic sciences and engineering, technical and Inter - personal skills to students.
- To bring out creativity in students that would promote innovation, research and entrepreneurship.
- To Preserve and promote cultural heritage, humanistic and spiritual values promoting peace and harmony in society

Computer Science and Engineering

Vision of the Department

To produce globally competent and socially responsible computer Science Engineers contributing to the advancement of engineering and technology which involves creativity and innovation by providing excellent learning environment with world class facilities.

Mission of the Department

1. To be a centre of excellence in instruction, innovation in research and scholarship and service to the stake holders, the profession and the public.

2. To prepare graduates to enter rapidly changing field as a competent computer science engineer.

3. To prepare graduates capable in all phases of software development, possess a firm understanding of hardware technologies, have the strong mathematical background necessary for scientific computing, be sufficiently well versed in general theory and practice to allow growth within the discipline as it advances.

4. To prepare graduates to assume leadership roles by possessing good communication skills, ability to work effectively as team members, appreciation for their social and ethical responsibility in a global setting.

Program Educational Objectives (PEOs)

PEO-I: To provide graduates with a good foundation in mathematics, sciences and engineering fundamentals required to solve engineering problems that will facilitate them to find employment in industry and/or to pursue postgraduate studies with an appreciation for lifelong learning.

PEO-II: To provide graduates with analytical and problem solving skills to design algorithms, other hardware/ software systems, and inculcate professional ethics, inter-personal skills to work in a multi-cultural team.

PEO-III: To facilitate graduates get familiarized with state of the art software/hardware tools, imbibing creativity and innovation that would enable them to develop cutting-edge technologies of multi-disciplinary nature for societal development.

Program Outcomes (POs)

Engineering Graduates will be able to:

1. **Engineering knowledge**: Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.

2. **Problem analysis**: Identify, formulate, review research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.

3. **Design/development of solutions**: Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.

4. **Conduct investigations of complex problems**: Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.

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.

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.

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.

8. **Ethics**: Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

9. **Individual and team work**: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

10. **Communication**: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, and give and receive clear instructions.

11. **Project management and finance**: Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

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.

Program Specific Outcomes (PSOs)

PSO 1: Demonstrate competency in Programming and problem solving skills and apply these skills in solving real world problems

PSO 2: Select appropriate programming languages, Data structures and algorithms in combination with modern technologies and tools, apply them in developing creative and innovative solutions

PSO 3: Demonstrate adequate knowledge in emerging technologies

Mapping of Course outcomes with Program outcomes

- When the course outcome weight age is < 40%, it will be given as moderately correlated
- When the course outcome weight age is >40%, it will be given as strongly correlated

POs	1	2	3	4	5	6	7	8	9	10	11	12
CO 1	-	.	.	.	-	2	-	-	3	3	-	3
CO 2	-	.	.	.	-	-	-	-	3	3	-	3
CO 3	-	.	.	.	-	2	-	-	3	3	-	3
CO 4	-	.	.	.	-	2	-	-	3	3	-	3
CO 5	-	.	.	.	-	2	-	-	3	3	-	3

Mapping of Lab Course with Program Educational Objectives

S. No	Course component	Course	YEAR	PEO 1	PEO 2	PEO 3
1	English	**AECS**	III/II sem	√	√	-

Mapping of Lab Course with Program Specific Objectives

S. No	Course component	Course	YEAR	PSO 1	PSO 2	PSO 3
1	English	**AECS**	III/II sem	-	-	-

Mapping of Lab Activities with Course Outcomes

M. No.	MODULE	CO1	CO2	CO3	CO4	CO5
I	Activities on Fundamentals of Inter-Personal Communication and Vocabulary Building	3	3	3	3	3
II	Reading Skills	3	-	3	3	3
III	Activities on Writing	3	-	3	3	3
IV	Activities on Presentation Skills	3	3	3	3	3
V	Activities on Group Discussion and Interview Skills	3	3	3	3	3

COURSE OVERVIEW:

The introduction of the Advanced English Communication Skills Lab is considered essential in 3rd year. At this stage, the students need to prepare themselves for their career. In order to gain necessary interpersonal communication skills in the globalized context, students should be trained. The proposed course enables students to use English in various contexts intelligibly and carry out the following functions.

- Gather ideas and information.
- Organize ideas relevantly and coherently.
- Develop skills to take failures as lessons and spring back.
- Maintain cordial relationship with people around them.
- Participate well in Group Discussions.
- Face interviews boldly.
- Write project/research /technical reports.
- Make effective Oral Presentations.
- Write Formal Letters lucidly.
- Transfer information from non-verbal to verbal texts and vice versa.
- Adept and active in social and professional communication.

COURSE OBJECTIVES:

Develop ability to:

1. Improve students' fluency in spoken English.
2. Enable them to acquire behavioral skills required for their personal and professional life.
3. Help students develop their vocabulary.
4. Read and comprehend texts and respond appropriately in different Socio-Cultural contexts.
5. Communicate their ideas.

COURSE OUTCOMES:

At the end of the course, students would be able to:

1. Acquire vocabulary and use it contextually.
2. Demonstrate effective Listening and Speaking Skills.
3. Develop proficiency in academic reading and writing.
4. Establish employability skills thereby increasing Job prospects.
5. Communicate confidently in formal and informal contexts.

Pre-requisite(s) :

None

Evaluation pattern:

The performance of the students in Advanced English Communication Skills Laboratory is evaluated in the pattern given below:

Internal Assessment: 30 Marks

1) Two Lab Internal Examinations are conducted for 30 marks.
2) Continuous evaluation is done for **15** marks based on the following:
    a. Participation and performance in the Lab.
    b. Submission of workbook on time.
    c. Etiquette.
3) A written test is conducted for **15** marks for Internal Exams.
4) Total marks for internal assessment is 30.

External Examination: 70 Marks

External assessment is based on a 3 hour examination.

Evaluation Pattern

- Written Test - **45** Marks
- Activity- **15** Marks
- Viva Voce- **10** Marks

General Instructions

1) Students are instructed not to use Pen Drives during Lab sessions.

2) Headphones should not be used for any other purpose except for listening to the software.

3) Students are requested to be careful while operating the computers.

4) Students must bring their Lab Work Books to the Lab without fail and get them signed by the faculty-in- charge.

5) Use of mobile phones during Lab hours is strictly prohibited.

6) Students should come formally dressed. Jeans, shorts, T-shirts are prohibited.

7) Students should maintain punctuality in attending the Labs.

8) Students should enter their names and system number in the Log-in Register.

9) Student should use the same system every time.

10) Students are not allowed into the Lab without ID cards.

11) All students should actively participate in the lab activities.

12) Students are evaluated based on their active participation and behavior.

MODULE –I
ACTIVITIES ON FUNDAMENTALS OF INTER- PERSONAL COMMUNICATION AND VOCABULARY BUILDING

Objectives:

Students' develop ability to:

- Interact and work in groups, improving their professional discourse skills
- Analyze different personality traits among group and also self.
- Identify their own strengths and weaknesses while communicating and correct themselves.
- Develop proper vocabulary to converse in Multi-cultural Environment.
- Imbibe necessary skills to cope up with any difficult situation.

Inter-Personal Communication

Interpersonal communication can be defined as the process by which people exchange ideas, information, feeling and meaning through both Verbal and Non-verbal messages. It is a kind of face to face conversation that takes place between strangers or known individuals, in any context or situation. It is not just about what is actually said, the language used, but also focuses on how it is said. The Non-verbal messages sent through the tone of voice, facial expressions, gestures and body language also play an important role.

Conversation is a form of interactive, spontaneous communication between two or more people. It is an important aspect in spoken communication. The development of Conversational Skills and Etiquette is an important part of socialization and is the need of the hour.

Discourse Skills

Discourse is any written or spoken communication. It is an expression of thought through language. The word discourse comes from the Latin word '*discursus'*, which means "running to and fro" which refers to the act of transferring information where the conversation flows "to and fro," .

Oral discourse is a communication or transfer of information using words that are spoken. It lends itself to the use of **speech acts**, which are functions of communication that might include congratulating, ordering, demanding, promising, hinting, warning, or greeting. Oral discourse often also contains **discourse markers**, such as words that create pause or separation of ideas such as "well", "so", "anyway", or "you know".

Written discourse is also the transfer of information, involves the written word. Written discourse is often tied with **genre**, or the type and/or structure of language used to imply purposeand context within a specific subject matter. Written discourse often contains **discourse markers**, such as words that are effective and gives a meaningful flow of text such as "for instance", "by and large", "additionally", "furthermore", "inclusion".

Characteristics of Oral Discourse

- Meaning of the word or the sentence is supported with proper nonverbal communication, tone and intonation.
- It is often less planned and hence contains less structure.
- The pace of communication is generally determined by the speaker.
- Mostly the words are used with fewer syllables and less complex sentences.
- The receiver must listen to the speech or presentation at once to comprehend it.Discourse cannot be changed or taken back once it is delivered.

- It is more personable and involves a shared situation between speaker and listener.

Characteristics of Written Discourse

- The meaning might be supported by visual graphics.
- More precise words can be chosen carefully and used.
- The pace of communication is determined by the reader or receiver.
- Larger words and more complex sentences are used to make the message more interesting.
- Once written, words can still be changed or rearranged in order to make communication more precise
- The audience for written discourse is not always known.
- It is less personable and can be very one-sided.

Types of Discourse

Discourse is primarily divided into four types - argument, narration, description, and exposition. Many acts of communication include more than one of these types in quick succession.

- Argument: A form of communication meant to convince an audience that the writer or speaker is correct, using evidence and reason.
- Narration: This form of communication tells a story, often with emotion and empathy involved.
- Description: A form of communication that relies on the five senses to help the audience visualize something.
- Exposition: Exposition is used to inform the audience of something with relatively neutral language, i.e., it's not meant to persuade or evoke emotion.

Important aspects to enhance the discourse

1. Conversation should be content related and shouldn't get deviated from the topic.
2. There should be meaningful flow of the speech or the text.
3. Relevant language should be used, formal or informal.

Kinesics - Role of Body Language in Communication: Body language plays an important role in communication. Most often it sends signals stronger than words. The sub-conscious mind controls the body movements, so listeners can easily understand if there is a difference in what is said and thought. Hence, it is very important that words and body language complement each other. Some of the aspects of Non-Verbal Communication are:

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.

Importance of body language:-

- Body language can instantaneously help in assessing the interest of people.
- It is a personal way of expressing emotions.
- It makes communication interesting.

Positive body gestures

Positive body gestures enhance confidence and security. They are signs of active participation and leave a good impression. Positive gestures include:

- Walking upright
- Shaking hands confidently
- Having a pleasant face
- Nodding head in a positive gesture
- A steady eye contact

Negative body gestures

Negative gestures symbolize insecurity and restlessness. Such gestures show lack of confidence and should be avoided.

- Being up tied or stiff
- Biting nails
- Getting distracted
- Artificial smile
- Looking at something else while talking, instead of the speaker
- Improper gestures/postures

Points to remember:

- Never be stiff while making movements.
- Avoid body language that may be misunderstood or look unprofessional. E.g. Winking.
- A consistent eye contact is a positive sign and must be used.
- Avoid fiddling with things around. It may distract the attention of the people.
- Each body part movement signifies something and helps in interpreting. E.g. Standing with hands on hips signifies aggression, nodding head signifies agreement and active listening, biting nails signifies nervousness.
- Body language does not give time to think and must be used appropriately.

Role-Plays:

Role-play is defined as Communication in various situations which is totally formal though the situation may be informal. It is putting oneself in others' shoe and enacting the role. Learning by doing is mostly preferred in the process of effective language learning. Role Play is the platform where the students improve the speaking skills, non-verbal communication, and contextual usage of language. This makes the student understand how to face real life situation.

For example, executives in organizations need to be more specific in their conversations at workplace. Expressions used in such conversations should be extremely polite, planned, practiced and presented in order to display the spirit of professionalism. For instance, theexpressions used in asking for information are different from complaining. Thus, the students should know the differences and master them to be proficient in using the language.

Few expressions that are generally used in Role Play are given below for better understanding:

- Would you mind .....?
- I am pleased ……...
- I wonder…….
- Would be pleased ……..
- If I were ……
- Should I..... ?

Role-play can enhance the learning experiences. Role-Plays are useful in giving practice of dealing with real life situations/problems. Students are trained in developing interpersonal skills specially Formal Communications in organization/ industry.

Exercise:

Write appropriate conversation exchanges for the following situations.

1. You are the director of a company and decided to select the best manager of the year. Address your colleagues on the criteria to select the candidate.

2. You and your friend have decided to attend a musical concert in the city. Write a dialogue about the discussion on the choice of going to the concert.

3. Browse and write various formal expressions used in situations like complaining, apologizing, giving and asking for information, agreeing and disagreeing.

Activity:

Director: Good morning everyone! I am sure you are aware of the fact that our Mobile company would be completing ten successful years by next month.

Co-Directors : Yes sir. We are aware of it.

Director: I am also happy to share with you that we are one of the top five companies to achieve this in a short span of time.

Co-Directors : Congratulations Sir!

Director : On this occasion, I wish to honor few people who have been instrumental in taking our company to this position.

Co-Director A: We are happy to know that Sir!

Co-Director B: That is a great idea!

Director: Firstly, let us discuss the criteria to decide the Best Manager.

Co-Director B: This will be a challenging task Sir, as there are many good Managers in our company.

Director: I suggest the following parameters and I request you to feel free to add more: 1. Performance 2. Team Management Skills 3. Customer Care Skills 4. Willingness to Work Extra Hours 5. Skills to Enhance Sales of the Company.

Co-Director A: These are very good parameters Sir, I feel it would be nice if we also take feedback from the teams to decide the Best Manager.

Co-Director B: Yes Sir, this would be ideal.

Director : Since all of us agreed on the parameters, we shall take feedback from the team members and decide the Best Manager of the company.

Co-Directors : Sure Sir, we shall work on the logistics of taking feedback.

Director: We shall end the meeting and thank you for your suggestions.

Activity:

Grace : My favorite band will be in town tonight. Let's go to the concert.

Matt : Oh, I would love to. But I am on a tight budget. How much does it cost?

Grace : Don't worry, I will treat you. Just come with me. I just can't stand going to concerts alone.

Matt : OK, if you say so. What kind of music do they play?

Grace : I guess I would call it rock. Do you like rock?

Matt : Yes, fine with me. When does the concert start, and where will it take place?

Grace : It starts at 9:00 pm, and it will be held at the City Hall. How about we meet at a bar and have a few drinks before the concert?

Matt : Good idea. Can I bring a friend of mine?

Grace : Sure, you can bring a friend. I wonder if we can bring some beverages to the concert.

Matt : I wouldn't try that. It's usually forbidden.

Activity:

Complaining:

- I have a **complaint** to make. ..
- I'm sorry to say this but...
- I'm afraid I've got a **complaint** about...
- I suspect a problem with...
- Excuse me but there is a problem about...
- I want to **complain** about...

Apologizing:

- Sorry about …….
- I'm sorry for… / I'm sorry that… / I **apologize** for…
- It was my fault.
- I should have… / I shouldn't have…
- We deeply regret / Please accept our **apologies**.
- I regret / My bad…..

Giving instructions:

- First, (you)…….
- The next step is…….
- Before you begin…….
- The first thing you do is…..
- Once you have done that…..
- To begin with……

Asking instructions :

- Could / Can you tell me ……?
- Do you have any idea……?
- What do you suggest…….?
- Can you show me how to……?
- I wonder if you could tell me…….
- What is the best way to…..?

Agreeing and Disagreeing:

Agreeing :

- I tend to agree with you.
- That's a good idea.
- I totally agree with that idea/ proposal.
- I am with you on that point.
- I couldn't agree more.
- I'll go along with that.
- That's how I see it too.

Disagreeing:

- I see things differently.
- I tend to disagree with that idea.
- I agree up to a point, however ...
- You have a point there, but ...
- Sorry, but I think you've missed the point.
- The idea is worth considering, but ...
- Well, I'm not sure of that because ..
- That might be acceptable if ..
- I'm afraid I don't agree / I disagree.

Vocabulary Building

"Without grammar very little can be conveyed, without vocabulary nothing can be conveyed", says the linguist, David Wilkins about vocabulary learning.

Vocabulary is a sum or stock of words employed by a group or an individual. It can also be a stock of words at a workplace or in a field of knowledge. It is the collection of words and terms available in communication. Developing good vocabulary is not only important to writers and speakers but also important to everyone in life both personally and professionally.

Uses of vocabulary

- It is a fundamental tool to sharpen communication.
- It makes a positive effect/impression on the listener.
- It improves reading comprehension and helps to think logically.
- Vocabulary helps in expressing appropriately and effectively (oral and written).
- It helps in acquiring knowledge and to become successful.

Tips to improve vocabulary

- Read, read, and read. Vocabulary can be improved by reading novels, newspapers and magazines, as one gets exposed to number of new words.
- Maintain a thesaurus or pocket dictionary, vocabulary guide or a smart phone.
- Learn one word a day, its synonyms and antonyms.
- Learn word roots (Etymology).
- Understand the meanings of as many prefixes and suffixes.
- Learn One-word substitutes, Business Vocabulary and use appropriately.
- Practice Verbal Analogy.
- Use Idioms and Phrases and Collocations in speech to make the conversation impressive.

Word Roots: The Root is the basic part of a word to which affixes (prefixes and suffixes) are added to form the new word.

Ex: The meaning of the root **Audi** is *'hear'*.
Words like **audible** and **audience** can be remembered by remembering the root word.

One-Word Substitute: Substituting a long sentence by a single word conveying the meaning of the sent**.**ence.

Ex: A person whom one knows but is not particularly a close friend- **Acquaintance.**

Business Vocabulary: It is defined as set of words used for specific purpose. For example, the words used by a lawyer are different from the words used by an engineer or a technocrat.

Ex: **Cash Cow:** It is a business term that is used to talk about a business, investment or product that gives steady income or profits.
Milord/ My Lord : It is a legal term used by lawyers which means a noble or a rich man.
Phishing : It is a term used by engineers which means a cybercrime .

Verbal Analogy: Analogy means similarity between like features of two different things, on which a comparison can be made. It is often used to explain a principle or idea.

Ex: Play is related to ground as pray is related to – **temple**
Ice : cold :: steel : hard
Sword : warrior :: pen : writer

Collocation: It is the combination of words formed when two or more words are often used together in a way that sounds correct but difficult to guess.

Ex: Richly decorated, fully aware, irreparable damage etc.

There are several different types of collocation made from combinations of verb, noun, adjective etc. Some of the most common types are:

- **adverb + adjective:** completely satisfied
- **adjective + noun:** excruciating pain
- **noun + noun:** a surge of anger
- **noun + verb:** lions roar
- **verb + noun:** commit suicide
- **verb + expression with preposition:** burst into tears
- **verb + adverb:** wave frantically

Exercise:

I. Write the meaning of the given root and form three words and make sentence using the new word.

1. Bios: Life

a. Bioscience (Science that deals with living things and life processes)

Ex: He earned a degree in **bioscience**, so he could understands the life process of living things better.

b. biography (an account of someone's life written by someone)

Ex: He wrote a biography of DR. A. P. J. Abdul Kalam .

c. Biosphere(part of the earth where organisms live)

Ex: CO2 is the accepted limiting resource for the **biosphere**.

2. Aster: Star

a. **Astrology** (a study of stars as having influence on human destiny)

Ex: Unlike astronomy , **astrology** cannot be described as an exact science.

b. **Asteroid** (a small planet that revolves around a large one)

Ex: Juno was the third asteroid to be discovered by astronomers early in the 19th century.

c. **Asterisk** (*) (typographical symbol used in printing note something special)

Ex: Higher values indicate greater differentiation, with significance indicated by asterisks (*).

2. Pathos: Suffering or disease

a. pathology (Study of disease)

Ex: It was developed as a private project and unassociated with an academic department of pathology.

b. sympathy (feelings of pity and sorrow for someone else's misfortune)

Ex: She expressed her sympathy to the bereaved family.

c. pathetic (deserving or inciting pity)

Ex: The pathetic scene presented by the stage artists moved the audience.

3. Verbum: Word

a. verbiage (use of too many words; chatter)

Ex: The speaker lost himself in **verbiage.**

b. verbatim (word-for-word copy or record)

Ex: The stories were transcribed **verbatim.**

c. Verbose (containing too many words , prolix)

Ex: His writing is difficult and often **verbose**.

4. **Philo**: **Love, Wisdom**

a. **Philosopher (**a person who is expert in philosophy the study of the nature of knowledge and reality)
Aristotle was great philosopher.

b. **philanthropist** (Love of mankind)
Mother Teresa was great philanthropist .

c. **philharmonic**(lover of music)
A.R. Rehman is philharmonic.

II. Write ten (10) One- word substitutes with its meaning.

1.Allegory: A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.

2. Autonomy: A self – governing country or region.

3.Bouquet: An arrangement of flowers that is usually given a person.

4.Calligrapher: A person who writes beautiful writing.

5.Dormitory: A large bedroom for a number of people in school or institution.

6.Epicenter: Part of the earth's surface that is directly above the place where an earthquake starts.

7.Fantasy: Ideas about doing something that is far removed from normal reality.

8.Gazette: Journals or newspapers, especially the official one of on organization or institution.

9.Hypocricy: Behavior in which somebody pretends to have moral standers or opinions that they do not actually have .

10.Introvert: One who does not express himself freely.

III. Exercise on Business Vocabulary

Read the sentence and find appropriate meaning for the highlighted word

1. Vijay Malya is a **Cash Cow**.

   a. Spendthrift b. Luxurious **c. Moneyed** d. Miser

2. We have to **address** this issue at the next meeting.

   a. raise b. rise c. contact **d. speak**

3. The success of our company is largely **dependent** on strong and capable staff members.

   a. poor b. **reliable** c. efficient d. trust worthy

4. Several of the sales **personnel** told me that they have received numerous complaints from customers.

   a. people b. cadre **c. staff** d. troop

5. Using mobiles while travelling has become **a dime a dozen**.

   a. usual b. unusual c. common **d. very common**

6. The word **bottom line** mean.

   a. result b. crises **c. conclusion** d. essence

7. A report has revealed that men are paid high **wages** than women in most of the companies.

   a. salaries b. bonus c. accounts d. gifts

8. The gender discrimination still exists in **workplaces** in many countries, despite legislation to ensure equality.

   a. office b. enterprise c. establishment d. system

9. The last and the biggest **transaction** the brothers made was for 25billion Euros.

   a. proceeding b. action c. agreement **d. deal**

10. The Prime Minister Mr.Modi is **"at the helm"** of affairs in our country.

    a. controller b. leader **c. in-charge** d. driver

III. Choose the correct options :

1. Drama is to Stage as Tennis is to_____.

   a. Field **b. Court** c. Net d. Racket

2. Eternal is to Forever as Ubiquitous is to_____.

   a. Variously b. Widespread **c. Uniformly** d. Everywhere

3. Poodle is to Dog as Great White is to_____.

   a. Donkey b. Dolphin c. Pony **d. Shark**

4. Jade is to Green as Ruby is to_____.

   a. Red b. Blue c. Orange d. Yellow

5. Opthalmia is to Eye as Rickets is to_____.

   a. Kidney b. Nose **c. Bone** d. Heart

IV. Write two (2) appropriate Collocations with the following combination and make sentence using each collocation:

1. Adverb + Adjective :

a. Highly unusual

Ex: Receiving such intensive medical therapy is highly unusual.

b. **Painfully Shy**

Ex: As a child, I was painfully shy I didn't speak much.

