Appendix-I

QUESTIONNAIRE FOR STUDENTS

1. Name : 
2. Age & Gender : Yrs   Male   Female 
4. Parents’ Educational Qualifications : Father :       Mother : 
5. Language spoken at home : 
6. Language used with neighbors : 
7. Board of Studies in class X : State / CBSE / ICSE / Matric / Others 
8. Name of the university (Presently Studying in): 
9. Particulars of Education : 

<table>
<thead>
<tr>
<th>S.No</th>
<th>Class</th>
<th>Name of the College</th>
<th>Medium of instruction</th>
<th>Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Class X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Intermediate</td>
<td></td>
<td></td>
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</tbody>
</table>

10. Your Language Proficiency : 

Give rating in grades : A- Excellent / B- Good / C- Fair / D- Poor 

<table>
<thead>
<tr>
<th>S.No</th>
<th>Languages known</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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</tbody>
</table>

11. Do you know the names of the English text books prescribed to you for I B.Tech.? 

Yes   No
If ‘yes’, give the names of the text books prescribed to you.

a) ..................................  
b) ..................................

12. Do the Textbooks create an interest in you?

Yes            To some extent       No

13. Have you read all the prescribed texts?

Yes            To some extent       No

If ‘no’, give reasons / state the reasons –

a) Uninteresting texts  
b) slow rate of reading

c) Want of time  
d) not exam oriented

14. Have you read all units in the prescribed texts?

Yes            To some extent       No

15. Does the concept/s used in the textbooks catch your attention?

Yes            To some extent       No

16. Are the topics easy to understand through the material in your text?

Yes            To some extent       No

State the topics which you feel are difficult.

a) .................................

b) .................................

17. Are there adequate pictures, charts, graphs to understand the context / topics in the text - books?

Yes            To some extent       No

18. Are the topics relevant to Engineering Course?

Yes            To some extent       No

State the topics which you feel are irrelevant.

a) .................................

b) .................................
19. Are the technical terms included in English syllabus?
   Yes [ ] To some extent [ ] No [ ]

20. Are the technical terms comprehensible?
   Yes [ ] To some extent [ ] No [ ]

21. The technical materials in the text book are helpful:
   a) To increase technical knowledge - Yes [ ] No [ ]
   b) The rate of language learning - Yes [ ] No [ ]

22. Do you think that your language has improved with respect to Grammar through the material in your text?
   Yes [ ] To some extent [ ] No [ ]

23. Do you find the “tasks” given interesting?
   Yes [ ] To some extent [ ] No [ ]

24. Is there a variety in task distribution?
   Yes [ ] To some extent [ ] No [ ]

25. How do you rate these tasks?
   Easy [ ] Moderate [ ] Difficult [ ]

26. Do the tasks in text encourage you to use your creativity?
   Yes [ ] To some extent [ ] No [ ]

27. How is your textbook in your point of view?
   a) Like a textbook [ ] b) Like a workbook [ ]
   c) It is a skill-based text [ ] d) I can’t decide [ ]

28. What does your text promote?
   a) Only acquisition of Technical English [ ]
   b) Motivation for Language Learning [ ]
   c) Both [ ]
   d) None of the above [ ]

29. Is the cover design attractive?
   Yes [ ] To some extent [ ] No [ ]
30. Do you interact with your teachers?

Yes ☐ To some extent ☐ No ☐

State your reasons. a) ____________________________

b) ____________________________

31. Do you find it easy to use new words (vocabulary) in your interaction / in other situations?

Yes ☐ To some extent ☐ No ☐

32. Do you find it easy to comprehend the new words through the material in your text?

Yes ☐ To some extent ☐ No ☐

33. Do you find the tasks, helpful in developing the language in the following areas?

<table>
<thead>
<tr>
<th>ITEM</th>
<th>TO A GREATER EXTENT</th>
<th>A LITTLE</th>
<th>NIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Word – Formation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Grammar concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Grammatical Usage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Understanding Meaning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. Give reasons, if any, for finding it difficult to comprehend any of the above items.

a) ____________________________

b) ____________________________

35. Are the tasks set forth in the textbook helpful in improving your LSRW skills?

Yes ☐ To some extent ☐ No ☐

If so, Please use the following grades to show how the tasks were helpful in your learning.

