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“An Assessment and Formation of Model Syllabus in English Language and Communication Skills in select Engineering and Technology Colleges of Gujarat and Maharashtra”

DISSEMINATION SUBMITTED TO SAURASHTRA UNIVERSITY RAJKOT

FOR THE AWARD OF DOCTOR OF PHILOSOPHY IN ENGLISH

Supervised by: Dr. Anupam R Nagar
Principal,
Dr. V.R Godhaniya College for Girls,
Porbander.

Submitted by: Pawan J Dwivedi
Asst. Professor
Birla Vishvakarma Mahavidyalaya
Engineering College, V.V.Nagar.

Registration No. 4028
2011
CERTIFICATE

This is to certify that this dissertation on “An Assessment and Formation of Model Syllabus in English Language and Communication Skills in select Engineering and Technology Colleges of Gujarat and Maharashtra” is submitted by Mr. Pawankumar Jayprakash Dwivedi comprises for the degree of Doctor of Philosophy, in the faculty of Arts of Saurashtra University, Rajkot. No part of this Dissertation has been submitted for any other Degree or Diploma.

Porbandar
1 November 2011

Supervisor

(Dr. Anupam R. Nagar)
DECLARATION

I hereby declare that the research work in this thesis is prepared by me after studying various references related to the thesis. The analysis and the critical interpretations found in this thesis are entirely original. Hence, I state that I am responsible for the critical opinions and other details found in this thesis. I further declare that this thesis is my original work and has not been submitted to any other university or institution for the award of any degree.

Date:

Place: Vallabhbh Vidyanagar

Pawan J Dwivedi
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God’s blessing has been felt like a clear finger prints at the every stage of this research work.

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Pawankumar J Dwivedi
Assistant Professor
Birla Vishvakarma
Mahavidyalaya
Engineering College,
Vallabh Vidyanagar.
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CHAPTER-1

INTRODUCTION
CHAPTER-1

INTRODUCTION

1. THE BACKGROUND

The Enormous growth in Indian economy, along with the boom in Engineering and Technology based services have given birth to various other basic issues, of which Employability is at the foremost. Employability comprises of Technical skills as well as Technical English Communication skills which are two major areas of concern now a days. Technical Communication is the essence of organizational life and a prerequisite to effective management; hence the list of its multipurpose functions is very long. Technical Communication skills do not only make professional interaction possible but also direct the flow of technical information and knowledge for the guidance of technocrats, engineers, and others in their professional activities. Finally, it ensures free exchange of information and ideas and promotes scientific temper and maintenance of professional relations.

With the information revolution and socio-economic changes in the new millennium, the importance of effective technical communication skills has increased. The whole world has become a global market and the transfer of technology is playing a key role in economic growth and transformation.
As the professional world becomes more diverse, competitive, and result-oriented, the importance of technical communication skills continues to increase.

Revolution in information technology is having a profound impact on technical communication tasks, and new kinds of communication tasks or skills will be required in the changed technological environment. These skills include knowledge of high-tech communication capabilities, ability to present and explain complex technical information in a simple and familiar style, ability to understand and explain quantitative data, cultural awareness capabilities, and ability to analyse and prioritize information.

The changes that have taken place in the field of Engineering and technology reflect several developments in the way technical communication skills are viewed. In fact, there has been a shift in perspective, so that communication skills take priority over technical and professional skills. There is no doubt that good writing and speaking skills are essential in securing a job. It is also true that some technical skills are as important as communication skills but knowledge of highly sophisticated technical or professional skills will be useless if one does not know how to communicate the information and insights that result from the use and applicability of these technical and professional skills.
In the recent years, the high demands of Engineering education in India have led to serious issues and concerns for the Technical and Professional colleges, chiefly because the fresh graduates (as per the feedback of Multinational companies) are lacking technical skills, English competency, Communication skills, Presentation skills, Soft skills, Ethical competencies and the ability to work as part of a team. Over the past decade, the Market has experienced a phenomenal rate of growth in our country resulting into the need for approximately 300,000 new operators with fluency in Technical Communication skills. Unfortunately, Information Technology companies have been encountering enormous difficulties in employing individuals who, in spite of being technically qualified, are not able to communicate properly in English - a pre-requisite for employment - especially for international service desk operators.