2.Noun + Verb :

a. Birds tweet

Ex: The male **birds tweet** to attract their mates.

b. Snow fall

Ex: We never experienced such a **snow fall** in our country as in this year.

3. Noun + Noun:

a. Single entry

Ex: Her new visa is for single entry and valid for one year.

b. **Speed Limit**

Ex: They said he was exceeding the speed limit.

4. Verb + Noun:

a. Committing Murder

Ex: The prisoner was hanged for committing murder .

b. Give presentation

Ex: He has been asked to **give presentation** on his research topic.

5. Verb + preposition:

a.Admire for

Ex: I admire my colleague for his patience.

b. Get rid of

Ex: Could you please **get rid of** these pieces of cake?

6. **Verb + adverb**

a. **Placed gently**

Ex: She placed her keys gently on the table.

b. Whisper softly

Ex: Mary whispered softly in John's ear.

7. Adjective + Noun:

a. Regular exercise

Ex: Regular exercise is good for health.

b. Maiden voyage

Ex: The Titanic sank on its maiden voyage.

RESILIENCE
Introduction:

We all live with a purpose. One of the common traits to live with purpose is to find meaning and learning in all of life's experiences to make one emotionally strong.

This ability to find meaning in one's life experiences, especially when confronting life's challenges offers a psychological buffer against obstacles. We sometimes undergo stressfulsituations at the workplace which require some kind of special adaptability. This is termed as Resilience.

What is Resilience?
Resilience is the ability to withstand, recover, and bounce back amid stress, chaos, and ever-changing circumstances. Resilient people don't dwell on failure but acknowledge the situation, learn from their mistakes, and move forward. Resiliency is a skill that can be learned and improved with practice. It is a pro-active and determined attitude to face challenges, being aware of risks, vulnerabilities and able to make strategic decisions. Resilience is the ability to use external as well as internal resources successfully to resolve issues.

To be an effective leader, first one needs to be an effective manager of oneself. One has to stay focused, productive, and energetic, despite the inevitable chaos and change swirling around oneself.

The three main characteristics of resilient people:

- **Face Challenges:** Resilient people overcome stress as they are self-motivated, look at it in a positive way and accept it. The approach can be contrasted if, stress is viewed as an unfortunate or even paralyzing force that overpowers rather than motivates.

- **Personal control:** In general, resilient people tend to accept challenges and work to overcome and even master them. Even when a situation is out of control, resilient people work on all the existing possibilities or sometimes try to work beyond the possibilities.
  For example, when faced with a loss (job, loved ones, finances, etc), a resilient person would seize on opportunities for exploring new options rather than become depressed and demoralized.

- **Commitment:** Resilient people persistently put in efforts because they are committed to an active, engaged outlook toward challenges, which motivates them to actively attempt to influence their surroundings and to persevere even when their attempts don't seem tobe working out. They are dedicated to finding that meaning towards taking an active, problem- solving approach to situations with commitment.

Various other Attributes of resilient people:
1. Resilience requires insight
2. Resilience is independent
3. Although resilience is independent, it is also dependent
4. Resilience calls for initiative
5. Resilience has an element of creativity
6. A resilient person is humorous
7. A resilient person has a strong sense of morality

Ways to Manage and Strengthen Resiliency
Resiliency, like a healthy muscle, must be exercised regularly to function well. Below are some conditioning tips for building resiliency.

- **Renew yourself:** Don't be afraid to learn new things in order to adapt to changes**.**
- **Build and maintain connections:** Having good, close relationships with family members, friends, or others is very important. Accepting help and support from othersand being empathetic and compassionate towards others in need, strengthens one's resilience. Seeing the world from another's viewpoint is both powerful, humbling and has a positive effect on resiliency.
- **Avoid seeing crises as insurmountable problems.** When one has to confront tough or stressful issues at work place or in life, do not worry and lose temper. Be flexible, interpret and respond to the situation by being creative and experiment new ways by looking beyond the present situation to improve the future circumstances.
- **Keep communication channels open and dynamic for a hopeful outlook:** Transparent and consistent communication when working in a team helps the team motivated.
- **Be Grateful:** Pay attention to your own needs and feelings. Focus on what 'YOU' are.

Conclusion
Improving mental toughness, honing strengths, and fostering good relationships are core competencies that make a person successful. However, we will be able to develop strategies which allow us to become resilient. We have both strengths and weaknesses but resilience helpsus to balance both.

PERSONAL MANAGEMENT

TIME MANAGEMENT
In today's competitive and challenging life, Time Management plays a crucial role to achieve one's goals not only for the purpose of better placements for livelihood but also for the purposeof fulfilling one's ambitions and dreams. As such, managing time effectively is the need of the hour. It is not just a behavioral skill but also a cognitive skill where thinking and mindset play a significant role in determining one's performance or results. The techniques and skills for managing time have to be nurtured in order to achieve the desired outcome in any situation/context. In simple terms, Time Management is defined as, "the process of organizing and planning how to divide time on specific activities in order to increase efficiency or productivity".

Time Management Skills

The following are the important time management skills:
1. Goal Setting: The first step in goal setting is to plan and organize the goals. The next step is to set the goals that are feasible. Set short term and long-term goals.

2. Prioritization: It is about making a check list of what is to be done and what has to be avoided. It should begin with eliminating the tasks that are not necessary. The next is to switchon to the most important work to be done with the available resources that support your goals.

Prioritize your tasks as **important and urgent**, **important but not urgent**, **Urgent but not important** and **not urgent not important**. It is not necessary that one must do all the tasks. Few can be delegated in order to complete the task in time.

3. Decision Making: Decision making requires some preparation beforehand so as to have clear plan of action to achieve goals. It involves taking decisions regarding the tasks, time andresources available.

4. Planning and Organizing: It is an important Time Management Skill because it allows one to understand all the required tasks to complete a specific work or a project. Organizing tasks basedon priority, availability of resources saves a lot of time. Planning and organizing go together.

5. Communication Skills: Communication Skill is an important parameter in all the other skills involved in Time Management. It involves inter-personal skills that need to be enhanced. Brain storming, with the team members for decision making, planning and organizing, Communication skills have a significant role to play.

Time Management Strategies

- Plan the day's work beforehand. Maintain an organizer and a planner.
- Keep a planner and make 2 to 3 plans for a goal to be achieved. In case Plan A fails, then Plan B can be implemented.
- Start your day with clarity and purpose. Stay positive and calm.
- Have a task list and update the same as and when the task is completed.
- Revisit the task list and record what is done and what has to be done. Add or delete tasks as required.
- Focus on activities that add value to your task and have a positive impact on the productivity or performance.
- Minimize interruptions and multi-tasking. Avoid the use of Social Media during the tasks.
- Review at the end of each task.

Multi-Tasking or No Tasking:

Urgent / Important	Important / Not Urgent
Important / Time taking	**Important / No Time limit**

ANGER MANAGEMENT

Anger is an emotion which is neither good nor bad. It conveys a message that certain situation is upsetting, or unjust, or threatening. It's perfectly normal to feel angry when one has been ill-treated, but it becomes a problem when it is expressed in a way that harms oneself or others i.e, when it is out-of-control. Out-of-control anger hurts physical and mental health, career and relationship with others. Hence, one needs to control anger and should not allow anger to escalate. Anger Management is two folded: to eliminate unnecessary anger, and to express necessary anger in healthy ways.

Do's and Don'ts when one is Angry

Do's:

1. Focus on the physical sensations of anger
2. Take some deep breaths
3. Take a walk or meditate
4. Sense of sight, smell, hearing, touch, and taste are to be put to use

5. Stretch or massage areas of tension. (Roll your shoulders, or gently massage your neck and scalp)
6. Slowly count ten

Don’ts:

1. Don’t speak or take hasty decisions
2. Don’t make vague requests
3. Don’t participate in arguments
4. Don’t sleep, drive, eat or drink alcohol
5. Don’t post about the conflict on Social Media.

When you start getting upset about something, take a moment to think about the situation. Ask yourself:

- How important is it in the grand scheme of things?
- Is it really worth getting angry about it?
- Is it worth ruining the rest of my day?
- Is my response appropriate to the situation?
- Is there anything I can do about it?
- Is taking action worth my time?

EMPATHY:

Empathy is awareness of the feelings and emotions of other people. It is a key element of Emotional Intelligence that links self and others which enable individuals to be empathetic. In theworkplace, empathy can show a deep respect and care for co-workers. Empathy is a powerfultoolfor the leaders in make. It increases productivity. Being empathetic, allows leaders to help struggling employees to excel in the career.

Elements of Empathy are:

1. **Understanding others:** Shows sensitivity and tries to help them to resolve their problems
2. **Developing others:** Responding to others’ needs and concerns and helping them to develop their full potential
3. **Being Service Oriented**: Take an extra mile to help others
4. **Leveraging Diversity:** It’s not just treating everyone exactly in the same way, but act on their needs and feelings
5. **Political awareness:** Sensing and responding to the group’s emotional undercurrents and power relationships

Three important attributes to develop Empathy:

1. **Listening:** Listen intently to every word of conversation. It is shown through one’s gestures, energy and posture
2. **Openness to others:** Value curiosity that one feels for the customs, experiences and knowledge the other person has
3. **Not being egoistic :** Let go off ego and pride as it leads to accept others as they are

CULTURE SHOCK

Culture Shock is the term used to describe the feelings of confusion and uncertainty that are experienced when one comes into contact with a culture that is vastly different from one's own. Culture shock can be commonly seen in Communities, foreign students, immigrants and refugees. Even students who live in their home countries suffer from culture shock as they make the transition into any foreign environment. It is the personal disorientation a personmay feel when experiencing an unfamiliar way of life due to immigration or a visit to a new country,a move between social environments.

Living abroad can be an exhilarating experience that encourages to reduce culture shock, increases cultural curiosity and supports willingness to explore unfamiliar terrains. **Culture shock** has four different **phases**: Holiday - Frustration – Adjustment - Acceptance.

1. The Holiday Stage:

The first stage of culture shock is often overwhelmingly positive during which travelersbecome infatuated with the language, people and food in their new surroundings. At this stage, the trip or move seems like the greatest decision ever made, an exciting adventure to stay on forever. On short trips, the holiday phase may take over the entire experience as the latereffects of culture shock don't have time to set in. On longer trips, this stage usually phases out.

2. The Frustration Stage:

Frustration may be the most difficult stage of culture shock and is probably familiar to anyone who has lived abroad or who travels frequently. At this stage, the fatigue of not understanding gestures, signs and the language sets in and miscommunication may occur frequently. Short interactions, friends, missing loved ones, food, surroundings etc. may trigger frustration. Frustration is a natural reaction of people spending extended time in new countries.

Bouts of depression or homesickness and feelings of longing to go home where things are familiar and comfortable are all common during the frustration stage.

3. The Adjustment Stage

Frustrations are often subdued as travelers begin to feel more familiar and comfortable with the cultures, people, food and languages of new environments. Navigation becomes easier, friends and communities of support are established and become more recognizable during the adjustment stage.

4. The Acceptance Stage:

Sometimes weeks, months or years after wrestling with the emotional stages outlined above,the final stage of culture shock is acceptance. Acceptance doesn't mean that new cultures or environments are completely understood, rather it signifies realization that complete understanding isn't necessary to function and thrive in the new surroundings. During the acceptance stage, travelers have the familiarity and are able to be together and use the resources they need at ease.

On our own, we can quite easily understand the distinct differences like -**Appearance, Accent, Manners, Habit** .However; this is just the tip of an iceberg. The differences that cause culture shock are more often unseen and therefore more likely to be overlooked. These are **Attitudes, Beliefs, Values, and Perceptions.**

First, one needs to understand and appreciate one's culture. This self-awareness and reflection helps in gaining a deeper perspective of what and why some things are different.

Understanding differences and their reasons gives more empathy and tolerance, which are imperative for building rapport, the keystone of maintaining relationships.

SEVEN PRACTICAL TIPS TO MINIMISE CULTURE SHOCK
Few tips needed to develop one's own strategies to overcome culture shock are:

1. STOP THINKING ABOUT HOME
Avoid constant and relative comparisons with home. It won't help you to settle in.
'Be a Roman while you are in Rome.'

2. BE OPEN MINDED
Be always positive-minded towards people or situations and make friends.

3. GET ACTIVE
Start a new hobby or pastime which makes you busy and keeps you away from homesickness.

4. ACCEPT and ADJUST
When you are in a culture shock, accept the new situations and adjust to the people and make new friends.

5. MINGLE
Enlighten others about your culture.

6. DON'T BE SHY
Being an introvert makes you feel the culture shock more so, have an open mind to various unexpected situations.

7. EXPLORE!
Travel and see new places that will make you appreciate the new surroundings, people, customs etc. This is a once in a lifetime experience, enjoy it. Go for trekking, explore ruins, attend cooking classes, learn the language and, most importantly, don't look back and say what if…..!?

Conclusion: It is a normal and natural reaction to be in a culture shock state in new and strange surroundings. Coping up with culture shock makes an individual professionally and personally successful.

'Explore to make memories'
Explore new avenues and adapt

Outcomes :

By the end of the module the students will be able to

- Understand others well and behave as independent individuals
- Assist in building co-operative teams
- Recognize various tools to form sentences
- Accept and adjust to the new cultures
- Enhance their adaptability

Discussion Topics

1. Narrate an incident or a situation in your academic /professional life where you lost your confidence but were resilient. How did you gain confidence in that situation?
2. When you are 'in blues', mention all the unpleasant thoughts or feelings you get and howdo you try to come out of it?
3. How would you react when you encounter an unprecedented experience or situationat home or workplace?
4. You were desperately awaiting your VISA to the USA in a week and the lock down inthe country due to COVID 19 was declared. You cannot leave the country. How do you react?

Activity:

Activity: 1. Narrate an incident or a situation in your academic /professional life where you lost your confidence but were resilient. How did you gain confidence in that situation?

Note: (Free response from students. They narrate their own experiences)
Usage of proper vocabulary, cohesion and coherence will be checked.

First year at college had been very tough for Raju as he could hardly understand or speak English language .He felt devastated when Teachers and his classmates taunted him for his bad communication skills. In spite of all the humiliation and pain, he decided to overcome his weakness. He worked diligently and improved his language skills by the end of the academic year. His resilience came from his desire to overcome his shortfall and a positive outlook.

Activity: 2. When you are 'in blues', mention all the unpleasant thoughts or feelings you get and how do you try to come out of it?

When I am in blues, I try to be alone and do not talk to anyone. I feel very irritated if someone talks to me. In the worse situation, I feel like fleeing from my people. I feel that I am a left out and the most unwanted.

To come out of this annoying situation I try to have enough sleep. Make myself happy by listening to some soothing music or watching some movie or read a good book. I always feel better when I talk to my mother / a person close to my heart.

Activity: 3. How would you react when you encounter an unprecedented experience or situation at home or workplace? (You were desperately awaiting your VISA to the USA in a week and the lock down in the country due to COVID 19 was declared.)
Note: (Free response from students. They narrate their own experiences)
Students need to concentrate on proper use of vocabulary, cohesion and coherence.

I would be disappointed and appalled with the news. As it is an inevitable situation, I need to reorganize my plans and utilize my time well. I shall orient this situation as an opportunity in building my career.

Activity4:
Answer the following questions:

1. **How do you react to failures in life?**

   I have faced different challenges in my career. I have stood up to them to my full potential. In one of these tasks, I feel I did not deliver the expected outcome. It was during the initial years of my career. I was a part of a team with other experienced co-workers. We were given the responsibility to improve the target by 20% at the end of three months. Each one of us worked with great zeal to achieve it. At the end of the quarter, we could only manage to hit 16%. Although we were praised for the collective effort, I personally felt disappointed with my team's collective effort. During the course of the task, I gained experience required for working in a corporate environment but I feel I could have given better results at the end of it. I took it as a motivation to yield improved numbers in the coming years. And when the next target was given to us, we managed to attain the given figures with ease. The team acknowledged my effort and growth at the end. Although it was not exactly a big failure it ended up being a guide for me in tough circumstances.

2. Narrate an incident where you were exposed to a Culture-Shock and slowly adapted to it.

1. Learn as much about your host country as possible

Read through travel forums, guidebooks, news reports, or novels. Talk to people who have been there or -- better yet -- are from there.

Get to know as much as you can about what's considered polite or rude (for example, did you know it's rude to step over someone's bag in Madagascar?) and prepare yourself for some of the differences before you go.

2. Ask study abroad coordinators for advice

Specifically, ask them what other students have had a hard time adapting to and what they've done to cope. Each country has it's own nuances, so you're going to face a different situation in France as you would in Thailand. Ask those who know best!

3. Set learning goals for your study abroad trip
This may be obvious, but make sure you have goals for your study abroad trip, and make sure they include learning about your host culture. Do you love food? Make it a goal to learn how to cook a local dish.

4. Write down what you love when you first arrive, and look back later
During the honeymoon phase, write down all the things you love about your new host country (maybe even in your new study abroad blog?). Later, when you're feeling frustrated or irritated, use this list to remind yourself of all the good things about your host country, instead of the things that annoy you.

5. Find a healthy distraction
Especially in stage two, when you may have negative feelings towards your host culture, find a healthy distraction. Take some time to yourself, watch an episode of your favorite TV show, cook a meal from home, or have a solo dance party in your house.

Study abroad's a challenge, an introduction to a new culture, and an emotional roller coaster at times.

It's OK to feel overwhelmed and need a break from your host country -- just make sure it's a healthy distraction and you don't spend your whole time locked up in your house!

How to Deal with Culture Shock while Studying Abroad: Talk to Other Students
6. Talk to other students about how you feel
You'll likely know other students who are studying abroad with you. Talk to them about how they feel about your host culture. Ask them about how they feel, strategies they've used to cope with cultural differences.

Also, learn from them. They may have figured out something you're still confused about -- like why everyone keeps saying a particular phrase or how to politely say "no" when your host mom insists you finish everything on your plate.

7. Push yourself to make local friends
Of course, you'll learn even more if you make local friends. They're experts in their own culture and will be able to explain all the crazy little questions you have. And if they're a truly good friend, they'll pull you aside and tell you if you're unwittingly doing something offensive or weird. *Phew*!

8. Try to see things through your host culture's eyes
Put on your anthropology hat, kiddos. After all, your anthro class is likely where you first heard about culture shock, right?

Throughout every stage of culture shock, try to put your own worldview in your pocket and try to understand the world the way your host culture does.

Maybe you don't agree with some philosophies, and maybe it doesn't make sense within your own cultural context, and it doesn't have to. Just try to understand where they're coming from. Ask questions, be non-judgemental, be an anthropologist!

9. Get involved with the local community
Part of your feelings of culture shock may be because you feel like too much of an outsider, so get involved in your local community as much as possible. If you went to church at home, go to church there. If you volunteered at home, find a volunteer project in your host city. Join a sports team, go to major festivals, and make this new home a home!

10. Make an effort to learn the local language
Even if your program is in English, make an effort to learn a few basic phrases (or more!) in the local language. It's not just a way to understand more of the culture (language and culture are linked), but also to make friends, feel more included, and hey -- it's just fun!

MODULE II
READING SKILLS

'Books are the quietest and most constant of friends; they are the most accessible and wisest of counsellors, and the most patient of teachers'. Charles W. Elio-

Objectives:

Students would develop ability to

1. Acquire healthy reading habits. for their quality personal and professional life.
2. enrich their vocabulary
3. Read and comprehend texts and respond appropriately in different Socio- Cultural contexts.
4. Think divergently

Language is the amalgamation of four skills, listening, speaking, reading and writing. These four skills are necessary to enhance the quality of life. Listening and reading are called receptive skills. Speaking and Writing are the skills that produce the language for communication. The words 'Language' and 'Communication' are used interchangeably when we deliberate on Language Skills. Now-a-days, many students face trouble to read and followthe instructions written on a medicine bottle. Most of them are unable to fill the various formsnecessary to go for career advancement and improvement of quality of life. These behaviourallacunae are due to lack of proper Reading habits. Hence, the importance of Reading Skills is an undeniable fact. It is imperative that without Reading Skills

The essential skill- Reading is the students wouldn't foresee for bright career.

Uses of developing Reading Skills

1. It helps to learn listening thereby improves understanding ability.
2. It exposes persons to new things to find answers to the problems or proposes new avenues to solve them.
3. It helps to maintain and build cognitive function. It is about increasing your capacity to learn decipher codes and solve puzzles
4. It encourages self-improvement and Career Success.
5. It develops imaginative capabilities and helps to better personality. It also helps you to empathize with people by understanding various emotions, feelings and different cultures.
6. It helps to recognize various and different patterns that occur in writing. It is a means of language acquisition, communication and sharing information.
7. Reading fiction helps you understand social cues, and is joy forever.
8. It develops critical analysis and analytical thinking. It is a well-known fact that all New Innovations of Science are by voracious readers.
9. It can improve moral and ethical thinking. Reading books instill passion and make you a better writer.
10. Reading habit helps students to build good Self-Image and drives them not to lose hope or 'giving-up' attitude.

Reading is an important element of one's life. It is a means of discovering information to expand one's knowledge and understanding of the subject of any kind and any field. Reading helps in mental development and is known to stimulate the muscles of eyes. It involves greater levels of concentration and improves the conversational abilities of the reader.

READING FOR FACTS

Every reading contains facts and opinions. For higher level reading comprehension, it is essential for students to accurately distinguish between fact and opinion. To do this successfully, students must begin with definitions of the two concepts. Once the students understand the definitions, can gain practice and apply in reading wide range of material.

What is a Fact?
A fact generally refers to something that is true and can be verified as such. A fact is something that can be proven to be true.
What is an Opinion?
An opinion refers to a personal belief. It relates to how someone feels about something. Others can agree or disagree with an opinion. An opinion can or be cannot proved.
Why are facts and opinions important?
The ability to distinguish a fact and an opinion helps students to develop critical thinking and analytical skills in both their listening and writing. Fact and opinion are often woven together in texts and speeches. It is imperative that students differentiate truth and belief. This quality improves students' analytical abilities thereby building their personality.
The Language of Fact and Opinion: Signal Words and Phrases
The Language used in explaining facts and opinions, often throws up helpful clues or hints in the forms of words and phrases to the reader. It assists in identifying statements as fact based or opinion based. Some examples of the Signal Words and Phrases used in the sentences that often precede a statement of fact or opinion:
Facts

- The investigation demonstrated that ……
- Scientists discovered that the Covid-19 has …..
- According to the results of the tests…
- The Physicist have recently discovered….

Opinions

- They claimed that an officer…..
- The Project report has ……
- Many theorists argued that….
- The reports have…….

We can see from the above examples, the language used to introduce a statement can be helpful to identify a fact or an opinion. It is important for the students to understand that the facts and opinions in a given text can be misunderstood and misinterpreted. So, students should have a clear understanding of what are the constituents of facts and opinions. If any event or statement is read properly, one can identify whether it is a fact or mere opinion. The students should follow the context of the matter. Context is the circumstances surrounding a statement, event or idea. Facts and opinions must be placed in context to draw conclusions.
Digital and social media has completely redefined the media landscapes making it really difficult for student to identify facts and opinions. A graphic organizer, also known as a knowledge map, or concept diagram is a tool that uses visual symbols to express concepts through relationships between them. Using Graphic Organizers are a great tool to helpstudents sort the facts and opinions in a text.
Newspaper editorial can be a resource for students to practice recognizing fact and opinion. They are filled with editor's opinion on the issues of the day; it has intermingled with facts that are selected to support that opinion.