Grade: A-Excellent / B-Very Good / C-Good / D-Average

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
</thead>
</table>
36. How frequently do you listen to English news?
   Daily □ once in 2 days □ once a week □ occasionally □

37. Are you able to improve your effectiveness in using English in other situations by following textbooks? (in speaking)
   Yes □ To some extent □ No □

38. How frequently do you read English newspapers?
   Daily □ once in 2 days □ once a week □ occasionally □

39. Does the textbook provide you sufficient materials for writing essays?
   Yes □ To some extent □ No □

40. If you wish to say one thing about your text, which of the following would you say?
   a) Informative □ b) entertaining □
   c) Task - oriented □ d) developing your language □

41. How many English books did you read in the first year, which were not prescribed for your study? □□□□

42. Is the examination question paper based only on Textbook?
   Yes □ To some extent □ No □

43. What is your intention in learning English? (Multiple choices may be selected)
   a) To pass the exam □ b) To influence others □
   c) To improve communication Skills □ d) For employment □

44. Do you have Communication Skills Lab in your first year course?
   Yes □ No □

   ➢ If “yes” please name the software (or provider of software) in use in your Lab.
   a) ........................................
   b) ........................................
State how far the software was useful in developing your skills.

a) To a great extent □ □ □ b) To some extent □ □ □ c) Not at all □ □ □

If “no” do you want to have Communication Skills Lab in the first year itself?

Yes □ □ □ No □ □ □

If so, why do you want to have Communication Skills Lab?

45. Write a few sentences about your experiences in the Communication Skills Lab / in language class room?

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Appendix-II

QUESTIONNAIRE FOR TEACHERS

1. Name :

2. Age & Gender : Yrs Male Female

3. Mother Tongue :

4. Designation :

5. Address for Communication:

6. Educational Qualifications :

7. Name of the college (working at present):

8. Do you teach the course with any general aims / objectives in mind?
   Yes No

   If ‘yes’, could you state them?
   a) 
   b) 

9. How far do you use the text book prescribed by the University?
   To a great extent To some extent Not at all

10. Do you think the Topics are relevant to Engineering disciplines?
    Yes To some extent No

11. Are the topics arranged from simple to complex?
    Yes To some extent No

12. Is there a variety in topics / themes?
    Yes To some extent No
13. Are the Technical words properly defined?
   Yes [ ] To some extent [ ] No [ ]
   If ‘yes’, the technical materials in the text books are helpful:
   a) To increase technical Knowledge - Yes [ ] No [ ]
   b) The rate of learning the language - Yes [ ] No [ ]

14. As an English Teacher how do you feel handling the technical materials?
   a) Interesting [ ] b) Easy [ ] c) Difficult [ ]
   d) unaware [ ]

15. Grammar is taught --
   a) In context [ ] b) as an independent item [ ]

16. Do the materials and exercises really focus on the learning of grammar?
   Yes [ ] To some extent [ ] No [ ]

17. How do the students find the “tasks”?
   a) Interesting [ ] b) hard [ ] c) easy [ ] d) useful [ ]

18. What is the general attitude of your students to task based activity?
   a) Enjoyment [ ] b) Disinterest [ ] c) Indifference [ ]

20. Are the tasks interesting to teach?
   Yes [ ] To some extent [ ] No [ ]

21. Does the textbook motivate the students’ creativity?
   Yes [ ] To some extent [ ] No [ ]

22. How do you categorize the Technical English textbook?
   (a) Like a textbook [ ] (b) Like a workbook [ ]
   (c) It is a skill-based text [ ] (d) I can’t decide [ ]
23. Does this textbook help the students to develop their basic skills (LSRW)?