Teaching English using generic programs and materials, not designed with these particular groups in mind, has already proved to be inefficient, and in all probability, grossly inadequate. How, then, can we make these individuals to perform adequately and work in English? According to Madan Padaki, co-founder and CEO, Meri-Trac Services,

“...if 100 engineering students apply for a job today, only 20 of them are employable. Meri-Trac runs an Industry Standard Assessment and Certification Programme. NAC Tech (Nasscom assessment of competence for technology professionals)..."
According to Nasscom’s Perspective 2020 study, industry is already facing shortage of employable talent. An average company invests 16 weeks to train one employee in areas such as technical skills, soft skills, and company orientation. The training provided to employees include not only technical but also those focused on imparting soft skills like leadership….Padaki, however believes the industry can help bridge the employability gap.”

(Business standard, 6)

In effect, the last few years have witnessed tremendous efforts being made by some institutions in order to surmount technical communication problems. This research represents one of these efforts. This research work is based on needs analysis conducted in the Engineering and Technology (E & T) Colleges of Gujarat & Maharashtra. As a result, this research work proposes that while teaching English Language and Communication Skills (EL & CS), the tutor not only has to act as a facilitator in shaping the communication skills but also be instrumental in stimulating core competencies and personality traits of the Engineering students to enhance their suitability as employees. This will not only benefit the employers but will also help in creating a brand image of their respective alma mater.

Generally speaking, EL & CS Teachers in E & T colleges in Gujarat and Maharashtra, are Masters or M.Phil holders in English Language and Literature with more of literature component than language and language
teaching components. Furthermore, there is rarely any training programme or workshop designed and conducted to promote the competency levels of such teachers. However, factually speaking, E & T are no longer a techno-savvy façade of the post modern era, but subjects that have become a part and parcel of our everyday existence and therefore the EL & CS course should primarily aim at improving the students' ability in communicating technical and professional information. In fact, the EL & CS for scientific, technological, and technical purposes has today become one of the quintessential branches among English for Specific Purpose (ESP) courses. It has been even considered as of greater significance in the global context, although the researchers argue that the teachers of EL & CS in E & T face several difficulties in teaching the syllabus. As a proposed solution, this research work also includes a comprehensive outline for the teachers of EL & CS in E&T Colleges, especially in the local context.

1.1 Aims and Objectives

The following are the chief Objectives of the study:

1. To examine the present syllabus in EL&CS in E&T Colleges of Gujarat and Maharashtra.
2. To recognize and categorically identify the needs of the learners.
3. To study the evaluation mechanism of the subject.
4. To prepare a model syllabus for EL&CS in E&T Colleges.
In addition, the present research work deals with an examination of the existing levels of competency among EL & CS teachers in E&T Colleges of Gujarat and Maharashtra. It reveals that the teachers of EL&CS in E & T Colleges require a specialized set of expertise in comparison to the teachers of General English. For example, most of the colleges, in Gujarat and Maharashtra teach English at the undergraduate level as a compulsory subject. Here, the primary purpose of choosing this subject is to provide a kind of revision to the students coming mainly from a regional linguistic background, thereby enabling them to understand their course lectures, write answers in tests, refer to reference books in other subjects etc. In short, the objective of this course is to strengthen their knowledge of English and sharpen all the four skills - L/S/R/W. Though the objective of the course offered at this level is to make them real users of the language, it is hardly fulfilled. English is taught like traditional literature. Even when a textbook with a communicative approach (which is to be taught with the communication tasks listed at the end of each lesson), is introduced, it is taught using the same old lecture method and consequently the students keep away from their English classes.

1.2 HYPOTHESES:

The framework of the research is outlined by the following hypotheses:

1. Indian professionals can be adequately equipped to meet global challenges only through English for Specific Purpose (ESP).
2. Present day syllabus should invariably adopt modern pedagogical methodologies and techniques in ESP courses.