Questions

3. Explain what are Signal words and phrases.

Signal Words

"Signal words" give hints about what is about to happen in what you're reading. Understanding them is a key to comprehension. Reading and making up examples which use them is a good way to understand them.

Cause-Effect	**Compare/Contrast**	**Time/Sequence**
Therefore	but	on (Tuesday...)
Because	however	not long after
Thus	on the other hand	now
If ... then	yet	before

Phrases:

A phrase is a group (or pairing) of words in English. A phrase can be short or long, but it does not include the subject-verb pairing necessary to make a clause.

Some examples of phrases include:

- After the meal. (prepositional phrase)
- The nice neighbour. (noun phrase)
- We were waiting for the movie. (verb phrase)

None of these examples contains a subject doing an action (subject-verb).

4. Explain how blogs and what Sapp influence Facts and opinion.

- A blog is an online diary or journal located on a website.
- The content of a blog typically includes text, pictures, videos, animated GIFs and even scans from old physical offline diaries or journals and other hard copy documents.
- Since a blog can exist merely for personal use, sharing information with an exclusive group or to engage the public, a blog owner can set their blog for private or public access.
- A blog gives you an opportunity to build trust and loyalty with your audience.

What Sapp is a powerful tool which contains unique features of the platform.

- It allows creation of groups of up to 256 people, generating large communities of close contacts.
- Messages come directly to the user's phone, from known contacts, and therefore feel ‘personal’.
- The immediacy of message delivery can create a feeling of urgency about a particular topic.
- What Sapp started as an alternative to SMS. What Sapp now supports sending and receiving a variety of media including text, photos, videos, documents, and location, as well as voice calls.
- What Sapp messages and calls are secured with end-to-end encryption, meaning that no third party including What Sapp can read or listen to them.
- It is a cost-effective promotional option and quick to spread a message.

1. What is the purpose of a blog?

Ans: The main purpose of a blog is to connect you to the relevant audience, to boost and send quality leads to your website. A blog is an effective lead generation tool. Blogs can be updated frequently and are promotional techniques, for acquiring followers and subscribers who can then be directed to social network pages. When you use your niche knowledge for creating informative and engaging posts; it builds trust with your audience. Great blogging makes your approach more credible. It ensures presence and authority at the same time.

Activity 1:

1. Evaluate Facts and opinions in the following text.

Trees have been around for about 400 million years in contrast, humans have only existed about 100 million years. Yale University founder Henry Solon Graves along with Gifford Pinchot said "The forests should be managed for the greatest for the greatest number in the long run". The survival of the planet is certainly one of these "greater goods". Trees have many benefits for the entire life of our planet. Trees tower majestically into atmosphere to absorb carbon dioxide and release oxygen. Significantly trees have a large area of leaves per unit of ground surface area as compared to other land plants - this account for immense carbon capture. Trees live in association with fungi and microorganisms in the soil and build healthy soil environment according to Tom Crowther - an acclaimed ecosystem ecologists.

Opinions:

Trees have been around for about 400 million years in contrast, humans have only existed about 100 million years. Yale University founder Henry Solon Graves along with Gifford Pinchot said "The forests should be managed for the greatest number in the long run".

Facts:

The survival of the planet is certainly one of these "greater goods". Trees have many benefits for the entire life of our planet. Trees tower majestically into atmosphere to absorb carbon dioxide and release oxygen. Significantly trees have a large area of leaves per unit of ground surface area as compared to other land plants - this accounts for immense carbon capture. Trees live in association with fungi and microorganisms in the soil and build healthy soil environment according to Tom Crowther - an acclaimed ecosystem ecologist.

2. Evaluate an Editorial for facts and opinions.

Editorials represent opinions written by the publishers, editors or columnists of newspapers. From this perspective, editorials are ideal sources for outlining views on events and analyzing how they are perceived, e.g. whether they are positive or negative or the kind of feelings or analysis they involve (uncertainty, worries, etc.). We explore ways to construct synthesis of opinions on a given event from various editorials. One of the challenges is to organize the positive and the negative views, and the associated arguments and their strength.

- Read a newspaper and list the facts and opinions and write the context of that text.

The untimely demise of Bollywood actor Sushant Singh Rajput has shocked everyone. On June

14, the actor committed suicide at his Bandra residence. It is being reported that the actor was depressed and taking treatment for the same. The case is being investigated by Mumbai police. Bollywood celebrities like KritiSanon, ShraddhaKapoor, Randeep Hooda and others, and Sushant's family members bid adieu to the actor as they were spotted at his funeral in Mumbai. Sushant's social media platforms were different from his colleagues in the industry. He was a huge lover of space and astronomy. Even his cover page on Twitter is a painting by Vincent van Gogh. Even his Instagram posts were mostly about space, moon and stars. But last year, the actor deleted all his posts on Instagram reportedly after the failure of his film 'Sonchiriya'. He even changed his bio and wrote, "NOT HERE RIGHT NOW'.

Meanwhile, Sushant's alleged girlfriend Rhea Chakraborty was also spotted at the hospital yesterday. She hasn't yet reacted on the entire situation. According to the latest report in Mumbai Mirror, Sushant and Rhea were prepping up for their first movie together. The couple was to feature in RumyJaffery's rom-com next. Spilling the beans on the same, the filmmaker told the news publication that the script of the film was locked and they were to begin shooting in May. However, the coronavirus pandemic and subsequent lockdown delayed things. The director added that he lost Irrfan Khan, then Rishi Kapoor and Wajid and now Sushant.

According to this article there are many facts and opinions to be considered.Some of them are:

Facts

- It is true that he committed suicide out of many reasons but the actual reason behind is still in investigation.
- Media and his relatives also reported that he has been under some depression from long time and he was under medication.
- According to the latest report in Mumbai Mirror, Sushant and Rhea were prepping up for their first movie together.

Opinions

- However this pandemic has put all his plans down.
- Media says he faced nepotism from his own family members and few social gatherings also added to it.

READING FOR SPECIFIC INFORMATION

General information is normally vague and represents a broad description of something mentioned in the text.

Specific information refers to exact, precise fact or description of something mentioned in the text.

In a way, reading for specific information is also a form of skimming and scanning of a text to find specific information.

What is reading for specific information?

Specific information involves reading to understand information we are looking for, locating it and reading a relevant part for detailed understanding. It is a Life-Long Skill. We read newspapers, Research papers, Text Books and reports etc., for specific information. Conclusions can be drawn from the located paragraph. It helps to compare, contrast, define and show cause and effect relationships in a given passage. Reading for specific information can be aroused by making the students to read Fiction and Non-Fiction books.

Why is reading specific information important?

Reading parts of texts for specific information should address the expectations, knowledge gaps and interests of the reader. This skill gives us plenty of time to achieve certain tasks.

How specific information is identified?

Skimming headings, titles, sub titles help in identifying certain information we are looking for. The main skill required here is scanning which involves moving quickly over the text by focusing on key words and ideas, working out unknown vocabulary therefore providing specific information.

Reading for Specific Information

- Specific goal is to be kept in mind, what kind of information we want to locate in a text and read the relevant part of the text and ignore the irrelevant.
- Jot down a list of points or keywords that we would like to locate or explore in a related topic. This will help us to find relevant points.
- Make use of headings, contents, sub headings and predict few texts by following list of contains that we think are relevant for scanning.
- While scanning, slow down at such keywords or points to read them thoroughly to understand.
- Set a time limit for yourself. If you cannot find anything relevant after some time, the text probably does not provide what you want. Then, re-do your strategy of reading.

Skimming and Scanning

Skimming and Scanning are reading techniques which use rapid eye movement for locating keywords.

Skimming is reading rapidly in order to get a general overview of the material. It is used in previewing, reviewing and determining the main idea from a long selection or when trying to find source material for a research paper or project.

Scanning is reading rapidly in order to find specific facts, helps to locate a particular fact the reader is looking for. Skimming is like snorkeling, and scanning is more like pearl diving. Scanning is used in research to find particular facts, to study fact-heavy topics, and to answer questions requiring factual support.

Skimming for Specific Information

It is very useful as a preview to a more detailed reading or when reviewing a selected heavy content. We can use skimming to overview textbook chapters or to review a general idea and tone of the material, to know if we need to read it at all.

Technique

To skim is to move rapidly through the pages by paying special attention to typographical cues, heading, italic type, bold face, numbering and bulleted lists.

We have to be alert for key words and phrases, dates, places and familiar words.

Steps to follow to skim a Text/ passage

1. Read the table of contents or chapter overview to learn the main division of ideas.
2. Glance through the main headings and headings of charts and tables.
3. Read the introductory paragraph and for each paragraph, read only the first few words of each sentence or to locate the main idea.
4. Read the sentences containing keywords indicated in boldface or italics.
5. When you think you have found something significant, stop to read the entire sentence to make sure. Then go on the same way.
6. Read chapter summaries when provided.

Skimming always should be faster than your normal reading speed. Any how you should slow down in the following situations:

- When you skim the introductory and concluding paragraphs
- When you skim topic sentences
- When you find an unfamiliar word
- When the material is very complicated

You shouldn't stop whenever you find a difficult or un-understood word while reading. Do not brood over to know the meaning of the words as the meaning can be either interpreted or guessed contextually in the next step. While skimming, concentrate on sub-titles, any relation between first and last sentences of a paragraph, key words, cues, capitalized words adjectives and the words in italics, bold or underlined words or sentences.

Scanning for Specific Information

Scanning consists of letting your eyes move quickly through the text until you find what you are looking for. As long as you know how the text is organised, scanning can be done quickly and without reading every word. In scanning one can anticipate the gist, get the cues, skip unnecessary details

Often informative text is grouped under headings, so to find specific details we need to locate the appropriate heading.

If there are no headings, the topic sentence of each paragraph is like a heading, as it tells us what the paragraph is about and details can be found in sentences that follows it.

Technique

The goal of scanning is to locate and swoop down on particular facts using keywords and organizational cues.

There are long texts passages that have relatively little else to do with your topic but certain facts are buried under such passages too, so do scan the table of contents, summaries, headings and typographical cues.

After skimming the material we can go ahead and scan it

1. Decide on few key words or phrases which will provide fresh search engine.
2. Rapidly scan through the pages until you find the word or phrase.
3. When you Scan through one particular material or keyword at a time as multiple material scan can make us lose the data configuration.
4. When your eye catches a keyword or phrase, make sure to read the material of that sentence carefully.

When we are scanning for facts or to answer a specific question, sometimes the question itself supplies the keywords.

1. Read each question completely before starting to scan. Choose your keywords from the question.
2. Look for answers to only one question at a time. Scan separately for each question.
3. When you locate a keyword in a sentence, read the text of that sentence carefully to understand relevant meaning.
4. Re-read the question to determine if the answer you found is apt for the question asked.

Scanning is a technique that requires concentration and can be surprisingly tiring. You may have to practice it not allowing your attention to wander. Choose a time and place that you know works for you and dive in.

Questions

1. How do you develop the skill of Reading for Specific Information?

Ans:

the information to determine which part of the text you are referring to. The main reading skill employed is scanning. This involves moving very quickly through the text, ignoring unknown vocabulary and focusing solely on key words, phrases and ideas. Scanning should enable you to find the specific information. Then read the part again more carefully to gain full understanding of the summary. Intensive Reading also can help in getting specific information.

2. Explain the process of preparation of 'reading for specific information'?

Ans:

Reading is a process that involves recognizing words, leading to the development of comprehension. Reading is a process that negotiates the meaning between the text and its reader. The reading process involves three stages.

The first is the **pre-reading** stage, which allows the reader to activate background knowledge, preview the text, and develop a purpose for reading. A strategy for students to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title.

The second stage occurs **during reading**, when the reader makes predictions as they read and then confirms or revises the predictions.

The final stage occurs **after reading** and allows the reader to retell the story, discuss the elements of a story, answer questions and/or compare it to another text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding.

Comprehension is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing.

3. What are the differences between skimming and scanning skills?

The difference between skimming and scanning are discussed here in detail:

1. Skimming can be defined as a type of reading in which the reader reads the text quickly to have an idea of the concept, subject matter, main points and gist, without paying close attention to the excessive detail.

2. On the other hand, scanning refers to the reading technique, in which the reader moves his eyes over the entire text in order to locate specific keywords which he/she has in his/her mind.
3. Skimming is a quick reading method, whereas scanning is a selective reading method.
4. While skimming involves reading out the maximum amount of material in the minimum time, scanning is a method of searching out something in a fast manner.
5. Skimming technique is used with the aim of taking an insight of what is contained in the study material, without reading it word for word.
6. On the contrary, when the reader uses scanning he/she wants to find out the specific fact, keyword or information, of his/her need.
7. Skimming is used to get acquainted with the text you have not read yet.
8. Conversely, in the case of scanning the reader has the knowledge of what he/she is looking for, in the given text.

1. Write the steps to be followed while skimming and scanning for the information.

How to Skim:

- Read the title.
- Read the introduction of the first paragraph.
- Read the first sentence of every other paragraph.
- Read any headings and sub-headings.
- Notice any pictures, charts or graphs.
- Notice any italicized or boldface words or phrases
- Read the summary or last paragraph.

How to Scan:

- State the specific information you are looking for.
- Try to anticipate how the answer will appear and what clues you might use to help you locate the answer.
- Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- Selectively read and skip through sections of the passage.

Activity: 2

Read the Article given by your Teacher and answer the questions given, following the steps to gather specific information.

(NOTE: Concerned Faculty should furnish the article with questions. The answered sheet can be attached here.)

READING BETWEEN THE LINES

Reading between the lines is an advanced Reading Skill. It is to interpret or to imply a hidden meaning behind the said or written words. It is trying to comprehend what exactly the Writer expects from the Reader. It is to understand meanings at the inferential, interpretative and evaluative levels.

It is a phrase that has a literal meaning of reading more than what is given at the superficial level in the text. This is a reading strategy, enabling the reader to go 'back and forth' over the text with quick eye movements, trying to understand the multiple shades of meaning of each word, grammatical structure and even punctuation. The reader should apply his/her background knowledge while inferring the meaning.

Advantages

1. The skill to read between the lines is extraordinarily valuable in any profession as it helps to distinguish what people want and what they need.
2. It has become an essential skill today, as being able to read between the lines is a major Skill that gauges what exactly someone is saying or expecting.
3. **It helps to expand your perspective or outlook**
   When we start to look into the deeper understanding of the text, we begin to read the lines again and again and guess the real meaning.

4. **Pushes the boundaries of your imagination.**
   Reading between the lines allows us to think through various perspectives and alternate meanings which expands our imagination and allows us to push past what we know and look beyond what is being said.

5. **Allows you to have a smooth and effective conversation.**
   Person who can read between the lines moves past the barriers of comprehending and will have smoother and more effective understanding of others state of mind.

6. **Teaches you the importance of paying attention.**
   During reading between the lines, there are little things such as emotion, or stress on particular word which is completely eluded from the brain. In such instances, we pay attention to go back and re-read, making it easier to pick up things.

7. **Helps you to realize the importance of listening more carefully.**
   There is hidden meaning inside a word, read, read and reread. You would be able to decipher what you needed. Re-reading is nothing but listening to your inner-self.

The Value of Personal Connection

Identifying what is implied not expressed in the text is known as textual entailment which is recognized as central tool for new area of Machine Reading. While reading we need to analyze the words and figure out what the writer wants to convey. We need to read carefully and understand the verbiage in order to connect the sentences and check on possible meanings in between.

While a text can have several layers of meaning, how is it conveyed to subtexts is an interesting way to observe the usage and development of grammar, situation, the enunciation of certain words which can put a very different spin on what the writer wants to convey.

Writers do not explain everything to the reader; they leave it for readers to guess. This is called making inferences or "reading between the lines." Readers need to find small clues that lead them to things that author doesn't explicitly state. For example, you might read: "The waves rushed up around his legs and he could feel the coarse sand between his toes." You would then infer that this person was at the beach.

Techniques to 'read between the lines'.

While reading between lines, pay attention on the following points.

1. **Analyze**
   Read carefully what the writer intended, how the matter is explained, whether the stress is on words or rephrasing sentences, etc...
2. **Take notes**
   Taking notes on certain words or sentences will help us to analyse it carefully and gather more information about related topics.
   For example, taking notes during a job interview is acceptable, but taking notes during a conversation with a friend may seem inappropriate.
3. **Clarity**
   Before reading in between the lines, one should clearly identify their priorities.
4. **Reflect**
   Ask yourself some questions to identify things that seemed important or that might have a hidden meaning. You have to focus on the main points and then go for confusing words or difficult words. Reflect on the difficulty level and think.

Body Language: The following points in body language also influence better understanding of the text.

Considering the Situation

1. **Circumstances**
   We also need to consider the circumstances.
   For example, if you tried to pitch a new idea to your boss while your boss was trying to finish something, then she might have seemed uninterested. However, she might have a different reaction if you pitch the idea under better circumstances.
2. **Timing**
   Choosing the best time to have a reading is very important as one's mood can stop him/her from continuing reading.

Write answers for the Questions given below.

1. What does reading between lines imply and why is it an essential Reading Skill?

Ans:

Reading between the lines is not only to comprehend what the person is saying, but also what is being articulated outside of words. It is a skill to interpret the hidden meaning of what one wanted to convey. It is a very important trait because it helps in understanding your surroundings.

2. How do you interpret hidden meaning of words or phrases in a passage?

Reading between the lines can greatly help you expand your perspective and knowledge base.

- When you start to look into things with more detail, you begin to understand the emotions and sometimes, the real meaning behind what people are trying to say.

- This allows you to look beyond what is being said and also helps you analyse it.
- People who tend to read between the lines are considered rather imaginative because it requires you to think from various perspectives.
- For every word and every sentence, there can be alternate meanings and figuring that out, can help you expand your imagination.
- It requires you to push past what you know and look beyond what is being said.
- Make sure to look at the big picture when reading between the lines.

3. Explain the value of personal connection to Reading between the lines.

Ans: Written texts are intended as communication between an author and reader. To be accomplished, the reader must have constructed meaning with the composition, grasping ideas and information, analyzing and evaluating content for accuracy, and making connections with background knowledge and life experiences including social, cultural and educational related to reach between and beyond lines in order to detect stated and implied meanings. Reading is characterized by understanding; although understanding is labelled in different ways (e.g., comprehension, meaning making), success with this language process requires that one fully comprehends the message expressed, interprets between and beyond the lines of text, and constructs personal meaning with the text by elaborating and extending.

4. How do you interpret hidden meaning of words or phrases in a passage?

Ans: The meaning of unknown words which you come across in your reading sometimes can be known by their surroundings, that is, their contexts. The context of the sentence can tell us the parts of speech or context of the usage of the unknown word. Using the context of the paragraph to define unknown words is also helpful.
The most efficient way is to identify words. Often, using the context is the only way to figure out the meaning of the word as it is used in the sentence, passage, or chapter.

Common Types of Context Clues

- **Root word and affix:** People who study birds are experts in ornithology.
- **Contrast:** Unlike mammals, birds incubate their eggs outside their bodies.
- **Logic:** Birds are always on the lookout for predators that might harm their young.
- **Definition:** Frugivorous birds prefer eating fruit to any other kind of food.
- **Example or illustration:** Some birds like to build their nests in inconspicuous spots — high up in the tops of trees, well hidden by leaves.
- **Grammar:** Many birds migrate twice each year.

Activity No.3

Read the following conversations and answer the questions.

1.1

A: Look at the long line! Do you think we'll get in?

B: I think so. Some of these people already have tickets.

A: How much are the tickets?

B: Only one fifty rupees for the first show. I'll pay.

A: Thanks. I'll buy the popcorn and coke.

Question

1. Where are these people?

   In a theatre

2. What are they talking about?

   Watching Movie

3. Who are these people?

   May be friends

1.2

A: When did this happen?

B: Yesterday. I was playing hockey and I fell down.

A: Can you move your foot ?

B: Only a little.

A: Can you walk ?

B: No. It hurts.

A: I think we'll have to take an X-ray.

B: Will I be able to play the game tomorrow?

A: I'm afraid not.

Question

1. Where are these people?

   A. In a hospital

2. Who are they?

   A. May be a student (Hockey Player) and a doctor.

3. What are the people talking about?

   A. Leg injury

Activity No.4

Read the passages. If the statements following the passages are valid inferences based on those passages, mark the items I. If the statements cannot be inferred from the passage, mark those items X.

2.1 A legend is a popular type of folk tale. In some ways, legends resemble myths, another type of folk tale. But myths describe events from antiquity and usually deal with religious subjects, such as the birth of a god. Legends tell of recognizable people, places and events and often take place in comparatively

recent times. Some legends are based on real persons or events, but many are entirely fictional. The legends of the superhuman accomplishments of Paul Bunyan and Pecos Bill are imaginary, while the legends about Washington and Lincoln are mostly exaggerations of real qualities those two presidents had. All societies have legends. Most legends began as stories about the heroes of a particular region, occupation, or ethnic group. For example, John Henry was a legendary hero of black Americans, and Casey Jones of railroad workers. Over time, however, these figures have become national heroes.

1. Both legends and myths can be classified as folk tales. ___I___

2. Myths generally take place in comparatively recent times. _X_____

3. The stories of Paul Bunyan and Pecos Bill are not true, but they are based on actual people. ___I___

4. Legends about Washington and Lincoln are not entirely fictional. ____X__

5. John Henry and Casey Jones are today well-known only by small groups of people. __X___

2.2 Natural flavorings and fragrances are often costly and limited in supply. For example, the vital ingredient in a rose fragrance is extracted from natural rose oil at a cost of thousands of dollars a pound; an identical synthetic substance can be made for 1% of this cost. Since the early twentieth century, success in reproducing these substances has created a new industry that today produces hundreds of artificial flavours and fragrances.

Some natural fragrances are easily synthesized; these include vanillin, the aromatic ingredient in vanilla, and Benz aldehyde, the aromatic ingredient in wild cherries. Other fragrances, however, have dozens, even hundreds of components. Only recently has it been possible to separate and identify these ingredients by the use of gas chromatography and spectroscopy. Once the chemical identity is known, it is often possible to synthesize them. Nevertheless, some complex substances, such as the aroma of fresh coffee, have still not been duplicated satisfactorily. Many of the chemical compounds making up these synthetics are identical to those found in nature, and are as harmless or harmful as the natural substances. New products must be tested for safety, and when used in food, must be approved by the U.S. Food and Drug Administration.

The availability of synthetic flavors and fragrances has made possible a large variety of products, from inexpensive beverages to perfumed soap to used cars with applied “new car odour.”

1. Natural rose fragrance is 100 times more expensive to produce than artificial rose fragrance. ____I__
2. Vanillin is easier to synthesize than Benz aldehyde. ___I____
3. In general, the more components there are in a fragrance, the harder it is to synthesize. _X_____
4. Once a substance has been chemically analyzed, it can always be easily synthesized. ____I__ .
5. Only recently has it been possible to satisfactorily synthesize the aroma of fresh coffee.
_X_____

INFERENTIAL READING

The ability to process written information and understand the underlying meaning of the text and use it to determine deeper meaning that is not explicitly stated and drawing conclusions is known as Inferential Reading.