Yes ☐ To some extent ☐ No ☐

If so, what is the order? I / II / III / IV

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

24. Are the exercises sufficient for developing their writing skill?

Yes ☐ To some extent ☐ No ☐

25. Do the students really participate in activities like role – playing, group discussions etc?

Yes ☐ To some extent ☐ No ☐

26. Do you think their language has improved with these activities?

Yes ☐ To some extent ☐ No ☐

27. Are the students able to improve their effectiveness in using English in other situations by using the prescribed textbooks?

Yes ☐ To some extent ☐ No ☐

28. Have you done anything to develop English of your students by way of co-curriculum / extracurricular activities?

Yes ☐ No ☐

If ‘yes’, what do you do?

29. What do you expect from the texts prescribed for the technical students?

Technicility ☐ Humanity ☐ Both ☐

30. Which method, the Lecture or Task oriented method, is appropriate for Engineering Students?

......................................................

31. If you have any problems in adopting the task oriented methodology kindly lists them?

a) .............................................. b) ..............................................
32. Does it become necessary for you to give explanation in the Mother Tongue?
   Yes □ To some extent □ No □

33. Do you feel the prescribed Textbooks are useful in improving the student’s capacity for using English?
   a) To a great level □ b) To a moderate level □ c) Not at all □

34. Is the examination question paper based only on the Textbook?
   Yes □ To some extent □ No □

35. Do you feel communication skills laboratory is useful in improving their communication skills?
   Yes □ To some extent □ No □

   If ‘yes’, do you wish to have the communication skills lab in your regular curriculum in the first year itself?
   Yes □ No □

36. What is the intention of your students in learning English? (Majority)
   a) To influence others □ b) For employment □ c) Both □

37. What do your students think about the status of English in India?
   a) As a foreign language □ b) As a second language □
   c) As the first language □ d) Any other □

38. Have you taught Technical English to the students of I B.Tech. Course of any other university?
   Yes □ No □

   If ‘yes’, please specify the university name and no. of years taught.
   University: ……………………. Years: ……..
39. How do you rate the English Textbooks of different universities?

Give rating in grades:  A- Excellent / B- Good / C- Fair / D- Poor

<table>
<thead>
<tr>
<th></th>
<th>ANU</th>
<th>JNTUK</th>
<th>KLU</th>
<th>VIGNAN</th>
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</thead>
<tbody>
<tr>
<td>Listening</td>
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<td>Speaking</td>
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<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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</table>

40. What was your role, if any, in designing the syllabus currently followed?

........................................

41. Does the textbook fulfill all the objectives of the Syllabus?

Yes [ ] To some extent [ ] No [ ]

42. Is the present syllabus compatible with your objectives?

Yes [ ] To some extent [ ] No [ ]

43. Does the syllabus fulfill the needs of the students?

Yes [ ] To some extent [ ] No [ ]

44. What needs of the students should be taken into consideration while framing the syllabus?

a) Phonetics [ ] b) Spoken English [ ] c) Grammar [ ]

d) English for competitive exams [ ] (e) Any other (specify) .................

45. Give your suggestions for improving the teaching / learning of English at the professional level?

Signature

*****
Appendix-III

ACHARYA NAGARJUNA UNIVERSITY SYLLABUS

B.T/CE/Ch.E/CSE/ECE/EEE/EI/ IT /ME: -105

TECHNICAL ENGLISH COMMUNICATION SKILLS

Lectures : 3 Periods / week Sessional Marks : 30
University Exam : 3 hours University Examination Marks : 70

Course objectives: The areas of technical communication assay to make learners linguistically aware and communicatively competent. Special attention has been paid to the contemporary tests on language and industrial needs keeping in mind the current societal demands.

UNIT-I

General Communication Skills: -- This area exposes the learners to some standard varieties of linguistic communication.