Keeping the above aims, objectives and hypotheses in mind, this work proposes to view and examine the current trend in syllabus design and to thereby highlight the issues relevant to teachers considering their immediate context from a global perspective and thus help instructors to better evaluate their own programmes and texts in the syllabus. In fact, in the past, the focus of syllabus had shifted from structure to situations, functions and notions to topics and tasks. Quintessentially, "the traditional distinction between syllabus design and methodology has become blurred". (Nunan, 1988:52) In this situation the most pressing question is how should we define syllabus?

1.3 Definitions:

A. Syllabus:

A majority of the educators take it as an unnecessary question. But nevertheless the term needs to be defined. A syllabus is an outline wherein one decides what is going to be learnt. Obviously, there are several opinions on the definition of syllabus. In short, every stage of syllabus defines a further step of interpretation. A syllabus is an expression of opinion on the nature of language and learning (Hutchinson and Waters 1987:80); it acts as a guide for both teacher and learner by
providing some goals to be attained (Hutchinson and Waters, 1987:80). Hutchinson and Waters define syllabus as follows:

“At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance.”

(Roberto Rabbini,01)

This implies that a syllabus focusing on the communicative aspect of language would satisfy the needs and desires of young adult learners. Critically reviewing a syllabus is the objective of the course as well as the need of the learner. Ultimately, and perhaps ideally, a hybrid syllabus will result purely due to pragmatic reasons.

Thus the larger question is to what extent has an integration of the various approaches taken place? Does the syllabus specification include all aspects? If yes, how is a priority established? These questions must also form a part of the criteria when designing or assessing your own syllabus of English for a specific purpose.

B. English for a Specific Purpose (ESP):

ESP (English for Specific Purposes) is one of the important branches of the EFL/ESL (English as a Foreign/Second Language) system that functions as the major branch of English language teaching (ELT).
Therefore, ESP is not a particular kind of language or methodology, but rather an approach to language learning whereby the content and method are based on the learner’s particular needs to learn the language. To distinguish ESP from EGP (English for General Purposes) we surmise that ESP is more focused. ESP can be considered as Technical communication skills or English Language and Communication skills for Engineering and Technology (EL&CS) programs.

Technical communication is a central factor in the emerging knowledge society, where technocrats and professionals in different areas face a new communication challenge day in and day out. In order to be an effective communicator, one needs to understand the process of technical communication. One may define technical communication as a transmission of scientific and technical information from one individual group to another. This exchange of professional information may include simple definitions of tools, complex descriptions of machines and processes, or sophisticated explanation and interpretation of scientific principles. Effective technical communication is a dynamic interchange that may involve a systematic understanding of scientific and technical subjects. Success in this competitive environment does depends not on just acquiring knowledge and hard skills, but also on effective technical communication skills.
“Engineering Education in India has witnessed tremendous growth during the past decade. This sudden expansion has led to the problem of maintenance of desired quality. External controlling authorities have been making some effort through their “equality inspectors” having only marginal result. Internal motivation only can lead to achievement and maintenance of quality. While TQM techniques can be tried in education by taking holistic view of the system, the critical components of the system, viz. faculty development and the student evaluation system need to be given priority. Factors which would influence internal motivation have also to be looked into.”

(Dr. S.K. Bhattacharya 37)

In this work, a call is being made, and a research scheme proposed, for comprehensive study concerning the impact of English for Specific Purposes (ESP) and communication skills on E & T education and practice. The process of globalization has increased mobility of professionals and the English language has become the lingua franca and, really and truly, the second language for many countries in the world including India; the main language of communication for engineers and technocrats. Therefore, engineering education has to stand up to the challenge of preparing new professionals with outstanding communication skills. One way of achieving this goal is to develop a new curriculum where ESP teaching/learning and the enhancement of communication, as well as other so-called soft skills, will be as equally important as technical matters. The organization of comprehensive research concerning the role
of ESP in engineering education is presented and discussed in this work. This study focuses on designing the syllabus for English for Specific Purposes (ESP) because the fundamental principle of the teaching methodology here is communication. According to the Longman's *Dictionary of Contemporary English*, the word language is defined as a system of communication by written or spoken words, which is used by the people of a particular country or area. At the same time, communication skills are nothing but the expression of versatile ideas to gain maximum understanding and acceptance. Judging by these connotations, it can be suggested that the most appropriate subject to enhance EL & CS is through effective communication. Indeed, any language primarily serves as a tool for communication. ESP is taken into consideration because it can assist in attaining the goal of meeting those special needs of engineers, to help learners gain insight into their preferred interpersonal styles, practice techniques to communicate with impact, and learn how to effectively influence subordinates, colleagues and superiors in their field of work by means of the spoken or written word. This is why ESP can be taken as a core communication subject to base the framework of the curriculum.