It requires readers to combine ideas, identify tone and voice, interpret and evaluate information and draw conclusions.

Getting the meaning of text

- Understanding similar meanings of different words and note different meanings for the same word.
- Creating a picture from text to make meaning.

Encourage students to think aloud about the meaning of texts while reading, for example, 'I wonder why/how/where ...' Follow this wondering with statements such as 'It could be … because … What do you think? . This opens up the discussion for students to take risks and suggest their own ideas. Encourage students to justify their ideas by asking, 'What part of the text makes you think that?'

He placed his hand firmly on her back and ushered her hurriedly out the door. "Yes, yes, yes. I will call you soon to set up another meeting. I will!" George said, punctuating the end of his sentence with a firmly shut door."

In this extract the writer does not explicitly state that the man in the story wants to get ridof the person he is addressing. He does, however, imply this is the case through the action he describes. Reading this correctly is to infer. To imply is the throw, to infer is the catch.

Inferential strategies.

- Story sharing: approaching learning through narrative.
- Learning maps: explicitly mapping/visualising processes.
- Non-verbal: applying intrapersonal and kinaesthetic skills to thinking and learning.
- Symbols and images: using images and metaphors to understand concepts and content.
- Land links: place–based learning, linking content to local land and place.
- Non-linear: producing innovations and understanding by thinking laterally or combining systems.
- Deconstruct/reconstruct: modelling and scaffolding, working from wholes to parts (watch then do).
- Community links: centring local viewpoints, applying learning for community benefit.

Making inferences enables the students to:

- Provide explanations for ideas that are presented in the text that are not explicitly stated.
- Offer details or reasons for events that have occurred throughout the text.
- Recognize the author's point of view or bias.
- Interpret the language choices (technical and figurative) and how they shape the meaning of the text.
- Consider and evaluate content that is presented as visuals within the text (where applicable).
- Offer conclusions from facts presented in the text.
- Connect content and meaning of the text to prior knowledge and/or similar texts.
- Support inferences with evidence from the text.

Inferring Implied Meaning
Inferential reading is required where meaning is implied but not precisely stated in the text. There are different levels of reading: literal, inferential, critical and creative.
Students need to consider the stated facts in texts and determine the implied meaning and encouraged to ask the reasons and think about possible reasons for the stated facts.

Inferring Meaning between Words and Images
Linking related information through pieces of information, from sentence to sentence and by locating it near casual words such as because, so is a process of synthesis that cannot be undertaken without evaluating the ideas to fully understand the text.

Make Bridging Inferences by linking Cohesive Devices
Synthesis occurs as the reader summarizes what has happened and attributes it personal meaning.

Making Inferences based on Implicit Casual and Temporal Relationships
The interpretation of information and the ability to draw conclusions requires the reader to be able to read and understand the text whilst identifying the key message that the text is conveying.
The ability to locate and identify important information and draw conclusions requires the student to:

- connect to the text (using prior knowledge)
- predict the expected content of the text
- visualize the content of the text (bringing the text to life)
- locate and evaluate the significance of information or ideas within the text
- link the supporting information or ideas to the key message and be able to use this as evidence to support the conclusions drawn
- question the text content (is it authentic and accurate; critique the text)
- question the author's intent and viewpoint
- Draw inferences from the ideas, themes or characters in the text.

Inferential Thinking
Inferential thinking is a complex skill to understand when information is implied, or not directly stated, helps in drawing conclusions and making inferences.
Inferences are what we figure out based on background information, experiences, evidence, etc.

Understanding Personal Inferences
A reader needs to blend the content with selection of prior knowledge, intuition, and imagination to identify their inference.

1. **What is my inference?**
   This question helps students become aware that they may have just made an inference by filling in information that wasn't directly presented.

2. **What information did I use to make this inference?**
   It's important to understand the various types of information we use to make inferences which may include information presented in the text, or it may be background knowledge that we bring to the learning setting.

3. **How good was my thinking?**
According to Marzano, once students have identified the premises on which they've based their inferences, they can engage in the most powerful part of the process — examining the validity of their thinking.

4. **Do I need to change my thinking?**
The final step in the process is to consider possible changes in thinking. The point here is not to invalidate original inferences, but rather to develop the habit of continually updating new information which gathers.

Process of Inference

- Make reasonable predictions as we read, test and revise those predictions as we read further.
- Create dynamic interpretations of text that are adapted as they continue to read.
- Use the combination of background knowledge and explicitly stated information from the text to answer questions they have as they read.
- Make connections between conclusions they draw and other beliefs or knowledge.
- Make critical or analytical judgments about what they read.
- Introduce an object with which students may be unfamiliar, for example, a bottle. Ask them to infer the object's purpose.
- After several guesses, introduce a second object with which the first object is used; for example in this case, water, juice. Continue to ask students to make inferences about the purpose of the first object.
- Show students how the first object is used with the second object – in other words, fill the bottle.
- Ask students who correctly guessed the purpose of the first object to explain how the introduction of the second object helped them infer its purpose.

Other suggested object pairs follow.

- Show a nutcracker. Ask students to make an inference – for what is it used? After several guesses, introduce an unshelled nut.

Negative Facts in Reading

1. Attitude

We can discern an author's attitude toward a particular subject through the contents and words of a reading passage. Notice strong words and their effect on meaning. Watch for sentences that are short and precise.

When presented with an attitude question such as, "The author's attitude toward the subject is best described as," look for key words or phrases in the reading passage. Words such as successfully and fortunately indicate a positive attitude, whereas words such as inadequate and ineffective indicate a negative attitude.

2. Fact versus Opinion

Factual statements are those that can be proven. Opinions, on the other hand, are those statements that describe how someone thinks or feels about a particular topic and therefore cannot be proven. We can look for various context clues to help determine whether astatement is a fact or an opinion. Statements that are opinions will often contain words such as think and feel, whereas factual statements will not include any ambiguous words that can be interpreted to mean different things by a reader.

Example:
Global warming does not exist. (George Bush, 1950)
This statement was written in 1950, so the recency of the information would be a question, and the author is not an expert in the field of climate changes.

3. Evidence
We have to evaluate an evidence to identify which piece of evidence supports the argument and weakens the argument by ensuring the clear idea of the argument presented.
This will help you determine which statement provides evidence that supports the claim made by the author.

4. Extending and Predicting
The ability to extend information to make predictions about what may occur in the future based on the question and answer is a future action of a text.
Example of extending and predicting:
On the way home from the show, Pooja said to her daughter, "I did like the rock concert, but it was too loud. My ears will be ringing for days!"

From the preceding statement, you can predict that Pooja will not attend another rock concert.

PREDICTING and INFERRING are often confused, but they are not interchangeable concepts.

Predicting is the process of asking what might happen next based on what we already know from inside and outside the text. Inferring is more a process of enquiring as to what the author meant?
Predicting focuses more on the WHAT whereas Inferring is more about the WHY!.

Activity : 5
QAR (Question–Answer Relationships)

Use the below passage to construct questions of three types. 3 Questions of each type

1. Right There type-questions that can be answered by simply locating the words in one sentence (literal comprehension)
2. Think and Search type-questions that can be found in the passage but not in one sentence (inferential comprehension)
3. On My Own type- questions that must be answered in the reader's head (critical/creative comprehension)

The term "neon light" was originally applied to a particular type of vapour lamp using the inert, colourless gas neon. A long tube was filled with neon, which then became luminous at low pressure when an electric current was passed through it. The lamp then emitted the characteristic reddish-orange light of neon. Today, the term "neon light" is given to lamps of this general type which may be filled with a variety of gases, depending on the colour that is desired. Argon, for example, is used to produce blue light. Colours can also be altered by changing the colour of the glass tube. The tubes must be quite long in all these lamps to produce light efficiently. As a result, high voltages are required. Neon tube lamps are not practical for indoor illumination, but they have found widespread outdoor use in glowing, colourful advertising signs.

1. What is the significance of Neon Light?

You can see the neon signs as were at night. Think what if the entire street has the neon signs boards? Won't it be beautiful and look appealing to you? Well, we design the neon light signs for captivating people towards your shop or restaurant. Now you can find neon signboards like tattoo neon, beer sign, neon bar signs and more. You can also find neon in a clock which shows time even in a pitch-dark room.

2. Guess the scientific reason behind the emitting of colours by Neon Light?

Neon lights are a type of cold cathode gas-discharge light. A neon tube is a sealed glass tube with a metal electrode at each end, filled with one of a number of gases at low pressure. A high potential of several thousand volts applied to the electrodes ionizes the gas in the tube, causing it to emit colored light.

3. Explain advantages and dis advantages of Neon Light?

Neon tube lamps are not practical for indoor illumination, but they have found widespread outdoor use in glowing, colourful advertising signs.

CRITICAL READING

Critical Reading is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action."

Critical Reading is to exercise your judgment by presenting a reasoned argument that analyses and evaluates what we have read, therefore advancing your understanding that result in enhanced clarity and comprehension.

Critical reading means being able to reflect on what a text says, what it describes and what it means by scrutinizing the style and structure of the writing, the language used as well as the content.

What is the process for Reading Critically?

Critical reading is a more ACTIVE way of reading. It is a deeper and more complex engagement with a text.

What needs to be done to prepare for critical reading? There are two steps for preparing to read critically:

1. Self-Reflect: What experiences, assumptions, knowledge, and perspectives do you bring to the text? What biases might you have? Are you able to keep an open mind and consider other points of view?

2. Read to Understand:

a. Examine the text and context: Who is the author? Who is the publisher? Where and when was it written? What kind of text is it?

What the text says: after critically reading a piece you should be able to take notes,paraphrasing - in your own words - the key points.

b. Scan the text to know the writer's purpose. What is the topic? What are the main ideas?

What the text describes: you should be confident that you have understood the text sufficiently to be able to use your own examples and compare and contrast with other writing on the subject in hand.

c. Resolve confusion: Look up unfamiliar words or terms in dictionaries or glossaries. Go over difficult passages to clarify them. One should be able to know and differentiate facts and opinions.

d. Interpretation of the text: this means that you should be able to fully analyze the text and state a meaning for the text as a whole and be able to use figurative language.

Critical Reading Techniques (SQ3R)

SQ3R is a well-known strategy for reading. SQ3R can be applied to a whole range of reading purposes as it is flexible and takes into account the need to change reading speeds.

SQ3R is an acronym and stands for:

1. Survey: The initial stage is an attempt to gain the general idea of the material by speed-reading, skimming and scanning the text.
2. Question: Before we begin to read, we need to have a set of question and purpose that will guide us to learn and retain certain information.
3. Read: Careful consideration of the meaning of what the author is trying to convey is the main activity of reading.
4. Recall: Significant element is to write down, the key words by recalling which gives us the chance to assimilate what we have read and keeps us active.
5. Review: Reviewing the material from the key points provides us whether we have understood the concepts and main points correctly. Do not take for granted that we have recalled.

Critical Thinking

Critical Thinking is an Extension of Critical Reading.

Critical Thinking involves being rational, open – minded and be able to reorganize our thoughts, prior knowledge and understanding to accommodate new ideas by being aware of our own feelings, personal bias and opinions on the subject.

To read critically, you must think critically. This involves analysis, interpretation, and evaluation. Each of these processes helps you to interact with the text in different ways: highlighting important points and examples, taking notes, testing answers to your questions, brainstorming, outlining, describing aspects of the text or argument, reflecting on your own reading and thinking, raising objections to the ideas or evidence presented, etc

Critical reading and critical thinking are therefore the very foundations of true learning and personal development.

Analysis asks: - What are the patterns of the text?

Analysis means looking at the parts of something to detect patterns. In looking at these patterns, your critical thinking skills will be engaged in analyzing the argument the author is making.

Interpretation asks: - What do the patterns of the argument mean?

Interpretation is reading ideas as well as sentences. We need to be aware of the cultural and historical context of its author's life, the context of debates within the discipline at that time and the intellectual context of debates within the discipline today.

Evaluation asks: - How well does the text do what it does? What is its value?

Evaluation is making judgements about the intellectual, cognitive, aesthetic, moral or practical value of a text. When we are considering its intellectual and cognitive value we ask questions.

Why is Critical Thinking important?

Critical thinking will help you move past the limitations of irrational thinking.

Important benefits of critical thinking are

1. **Critical Thinking is a key to Career Success**

   Critical thinking a core attribute is considered as an enterprise skill for many professions that is required to succeed in the workplace.

2. **Critical Thinkers make Better Decisions**

   Critical thinking helps you cope with everyday problems as the most important decisions we make can be hard and require a lot of thought.

3. **Critical Thinking can make you Happier**

   Critical thinking is an excellent tool which assesses our strengths and weakness applying foster creativity and out-of-the-box thinking.

4. **Critical Thinking ensures your opinions are Well-Informed**

   Critical thinking helps us sort through more data and have access to proper information.

5. **Critical Thinking improves Relationships**

   Critical thinking makes us more open-minded, empathetic and better able to understand other's point of view.

6. **Critical Thinking makes you a better, more Informed Citizen**

   "An educated citizenry is a vital requisite for our survival as a free people."

   This quote has been correctly attributed to present times and is more relevant than ever.

Negative Facts

1. Critical reading does not have to be all negative

'Criticism is inherently negative' is a mistaken notion which leads to misunderstanding. The aim of critical reading is not to find fault, but to assess the strength of the argument and show the evidence.

The main barrier of critical reading is understanding the process and not to analyze and prove the theory, text, or the author wrong but is an incredibly intimidating prospect.

2. Is it negative?

Many of us notate critical as negative, a pleasure in knocking down the efforts what other people have created.

Critical Reading is a process of recognizing both positive and negative elements and to reach a conclusion or give a verdict that something is good or bad.

3. Relativism

Critical reading can increase our sense of connectedness to a text by balancing our thoughts of what is strong and what is weak.

Achieving critical thinking is being able to give a rationale and cite evidence for our ideas while always being open to re-examining and rethinking in the light of further experiences.

In conclusion we may say that reading is essential factor to learn. Whether it is reading for facts, specific information, general information such as news, magazine, digital media, academic texts, etc... it is important to understand and imply reading between lines, inferential reading and critical reading as it provides personal and professional growth of connectedness, knowledge and enterprising skills which are impregnate skills in the present world.

Questions

1. What are the differences between Inferential reading and Critical reading? Explain the strategies used to achieve them.
2. Give reasons for the essentiality of Inferential reading and Critical reading in any profession?
3. What is the understanding of personal inference and SQ3R technique? Explain.
4. What are the negative facts of Inferential reading and Critical reading?

Answers should be written here.

1. Ans:

Inferential reading determines what the text means. You start with the stated information. This information is then used to determine deeper meaning that is not explicitly stated. Determining inferential meaning requires you to think about the text and draw a conclusion. Literal comprehension is the foundation for critical and inferential comprehension; to go beyond the text, you must first understand the text. An effective reader thinks critically about text.

Critical reading is more than evaluating the quality of the text or stating an opinion about it. Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, such as the quality of the writing, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable.

2. Ans:
    - To report on learning and communicate progress
    - To motivate and encourage
    - To learn about assessment of the work and how to self-assess
    - To build independency in reading
    - To determine the nature of student learning
    - To inform instructions
    - To evaluate students and give grades
    - To diagnose students' strengths and weaknesses in reading

3. Ans: The goal of the SQ3R reading method helps students to efficiently and actively work on reading and understanding (educational) texts. But it can be useful for everyone who, in their work, studies or free times rely on written information and want to understand it better. SQ3R Method stands for the following five steps: **Survey**, **Question**, **Read**, **Recite** and **Review**.

4. Ans: Negative facts of Critical Thinking are:

- Misunderstanding. This can arise due to language or cultural differences, a lack of awareness of the 'processes' involved, or a misunderstanding that critical thinking means making 'negative' comments.
- To consider alternative views (feeling out of your 'comfort zone' or fearful of being wrong).
- Lack of detailed knowledge. Superficial knowledge (not having read deeply enough around the subject).
- Try to know the answers without asking questions.

Negative facts of inferential reading are:

- Less skilled readers, with difficulties in comprehension monitoring, may not be able to monitor their reading, so that they do not know when to apply appropriate reading skills for accurate comprehension.
- Most of the readers fail to understand the author's tone and voice. However, those who can read accurately, but still have problems with text comprehension, are likely to remain unidentified and neglected.

Activity No. 6

1. Select a book from the provided list of books (by the Faculty) and examine the author's style, theme, relevancy of the title and contents. Record the findings in the space given below.

List of Books

1. *Wuthering Heights*, by Emily Brontë
2. *Middlemarch*, by George Eliot
3. *Nineteen Eighty-Four*, by George Orwell

4. *The Lord of the Rings*, by J.R.R. Tolkien
5. *Diary of a Nobody*, by George and Weedon Grossmith
6. *His Dark Materials*, trilogy by Philip Pullman
7. *Jane Eyre*, by Charlotte Brontë
8. *Great Expectations*, by Charles Dickens
9. *Rebecca*, by Daphne du Maurier
10. *Pride and Prejudice by* Jane Austen

The Lord of the Rings

(Theme)

Lust for Power

Throughout the book Tolkien has given instances of the corrupting influence of the Ring, which represents power. It seems that everyone who possesses power is ruined by it. Even Saruman, who was once a good wizard, is corrupted by it. And Frodo, who is the hero, finds himself compelled by the Ring. Not only does it weigh on him so much so that he can hardly walk, he is nearly unable to throw it into the volcano.

Gandalf is afraid of the Ring. He has seen first-hand that good people can be ruined by this evil Ring. He refuses to take it when Frodo asks him. Galadriel is the same way; she does not want to be ruined by the power. There are others who seem resistant to the appeal of the Ring. Sam, for instance, seems so good-hearted and pure that though he feels the Ring, he is able to give it back to Frodo and also recognize that it has exerted some pull on his own actions. And Tom Bombadil, like Sam, seems not to be affected by the Ring.

Boromir is an example of a good man who covets the Ring within the action of the novel. He thinks that he can handle the Ring and not be affected by it. But his desperation gives him away. Frodo realizes that he cannot even trust his friends, because the Ring exerts a force on even the best of men.

The Ring, which is synonymous with power, holds attraction for many, but none can possess it. The Ring itself cannot be controlled or tamed. The irony of the title is obvious: there can never be a "lord" of the Ring.

War between Good and Evil

The Lord of the Rings is a classic struggle between good and evil. This universal theme is obvious as Frodo seeks to destroy Evil, and Evil seeks to destroy Frodo. There are many pairs of characters representing good and evil: Saruman and Gandalf, and Sauron and Tom Bombadil.

There are also characters whose very selves are split between good and evil: Boromir, Gollum, and Denethor.

In the end of the novel, Evil is not defeated for good, since Morgoth still lives. But Evil has been defeated by Good; that is the most important battle in the novel.

AUTHOR'S STYLE

Tolkien has invented not only names but also languages for the different races of Middle-earth. The Elves speak a language that is soft and pleasant sounding; the orcs, on the other hand, have a language that is just as bad as their behaviour.

Tolkien’s attention to detail is remarkable. With each change in status, the characters are given new names. Strider becomes Aragorn who then is crowned king Elessar. Tom Bombadil has many names and is called different names by different races. Even the speeches or talking style of the characters in different. Tree beard the Ent, who is the oldest living thing on Middle-earth, talks in long sentences. The Hobbits, on the other hand, are short and to the point in their speech.

2. Analyze the content and interpret the meaning for the selection given by your teacher.

Ans: Sauron, the Dark Lord, has gathered to him all the Rings of Power, the means by which he intends to rule Middle-earth. All he lacks in his plans for dominion is the One Ring, the ring that rules them all, which has fallen into the hands of the hobbit, Bilbo Baggins. In a sleepy village in the Shire, young Frodo Baggins finds himself faced with an immense task, as his elderly cousin Bilbo entrusts the Ring to his care. Frodo must leave his home and make a perilous journey across Middle-earth to the Cracks of Doom, there to destroy the Ring and foil the Dark Lord in his evil purpose.

Since it was first published in 1954, The Lord of the Rings has been a book people have treasured. Steeped in unrivalled magic and otherworldliness, its sweeping fantasy has touched the hearts of young and old alike. Written by Professor J.R.R. Tolkien and consisting of three separate books (The Fellowship of the Ring, The Two Towers and The Return of the King) The Lord of the Rings was first published by George, Allen and Unwin between 1954 and 1955.

And a magnificent achievement it is; an epic tale of friendship, love and heroism, a book that set the benchmark for all fantasy novels to come. Tolkien's descriptive narrative beautifully depicts Middle-earth and the journey that the Fellowship undertakes will remain with them for the rest of their lives.

There's no salvation for a fantasy fan who hasn't read the gospel of the genre. The influence of The Lord of the Rings is so universal that everybody from George Lucas to Led Zeppelin has appropriated it for one purpose or another. Not just revolutionary because it was groundbreaking, The Lord of the Rings is timeless because it's the product of a truly top-shelf mind. Tolkien was a distinguished linguist and Oxford scholar of dead languages with strong ideas about the importance of myth and story and a deep appreciation of nature. His epic, 10 years in the making, recounts the Great War of the Ring and the closing of Middle-Earth's Third Age, a time when magic begins to fade from the world and men rise to dominance. Tolkien carefully details this transition with tremendous skill and love, creating in The Lord of the Rings a universal and all-embracing tale, a justly celebrated classic.

Activity No.7

Read a Chapter given from the selected book

1. Analyze the chapter thoroughly from writer's point of view.

Book I, Chapter 2

Ans: Frodo sees little of Gandalf for seventeen years, until Frodo is nearly fifty years old. Odd rumors from the outside world begin to circulate through the Shire news about an Enemy whose power is again growing in the land of Mordor, as well as tales about Orcs and Trolls and other terrible creatures. Though most Hobbits pay no attention to such gossip, young Sam Gamgee, who tends the garden at Bag End, is very interested. Gandalf suddenly returns with ominous news. Apparently, the ring that Bilbo left to Frodo is more powerful than Gandalf thought. Gandalf had guessed immediately that it was one of the Rings of Power, made by the Elven-smiths ages ago, but he had not grown alarmed until he saw the strange effects the ring had on Bilbo.

To test the ring, the wizard takes it from Frodo and throws it in the fire. When Gandalf retrieves the ring from the flames, it is cool to the touch. Fiery letters in the language of Mordor appear on the ring, reading, "One Ring to rule them all, One Ring to find them, One Ring to bring them all and in the darkness bind them."

Gandalf explains that the ring is the One Ring of Sauron, the Dark Lord. The Ring holds much of Sauron's power, as it controls the other Great Rings. Long before, three Rings were made for the Elves, seven for the Dwarves, and nine for Men. If Sauron should get hold of the One Ring again, nothing could stop him from enslaving all of Middle-earth. The Ring was taken from Sauron long ago, in a great battle between Sauron's forces and the allied armies of the Elves and the Men of Westernesse. Gil-galad, the Elven-king, and Elendil, King of Westernesse, were both killed in the battle; however, Elendil's son, Isildur, cut the Ring from Sauron's hand and took it for his own. The Ring was soon lost in the Great River, Anduin, when an army of Orcs attacked and killed Isildur.