1. Guided composition
   a) Paragraph writing
   b) Essay writing
   c) Confusable words

2. Reading comprehension
3. Letter writing

UNIT-II

Technical Communication Skills: This area falls under English for specific purposes (ESP) which trains the learners in basic technical communication.

1. Report writing
2. Corporate - information
3. Technical words

UNIT-III

Vocabulary and Basic Language Skills: This unit offers the learners some basic aspects
of language like vocabulary, structure and usage which are common to many contemporary tests.

1. Basic word list - A list of 500 words.
2. Idioms and phrases and their usage
3. Correction of sentences.
4. Analogies
5. One word substitutes
6. Antonyms & Synonyms

TEXTBOOKS

1. Developing Language Skills: 1. (Foundation Books)

REFERENCE BOOKS

1. Effective Technical Communication - M.Ashraf Rizvi (Tata McGraw Hill)
2. English for Engineers Prepared by Regional Institute of English, South India, Bangalore (Foundation Books)
3. Cambridge Preparation Guide for TOEFL.
4. Dictionary of Technical Terms, E.S.Cripsin (Oxford IBH)
5. Cambridge Advanced Learner’s Dictionary
6. Cambridge Idioms Dictionary
7. Basic Correspondence & Report writing - Sharma (Tata McGraw Hill)

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1. INTRODUCTION:

In view of the growing importance of English as a tool for global communication and the consequent emphasis on training students to acquire communicative competence, the syllabus has been designed to develop linguistic and communicative competence of Engineering students. The prescribed books and the exercises are meant to serve broadly as students’ handbooks.

In the English classes, the focus should be on the skills of reading, writing, listening and speaking and for this the teachers should use the text prescribed for detailed study. For example, the students should be encouraged to read the texts/selected paragraphs silently. The teachers can ask comprehension questions to stimulate discussion and based on the discussions students can be made to write short paragraphs/essays etc.

The text for non-detailed study is for extensive reading/reading for pleasure by the students. Hence, it is suggested that they read it on their own with topics selected for discussion in the class. The time should be utilized for working out the exercises given after each section, as also for supplementing the exercises with authentic materials of a similar kind for example, from newspaper articles, advertisements, promotional material etc. However, the stress in this syllabus is on skill development and practice of language skills.
2. OBJECTIVES:

a. To improve the language proficiency of the students in English with emphasis on LSRW skills.

b. To equip the students to study academic subjects with greater facility through the theoretical and practical components of the English syllabus.

c. To develop the study skills and communication skills in formal and informal situations.

3. SYLLABUS:

Listening Skills:

Objectives

1. To enable students to develop their listening skill so that they may appreciate its role in the LSRW skills approach to language and improve their pronunciation

2. To equip students with necessary training in listening so that can comprehend the speech of people of different backgrounds and regions

Students should be given practice in listening to the sounds of the language to be able to recognise them, to distinguish between them to mark stress and recognise and use the right intonation in sentences.

- Listening for general content
- Listening to fill up information
- Intensive listening
- Listening for specific information
**Speaking Skills:**

Objectives

1. To make students aware of the role of speaking in English and its contribution to their success.
2. To enable students to express themselves fluently and appropriately in social and professional contexts.

- Oral practice
- Describing objects/situations/people
- Role play – Individual/Group activities (Using exercises from all the nine units of the prescribed text: *Learning English: A Communicative Approach.*)
- Just A Minute (JAM) Sessions.

**Reading Skills:**

Objectives

1. To develop an awareness in the students about the significance of silent reading and comprehension.
2. To develop the ability of students to guess the meanings of words from context and grasp the overall message of the text, draw inferences etc.