This thesis has elaborated the role of all stakeholders in the education system - specifically those who are involved in teaching EL & CS in E & T Colleges of Gujarat and Maharashtra. Engineering and Technology
education is entirely based on creativity; imagination and finding out outbox solution. Visual thinking is a critical aspect of education as it helps a lot to be a thorough E & T Professional. Unless an E&T professional improves visual thinking, offering generic products for the market would be difficult for the engineers. As a result this entire study is based on how to develop EL&CS syllabus to improve visual thinking. P master has advocated the need based effective training program:

“ESP should not be taught in a vacuum, but rather should prepare students for the content and tasks to which they will be exposed in their professional life.”

(P. Master, 28)

Moreover, the content for an EL&CS course should be authentic and non simplified as far as the technical portion is concerned. According to Widdowson, ESP should be delivered with respect to a Process-oriented approach that:

“….accepts from the outset that the language data given to the learner will not be preserved in store intact but will be used to the mental mill. Hence the language content of the course should be selected not because it is representative of what the learner will have to deal with after the course is over but because it is likely to activate strategies for learning while the course is in progress.”

(Widdowson, 1981:5)
Course content should be selected scientifically, because content of the subject should be need based as well as process oriented during teaching EL&CS in Engineering and Technology Graduation.

C. As a Trainee:

Engineering and Technology graduates need communicative skills in their professional career. Either they go for higher education (management or technical) or they go for job market immediately or they go for their own business. In every option they realize the importance of EL&CS.

Table Ch 1.1 gives an idea of how communication skills play an important role in the career of an Engineer.

<table>
<thead>
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<td></td>
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Table: Ch-1.1
For the overall development and to make E&T graduates more employable it is expected that they are involved in several other activities along with their studies. Therefore the technical curriculum includes:

- **Industrial visit report writing:**
  
  E&T students normally take up industrial visits frequently. For maintaining records, they prepare industrial visit report; it contains all the necessary details about the industry. It covers technical, managerial and financial details of the company.

- **Project Report Writing**
  
  Graduate Engineering Trainees submit Project report at regular intervals. It contains all process unit, products, functioning, technical aspects, suggestions and scopes for improvement and so on. Seniors analyze the area of interest and depth of understanding of the candidate on the basis of this report.

- **Presentation Skills:**
  
  It is the backbone of the entire corporate world. Without Presentation skills life in a corporate world is “life without electricity”. To improve presentation skills there are two major aspects: 1. Exposure 2. Information.
1. **Exposure:** Confidence is the key to presentation skills. And confidence goes hand in hand with exposure. Providing sufficient opportunity to a student is the responsibility of EL&CS curriculum.

3. **Information:** Information cannot be developed by any curriculum. Since sense and interpretation of information depend on subject, topic and situation, the arrangement of information can be discussed during E&T education.

- **Inter-personal communication skills:** Nowadays, Professional etiquettes and organizational behaviour, business ethics and entrepreneurship skills are considered under inter-personal skills. It includes upward communication, downward communication, horizontal communication and Grapevine Communication.

1. **Upward Communication:** How to interact with the seniors; how to use words as per the unwritten protocols.

2. **Downward Communication:** How to interact with juniors and appreciate them; how to guide and train juniors for better performance.

3. **Horizontal Communication:** How to interact with colleagues, and other team mates. Professional ethics, organizational
behaviour to create healthy and competitive environment in the team is known as horizontal communication.

4. **Grapevine Communication**: This communication emerged due to the need of global competitive edge and the requirement of the management transparent system.

- **Letter writing skills**: Writing letters with respect to either upward communication (Seniors, Management, etc) or downward communication (Juniors, subordinates, etc.) or horizontal communication (Notices, Memos, etc) or diagonal communication (upward and downward feedback, Observation and Suggestion of all levels of employees, dealing with Clients) requires specific set of expertise and training. Moreover letter writing skills help to develop business relationship.