Many years later, but still ages before Frodo's time, the Ring resurfaced. Déagol, a young boy of a Hobbit-like race, chanced upon the Ring on the bottom of the river. His friend Sméagol was with him at the time and Sméagol demanded the Ring as a birthday present. When Déagol refused to hand over the Ring, Sméagol killed him. Sméagol discovered that the Ring made him invisible, and he used it for spying and thievery. Shunned by his family, Sméagol left home and eventually crept into the dark caves

under the Misty Mountains, where he slowly became a hunched and miserable creature. That creature was Gollum, who later lost the Ring to Bilbo Baggins. The Ring, according to Gandalf, was trying to get back to its master, Sauron, of its own accord; it betrayed Gollum just as it betrayed Isildur ages earlier. However, the Ring did not count on Bilbo showing up.

Gandalf learned the story of Gollum when he left the Shire after Bilbo's birthday party. The wizard hunted down Gollum and squeezed much of the information out of him. Then Gandalf made a mistake—he let Gollum go. Gollum made his way back to Mordor, drawn by the power of Sauron. The Dark Lord's minions captured and questioned Gollum, enabling Sauron to connect the Ring to the Shire, to Hobbits, and even specifically to the name Baggins. Now aware that the Ring still exists, Sauron plans to do everything he can to retrieve it.

2. Provide positive and negative facts according your perspective.

Ans: The tone of the novel becomes immediately bleak as the battle lines are drawn and the very existence of war is presented. Just as Frodo's continuation of the birthday celebrations is to be a symbol of his steadfastness and the depth of his character (something that the hobbits are known for), the allegory of Bilbo's ascension/vanishing act certainly parallels the Christian narrative of Christ's ascension. This is not so much in the technical details as in the subsequent gossip, philosophizing and debate over whether the subject in question is dead or alive. Nonetheless, the juxtaposition between Bilbo's elder jollity and Frodo's younger burdened position remains at the centre of the story.

The narrative of the ring is important in establishing the fact that as far as characterization is concerned, Frodo is the hero of this epic - not Bilbo. Without reading into Tolkien's mind too much, it does seem reasonable to question whether the erasure of Bilbo is a strategy designed to take the older, already famous character (from the previously published novel, The Hobbit) and squarely put him in the background. The narrative structure of the novel is all the more interesting within this context because "The Shadow of the Past" is one of the key passages that "build" the world of the Middle Earth. The larger novel is part of a trilogy, but that trilogy is part of a larger literary world. With the novel's copious references to characters, venues and classifications of beings (living nature, races of elves, hobbits, etc.), the reader should be well aware that Tolkien has created another world to parallel the world that we know. One consequence of writing science-fiction or fantasy is that no detail is random because nothing is taken for granted (for example: gravity, permanence of visibility, numerical sequence, cause and effect).

Tolkien was an Oxford professor, among other things, and in fact his work is considered by some literary critics to be a modern mythology rather than mere science-fiction. This is mostly because Tolkien intended a "moral" to his story, or at least, he wrote his story with the human condition as a constant philosophical concern. Reading about the hobbits offers an insight into human struggles - Tolkien's battles are not fantasy battles without moral relevance to everyday life.

Again, we are presented with the argument that the past heavily determines and foreshadows the future. Certainly, Tolkien's division of the Middle Earth's history into different "ages" of civilization forces the reader to confront these ideas. The story can only proceed by taking minute details of the past and expanding them. Tolkien's overriding philosophy, a heady mixture of Christianity and post WW2 trauma, presents a world where good and evil are painted in starkly archetypal forms, light and dark with high contrast and hardly anything morally gray to speak of. Indeed, the "gray" is only a symbol of indecision or a lack of steadfastness - a negative, to be sure. By the end of Chapter 2, the reader should have a sense that the unfolding trilogy will launch a war between good and evil; Frodo's role is not precisely certain, but good will wins out in the end. The matter of the story is in discovering exactly how good will wins. The ring, a symbol for the power of evil, an image of power and an archetypal gift that represents both hope and fate (inheritance) remains at the centre of our attention.

MODULE-III
ACTIVITIES ON WRITING

Objectives

Students develop ability to:

- Communicate in formal and informal context
- Present their thoughts in formal layout
- inculcate critical thinking
- enhance the creative ability

Flair for writing is a divine gift. However, without putting hard work, this talent is of no use. A piece of writing mirrors the mind of the writer. Aim of every writing is to communicate ideas and thoughts; when this fails, it serves no purpose. Clarity, brevity and accuracy are the hallmarks of good writing. To acquire this ability continuous practice and involvement are necessary. To start with, follow the sequence- ***write- check your writing- rewrite***. This process not only improves one's writing but also answers umpteen questions related to the writeup. Information gathered from life experiences helps to improve writing by referring, re-refereeing, analyzing and inferring. The written message has more essence if it is written effectively. Writing is a medium or a tool of representing language in a visual or tactile form. Writing is, therefore, the most formal form of human communication.

Writing is a quintessential skill. It is obvious that to become good writer, one should be a good reader too. Good writing is essential skill for job seekers. It is the base for one's psychological development. Writing paves the path for expression and equips the individuals with communication skills.

Importance and use of good writing:

1. Good writing allows communicating with a larger audience effectively with clarity and ease.
2. It enables to meet the demands of life.
3. Good writing reflects thinking process and psychological development.
4. It highlights command over the language and expression.

To develop good writing Skills the following points would be helpful.

Strategies to develop writing ability:

- Perfect writing comes through practice.
- Life experiences should be converted to activity of writing.
- Grammatical errors should be continuously checked thoroughly and regularly.
- Concentration should be put more on Action words.
- Accuracy and coherence should be maintained to present the ideas clearly.
- Careful editing is mandatory.
- Remember the audience and its requirement.
- Choose a common medium for writing.
- Avoid jargon while writing. Keep it as simple as possible.
- Be gender sensitive.

THE WRITING PROCESS

In order to produce logical and well written documents for a specific audience in personal, academic, and professional contexts, the phases of Writing Process are to be followed.

Steps of Writing Process

I. Prewriting- Think and Decide.

- Understand the assignment.
- Brainstorm ideas related to the assignment.
- Decide on a topic to write about.
- Know the audience.
- Choose the style of writing..

II. Research, Search or Gather Information

- List the Libraries/Centers to find information.
- Start gathering the required information from various sources.
- Make reference of the use of sources.
- Make an outline to organize the researched information, like mind-mapping, note-making, note- taking etc.

III. Drafting- Write or rough draft first and fair it by scrutinizing carefully.

- Paraphrase the information that you have gathered.
- Write sentences and paragraphs even if they are not perfect.
- Read the written statements and analyze the relevance.
- Add more information if required.
- Read again. Re-reading helps in getting clarity of the subject matter.
- Add extra information wherever necessary.
- Write all the relevant points.

IV. Revising (Make it better)

- Revise the content and rearrange words, sentences or paragraphs.
- Read aloud to check for coherence in the write up.

V. Editing and Proof-reading. Make it correct.

- Be sure all sentences are meaningful.
- Check for spellings, punctuation and grammatical errors.
- Make sure of appropriate words, expressions, style and format.

To improve one's writing, one should follow the following strategies,

- Keep it simple.
- Active and Passive Voice should be used with proper understanding.
- Work together by showing it to specialists in that area to get feedback.
- Invest on books and training. Look into dictionary or thesaurus to produce clear and understandable vocabulary which makes writing effective and appealable. Training Courses and workshops on Writing Skills will help to improve writing
- Make it interesting by using phrases, idioms, photos, graphs etc.
- Use latest Software Tools. Up-to-date knowledge by giving headings, margins, alignment and new words.

Résumé and Curriculum Vitae (CV)

A Résumé is a calling card for one's future. It is a brief summary of your talents, abilities education, experience and skills. A successful Résumé will review summarize and present your training, expertise in the said field and achievements clearly and concisely. Its main purpose is to convince the prospective employer to contact you for an Interview. A Résumé isnormally 2 to 3 pages. But a Curriculum Vitae is lengthier.

Major uses of a Résumé:

1. To help to go for an interview
2. To provide the employer with reference material during the interview
3. To serve as a reminder to the employer, after the interview to send an appointment letter

Types of Résumés

1. Chronological Résumé
2. Functional Résumé
3. Combination Résumé
4. Targeted Résumé

Chronological Résumé

It starts by listing your work history with the recent position listed first. Your jobs, educational qualifications are listed in reverse chronological order, with the recent one first. Employers prefer this type of Résumé because it is easy to assess one's caliber.

Functional Résumé

This type of Résumé focuses on skills and experience rather than one's chronological work history. It is used most often by people who are changing careers or who have gaps in their employment history. It highlights major skill areas. Skills are emphasized over work experience. Job titles, Dates or names of the employers may be left out. You may describe or label this section in varieties of ways.

- Skills
- Abilities
- Accomplishments
- Experience
- Areas of competence

Combination Résumé

A combination Résumé lists a person's skills and experience first. The employment history comes next. With this type of Résumé one can highlight the skills relevant to the job one is applying for. It also provides the chronological work history that employers prefer. You are writing a targeted Résumé and need an effective way to match the skills to the job requirements.

Targeted Résumé

A targeted Résumé is a customized report which specifically highlights the relevant qualifications and skills needed for the job. It gives an idea of requisite experience for the specific position. This Résumé is in response to an advertisement of a specific company with different career objectives.

Résumé Structure

The Résumé structure is important in more than one way. The ideal Résumé structure gives a professional outlook while displaying a career – oriented attitude of the applicant. It influences the flow of the Résumé and thereby affecting its readability. Hence, constructing the Résumé perfectly will improve your chances of gaining the important interview call. Eachapplicant decides on the structure as per his strengths, capabilities and expectations of the prospective employer and hence, every Résumé tends to differ from the other. In general the structure contains the following steps.

- Presentation
- Planning
- Projecting skills and strengths
- Summary
- Form and style
- Expert advice (pet peeves)
- Cover letter

A Résumé is divided in 3 sections : Introduction, Primary section and Secondary section

Introduction:
It contains a header and objectives.
Header:
Header includes name and contact details of the applicants. The name should be in bold letters. The address, email id and telephone numbers are furnished.
Objectives:
It holds the aspirations and career plans. The applicant's potential qualities and his expectations from the job are clearly indicated here.

Primary Section:
It is the most important part of a Résumé wherein the employer spends maximum time reading it. So, the contents, flow and the look of this section should be perfect. Ideally, the experience section should get more prominence and therefore should be written first. Nevertheless applicants can put forth educational qualification section prior to the other ones.

Experience:
It contains work history, designation, place of work, total work duration and responsibilities. While giving the above details bullet format and action words are used. Elaborate this section wisely to bring out the best of the applicant's capacities.

Education Qualification:
This section should include qualifications both education as well as additional, name of the awarding bodies, year of passing and grades scored.

Certifications
Extra courses, internships, workshops, seminars, projects and training sessions undertaken are listed here.

Achievements:
Any extra efforts put in and fetched awards or rewards are mentioned here.

Secondary section
Personal Details: It includes family background, marital status, age, interests etc.
References: This includes the name and contact details of the people worked with or studied under the guidance of. However the practice of writing references is thinning down and concluded in one sentence, "available on request". This is the last part of the Résumé.

General Editing and Proof Reading of a résumé
A fresh eye can spot any mistakes which were overlooked. If it is reviewed, the reviewer may notice a better way of saying something. Misspellings can also be avoided.

Résumé Parsing Services: these are Computer Programs that filter through Résumés utilizing 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 Résumé.

Titles: Make sure that the job titles on your Résumé match the job position.
Don't use the page Header and Footer Features: your Résumé 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 Résumé is a good way not to get noticed.

Legible and Attractive:
Stay with the Times New Roman, Verdana or courier. The font size for the content would be between 11 and 12 and for headers it could be 12 or 14, Leave a margin of 1 1/2" to left and right. The content should be in black, highlighting headers with dark gray or deep navy blue. Bold and words in italics should be sparingly used.

Final Formatting
Checks the job posting requirements to be sure you are submitting your Résumé in the prescribed format through email, postal mail (hard copy) or fax. Most commonly used format is Microsoft Word. A file name should be given for your Résumé.

Cover Letter:
The Cover Letter basically consists of a request or self-recommendation. It is a consolidation of the Résumé, explaining why the employer should consider the applicant. A cover letter can be short when you enclose a C.V. It is best to personalize the letter for maximum impact on the reader, the recruiter. Only factual information should be given in it. The opinion about the company can be briefly written along with a mention of how it would help the applicant to work effectively in the workplace.

The Format

A cover letter usually contains three paragraphs. Each paragraph has its own importance.

- In the first paragraph details of getting the information about the job i.e. through advertisements, job portal, and internet are given.
- The 2nd paragraph should be about appraising the growth of the company and applicant's self-appraisal. The skills and achievements also should be given.
- The 3rd paragraph consist conclusion with a complimentary word to prove one's mettle. A brief mention of the enclosures is also given.
- All 3 paragraphs should be precise but very clear and impressive so that the employer can send an interview call.

Strategies to prepare a good résumé

1. See that a Résumé doesn't have any typographical, spelling, grammar, syntax errors or factual errors
2. Key information is given i.e. Name, address, phone number and email id at the top of the first page. Objectives are listed next in concord with the job requirements
3. Experience, educational qualifications in reverse chronological order. Additional information regarding hobbies/interests is given
4. Specify the goals for opting the job
5. Strengths are highlighted
6. Make careful and strategic choices as how to organize, order and convey skills
7. It should be 'You' attitude not self.
8. Use most impressive and power words
9. Result oriented approach is used
10. Use phrases instead of long sentences
11. Use laser printer
12. Watch the tense used – prefer 'Present Tense' to that of 'Past Tense'
13. Experience section should come before education details
14. Specify the goals for opting the job
15. Strengths are highlighted
16. Make careful and strategic choices as how to organize, order and convey skills
17. It should be 'You' attitude not self.
18. Use most impressive and power words
19. Result oriented approach is used
20. Use phrases instead of long sentences
21. Use laser printer
22. Watch the tense used – prefer 'Present Tense' to that of 'Past Tense'
23. Experience section should come before education details
24. have any typographical, spelling, grammar, syntax errors or factual errors
25. Key information is given i.e. Name, address, phone number and email id at the top of the first page. Objectives are listed next in concord with the job requirements
26. Experience, educational qualifications in reverse chronological order. Additional information regarding hobbies/interests is given

What not to write in a résumé

1. Word Résumé or C V on the top
2. Fluffy rambling / objective sentences
3. Salary
4. Full addresses of the former employers
5. Reasons for leaving previous jobs
6. Personal statistics
7. References
8. Your weaknesses

Video Résumé

The job market has changed considerably over the past couple of decades. Technology has revolutionized every industry, and recruitment is no different. Résumés play a vital role in the recruitment process and a smart one will always have an edge over others. One smart way of presenting Résumé is Video Résumé.

What is a Video Résumé?

A video Résumé is a tool that helps in getting a dream job. It's more than just transforming paper Résumé into a video format.

It is a brief account of a job applicant's professional experience, qualifications and interests, submitted to a prospective employer in video form. The advantage of a video resume is that it allows an employee to demonstrate his public speaking, inter-personal, creative or technical skills to the employer.

Video resumes are ideal when used for job opportunities that require public speaking, interpersonal skills or creative technical skills. However, not all employment opportunities are appropriate venues for a video resume. Conservative workplaces may prefer a traditional paper resume, whereas an advertising or fashion design company may prefer a creative video resume.

And, above all, make ensure to answer one simple question: '**Why should the employer hire you?'** Not all video Résumés need to show a candidate talking directly to a camera. Other styles include: i) Animation ii) Whiteboard Video iii) Stop Motion

Why Create a Video Résumé?

A video Résumé helps to stand out in a competitive job market. In a world where attention spans are shrinking, video is the perfect way to get one's message across succinctly and effectively. With studies finding that visuals are processed **60,000x faster** than text, a video Résumé will get the message across straight away and could pique the interest of a recruiter who has been filtering through paper Résumés all day. In addition to that, a video Résumé is likely to leave a lasting impression. According to a Wyzowl infographic about the power of visual communication, people remember 10% of what they hear, 20% of what they read, and **80% of what they see and do**. So, by watching the Résumé instead of reading it, recruiters are more likely to remember the candidate when the time comes to hire him /her.

Guidelines to Make a Video Résumé:

1. Write a Script

To ensure that the video includes everything, write a script first. This will give time to perfect what the candidate wants to say and phrase everything in the best way.

If the candidate is going to be on camera then it's also best to memorise the script. The candidate should not read from it while filming as this could come across as unprofessional and detract from how s/he wants to portray themselves to the potential employers.

2. Make it Relevant

Just like a paper Résumé, video Résumé should be specific to the role the candidate is applying for. A generic video is unlikely to impress potential employers, but personalisation will show them how much the role means to the candidate and will make a more memorable application.

3. Keep it Short

Recruiters are busy people. They have a lot of Résumés to get through and they want to do it as quick as possible. Never send in a feature-length biopic about one's life. The ideal video length for maximum viewer engagement is 1-2 minutes, with 90 seconds being the sweet spot.

4. Get Creative

Make the video Résumés worth watching. Many are already doing it as it is the present trend. Think outside the box and get creative when it comes to filming the video.

5. Make it Professional

The video should be of a professional quality. Thankfully, most smart phones these days are capable of filming in HD. It's fine to shoot it (or animate it) by oneself, but make sure that the lighting, framing and editing are akin to that of a video made by a professional.

Also, make sure that the voice can be heard clearly–whether it is spoken directly to the camera or recorded over a voiceover.

6. Collect Feedback

Before sending the video Résumé out to employers, ask family and friends to critique it. It's always better to get feedback from others because they may spot a mistake that the candidate has missed, or they might even suggest a fantastic idea that didn't occur to the candidate.

Don'ts in making a Video Resume

Don't mix personal life with professional life. Don't link up the information on Face book or Twitter page to the video resume.

Don't expect the video resume to replace the traditional resume. Not all employers are interested in a video resume, and others are worried about discrimination issues, such as hiring candidates because of how they look and sound rather than their qualifications. However, a well-done video can bolster one's candidacy for employment.

Curriculum Vitae:

The term CV is an abbreviation of the Latin word **Curriculum Vitae**, which means "the course of your life".

It is a detailed document highlighting your professional and academic history. CVs typically include information like work experience, achievements and awards, scholarships or grants earned, coursework, research projects and publications of the work.CV is submitted while

applying for jobs in academia or a job outside the US.CV should be updated whenever anything new academically or professionally is accomplished.
Depending on the amount of experience, a CV can range from 2 to 8 pages.

What to Include on a CV

- Full name
- Contact information
- Professional title, resume summary, or resume objective
- Research interests
- Education
- Publications (both academic papers and books)
- Teaching or lecturing experience
- Work experience
- Conferences and courses
- Skills
- Certificates
- Languages
- Grants of fellowships
- References

A CV and resume summarize professional history, education, skills and achievements. They're also both documents that an employer would consider for an open position.

It is important to note that in the United States and most of Europe, resumes and CVs are not interchangeable. A resume is a shorter-form (summary/abstract) document that provides a concise overview of your previous roles, skills and details about your education. A CV, on the other hand, is typically a longer, more detailed document focused largely on academic coursework and research.

There are a few exceptions, however. In India, South Africa and Australia, the terms CV and resume are interchangeable.

Here are seven steps for writing a simple CV:

1. **Include contact information.** This includes full name, phone number and email address. Including physical address is optional.
2. **Detail academic history in reverse-chronological order.** This can include post-doctoral programs, graduate school, undergraduate school and high school. Only include most recent two educational experiences.
3. **Record professional experience.** List the company or organization, job title and dates employed starting with most recent job. List job duties, experience gained and achievements. Use numbers to measure impact when possible.
4. **Include relevant skills and qualifications.** This can be in a separate skills section. Reread the job description to highlight the most important skills employers are looking for. These can include both hard and soft skills that makes one the best candidate for the job.
5. **List honors and awards.** Use this section to outline achievements in the field related to application. Start with the award name followed by year awarded, the organization that gave the award and details about the award such as how often the award is given, how many people receive it, etc.

6. **Include relevant publications and presentations.** Include relevant citations of presentations, papers, studies, books or other publications important to the professional history. For publications, include authors, date published, summary, volume, page and DOI number. For presentations, include the title, date and location of presentation.

7. **List professional associations and affiliations.** This should include the name of the organization, geographic location or chapter and dates of active membership.

Difference between Resume and CV

FACTORS	CV	RESUME
Length	-makes longer length	- maximum 2 pages
Focus	-focus is on career	- focus is on Professional Skills.
Contact details	- multiple ways to contact	- mainly phone number & email
Work details	- Mention detailed work	- Mention designation, duration
Cover letter	Experience - Purpose of applying	- professional, Academic details
Skills	- Certifications in chrono-logical order	- Skills with highest proficiency are prioritized

Now that the basic differences are clear, let us look at what data to put in both of them. The differences can be tricky to understand, after all, they share a lot of similarities at their core.

CONTENTS OF A CV	CONTENTS OF A RESUME
Cover letter	Summary Statement
Contact Information	Contact Information
Educational Background	Education & Certifications
Work Experience	Work Experience
Projects Undertaken	Key Skills & Technologies
Honors, Awards, Fellowships, Grants	Honors, Awards
Professional Memberships	
References	References

Check for the excellent writing resources which are open. Take writing resources from various sources to make your document authentic.
Since organizations can ask for any of these documents depending on the position/job role they have the opening for, let's take a couple of examples to understand more.

Statement of Purpose

How to write a Winning SOP?

It is important to note that you must be aware of the course for which you are writing the SOP. Specifically, an SOP for an MBA application would be different from an SOP for a Masters Course like an MS or an M.Sc. Similarly, an SOP for a Bachelor Course would be different from an SOP for Post Graduate Course.

Five things to be included in an SOP for MS Courses:

Every SOP (Statement of Purpose) is a unique draft that is aimed at detailing life's journey, turning points and sharing the future goals and aspirations. Like no two individuals can be truly alike, in the same way no two SOPs can be written in the same manner. Each applicant would have his/her own unique characteristics, life stories, and academic achievements. Even if the

success is similar, graduation score for instance, would be different. However, the basics of how to write an SOP for a Master's Program remain the same. Along with the technique, there are a few things that must be includes in an SOP for a Masters' (MS/ MA/ M.Sc.) Program. Here's a quick look at few of them:

1. Academic Goals

Elaborate on academic interests. Summarize graduate and undergraduate career. Indicate important papers or projects that have been completed and how they helped to focus on academics and what inspired for aspiring program. The areas of research conducted, title of the project, responsibilities and outcomes of the research and scope for further research in the program (MS) aspired for, should be presented in detail. The SOP should be technically sound.

2. Professional Goals

Discuss the relevance of recent and current activities that satiates the purpose in life at professional level. Summarize work experience (company/internship) and indicate clearly how the path chosen/intended helps in reaching the goal. Specify the work, design, team, responsibility for testing, designing, research or interning in an area that helps in future studies and working place.

3. Final Project in detail

Any Master's Programs, be it MSc. or MS requires extensive practical work. As such, the universities are looking to understand one's ability to take up the task. Give a detailed report of the project, the track record and finishing of the project, that is, from idea to implementation and the outcome. Be specific about the research done at graduate level which would match the field one is applying for in Master's Program. Mention clearly academic interests and how they would be applicable for further research after completing the Master's aspiring for.