- Skimming the text
- Understanding the gist of an argument
- Identifying the topic sentence
- Inferring lexical and contextual meaning
- Understanding discourse features
- Recognizing coherence/sequencing of sentences

**NOTE:** The students will be trained in reading skills using the prescribed text for detailed study. They will be examined in reading and answering questions using ‘unseen’ passages which may be taken from the non-detailed text or other authentic texts, such as magazines/newspaper articles.
Writing Skills:

Objectives

1. To develop an awareness in the students about writing as an exact and formal skill
2. To equip them with the components of different forms of writing, beginning with the lower order ones.
   - Writing sentences
   - Use of appropriate vocabulary
   - Paragraph writing
   - Coherence and cohesiveness
   - Narration / description
   - Note Making
   - Formal and informal letter writing
   - Editing a passage

4. TEXTBOOKS PRESCRIBED: In order to improve the proficiency of the student in the acquisition of the four skills mentioned above, the following texts and course content, divided into Eight Units, are prescribed:

   For Detailed study --


   For Non-detailed study --

A. STUDY MATERIAL:

UNIT -I


UNIT -II


UNIT -III


UNIT -IV


UNIT-V


UNIT-VI


* Exercises from the lessons not prescribed shall also be used for classroom tasks.

UNIT–VII Exercises on ---Reading and Writing Skills

- Reading Comprehension
- Situational dialogue
- Letter writing
- Essay writing

UNIT–VIII

Practice Exercises on Remedial Grammar covering
- Common errors in English, Subject-Verb agreement, Use of Articles and Prepositions,
- Tense and aspect
- Vocabulary development covering
- Synonyms & Antonyms, one-word substitutes, prefixes & suffixes, Idioms & phrases,
- words often confused.
REFERENCES

1. Strengthen Your English, Bhaskaran & Horsburgh, Oxford University Press.


3. Murphy's English Grammar with CD, Murphy, Cambridge University Press

4. English Skills for Technical Students by Orient Longman.


8. Developing Communication Skills by Krishna Mohan & Meera Benerji (Macmillan)


The Language Lab focuses on the production and practice of sounds of language and familiarises the students with the use of English in everyday situations and contexts.

Objectives:

1. To expose the students to a variety of self-instructional, learner-friendly modes of language learning.

2. To help the students cultivate the habit of reading passages from the computer monitor, thus providing them with the required facility to face computer-based competitive exams such GRE, TOEFL, GMAT etc.

3. To enable them to learn better pronunciation through stress on word accent, intonation, and rhythm.

4. To train them to use language effectively to face interviews, group discussions, public speaking.

5. To initiate them into greater use of the computer in resume preparation, report writing, format-making etc.

SYLLABUS:

The following course content is prescribed for the English Language Laboratory sessions:

1. Introduction to the Sounds of English- Vowels, Diphthongs & Consonants.

2. Introduction to Stress and Intonation.
3. Situational Dialogues / Role Play.
5. ‘Just A Minute’ Sessions (JAM).
6. Describing Objects / Situations / People.
7. Information Transfer
8. Debate
10. Giving Directions.

Minimum Requirement:

The English Language Lab shall have two parts:

i) The Computer aided Language Lab for 60 students with 60 systems, one master console, LAN facility and English language software for self-study by learners.

ii) The Communication Skills Lab with movable chairs and audio-visual aids with a P.A System, a T. V., a digital stereo–audio & video system and camcorder etc.

System Requirement (Hardware component):

Computer network with LAN with minimum 60 multimedia systems with the following specifications:

i) P – IV Processor
   a) Speed – 2.8 GHZ
   b) RAM – 512 MB Minimum
   c) Hard Disk – 80 GB

ii) Headphones of High quality
Suggested Software:

• Cambridge Advanced Learners’ English Dictionary with CD.

• The Rosetta Stone English Library

• Clarity Pronunciation Power – Part I

• Mastering English in Vocabulary, Grammar, Spellings, Composition

• Dorling Kindersley series of Grammar, Punctuation, Composition etc.

• Language in Use, Foundation Books Pvt. Ltd with CD.