- **E-mail and SMS writing skills**: Nowadays communication through sms and e-mail has become the need of the time. Learning attributes of e-mail and sms writing require specific communication skills.

- **Telephonic and other technology based communication skills**: Due to increasing market size of BPOs, KPOs, and call centers and
usage of Video-conferencing, Telephonic conferences based service sectors have created avenues for specific communication skills.

D. **As an aspirant:**

As an aspirant for different competitive examinations and entrance tests, E & T graduates need to make up their mind at the very primary level of Engineering education. There are three major career options for engineering aspirants:

1. **Post Graduate studies:** Post Graduate Programmes in Management based entrance tests (e.g. CAT, XAT, SNAP, and GMAT), Master of Engineering/Sciences based entrance tests (e.g. GRE, GMAT).

2. **Entrance tests for employment:** Campus Placement, Entrance tests for Public Sector Units (PSUs), Defense Services Examinations, Government Services based examinations, U.P.S.C and others.

3. **Entrepreneurship:** Being an Entrepreneur, one has to be ready to face challenges at the global level. Interacting with clients and negotiation with resource providers and various
other stakeholders requires a command over inter-personal skills.

Hence, any aspirant who takes up career-based competitive examinations would notice that the selection-process carries almost two-thirds of evaluation process from General English and Communication skills. For example, the questions would be based on:

- Word Power (synonyms, antonyms, homophones, Homonyms, confusing words), Analogy, Reading Comprehension, One-word substitutes, Paragraph formation, and word power based fill in the blanks.
- Group Discussion, Case studies, Personal Interview, Presentations, Psychometric Tests and Essay writings.

1.1.4. As an Engineer:

- Being an Executive Engineer, one has to keep updating oneself with the latest development in the technical and business world.
- One should have expertise on Presentation skills and convincing skills to grab business as well as to grab the attention of both superiors and subordinates.
- As a senior engineer or executive engineer, a candidate is required to submit proposals to companies or clients. Moreover, a
technical proposal requires multiple skills in technical, managerial, human resource and financial aspects.

- As a project leader or Project Coordinator, a candidate meets with different challenges e.g. future plans, growth oriented issues, technical and financial matters, human resource related matters, law and other issues. To meet with these requirements one needs to be well versed through reading and interacting with other team members.

1.2 Contemporary Relevance:

Now it is proven that the role of EL & CS in the career of an engineer is noteworthy. Henceforth, it is essential to have command over communication skills being an E&T professional. However, preparing a structure and scheme of a syllabus which can offer primary level preparation and a strong foundation to enhance communicative English competency among E&T students is needed. And therefore, we need a syllabus which can cover the basics of Communication skills, vocabulary, letter writing etc.

1.2.1 Lacunas in the present education system

Here, weakness of the system is raised by various scholars and research surveys at various stages. Unless an appropriate system would be prepared, improving the standard of university education would remain a
challenge. University education is essential for the growth of any society or nation building. Once Pandit Nehru had said:

‘If the universities discharge their duties adequately, it is well with the nation and the people.’

(Andre Beteille, 20)

Ironically, the public attitude towards the universities has undergone a sea-change. Andre beteille has discussed the condition of higher education and role of universities in the society, thus;

“Things are not well with the universities today. For every ten persons who will speak up for primary education, there is hardly one who will speak up for the university, unless he has a personal interest in a post or a promotion. But if we disregard higher education now, there will be in the future the same cause for regret that there has been over the neglect of primary education. Nothing can be shallower than the view that in a poor country primary education deserves public support whereas higher education can take care of itself. They both need public support and sympathy.

Pressure on the universities has been mounting steadily in recent years. The most irksome form in which it comes is advice to make the work in the universities more relevant to the needs of society. Much of the advice is shallow and uninformed, but advice from those who wield authority or control funds is difficult to ignore. When the universities are doing well in their own sphere, which is the pursuit of science and scholarship, they can deal with gratuitous
advice on their own terms; because they are not doing well now, they can be easily unsettled by being told that their work is not socially relevant.