4. Personal Motivations

Many are of the opinion that a person should not mention about his or her family. We concur with them. Give self-introduction; tell the interests and what sparked the desire to take the program briefly. Indicate excitement and readiness to meet the challenges in near future.

5. Specify the Reasons for choosing the University and the Country

While summarizing the SOP, state a strong reason/s that led to seek admission in the university according to one's choice. Mention what is good about the university, and why does one like the university, facilities, infrastructure, etc. Mention names of one or two professors of the Program in that university and state their work, and the reason for choosing them for study or work under their guidance. State the specific features of the graduate program and the university, which motivates one personally.

Strategies and Techniques for a Powerful Statement of Purpose

1. Grab the spotlight

Introduce yourself in a unique manner that would make you outstand from your competitors and grab the attention of the reviewer.

2. Share your experiences

Share your background or experiences in the field you've chosen that sparked your desire towards the program. Mention the hurdles you had to overcome to reach that specific juncture which reveal your determination and will power.

3. Express your passion
Demonstrate your passion for the program, interest in learning it and how you think the program will help you to achieve your ambitions. Describe your academic background in the field you've chosen. Mention specific classes or special courses you have taken, that are related to your field of interest. Mention some of the professors you have studied under, especially if they are well-known or famous in that field. Talk about the publications or other professional accomplishments in the field (conference presentations or public readings).

4. Show instead of tell
Use sensory details, concrete nouns, active verbs and small moments that symbolize larger personal truths. Your description of objects, actions and feelings suddenly spring to life when this is done.

5. Demonstrate your knowledge of the program
Identify particular paths of study that appeal to you. Characterize your fascination with a professor's research or your interest in a particular theory or school of thought.

6. Follow the rules
Evaluators who sift through thousands of applications are easily frustrated by any additional or lengthy explanation. Limit the words as instructed. Eliminate typos, spell check, font, format etc.

7. Seek feedback
Seek advice from your professors. Get your document proofread and the copy edited by a professional writer or your seniors.

8. Conquer the blank page
While writing an SOP, shelve your inner-critic and mute your inner editor. Set a timer for 10 minutes or more and write uninterruptedly. Let your ideas flow. Write your achievements, failures, hobbies, voluntary service, likes and dislikes. Anything about yourself is fodder for your first draft.

9. Give yourself the time to write
Creating a powerful document that reflects your goals takes a lot of time. You need to develop ideas, create a first draft, and produce multiple revisions by critiquing and editing. And when you're finally satisfied, you need to proofread your work several times.

10. Tap into free resources
Since organizations can ask for any of these documents depending on the position/job role they have the opening for.

Letter Writing and e-Correspondence
A letter can be defined as a written message that can be used in the formal and informal context to communicate. Before the advancement of technology, the art of writing a letterwas considered an important means of communication. However, with new technology the dynamism of letter writing has lost its luster but not its importance.
The primary structure of every letter remains the same. The common points in its structure are given below.
1. Date
2. Recipient's Address in full

3. Sender's Address or just their email id
4. Salutation
5. Subject line **(optional in case of informal letters**)
6. Introduction (depends on type of the letter)
7. Body of the letter
8. Closing
9. Complementary close (**optional in case of informal letters**)
9. Signature
10. Enclosures

Types of Letter

Basically there are two types of letters used for communication.

1. Formal Letter
2. Informal Letter

1. Formal Letter

Formal letter writing is one of the most challenging types of letter. The reason is through formal letters, we address a person or an organization with whom/which we either have no familiarity or acquaintance. So, the quality and quantity of the content (information) of the letter including grammar and spelling is strongly scrutinized.

The types of formal letters are as follows,

- Request Letter
- Letter of Interest (Job/ Cover Letter)
- Complaint Letter
- Apology Letter
- Letter of Appeal
- Invitation Letter
- Resignation Letter
- Letter of Recommendation
- Letter of Requisition
- Business Letter
- Thank you Letter
- Farewell Letter
- Reference Letter

Important points to remember while writing a Formal Letter.

1. Use a prescribed Format.
2. Don't use colloquial words, slang language or abbreviations.
3. Precision of writing is very important.
4. Subject line is a must.
5. The body should contain at the most 3 paragraphs- Introduction, Explanation and conclusion.
6. Complementary close is a must.
7. Ending with proper subscription.
8. Enclosures or references if necessary.

2. Informal Letter

Informal letter is the personal letter(s), usually written to family, friends, relatives, neighbors or to acquaintances. Such type of letter may or may not have a concrete reasonof writing. Informal letter carries chatty, relaxed and friendly tone. It may be written justto share an

experience, enquire about someone's whereabouts, updating someone with a general incident etc. The types of informal letter are,

- Personal letters (letters to family, letters to relatives, love letters and letters to elderly people)
- Social letters (letters to friends, social invitations, congratulatory/apology letters, letters of condolence/sympathy, thank you letters).

e- Correspondence

Email is a medium of electronic communication. It can be used for intra and inter communication .These are quick in transcending the information to far off places.

Characteristics of an e mail

1. Concise fewest possible words are used
2. Accurate format is used
3. Clear: simple, familiar, direct and specific words ,appropriate linkers and transitional signals should be used
4. Conventional tone: formal and conversational tone is used
5. Single theme: logical development of the content with sub-ordinating ideas related to the context.

Advantages

- Speed
- Quick distribution
- Flexibility to modify, edit and revise
- Easy attachment of documents
- Low cost

E mail format

- To: receiver's email id
- CC (carbon copy)
- BCC (blind carbon copy) a line of privacy for people concerned
- Subject line: title of the message
- Attachments: downloading material for the receiver to read
- Body: sender's address, date, recipient's name and address, salutation, complementary close,

Outcomes

By the end of the module, the students would be able to:

- Write letters, and emails
- Write their resume or CV effectively suitable for various Jobs

Activity:

1. Draft your resume/CV for a multinational company for the post of an Assistant Engineer.
2. Write a letter of requisition to the Assistant Manager of your Firm for setting up a Cafeteria in your campus.
3. Write a Statement of Purpose for doing MS in any of the universities abroad.
4. Write an article in 500 words using writing process for the topic "The Effect of Economic Slowdown in the World due To COVID-19 Lockdown".

1. Draft your resume for a multinational company for the post of Assistant Engineer.

Cover letter

Dileep Kumar
Ramakrishnapuram
Secunderabad

Date- 29-06-2020.

The HR Manager
Google
Hi-Tech city
Hyderabad.

Dear Sir/Madam,

Application for the post of Assistant Engineer-req-reg.

I am Dileep Jani, pursuing B. Tech in Computer Science from Geethanjali College of Engineering and Technology, Hyderabad. I have completed intermediate with 8.67 CGPA.
I would like to present my candidature for the aforesaid post.
I am always passionate to learn new things and apply the learnt concepts.I recently completed a mini project on AI. that addresses the needs of the farmers. As an Intern for ORACLE, Hyderabad for 3 months I had an opportunity to work on real time projects.

I participated actively in extracurricular activities and organized Inter-College Fests.

Madam/Sir, I have furnished all other details in the résumé attached for your kind consideration.

Yours sincerely,

Dileep Jani

Resume

Photograph
Dileep Jani
+91-9704883640
dileepjana@abc.com

CAREER OBJECTIVE

To contribute to the company as Data Scientist, utilize modelling experience and work in a varied data environment.

EDUCATION

- Pursuing B. Tech in Computer Science in Geethanjali College of Engineering and Technology, Cheeryal
- Completed Intermediate Education from Sri Gayatri Junior College, West Marredpally with 8.67 CGPA in 2017
- Completed Central Board Examination from Kendriya Vidyalaya Bolarum, Secunderabad with 9.1 CGPA in 2015

PROJECTS AND INTERNSHIPS

- Contact Management System using C Programming.
- Dynamic Website Development using HTML, JavaScript, PHP and CSS.
- Crime Data Analysis using Machine Learning and Python.
- Web Development Internship at Verzeo in association with Microsoft.

COURSES

- Completed an online course on Data Science: Machine Learning offered by Harvard.
- Completed a course on Artificial Intelligence by Career Edge in association with TCS.
- Completed Microsoft Technology Associate Course in Web Development.

SKILLS

Proficient in programming languages like C, C++, Java, Python, SQL, PL/SQL.
Web Technologies: HTML, CSS, JavaScript and PHP
Tools: Eclipse IDE, Pentaho, Weka IDE.

EXTRA CURRICULAR ACTIVITIES

- Active member of National Service Scheme.
- Team leader in National Entrepreneurs' Network.
- Regional Level Basketball player.
- The Bharat Scouts and Guides-Tritiya Sopan.
- Member of Literary Club.

Strengths

- Good Communication Skills
- Team Player
- Flexible
- Confident
- Good at Problem Solving
- Possess Self-Management Skills

PERSONAL INFORMATION

DoB: 11th October, 1999.

Languages known: English, Hindi, and Guajarati.

2. Write a letter of requisition to the Assistant Manager of your Firm for setting up a cafeteria.

Date: xx/xx/xxxx

Mr. A. Abias
The Manager
Research Wing
ABCLT Co.
Hyderabad

Sub: Letter for Opening a Canteen in the Office Premises-reg.
Dear Sir,

We have been working under your supervision for 3 years. Recently, our office has been relocated to the 10th floor of newly constructed HCPL Building which is a more distant area from downtown and we are facing difficulties to get quality food. As we are running the pilot project at that site, we do not have proper facility of floor canteen there. The places nearby has thin habitation with no proper eateries around. The available options contain unhygienic food in a rather dirty environment. If we eat there, our health deteriorates.

Hence, I request you to kindly understand the problem faced by all our employees and arrange a canteen in the office premises.

We hope that you will consider our request positively.

Thanking you in anticipation

Yours sincerely

K. Koechin
Project Manager
ABCLT Co.

3. Write a Statement of Purpose for doing MS in any of the universities abroad.

Statement of Purpose

We are presently in the era of technological and computing revolution that has drastically changed our lives and potentially redefined what it means to be human innovation. I am enthusiastic at the prospect of devoting my long-term career to such a dynamic, fast advancing field. My life has essentially coincided with the rise of the modern computing industry, and I am amazed to see that there are still tremendous developments to come in this field. So, it was natural for me to choose Computer Science as my university major. Now as I am at the end of my undergraduate studies, I decided to continue my education in more competitive, elite, and in an international environment.

To fulfill my passion for my postgraduate studies, the USA is the best place to head towards the USA, a country which stands as the centre of the computing universe. The US has been the major driver of innovation in computing, and the most innovative and successful companies in this field have their head-offices situated there. Studying overseas in the US will thus provide a greater range of professional skills as well as much broader, more international perspective. Therefore, I am applying to join M.Sc. in Computer Science program, commencing in the fall of 2021. I am prepared for the challenges of studying in your master's program.

My academic experience has provided me with a wide range of practical knowledge and skills that will be immensely useful when studying overseas at the post-graduate level. As a high school student, I excelled in courses related to Physics, Mathematics, and Chemistry. I was fortunate during this time to have teachers who gazed my interest in these subjects and encouraged me to continue broadening my scientific understanding and developing my analytical skills. It was due in large part to their guidance and advice that I am confident to pursue a major in Computer Science in the esteemed university. As an undergraduate student, I found that I deeply enjoyed learning about programming and systems analysis, and with my Mathematics background I performed well in courses concerning Calculus, Statistics, and Differential Equations. Now, in addition to my specialized knowledge of computer science, I have an appreciation for the breadth of this field and the nearly endless possibilities for further study.

In addition to the courses that I have taken, I have been active outside the classroom, participating in extracurricular activities like organizing college fest, quiz competitions, poster presentation etc. and pursuing new experiences so as to broaden my horizons. For example, I took some time to travel to premium institutions in the country. I am adaptable and can interact with people from different cultures, which is tremendously useful when studying in the USA. I have also volunteered to help the victims as an organizer, which involved raising money and providing food, blankets, and other supplies as needed. In addition to the effective communication and leadership skills, this experience added newfound understanding of the importance of service and helping those in need. Finally, in the university, I was the publisher of the monthly newsletter of my department, a role I took in order to learn a new range of skills. The above mentioned experiences show that I am a highly motivated and proactive person at learning new skills. This is precisely why I have decided to continue challenging myself by studying for a master's degree in the USA.

Regarding my Long Term goals, I plan to take what I learn in the USA and apply it to the computing industry. This industry is rapidly growing and shows great potential. By studying Master's Program and possibly working for a short period in the USA, I expect to have the expertise, the perspective, and the experience necessary to lead our industry into a new era. I also have many friends with similar goals, who are studying there and I hope that we can collaborate to put the Organization on the map as an innovative force in the computing world.

4. Write an article in 500 words using writing process for the topic "The Effect of Economic Struggle/Slowdown of the World Due To COVID-19 Lockdown".

On Thursday 12 March the World Health Organization (WHO) declared that the virus is now a pandemic and President Trump announced a 30 day ban on all travel from the EU to the United States. One thing is sure: COVID-19 is the quintessential 'black swan'. The COVID-19 pandemic is inflicting human beings, and the necessary protection measures are severely impacting economies. As a result of this pandemic, the global economy is projected to diminish sharply by 3 percent in 2020, much worse than 2008–09 financial year.

The uncertainty about the extinction of the virus and how it will continue to spread, quantifying the economic loss is far from imagination. Economists all over the world are struggling to make an assessment. Nevertheless, everyone is forced to make a call on the quantitative impact of this needs to be taken into account in the forecasts.

In the last couple of weeks, we have conducted an analysis to be able to gauge the global Economic Impact of COVID-19. The idea behind our study is that we do not resort to top-down judgments on key parameters, but we use a set of assumptions to capture the disrupting effects COVID-19 is causing. We made assumptions for two scenarios. In the first scenario, which is our baseline scenario, there will be heavy output losses in China and certain other countries (South Korea and Italy) where the virus has spread substantially, but the downturn in economic activity will remain limited in countries where the virus is widespread. The second scenario is a risk scenario in which the global spread of the infection sharply increases, with countries where the outbreak is currently limited facing a corona epidemic as well (thus a full-blown pandemic). Finally, we used our economic models to calculate the impact.

Before discussing the results, let us give a brief description of what kind of assumptions have been made. First, we assumed that a temporary drop in the amount of working hours. The effect of the lockdown in Hubei/Wuhan and in Italy, people in are sent to quarantine and have a limited possibility to work. We also assume that people will work overtime in the second half of 2020 to deal with the backlog of orders. We also expect adverse effects on private consumption, as the virus outbreak will negatively affect consumer behaviour in many countries. Purchases will be postponed or even cancelled (eating out, holidays). We have sharply reduced private consumption in countries facing the COVID-19 epidemic (China and Italy), in line with the average decline in private consumption in Hong Kong and Taiwan during the SARS outbreak in 2002/2003 and in Brazil during the outbreak of the Zika virus in 2015/2016. Furthermore, cross-border trade will become cumbersome and more expensive. Higher costs will have the same effect as temporary non-tariff trade barriers, such as phytosanitary restrictions. Countries with sizable exports to China will see a temporary and relative decline in their export markets due to the

problems in trading. Finally, we made assumptions on exchange rates, investment premiums (to capture adverse investors sentiment and financial market volatility) and mitigating government policies (especially in China). In this pandemic scenario, we also expect a permanent damage to the Chinese economy in terms of adverse productivity effects. For a complete overview of all the assumptions in each scenario, see this report.

A substantial slowdown of global economic growth due to COVID-19 can be seen as the days are passing by. According to IMF calculations, the global growth in 2020 will arrive at 1.6%, which is substantially lower than the OECD (2.4%) and Bloomberg consensus (2.7%, start of March). Before the corona outbreak, we had 2.9% penciled in for global growth.

China, as the epicenter of COVID-19, is expected to face the most detrimental economic impact, slowing down to 2.4% in 2020, which is markedly lower than our pre-corona forecasts of 5.7%. For India, the expected growth of 5.3% in 2020, with COVID-19 shaving off 0.4ppts compared to the pre-corona situation (5.7%). Those effects are still limited, mainly because India only has limited ties with the Chinese economy. At this point of time, in India the global virus outbreak has perhaps had the largest economic impact on the rupee which has depreciated substantially on the back of a global risk-off sentiment and anxiety among investors. We expect the currencies of emerging markets and the prices of raw materials to continue to be highly volatile in the coming period.

The limited economic impact in India in our baseline scenario assumes that the coronavirus will not spread substantially on Indian soil and that the number of cases will remain limited. At the time of writing, only 58 cases have been reported in India, out of just under 120,000 people infected worldwide However, one could question if India is doing sufficient testing.

India is susceptible to a rapid spread of the virus, due among other things is high population density in combination with less health care services than many Western countries. The average number of hospital beds and doctors per 1,000 Indians is 0.7 and 0.8 respectively, compared to 5.6 and 3.6 in the EU. Moreover, if the virus touch ground in larger numbers in India, the question would be: what containment measures is the Modi government willing to take, as these would effect economic growth at a time when India's economy is already struggling.

To cope up with this struggle, Government has announced relief from bank debts and advocated "Atmanirbhar Yogna". This explains a relatively profound rebound of economic growth in 2021 and beyond. Ultimately, these potential positive economic effects will only materialize over a longer time and are a small patch on the wound for all the personal tragedy that is caused by the virus.

References

https://economics.rabobank.com/publications/2020/march/coronavirus-economic-impact-covid-19-on-india/

Module-IV
Activities on Presentation Skills

Objectives: Students would develop ability to

1. Persuade or influence audience.
2. Plan and organize the presentation using the concepts of ordering and determining the central, main and supporting ideas.
3. Identify the benefits and uses of visual aids.
4. Apply the various media choices for displaying data and enriching the presentation.

Presentation Skills are very important in today's world to communicate messages clearly and climb the ladder of success in career. These skills are useful to understand the listeners and to enhance one's persuasive skills.

An oral presentation is a formal address by a person to a group of people with or without using visual aids and other tools like slide show, video or audio clips. All successful presentations are designed to meet the needs and expectations of the audience. It serves various purposes such as improving speaking skills, increase the chances of getting good jobs and to gaugethe strength of oneself regarding language competency and persuasive skills. It is therefore, a conscious effort of the speaker and is a purposeful communication and establishes the reputation of the speaker.

To quote Emerson, "All the great speakers were the products of rehearse and practice"

TYPES OF ORAL PRESENTATIONS

There are broadly three types of oral presentations. They are

- Impromptu
- Extempore
- Seminar

Impromptu

Impromptu refers to the type of oral presentation were the person has to speak on the spot without any previous preparation. This skill demands presence of mind and self-confidence apart from the skill of organizing the materiel in a quick pace. Impromptu reflects highly competitive and agile environment in which we work. In the absence of earlier arrangement of ideas and structuring of arguments, the speaker might fail to present a coherent speech. The presentation is expected speech. However, one should make an attempt to reduce chaotic presentation.

Extempore

In this format of presentation, the speaker is given time for presenting his speech. He or she has time to work and rework his or her arguments and ideas taking into consideration the equipment's of the delivery say brevity, coherence and ample supporting evidence etc. in extempore, we cannot directly use the materiel, that is, read it out while delivering it to the audience. Consequently, extempore presentation demands a deeper and thorough understanding of the issue/topic being spoken.

Seminar

For a student, seminar is important. An early exposure to this form of oral presentation is a must. Seminars are regularly organized and conducted in colleges with a primary objective of evaluating certain features that are present in both the earlier forms-- Impromptu and Extempore. These provide the speaker with ample time to collect the material and organize ideas. Further, in a seminar like impromptu, the presence of mind, quick grasp of situation and prompt action are essential. In a seminar the speaker can access his or her material directly.

Tips on giving Good Presentations

- Practice ahead of time. It's surprising how quickly time can go by; going through your presentation a few times beforehand will help you to be clear about how long each part will take and, naturally, will help you to work out the kinks.

- Start with an outline and end with a conclusion. At the beginning of your presentation, let your audience know what to expect; at the end, concisely review what you've done.

- Be confident; speak clearly.

- Maintain eye contact with the audience. Don't read your notes.

- Use visual aids. Even simple visual aids will help to keep your audience's attention and will help to keep your talk moving along at a minimum pace. It's a good idea to have a separate visual for each segment of your presentation. Whenever possible, show anexample in addition to (or instead of) telling it.

- Consider using hand-outs. Hand-outs are the best way to show your audience detailed information that doesn't work well on the screen or blackboard; if you want to write a lot of information on the board, a hand-out may be a better alternative. If you do make hand-outs, remember to account for the time it will take to pass them or to show.

- Plan ahead for what to do if time runs short. It happens all the time, so be ready you won't waste more time being flustered if it happens to you.

Elements of oral presentation

A typical presentation will have the following steps

A) Introduction
B) Main Body
C) Conclusion
D) Questions and responses

Introduction: A well beginning is half done. The speaker has to prepare thoroughly and motivate the audience. The introduction therefore should be attractive, attention drawing and thought provoking. There are various ways to kick-start the presentation.

- greet the audience
- introduce yourself
- announce the topic either by asking questions or by directly giving clues before declaring it.
- explain the purpose of the presentation
- maintain time (duration of the pot)
- specify when you would like to ask questions
- give an outline of the presentation

Main Body

The main body should contain relevant matter, preferably divided into sub titles. Orderly arrangement of these should cohere with the content. The relationship between the themes and arguments should be clearly stated. It should contain a situation wherein; the audience can effectively relate.

Conclusion

The main point here is, to reinforce the central idea, giving a brief summary of the main points.

"Great is the art of the beginning. But greater is the ending"

Specific Objectives of an oral presentation

1. **Topic selection: -** Right topic suitable for self and also for audience.
2. **Planning: -** a. Purpose b. content c. Data needed and collection of it. d. The action plan.
3. **Purpose: -** Simple, concise statement of intention that helps to feel the pulse of the listener throughout the presentation.

Steps involved in oral presentation

1. Deciding the topic. It is good to choose a topic that is decent and relevant to current time.
2. Collecting or gathering information, data and visuals on the topic chosen, accessing library, internet and discussion with people.
3. Arranging the information in a coherent manner.
4. A rough draft should be prepared keeping the length and time of the presentation.
5. Revise the rough draft number of times, to make it error proof and Fair Draft.

Practice is essential. Rehearsing the speech before presenting it helps in boosting the confidence. It helps to understand the flaws in delivery of speech for necessary correction. Take the help of a friend or a mirror to practice.

Do's in Oral Presentation:

- Keep to the time limit at any cost.
- Always concentrate on your audience's needs.
- Try to speak rather than read from your notes.
- Speak loudly and clearly and try to maintain eye contact with your listeners.
- Give your listeners the chance to ask questions (you could tell them beforehand whether you would like them to keep their questions until the end of the presentation or whether they can ask in the course of it).
- Prepare a handout which contains
    - the most important points (but not your whole presentation!),
    - all the sources you have used,
    - important quotations or examples,
    - an image or information you think is vital.
- Always spell-check the handout.
- Use visualizing materials, e.g. mind-maps, tables, transparency, pictures, film sequences,

- Remember to entertain your audience, keep them active and awake, e.g. by discussion questions, small activities, provoking statements, ...
- Always practice in advance.
- Be on time for your presentation, check and prepare all the technical devices you need before class starts.
- Assume that you are in the audience and listening to the presentation. Treat your listeners in the same way as you want to be treated.