• Oxford Advanced Learner’s Compass, 7th Edition

• Learning to Speak English - 4 CDs

• Microsoft Encarta with CD

• Murphy’s English Grammar, Cambridge with CD

• English in Mind, Herbert Puchta and Jeff Stranks with Meredith Levy, Cambridge

Books Suggested for English Language Lab Library (to be located within the lab in addition to the CDs of the text book which are loaded on the systems):

1. Spoken English (CIEFL) in 3 volumes with 6 cassettes, OUP.


4. English Language Communication : A Reader cum Lab Manual Dr A Ramakrishna Rao, Dr G Natanam & Prof SA Sankaranarayanan, Anuradha Publications, Chennai
5. Speaking English Effectively by Krishna Mohan & NP Singh (Macmillan)


8. English Skills for Technical Students, WBSCTE with British Council, OL

**DISTRIBUTION AND WEIGHTAGE OF MARKS**

*English Language Laboratory Practical Paper:*

1. The practical examinations for the English Language Laboratory shall be conducted as per the University norms prescribed for the core engineering practical sessions.

2. For the Language lab sessions, there shall be a continuous evaluation during the year for 25 sessional marks and 50 year-end Examination marks. Of the 25 marks, 15 marks shall be awarded for day-to-day work and 10 marks to be awarded by conducting Internal Lab Test(s). The year-end Examination shall be conducted by the teacher concerned with the help of another member of the staff of the same department of the same institution.

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1. Course Description

Technical communication skills introduce students to Pronunciation Skills, Communicative grammar, lexis, awareness of Instruction manuals, Descriptive handouts and publicity media releases. Students learn to convey their knowledge to diverse audiences and apply their knowledge in unique settings and become accomplished technical communicators. This course provides intensive instruction in the practice of Professional writing business and industry. This course aims at improving the communication skills of students and helps them to recognize that technical writing plays a significant role in their education as well as careers in business, technical and scientific fields.

2. Scope and objective

This course showcases the distinct advantages of having technical communication skills vis-a-vis the basic language skills in Lexis, communicative grammar, and non-conventional composition skills like process descriptions and print media releases.

3. Syllabus

UNIT – I : PHONETICS

Distinct Sounds of English, Articulation/ Enunciation, Volume, Pace, Pitch, Voice, Modulation, Tone, Stress and Intonation
PHONOLOGY: Accent, Mother tongue Interference, Accent Neutralization.

UNIT - II : LEXIS

VOCABULARY: Antonyms, Synonyms, Homonyms, Eponyms

USAGE: Collocations, Idioms, Slang, Correction of Sentences.

UNIT - III : ADVANCED COMMUNICATIVE GRAMMAR

REMEDIAL: MODIFIERS

Dangling Modifiers, Misplaced Modifiers, Squinted Modifiers

Parallel Structures, Shifts in Mood, Tense and Voice, Concord

UNIT - IV : PERSUASIVE WRITING


PUBLICITY: Notices, Advertisements, Leaflets/Brochures

UNIT - V : ANALYSING TEXTS


Short Story: Guy de Maupassant - Anton Chekhov

Poetry: Sylvia Plath - D.H.Lawrence, Siegfried Sassoon

SCIENTIFIC TEXTS / SCIENTIFICATION (Book Review)

H.G.Wells - Time Machine

Arthur Nailey – Strong Medicine, Final Diagnosis

News Paper Articles, Hindu speaks on Management
4. TEXT BOOKS


REFERENCE BOOKS


KONERU LAKSHMAIAH UNIVERSITY SYLLABUS

Freshman Engineering Department

TECHNICAL ENGLISH COMMUNICATION SKILLS – II

Semester-II, Academic Year 2010–11

Course No. : HS Cl02

1. Course Description

Technical communication skills II aims at introducing students to various workplace-related, social and cultural problems and make them seek possible solutions. They develop an awareness of the importance of body language, social etiquette, and non-verbal communication. Simultaneously they also come across the finer nuances of written communication in letter writing and report writing. They are taught the various formats used for modern letters and reports. As a home-study package they are given 12 case studies that illustrate different aspects of social communication and community ethics in a multicultural social milieu.

2. Scope and objective

This course combines conventional and non-conventional streams of language learning and provides the learners an opportunity to garner essential information and some special skill sets.

3. Syllabus

UNIT- I : INTRAPERSONAL AND INTERPERSONAL RELATIONSHIP SKILLS

Intrapersonal skills: Self f-awareness, Self-Esteem and Confidence, Assertiveness & Confidence, Dealing with emotions, Interpersonal skills, The Team Concept, Elements of Teamwork, and Stages of Team Formation, What is an effective team? Team player styles.
UNIT - II : COMMUNICATING IN TEAMS

Effective Listening, Non-Verbal Communication, Collaboration, Meeting Skills.

UNIT - III : BUSINESS CORRESPONDENCE

Organizing and writing business messages, Researching data and generating ideas, Organizing data, Organizing data into patterns, Writing Captions and Headline, Revising, Revising for strength and directness, Revising for readability, Letter types, Routine letters, Goodwill letters, Request letters, Collection letters, Reminders.

UNIT - IV : BUSINESS REPORT WRITING

Reports and Proposals, Structure and format, Clarification / Classification reports, Generating Primary data, Research in secondary data, illustrating data with graphics, Documenting data.

Types of Business Reports: Information reports, Analytical reports, Proposals Status, reports, Investigative reports.

4. Text Books


REFERENCE BOOKS

1. Basic Communication Skills for Technology, Andrea J. Rutherford Pearson Education.

*****
Appendix-VI

VIGNAN UNIVERSITY SYLLABUS

ESSENTIALS OF MANAGEMENT AND BASIC COMMUNICATION

Course Code: MS01U9101

Objectives of the Course

The Course seeks to give Students a sound grounding in English grammar and usage of lexical items as an essential prerequisite to success with writing or speech. While providing grammatical generalization, teaching efforts will be directed towards making students develop their vocabulary and practice composition by applying what they learnt. By relating grammar, vocabulary and composition learnt during the course student would improve their powers of comprehension and learn to express themselves in writing. They will appreciate how to apply grammar rules intelligently and discriminately rather than mechanically and with relentless consistency. It also aims at enlighting the students know the importance and functions of management.

UNIT- I

UNIT- II

Nature of Planning: Importance of Planning. Advantage, Disadvantage, Types of Plans, Elements of Planning; Pervasiveness of planning steps involved in planning, Techniques of planning, planning and uncertainty. Designing Organization Structure, principles of organization, Departmention and Decentralization, Types of Organization Structures, Merits, Demerits and suitability. (Ref. 1, 2).

UNIT- III

Leading & Control: Motivation, Theories of Motivation, Leadership, Types of Leaders, Managerial Grid, Teams, Types of Teams, Characteristics of Teams, Conflicts and managing conflicts. Steps in control process, need of control, Designing controls System. Budgeting Process, Types of Budgets, Auditing. (Ref. 2, 3).

UNIT- IV

Grammar Review: Parts of speech; Noun –number, Case & gender; Pronoun - Use of relative, Reflective, Reciprocal, Demonstrative & personal pronouns; Verb- tense, Non-finite verbs-Infinitives, Participles & gerunds, Modal auxiliaries; Use of articles; Prepositions; Adjectives & adverbs; Conjunctions - coordinate & subordinate conjunction; Use of punctuation; Sentence transformation; Subject - Verb agreement; Common errors in use of English (Ref:7,8,9)

UNIT- V

Rudiment of Reading and Writing: Sentence Synthesis, Sentence Conversion, Paragraph Writing, Letter Writing - Formal and Informal. Reading Strategies: Reading for
summarizing, Prescribed Text: Wings of Fire: Reading for Evaluation- Reading for Information, Reading for Inference, Critical Reading. (Ref: 4, 5, 6)

**REFERENCE BOOKS**


4. Abdul Kalam, A.P.J. Wings of fire, Abridged version, University press (India) Pvt. ?


8. Pink, M.A. and Thomas, S.E. English Grammar Composition and Correspondence, S.Chand & Co. Ltd.


ENGLISH LANGUAGE LAB

Course Code: HS01U7104

Objectives of the course

The course focuses on the development of two specific skills, i.e., listening and speaking to improve the communicative competence of the learners in those areas. Activities in the language lab will simulate actual discourses that students will engage in their interaction with their peers, teachers or strangers in their day-to-day life.