Don’ts

- Don’t ever exceed the time limit.
- Never turn away from your audience to show the visuals. Always have a pointer and point to the OHP rather than to the wall / screen.
- Don’t read from your text, speak freely.
- Don’t mumble, don’t speak too quickly.
- Don’t look down, don’t fiddle around with something (e.g. your hair or a pen)
- Never download material from the internet while preparing your hand-out without acknowledging it. It is worthy to write your own text.

Written presentations through PPTs on Technical reports and Project reports

The PPTs are prepared and presented on both Technical reports and also Project Reports. Power Point is the most popular presentation. It is the most useful and accessible way to present visual aids to the audience. Power Point presentations consist of a number of individual pages or "slides". The "slide" is a reference to the slide projector. Slides may contain text, graphics, sound, movies, and other objects, which may be arranged freely. The presentation can be printed, displayed live on a computer, or navigated through at the command of the presenter.

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

- Quick and Easy: the basic features are easy to master and make a presentation appear to be organized,
- Simple bullet points: It can reduce complicated messages to simple bullet points. Bullet points are a good basis for the presentation and remind the speaker of main points and the organization of the message.
- Easy to create a colorful, attractive design: using the standard templates and themes,amazing slides can be prepared.
- Easy to modify: when compared to other visual aids such as charts, posters, it is easy to modify the slides.
- Easily re-order presentation: with a simple drag and drop or using key strokes, one can move slides to re-order the presentation.
- Slides used in a presentation should be spare, in terms of how much information is on each slide, as well as how many slides are used. A thumb rule is to put no more than eight lines of text on a slide, and with no more than eight to ten words per line.
- Selection of Font size is also important. The letters should be visible to the persons sitting even in the last rows.

Do's of presenting PPTs

1. Practice your presentation.
2. Introduce yourself to the audience.
3. Maintain eye contact with the audience.
4. Use props, handouts and videos for added interest.
5. Always ask if the audience has any questions.
6. Use dark colours either for letters or visuals.
7. For titles font size should be 14 and for content or points 12, Times New Roman.

Don'ts of presenting PPTs

1. Talk at a steady speed, not too fast or too slow.
2. Avoid reading from your slides at all costs.
3. Try not to flip the slides up and down too many times due to your nervousness.
4. Avoid saying 'um' within a sentence.
5. Try your best not to fidget with your hands.

Written presentations through Posters

A poster is a visual description of a project, prepared for viewing by those attending a conference or general audience. Posters can depict research or evaluation findings, outline a research process, or describe a program. Posters take up a larger space on a bulletin board or wall than what the word "poster" might suggest (usually larger than 3 feet by 5 feet). Conference attendees can visit a variety of posters and talk with the people who prepared them. Poster presentation is a powerful creative medium through which messages can reach quickly to larger audience.

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

Guidelines for preparing posters

- Layout and format must be organized and concise.
- Use brief and simple language, better to avoid text altogether.
- Present your message in a clear and logical way.
- Have a unique feature to attract the audience.
- Choose a catchy but conceptual title.
- Start preparing early.
- Get rid of unnecessary details.
- Check everything before printing.
- Presenting at the conference.
- Use your poster to help yourself.

Written presentations through Projects

Introduction: Projects, either mini or major, are compulsory for students whose creative, analytical and cognitive skills are exposed for better scoring. A group of students who studied and analyzed the report of their senior's project as part of writing skills will give an oral presentation on the same project report. They write down the script of their presentation. The purpose of a project report is to present an answer to the project problem(s) and to communicate the ideas and methods used to obtain the results. This information should be a

concisely worded and well-organized paper that is understandable to any other reader. The format of a typical project report is described below. This format is quite general and user friendly.

One of the most important aspects of good project reports is to be concise, yet informative. Make sure to mention the background to, and aims of, the investigation. Include the basic concepts and theory relating to the investigation. Describe the procedures used. Identifymajor sources of error and explain how they were dealt with. Only data directly relevant tothe calculation of final results should be presented, omit raw data.

Final results should be presented clearly and concisely; include an analysis of errors, but omit details of arithmetical manipulations. If computer code was used or written, give details of the checks and validations you performed on the code. The interpretation of the results must be discussed, and improvements and possible extensions of the work suggested. Give references to any books, articles or other sources of information (e.g. web sites) that have proved useful in preparing the report, or carrying out the work.

PORTFOLIO WRITING

A professional portfolio is a collection of Projects that charts your professional growth and illustrates the best examples of the most relevant skills and experiences. It enables to demonstrate allied qualifications clubbed with skills. The process of putting portfolio together helps to determine how organized you are. It gives a clear picture of targets for chosen career. It is a valuable tool that can be used throughout the career to assess the professional development, negotiate effectively, prepare for performance appraisals, navigate career transitions and track professional growth and opportunities. It is a proof of achievements and rewards. Job seekers who use Portfolios often receive more offers with higher initial pay.

Creating a portfolio:

Collect and show case your accomplishments, skills and abilities in various areas. At the end of each college semester or during each year of employment, collect and file evidence of activities, work, assignment, internships, accomplishments, special trainings, workshops and artifacts.

The artifacts are:

• Community or club activities
• College extracurricular recognition
• Leadership Skills
• Special interests
• Professional memberships
• Special skills or certifications
• Work related skills
• Social Service or voluntary work
• Next step is selecting artifacts that exhibit accomplishments. Select material that is exemplary and lead nearer to goals
• Connect achievements with summaries or reflection papers that highlight learning. For example, if you participate in Leadership Training Workshop connect the pamphlet with written summary of what is learned and its growth prospects.
• Sort out portfolio materials and learning outcomes.
• Assemble a working portfolio by purchasing a professional binder, divider tabs, clear sheet protectors and creative paper. Card stock for keeping photos and captions for each sheet is a MUST. Use high quality paper for lay-out pages and strive for consistency andprofessionalism.
• A portfolio should resemble a scrap book project.
• Filter a Portfolio into a targeted presentation to potential employers and graduate schools.

For example, a presentation portfolio for a scholarship application might include itemsrelated to Leadership, Service learning or academic excellence.
A portfolio is a proof to show in an Interview that you are well qualified for the job. Use SIR (situation, input and result) approach. Respond to the questions based on the given approach. A Portfolio is a part and parcel of documents to be presented in an Interview.

BROCHURE

A Brochure is an informative paper/document (often also used for advertising) that is prepared in a template and folded, a pamphlet or a leaflet. It is a promotional document commonly seen on shelves or racks featuring a variety of information about a company, an event, a campaign, a product or a service. It is typically a single sheet that is either a bi-foldor a tri-fold. Some brochures are c-folded, while others are z-folded. A professionally designed brochure can be an important lead to nurturing marketing strategy. Brochures are now available in electronic format and are called e-brochures.

Tips to design a Brochure

A powerful brochure can educate its readers, convey good credibility and authority to the company, increase the target audience, and persuade consumers to take action. For many, creating a quality brochure is a challenge.

10 tips to design or create a Brochure:

1. Know your objective

To make your design effective, it's important to understand the purpose. Get as much information about the objective of the brochure so as to design it according to the purpose.

2. Know your customers

A brochure is a communication tool, it's important that you know your target market to capture reader/ consumer interests. The more you pinpoint the needs and wants of your target market in the brochure, the more effective it'll be.

3. Be creative, be unique

Creativity is important. Aim for a design that is original and unique. It's also important that its uniqueness is recognizable. Think of a design that can still stand out even when it's shuffledwith other leaflets in a rack. Strengthening the brand's identity through creativity is recommended.

4. Font restraints

When you start designing a brochure, show restraint when choosing which font or fonts to use. If your company or organization already has a signature font, then go from there. You can use that font for the entire brochure or you can add one or two more to jazz it up

5. Go straight to the point

It's a brochure, not a book. Too much information will just confuse the readers and dilute the main point of the brochure. Instead, underline the object discretely so the readers can easily grasp what is communicated to them.

6. Avoid high sounding words and Make it easy for the readers to respond

The more complex the words are, the lesser is the credibility. You need not impress audience with fuzzy words, use simple English /language.

Make sure that the name, website, contact information, and email of your business is visible in the brochure. If your brand has social media accounts, add them.

7. Design for your readers

Serve for the pleasure of your readers'. Prioritize the design for their wants. As a designer, you need to put yourself in the shoe of the brand's market need/demand.

8. Put an emphasis on the headline

The headline of the brochure should tell the readers what the brochure is all about.

9. Choose the right colors with high-quality paper

Choosing the right colors is very challenging while creating a great brochure as people's response to colors varies. Just like with fonts, if the company has signature colors, use them. And then branch out to different shades and tones using the trademark colors.

When it comes to marketing, flimsy brochure paper is the equivalent of a weak handshake. To make a good impression and promote confidence, choose high-quality paper.

10. Add appropriate images

A brochure without pictures is a boring leaflet. People crave for visual creations. Something beautiful, intriguing, or fun attracts people more. To make the design more reader-friendly, choose appropriate and relevant photos/images associated with the main theme of the brochure.

Written presentations through Reports

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

Technical reports are the primary written work products of engineers. As such, they present facts and conclusions about designs, experiments, and other projects. They include research about technical concepts and often include visual depictions of designs and data. A technical report's purpose is for an engineer to communicate information gained through a process of technical or experimental work. Therefore, the writing follows a strict sequential process that is sometimes product driven, and which can be replicated exactly.

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

Steps for Writing an Effective Project Report:

1. Decide the Objective

Take some time to think about the purpose of the report. Do you need to describe, explain, recommend or persuade? Having a clear purpose from the outset ensures that you stay focused, which makes it easier to engage your reader.

2. Understand Your Audience

Writing a formal annual report for your stakeholders is very different to a financial review. Tailor your language, use of data and supporting graphics to the audience. It is also useful to consider the personal communication style of the reader, for example, how do they write emails or structure documents? Reflect their preferences where possible. You may need to develop a more formal or informal tone to your own natural style. Adapting this technique will build rapport and make the reader more receptive to your ideas

3. Report Format and Type

Before you start, check the report format and type. Do you need to submit a written report or deliver a presentation? Do you need to craft a formal, informal, financial, annual, technical, fact-finding or problem-solving report? You should also confirm if any templates are available within the organization. Checking these details can save time later on.

4. Gather the Facts and Data

Including engaging facts and data will solidify your argument. Start with your collaborative project site and work out as needed. Remember to cite sources such as articles, case studies, and interviews.

5. Structure the Report

A report typically has four elements:

- **Executive Summary**. Your report will begin with the summary, which is written once the report is finished. As the first item the reader encounters, this is the most important section of the document. They will likely use the summary to decide how much of the report they need to read so make it count!
- **Introduction:** Provide a context for the report and outline the structure of the contents. Identify the scope of the report and any particular methodologies used
- **Body:** It's now time to put your writing skills to work! This is the longest section of the report and should present background details, analysis, discussions, and recommendations for consideration. Draw upon data and supporting graphics to support your position
- **Conclusion:** Bring together the various elements of the report in a clear and concise manner. Identify next steps and any actions that your reader needs to take.

6. Readability

Spend some time making the report accessible and enjoyable to read. If working in Word, the Navigation pane is a great way to help your reader work through the document. Use formatting, visuals, and lists to break up long sections of text.

7. Edit

The first draft of the report is rarely perfect so you will need to edit and revise the content. If possible, set the document aside for a few days before reviewing or ask a colleague to review.

At the end of the module students would be able to

- Develop effective Presentation Skills.
- Improve the ability to design something creatively.

Activities:

1. Give an oral presentation on the topic 'Education system in India'.
2. Make a ppt and present it in the class on the topic 'Government policies to curtail Covid 19 virus in Telangana'.
3. Prepare a Report on your Industrial Visit.
4. Create your portfolio.
5. Design a brochure for your College Technical Fest.

1. Presentation on **‘‘Education system in India’’**

Good morning one and all. I am going to express my views through my Speech on Education system in India. Education can make people easy to lead, but difficult to drive. Also, it makes easy to govern, but impossible to enslave. This is true, that without education a man is a shade better than an animal. Thus true education is the drawing out of the mental faculties and it is essential for leading a happy life.

India has a great heritage of knowledge. For many years, knowledge has been flowing throughout. Many Scientists, Mathematicians, Astronomers, and other professionals have done many kinds of research. They have made many inventions through education. The Indian education system is undoubtedly one of the oldest education systems in the world.

Current Scenario of Education in India

It is a fact that our education system in India is not the best one. Lack of reforms and improvements are making it quite boring and ineffective. Students are not taking much interest in studies. There are many factors that are leading this problem of students’ disinterest in education.

People are blaming this orthodox education system. The image of studies and education has been made so reflective by the system. Education is more exploration than slogging for passing examinations and tests. However, the current system of education appears to be a burden.

Lack of Computer-based Education

The most burdensome aspect of our education system is focusing only on books and paperwork. I just wonder why schools are not making the education system paper-free! Education should be imparted through Computer Assisted techniques in today’s world. All tasks in the education system should be totally computerized.

Improvement in Indian Education System

The schools and teachers must not corrupt the joy-giving pursuit of education by putting unnecessary burdens of unnecessary rules. Teachers must intrigue the students towards the charms of education and learning as well as gaining the knowledge. Teachers must be exposed and reveal to the students the thrill involved in knowledge imparting process. Classroom learning must be more interesting than a boring experience.

Many policies have been introduced by our government to overcome the drawbacks of our education system. Therefore it is a great beginning. Although, education has come a long way, still we need to do a lot more in the coming times. There should be a fool proof system to track students’ commuting to the school. The sensors in the identity cards are capable to send automated SMS to the parents confirming the arrival of their children at the school. Also, teachers must make the learning experience very thrilling at school.

Education is much more charming and intriguing than the temptations of distractions. Our policymakers on Education must look into the problem to make a better system that is more practical and provides hands-on learning to the students.

Conclusion

Thus, it is the need of the hour, we have to safeguard our independence. Our country has witnessed many ups and downs. This was due to a lack of a proper education system. The true education system would indeed make us self-reliant and master our destiny.

2. **Portfolio**

I am so excited to be working with children and really making a difference in their lives. Being a teacher is who I am and what I have always wanted to be.

I remember being so upset in class as a child because I did not understand what was being talked about in the classroom. A dedicated teacher helped me by recognizing my learning disability and finding ways to assist me. I dedicate my success to this amazing teacher who changed my life.

Those experiences made me who I am today and I am now helping others. I assist children making the transition to our school systems. I love my job and am very proud to be in this position making a difference.

I come to this profession with definite beliefs in mind in relation to who I will be as a successful teacher, employee, and member of your community. I am a teacher who most importantly embraces the development of a trusting environment with my students. In my opinion, students only open up to learning beyond the borders of basic requirements when trust is present. One of the skills I will utilize in building the before mentioned environment is found in the ability to communicate efficiently with one's students. I will not only provide educational data from the curriculum, but I am a good listener willing to respond in kind to all ideas presented by the classroom community. I will also respond well to change in being open to learning from others in trying new approaches in lesson construction and delivery.

My teaching methodologies main objective is to inspire learning of content as well as developing the skills necessary for students to explore content and draw intelligent conclusions independently. I am committed to inspiring this critical exploration through stimulating teamwork amongst peers, being aware of different learning styles, teaching across subject boundaries, providing individualized accommodations, involving students in goal setting where appropriate, and being able to recognize and seize the moment when teachable moments occur.

3. **Geethanjali College of Engineering and Technology (Autonomous)**
A Report on Industrial Visit ECIL Hyderabad.
Organized and Managed by
Freshman Engineering Department.

Abstract/Summary:

The industrial visit is intended to provide students of Computer Engineering with required exposure to the working environment and practical knowledge.

Industrial visit was carried out from 28th December, 2018 to 1st January, 2019 for Computer Engineering Students. The main objective behind the visit was to make the students aware about how the computers are used in different industries.. The industries were selectively chosen so that the students could relate and understand the major role played by each one of them.

Acknowledgment.

I take this opportunity to thank the Department for allowing the `students to go for a field trip for the fulfillment of the course. Thank you for providing financial and allowing us not to attend lectures for one week. I want to pass my regards to the entire staff and for their participation of the trip. My special thanks goes to the head of department for not only making prior arrangement for the trip but also for accompanying us and providing guidance, moral support and proper understanding of what we were taught by explaining further.

I also want to thank the department of transport for their support by providing us with the bus. The driver did a wonderful job by ensuring that we reached all the places planned and we came back safely thank you so much.

Table of contents.

1. Introduction.
2. Methods.
3. Discussion of results.
4. Conclusion.

Introduction

An industrial visit to ECIL, Hyderabad was arranged by the Computer Engineering department to provide practical exposure to the students. The industrial visit was also aimed at strengthening the industry-academia ties. The industry academic exchange helped the institute and students understand the demands of the industry. It also helped the student to be aware about the latest technologies and the trends.

Methods

Present product range of ECIL includes:

- Nuclear sector: Control and instrumentation products for nuclear power plants; Integrated security systems for nuclear installations; Radiation monitoring instruments; Secured network of all Department of Atomic Energy (India) units via satellite.
- Defense Sector: Various types of fuses; V/UHF Radio communication equipment; Electronics warfare systems and derivatives; Thermal batteries and special components for missile projects; Precision servo components like gyros; Missile support control and command systems; Training simulators; Stabilized antenna and tracking for Light Combat Aircraft; Detection and pre-detonation of explosive devices; Jammers with direction finding abilities.
- Commercial Sector: Electronic voting machines; Voter-verified paper audit trail; Tantalizer; Wireless local loop (WLL) systems; antenna products; electronic energy meters or electricity meter; X-ray baggage inspection system for airports; computer hardware, software and services; computer education services.

Discussion of results.

The company played a very significant role in the training and growth of high caliber technical and managerial manpower especially in the field of Computers and Information Technology. Though the

initial thrust was on meeting the Control and Instrumentation requirement of the nuclear power program, the expanded scope of self reliance pursued by ECIL enabled the company to develop various products to cater to the needs of Defense, Civil Aviation, Information and Broadcasting, Telecommunications, Agriculture, Steel and Coal sectors and various user departments in the Government domain. ECIL thus evolved as a malty product company serving multiple sectors of Indian economy with emphasis on import of country substitution and development of products and service that are of economic and strategic significance to the country.

Conclusion

From this visit, we got the information and practical knowledge about computers using and Students got the knowledge about industry. They got the idea how computers, technology are made in industry and its working.

ECIL is credited with producing the first indigenous digital computers, TDC 312 and TDC 316, solid state TV, control and instrumentation for nuclear power plants and first earth station antenna of India.

ECIL won Environment Protection Award for the year 2012 in the category "R&D and Other Units Group.

References

1. "ECIL expects 10-lakh VVPAT units order from EC". *Indiatoday.intoday.in. 29 March 2016*. Retrieved 15 July 2017
2. "ECIL expects 10-lakh VVPAT units order from EC".

3. **Brochure on College fest**

Geethanjali College of Engineering and Technology,
Hyderabad, Telangana

Hackathon 14th - 16th March 2019

- Category: Hackathon
- Start Date: 14th March 2019
- End Date: 16th March 2019
- Registration fee: 500rs

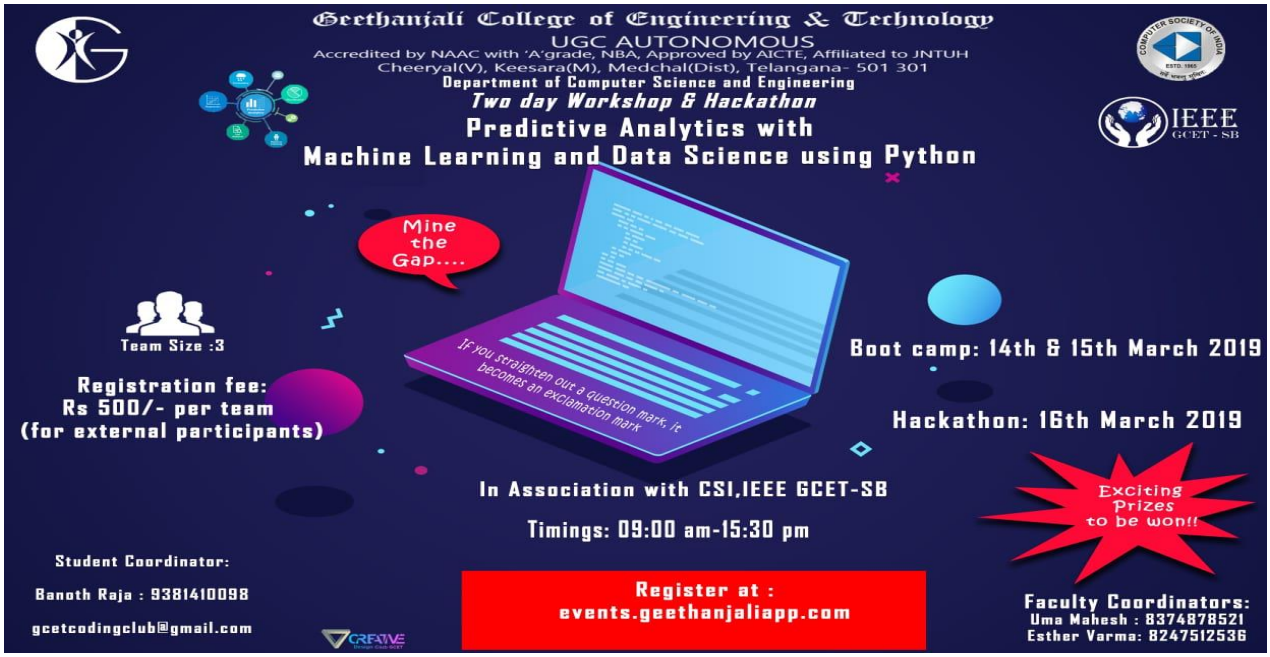
- Organizer: Geethanjali College of Engineering and Technology
- City: Hyderabad
- State: Telangana

DESCRIPTION: Here comes another wonderful opportunity to learn the trending technologies in a very short span of time. Being held are two- day Bootcamp, followed by one-day Hackathon post it. Grab this opportunity ASAP.

EVENTS: Hackathon

WORKSHOPS: 2 day workshop on predictive analysis with machine learning and data science through python

DEPARTMENTS: CSE, ECE, IT, EEE, Mechanical, Civil, MBA & MCA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Cheeryal(V), Keesara(M), Medchal(Dist), Telangana- 501 301
Department of Computer Science and Engineering
Two day Workshop & Hackathon
Predictive Analytics with
Machine Learning and Data Science using Python
IEEE
GCET - SB
Mine the Gap....
If you straighten out a question mark, it becomes an exclamation mark
Team Size :3
Registration fee:
Rs 500/- per team
(for external participants)
Boot camp: 14th & 15th March 2019
Hackathon: 16th March 2019
In Association with CSI,IEEE GCET-SB
Timings: 09:00 am-15:30 pm
Exciting Prizes to be won!!
Student Coordinator:
Banoth Raja : 9381410098
gcetcodingclub@gmail.com
Register at :
events.geethanjaliapp.com
Faculty Coordinators:
Uma Mahesh : 8374878521
Esther Varma: 8247512536

Module-V
ACTIVITIES ON GROUP DISCUSSION

Objectives

Students develop ability to**:**

- Enhance team spirit and lead a team
- Understand the strengths and weaknesses of the team members
- Evaluate their self-performance and refine their Oral Skills

Introduction

"Man is a social Animal" to quote Aristotle, the great philosopher. Every individual has thoughts and these thoughts/ideas are addressed /expressed to oneself in monologues or conveyed to others in dialogues. Communication is both Verbal and Non-verbal. One aspect of Verbal Communication is through Group Discussion.