By the time the students complete the course they would be able to identify and use the most general features of discourse development, which may be, realized differently in different specific communication situations.

UNIT-I & II

Speech mechanism & Phonetics
1. Role of various Speech organs
2. Vowels with cardinal vowel chart Consonants & Diphthongs

UNIT-II

Introduction to pronunciation
1. Syllable Division
2. Word Pronunciation
3. Stress Pattern
4. Intonation & Modulation ( 4 sessions) (12 classes)
   - Speech Solutions
   - American Heritage Dictionary
   - Cambridge Advanced Learner's Dictionary

UNIT-III

(5 Sessions)

Listening, Speaking and Reading Comprehension
Recognizing lecture / talk structure: Active listening, identifying important markers, signposts: Guessing & Deducing meaning of unfamiliar words and word groups from context and tone of the speaker; Recognizing Implications, Intonation not explicitly stated, recognizing the speaker’s attitude, evaluating the importance of information. Selecting information & note taking, Understanding intonation, Voice emphasis etc...

- Rosetta stone
- TOEFL Mastery
- Spoken English (CIEFL) in 3 volumes with 6 Cassettes, OUP.

UNIT-IV

(4 Sessions)

Speech construction & Fluency Training

Speaking in formal & Informal Contexts; introducing oneself, Asking Questions (open ended/close ended Q.) & Improving replies; Agreeing & disagreeing. Complaining & apologising; Advising & Persuading; Taking the Initiative; Expressing intention; Expressing doubt and reservation; expressing certainty & emphasising a point; Asking for opinion; Asking for information: Requesting & Seeking permission; Inviting, obliging: Praising & Complimenting; Expressing Sympathy, Hypothesising, cautioning or warning; Using Telephone.

- Speech solutions

UNIT-V

Vocabulary

(2 Sessions)

1000 Academic Word List - Avill Coxhead (Avil Coxhead - Ref.)
ADVANCED COMMUNICATION SKILLS

Course Code: HS01U7205

Objective of the Course

The course aims to make students understand how a writing task is an act of communication, with a purpose, context and an audience. Through a variety of classroom tasks and assignments, the course Instructor will create communicative situations for the learners to sharpen their writing skills for technical and professional purposes.

After the course, the learners are expected to become confident in making use of their own resources in language, Knowledge and experience while corresponding with their peers or associates in the academic business / professional world.

UNIT -I

(10 Hrs)

Basics of Technical & Professional English

1. Concise usage to express facts & Ideas
2. Using language creatively
3. Difference between using English for Technical & Non Technical Purpose
4. Style of Technical & Professional Communication Presenting & Interpreting Information through graphical devices. (Ref: 1)

UNIT –II

(10 Hrs)

Paragraph Writing

Descriptive / Creative paragraph

Objects

Process
UNIT –III  
(10Hrs)
Essay Writing
Developing an essay from an outline
Writing General Essays
Writing Technical Essays (Ref: 5)

UNIT-IV  
(15Hrs)
Report Writing
Purpose of Report writing
Writing an Abstract
Factual & Feasibility Report
Survey Report
Project Report (Ref: 6,7)

UNIT –V  
(15 Hrs)
Professional Correspondence
Note Taking
Writing a Memo
Writing Minutes
Writing a Business letter
Writing an E-mail {Ref: 6, 7}
REFERENCE BOOKS


4. Margaret M. Maison. Examine your English, Orient Longman.


7. Sunita Mishra and Muralikrshna, C. Communication Skills for Engineers, Dorling Kindersley (India) Pvt. Ltd.

8. Essential Activator, Longman.


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