A Group Discussion (GD) is an interactive, oral communication which takes place when a group of people get together and discuss but do not debate. Each participant expresses ideas about a particular topic gently, coolly and clearly in an objective manner.

Group discussions can be categorized as: a) Informal and b) Formal.

An **Informal Group Discussion** takes place when a group of friends talk about things in general in college canteen, outside the classroom, at a bus stop or any other place, when a family interacts/interactions about various issues or when a group of people talk aboutdifferent matters, such as sports, train travel, price rise, examinations, favorite film stars, current affairs, etc. In these informal discussions, each one freely expresses his/her views on the subject.

In formal contexts, structured group discussions are increasingly used as a tool to identify candidates with the right abilities, either for employment or for admission to various courses. As the term itself suggests, a GD is a discussion, but not a debate. What is actually expected in a GD is participation in a systematic discussion, expressing opinions on a particular topic and presenting different views.

There are two kinds of GDs- Structured and Unstructured.

Structured GD is formal which is usually conducted in placements, classrooms, Board Rooms, etc., where each participant mentally structures the thoughts ,words about the given topic in a phased manner depending on time and chance one decides to speak. Here the Verbal and Non-verbal Communication is judged by Evaluators or Moderators.

An Unstructured GD is informal in which anyone in the group can speak at any point of time without disturbing the general decorum of the discussion. The family get-together, canteen talks, chats in the airports, railway stations etc. are examples of such discussions. However in any GD it is advantageous for the participant to cultivate a Civilized Approach to use the right words and proper body language so that it becomes a part and parcel of one's life.

The prospect of participating in a GD tends to leave good number of participants who are petrified. You can dispel that fear by the experience you are exposed while participating in a Group Discussions. Remember those discussions across the dinner table with family members, friends and relatives in/on various occasions.GD is an open discussion and not a debate between the members of a group

Uses of a GD

1. To express important thoughts/points about a given topic.
2. To express/tell facts about the topic with justification.
3. To develop oratory skills.
4. To drive away/overcome inhibitions.
5. To share opinions.
6. To arrive at positive/general consensual conclusions.

The main areas of a GD are

1. Subject knowledge about current affairs, politics, social issues, economic issues, scientific and environmental problems like climate change, etc.
2. Systematic Analysis of the content to prove the stated point of view.
3. Listening, language, expression, articulation, pronunciation and body language.
4. Leadership skills like initiation, assertiveness, self-confidence, persuasiveness, patience, motivation.
5. Team Management Skills like adaptability, positive thinking, cooperation, coordination and correcting attitudinal lapses in the group.

Dynamics of GD

1. The opening of a GD should be attractive and direct the course of discussion.
2. Logical Approach plays an important role.
3. Plan a strategy to express appropriately...
4. The motivator or the leader of a group should roll the topic on, avoiding pauses.
5. The leader should see that bitter arguments and personal comments are avoided.
6. Understanding the topic from all possible angles.
7. Summing up is very important for a good GD.
8. Proper body language, eye contact and gestures make a GD effective.
9. Use PREP formula (preparation, reason, example and position).

Some useful and encouraging phrases to intervene effectively in a GD

- **Agreeing:** You are absolutely right, I agree to/with your point of view
- **Disagreeing:** I am sorry, I don't see it in that way/my point is---------
- **Interrupting:** Sorry, do you mind, if I say something here?, excuse me, would you listen to-
- **Dealing with interruptions:** Could I just finish with what I am saying?, let me say---
- **Asking for information:** Would you mind elaborating/saying a little more about it?
- **Adding more information:** Another point I would like to make or add is…..

Time Management for a GD.
For example if the GD is for 15 minutes

- Chaos period (1-2 minutes)
- Ice breaker (1 minute)
- Generating ideas (1 minute)
- Discussion on the ideas (10 minutes)
- Conclusion (1 minute)

Strategies for effective Group Discussion

1. The opening sentences should create enthusiasm and interest among the listeners, usually by the use of appropriate quotations, proverbs, statements, epigrammatic sentences/punch lines..
2. Systematic and coherent presentation of the content.
3. Body gestures or Non-verbal Communication should be balanced.
4. Balancing the points of discussion while contradicting a statement.
5. Anticipating possible disruptions.
6. Express softly/politely but do not be a silent spectator/listener.
7. Be Open-minded.
8. Conclude the GD cheerfully recapitulating the ideas.

Do's of a GD

- Listen to every speaker carefully.
- Put your thoughts in order.
- Initiate the discussion once you are through with the subject.
- Support your point with facts and figures.
- Give others a chance to speak and respect their contribution.
- Disagree politely.
- Summarize coherently.

Don'ts of GD

- Initiate the discussion with insufficient knowledge about the given topic.
- Pose negative body gestures like sitting crossed arms and legs, sitting stiff,
- Scratching or rubbing the nose, leaning back in the chair, fidgeting etc.
- Tell irrelevant points and distract the discussion.
- Expressing anger or uncontrollable laughter.
- Over speak or intervene without proper vocabulary.
- Argue or shout.
- Pass personalized comments.
- Mention intercultural or socio economic background of any participant.
- Produce individualized comments.

A few expressions used in GD

Activity	**Expression**
1. Lead the discussion	i. It is not difficult to understand the problem but…..
	ii. The actual point of discussion is….
	iii. Dear friend, don't deviate--------
2. Draw someone into discussion	i. What is your opinion about this?
	ii. Do you agree, if I say…?
	iii. May I draw your attention .....?
3. Refocus the discussion	i. Can you speak something…..
	ii. Can you elaborate ……
4. Help someone to participate	i. Please continue……
	ii. Could you explain……
5. Make suggestions	i. Could you speak like this ?

ii. Can you give details…?

6. Conclude

i. At the end, I can state……
ii. To sum up, I mention……
iii. To conclude, I say…….

It is essential that GDs should be practiced consciously and continuously in all conversations upgrading the vocabulary, intonation, knowledge, proper Body-language, etc. as this enhances the personal traits of every candidate in Personality Development. Participation in GD is a sure cure for people who are afraid of public speaking, introverts, people who are reluctant to come out of their respective shells or hesitate to come out of their comfort zones or from the 'frog in a well' syndrome. GD liberates them from all these kinds of bottle necks or draw backs.

Body Language

Our facial gestures, limb movements and mannerisms play a vital role in effecting GD, which is nothing but body Language or Non-Verbal Communication. We may offend anyone if we are not careful about our body language when we are in GD. Positive Body gestures show one's confidence and enhance their self-image. The following are the points to remember about Body Language while participating in GDs.

1. Correct body postures encourage discussion and avoid distractions.
2. Often body language conveys lot of information which words fail to convey.
3. Sitting upright and moving hands not too heavily indicate good manners.
4. Builds good rapport with others in the discussion.
5. Helps to understand what others want to express.
6. Good body postures and gestures avoid conflicts in discussion.
7. Good body language controls aggression among the participants.
8. It controls conflicts arising.

Parameters for Evaluation

Group Discussions are conducted to evaluate not only the candidate's Verbal and Non-verbal skills but also the other personality traits like ideals, honesty in expression, motivational aspects commitment to oneself and society, truthfulness, psychological thought process, transparency and all other soft skills and leadership skills. Each organization will have its own parameters of Evaluation.

In general the components of Evaluation for GDs (rubric):

1. Communication Skills.
2. Knowledge. (Preparation)
3. Organization of thoughts.
4. Cooperation with others.
5. Leadership Skills or initiative.
6. Persuasion Skills.
7. Use of gathered information.
8. Problem solving.
9. Team work.

You tube links on Group discussions

1. **https://youtu.be/qymUH_pzPXc**
2. **https://youtu.be/YY2yjEEoB3U**
3. **https://youtu.be/-lXjbph22Fk**

Outcomes

By the end of the module, the students would be able to:

- Participate in Group Discussions expressing ideas pleasantly, relevantly, coherently and cogently.
- Develop strategies to improve their soft skills on an on-going basis lifelong.
- Conduct oneself in a decent and dignified manner in various (Professional and personal situations even under stress).
- Remain calm and composed all through to listen and participate.
- Exhibit cultural sensitivity.

ACTIVITY

Group Discussion Topics

Students participate in discussion and record the same.

4. Environmental Protection-Human Responsibility
5. Yoga and Lifestyle only can cure health disorders
6. 'Mars Mission' Is it justified?
7. Law should be an instrument of Social Change.
8. Foreign direct investments in local business- Is it good or bad for our country?
9. Visual aids are dangerous tools.
10. Human Diseases are man-made.
11. Indian Democracy.
12. Rural Development in India.
13. Impact of Covid 19 on Human Life.

ACTIVITIES ON INTERVIEW SKILLS

Objectives

Students develop ability to

- Face Interviews Confidently
- Participate well in Placement Drives
- Plan for a good career
- Understand the strategies to perform excellently in Interviews
- Succeed in securing Jobs

Interview is an opportunity to meet the challenges of professional life on the one hand and to score well to acquire placements on the other. If the applicant wants to exhibit skills, knowledge, self-confidence and motivation to secure employment, interview is the only way. Interview Skills/performance determines the caliber of the candidate. In an Interview the various parameters are applied to gauge the capabilities of the candidates to select/recruit the right person. The guiding factor is 'Right candidate for the Right job'. It is a form of Formal verbal and Non-Verbal Communication between the Interviewer and Interviewee which proves the unique identity of the applicant.

Every interview has a process involving the following steps:

1. Type of interview
2. How to start an interview
3. Establishing rapport
4. Exchanging information
5. Closing the interview
6. Follow-up after the interview
7. Conclusion

Points to ponder about an Interview Process from the point of view of the employer

Open the interview process with an 'Ice Breaker' session to put the candidate at ease

1. Arrangement/Fixing date, time, place and preparing a questionnaire
2. Eliciting relevant personal information as much as possible without infringing on privacy
3. Recording full information on academic qualifications(duly supported certificates)
4. Gathering job related information and knowledge to ascertain whether the candidate meets all the requirement of the position opted
5. Assessing SWOC (Strengths, Weaknesses, Opportunities, Challenges)
6. Evolve and analyze the interview strategies – Gather performance evaluation by the previous Senior Employers, number of rounds of interview, selecting the Interview Panel, One-to-one interview by seniors of the Company, make credential checks discretely and confidentially, ascertain during the interview whether the candidate is willing to give a bond. Final offer may be given.
7. Evaluate whether the candidate fits into the slot. Avoid square peg fitting into a round hole. Make a 360 degree analysis in terms of (a) Mental make up (mindset) (b) Physical Stamina (c) Competence, (d) Communication skills (e) Commitment (e) Judgment (f)

Job Knowledge (g) Work experience (h) Inter-personal skills (i) Past Achievements,

(j) Goal Orientation (k) Consistency (l) Team Spirit/Team Player/Team Builder (m) Ability to handle HR issues (n) any other relevant aspect.

Planning for the interview

After sending Résumé to a company, the candidate will get a call/call-letter from the hiring manager. The interview may be either a Telephonic Interview or Face-to-face physical Interview. Telephonic interviews give a chance to the employer to examine the candidate's skill sets on conversing. Face-to-face interviews are usually conducted if the candidate is selected in the initial Telephone interview. Mostly the Face-to-face interviews are based on asking questions relevant to the job or to the person by an interviewer or a panel of members.

The opening strategies of an Interview

There are **two stages**:

1. **Introduction**: The best way to enter an interview room is to knock, ask for permission to enter and then wait for a while before sitting. Try to be comfortable , do not place your hands on the table. Maintain a correct posture and display confidence.

a. Be presentable, maintain time, be calm and composed and give appropriate answers.
b. Maintain eye contact.
c. Introduce yourself clearly.
d. Smile but do not laugh.
e. Be expressive. Avoid using monotone.
f. Pronounce the words clearly.
g. Be concise.
h. Be focused and answer to the point
i. Be direct in answering.
j. Use appropriate hand gestures to emphasize key points.
k. Negotiate well.

2. **Attitude and Response**: Interviewers will give a lead to the candidates. So try andtake cues from the tonal variations, facial expressions and questions of the employer.
Prepare brief sentences to express your -

a. Family background.
b. Education.
c. Initiation.
d. Inter personal skills.
e. Aptitude.
f. Extracurricular Skills like - Sports, Arts, Community Service etc.

Your holistic analysis of yourself should be portrayed in Interviews.

In any interview there are three stages: Pre-Interview, Interview process and Post Interview

1. **Pre - interview**
   - Identify your strengths, weaknesses, goals and skills, etc.
   - Make a thorough study of the company – Management, Products, Location, Finance, Labour, HR policies, Market demand etc.
   - Rehearse what you plan to say.
   - Practice answers to common questions.
   - Prepare questions to enquire about the Organization.

2. **Interview Process**
   - Make sure you report fifteen to thirty minutes before the schedule.
   - Be aware of Non-verbal communication. Sit straight, look alert, speak clearly and audibly but stay relaxed. Maintain good eye contact, avoid nervous mannerisms, and try to be a good listener as well as a good speaker. Smile.
   - Follow the interviewer's lead, so that you can relate your background and skills to suit the context.
   - Be specific, concrete, and detailed in your answers. More information you volunteer, the better the employer will know you. However, ensure you answer to the point.
   - Offer examples of your previous work and references which will document best qualities in you.
   - Answer questions as truthfully and frankly as you can. Answer honestly. Try not to say more than necessary.

3. **Post interview**
   - Take notes on what you feel you could improve upon for your next interview.
   - Write a brief thank-you letter to the interviewer.
   - If offered the position, depending on your availability and professional viability take a decision. The Offer letter should be respected and accepted. Do not forget to thank.

Preparing for an Interview

Research is a critical part of preparing for an interview. Spend time in thinking about yourself and the questions you might ask at the end of interview. Self-assessment will enable you to know what you have to offer to an employer. It is very important to develop an inventory of skills, experience and personal attributes that can be used to 'sell yourself' to prospective employers.

Following is a list of marketable skills which are generic in nature.

- Analytical/Problem solving skills.
- Flexibility/Versatility.
- Interpersonal relationships.
- Oral/Written communication.
- Organization/Planning.
- Time management.
- Motivation.
- Leadership.
- Self-starter/Initiative.
- Team player.

Types of interviews

1. Face-to-face physical interview through pre-determined dates or Walk-in Interviews.
2. Group interview.
3. Behavioral interview.
4. Telephonic interview.
5. Panel interview.
6. Stress interview.
7. Video Conferencing.

Face to face interview: This is also known as traditional interview. In this kind of interview the employer and the job seeker can get to know each other about respective environment.

Group Interview: These interviews are conducted by large companies or MNC's for graduates at a time, either directly or through outsourced Placement portals. They may give some exercises to solve in a group and observes the leadership and communication skills of the participants. These interviews test the team work, listening comprehension and stress managing skills among the group.

Behavioral Interview: In this, the candidates are asked to explain their skills, experience, hobbies, projects and personal details. The interviewers will be analyzing and assessing the candidate's capabilities and body language during such interviews.

Telephone Interview: These are to reduce the expenses of reaching the spot and cost-cutting approach by the employers, both for the Interviewee and the Interviewer.

Panel interviews: The candidates will interact with several higher authorities and answer the questions posed by a panel of members. Usually this method is used to hire for top positions.

Stress interview: The main purpose of this interview is to test the candidate's ability to handle stress situations. The employer will ask continuous questions to answer without givingtime to think. The interviewer might openly challenge beliefs or judgments. Sometimes impossible tasks are given to test the candidate's abilities.

Interview through Video-conferencing

Interviews are also held through video-conferencing. This is very akin to a face-to face job interview because the interviewers can watch the candidate answering the questions, and can also assess his/her behavior and the candidate's communication skills. Some organizations prefer to have a screening interview through video-conferencing. The video-conferencing interview follows a fixed structure. The number of interviewers varies from one to eight. The Chairperson of the selection committee introduces the members of the committee to the candidate. Each expert will be analyzing the candidate's candidature.

Tips to succeed in interviews:

- Keep all necessary certificates/documents in a file.
- Be confident.
- Be a good listener.
- Dress petite. (Formal)

- Switch off the cell phone.
- Keep control on body movements.
- Maintain eye contact.
- Don't give pauses.
- Smile. (its your greatest asset)

Types of Questions

There are mainly seven types of questions that occur during interviews.

1. Open questions: Asked in the beginning of an Interview to motivate the candidates to feel at home. Eg. Introduce yourself , mention your areas of interests, your family background, your Role-models etc.
2. Closed questions: To limit the scope of responses with specific answers. Eg. What is Data processing?
3. Probing questions: To test the deeper understanding of the subject. Eg. Do you think recession in 2020 might help the Developed and Underdeveloped Countries?
4. Reflective questions: To confirm the candidate's statements. Eg. Do you want the public sector companies be privatized?
5. Loaded questions: To judge the abilities. Eg. You live in Telangana. Will you be able to relocate to Kolkata? You are too short. Don't you think this is going to be a handicap for you?
6. Hypothetical questions: To test the problem solving capacity. Eg. Can you calculate and give a statistical data regarding the Literacy Rate in Telangana ?
7. Leading questions: To know the desired response. Eg. What is your opinion about the Economic Status of our Country after Covid-19? What is your opinion about TRP ratings?

General HR interview questions with possible answers:

1. **How would you describe yourself?**
   My background to date has been centered on preparing myself to become a productive ……..(mention the specific Branch) Engineer I can become. I was born and raised in …….I have worked for ……(Mention the name of the Organisation worked, designation, years of experience, Projects taken up, any other specific recognition.).. I represented National/State as..... (like Cricket Captain, Chess, Football, Hockey etc.) and learnt languages like English, Telugu, Hindi, Spanish, German (mention any language learnt through You-tube like Mandarin(Chinese),Japanese etc. .The Programming languages learnt are JAVA, PYTHON etc.

2. **What specific goals, including those related to your occupation, have you established for your life?**
   I want to be working for an excellent company like yours. I plan to contribute myleadership, interpersonal, and technical skills. My long-term career goal is to contribute as much as I can during my tenure to the progress of the company and for my career development.

3. **How has your college experience prepared you for this career?**

   I have prepared myself to enter into the work force through real-world experience involving travel abroad, internship, and entrepreneurial opportunities which were given to me at our college. As you can see from my academic, extracurricular and experiential background, I have unconditionally committed myself to success as an Engineering Professional.

4. **What influenced you to choose this career?**

   I like engineering because I know my potential. I possess dedication and determination to reach my professional goals. It is my aptitude.

5. **Do you have the qualifications and personal characteristics necessary for success in your chosen career?**

   I believe I have a combination of qualities to be successful in this career. First, I have a strong interest, backed by a solid, well-rounded, state-of the-art education, especially in a career that is technically oriented. I am convinced that I possess these characteristics and am ready to be a successful team member of your firm.

6. **Are you more energized by working with data or by collaborating with other individuals?**

   I like the validity of information and also like the energy that comes from collaborative work. The best thing about working in a group is combining the minds from different perspectives and coming up with something extremely great - synergy. At the same time, information can generate vitality in the project you're working on.

7. **How would you describe yourself in terms of your ability to work as a member of a team?**

   I have had opportunities in both academics and athletics to develop skills as a team player. I have experience of being a team leader to do a project. I maintained excellent communication among group members and coordinated towards reaching our team goals.

8. **Would you describe yourself as goal-driven?**

   Yes. I demonstrated my goal orientation as President of the local Community Service Center. I am proud of the fact that I set a goal of signing 50 new members this year and accomplished it.

9. **Can you describe your long-range goals and objectives?**

   My primary objective is to learn as much as possible about your company and learn Professional Techniques to excel in the position I am offered. My long-range goal is to motivate my team members, work exceptionally well.

10. **What do you expect to do in the next five years?**

    Although it is hard to predict future, I sincerely believe that I will become a successful engineer. My aim is to reach a position in the company where I can take on new challenges and would be able to improve organizational growth.

11. **How would you evaluate your ability to deal with conflict?**

Yes. I believe that I am good at handling it. I accomplish what I need, from the tasks given.

12. **Would you say that you can easily deal with high pressure situations?**

Yes. My past experiences gave me the courage to deal with serious situations effectively attending to emergency on-call duties also.

13. **Do you think that your grades are an indication of your academic achievements?**

I have focused on gaining real- world experience. Sometimes my heavy load has not allowed me to keep up with my studies, but my experience can be applied in my future endeavor.

14. **Describe the characteristics of a successful leader?**

A successful leader should have vision, formulate strategies and communicates to the team members. He/she should be one who knows the way, shows the way and goes in that way.

15. **Tell me what do you know about our company?**

I browsed in detail about your company the various Departments associated, the HR Approaches , Production Strategies, Labour Welfare Schemes etc. and you have excellent track record and won many National and International Awards to your Credit. This motivates me to join the Organization.

16. **Which is more important to you, the job or salary?**

Salary commensurate with my experience and skills.

17. **How do you determine priorities in scheduling your time?**

I follow Time Management skills. I list the works as per their importance and complete the work.

18. **Tell me about a time you had to handle multiple responsibilities?**

While attending the college, I worked as a part timer in another firm and was successful. As a student, I was coordinator for cultural, literary and sports committees

19. **What is your greatest strength?**

My hard work and time management skills. I work well under pressure to reach the deadlines. My weakness is I am a workaholic.

20. **Do you have any questions to ask us?**

Can I know about the expansion avenues in Production, Geographical distribution etc. of your Organization in future?

21. **What motivates you?**

My commitment to my career, the projects, my family, the society I live in etc. along with Recognition and Promotion.

22. **What is your definition of success?**
Success is 'never giving up' attitude. Every failure is a stepping stone towards success.

23. **Why should we hire you?**
Mention and explain the Projects you have guided.
I was the Team-leader for the Project (mention the details of the Project-Name, Purpose ,Finance, Time-span etc.).
I have the required qualifications (mention the specific educational qualifications and certified Software Programs done and mention additional laurels likes Awards,outstanding projects taken up etc.) I think, I am the best and most appropriate person possessing all the necessary skills for this job.

24. **If we offer you the job, how would you react?**
It would be a pleasant surprise Sir! I am much pleased and would like to inform you that I would serve this Organization to the best of my capabilities and bring Productive results. I shall always walk the extra mile.

25. **Define yourself in one word and justify.**
Hardworking-I have completed B.Tech./M. Tech./Ph.D from the reputed Institution. I have put in
i) five years of consistent service in Wipro.
ii) Adaptability-Worked in Digboi Oil Refineries in Gauhati /DELL Bangalore/Perth Australia. I can work in a Multicultural Environment.

Outcomes
By the end of the module, the students would be able to:

- Develop holistic skills to improve their behavioral patterns while attending Interviews.
- Learn more about the strategies required in gaining confidence to navigate themselves to attend various Types of Interviews.
- Enhance their speaking skills to face Interviews boldly.

Activities

1. Conducting Mock Interviews.
2. Showing videos of various Job Interviews.
3. Giving sample questions from the previous Interviews and answering them.

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b) https://youtu.be/lsJBGvyiAHI

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