The modern university is based on the ideal of the unity of teaching and research. The quality of research in the Indian university is highly uneven. The distractions arising from the search for commercial advantage and moral benefit will hasten the decline that has already set in.

(Andre Beteille 19-23)

Here, Andre Beteille has described the importance of deciding priorities. Nowadays university education has decreased paying attention to quality research, although universities are formed primarily to promote research work and serious academic activities. And, since Engineering and Technology colleges are a part of university education, they are made to develop serious academic work.

“We must remember that universities become great not just by good teaching but by undertaking leading-edge research. Research is about advancing the state of the art. It is about treading the untrodden path. It is about opening new vistas. It is about imagination. Research requires that the faculty work is an environment of debate, competition and aspiration among competent people. There is no place for mediocrity in research.”

(NR Narayna Murthy, 143)
Here, Narayana Murthy advocates the creation of institutes of research oriented higher education, as entire teaching-learning process should be promoting innovation in the subject. In the post independent era, Universities had started its journey on the very appropriate track, but in last two decades the scenario has changed dramatically. N R Narayan Murthy (the founder of INFOSYS) has elaborated this issue in his book “A better India A better World”.

“Let me, now, return to the higher education system. Why is it that a system that attracted about 350 PhDs from abroad just to IIT, Kanpur in the mid-sixties, fails to attract even a handful to the same institution today? Why is it that a system that produced about fifty PhDs a year just in one department at IIT, Kanpur during the sixties, fails to produce even two a year today? Why is it that a system that attracted at least five to ten well-known professors from the best universities in the world to most of our top universities in the sixties, fails to attract even one today? Why is it that a system that produced thirty to forty world-class papers per year in just one subject from one institution, now fails to produce even two per year in the same institution?

(N R Narayana Murthy, 140)

N R Narayan Murthy, has raised the issue of quality research work, which is the most serious issue of today’s higher education. In majority of the cases neither students nor teachers are inclined towards serious research
work. Thus, the output of higher education is shrinking between the two pages of syllabus.

Institutions are engrossed in teaching and following the high school teaching methods (syllabus and text book oriented teaching). Surprisingly school education has started adopting changes. As a result for the first time, in several years, the Central Board of Secondary Education, New Delhi, took up curriculum renewal in English in classes IX. We must add here that whatever is the nature of reforms that were planned, they were limited to school levels & very little work was done at the secondary and tertiary level, therefore University education is still waiting for a revolution. Recently “The Times of India- Ahmedabad edition” published the following article in its editorial:

“The latest QS World University Rankings offer more evidence of the worrisome stagnation that higher education in India is facing: That IIT Bombay is the only institute to figure in the top 200 is indicative of the desperate need for education reforms. Compared to this China has as many as six universities that are ranked higher than 200, with four in the top 50. Having a clear advantage in manufacturing, it appears that China is now determined to outstrip India in the knowledge sector as well. To respond to this change, India needs to cast its bureaucratic approach to higher education and start thinking out of the box.
Indian Universities are over-regulated, born out of the desire to keep eliticism at bay. However, this approach has paid little dividends, stifling the potential of universities to grow and leading to a shortage in quality institutions of higher learning. The few institutions that have enjoyed autonomy, such as the IITs and IIMs, have turned out to be institutes of excellence. There is a case not only for having many more autonomous institutions but also giving significant degree of autonomy to the existing central and state universities. In doing so the latter will have the freedom to chart their own course and many will become more competitive, leading to a rise in quality.

The fundamental problem in the education sector is lack of choice. Although moves such as the IIT’s recent decision to offer interdisciplinary courses in medicine are welcome, it is clear that our education infrastructure is insufficient to ensure a steady supply of high-skilled talent to the knowledge-driven sectors of the economy. To remedy the situation, a conducive environment needs to be created to facilitate greater private and foreign investment in education."

(Times of India, 16: Sept 3, 2010)

Surprisingly, while talking about the education scenario in the state of Gujarat, surprisingly we would come to know that very little is known about the objectives of any of the courses in compulsory English and communication skills. The needs of the learner are seldom taken into consideration and the teachers themselves are also not very clear about the purposes of the courses being taught at those levels. Due to these
factors University Grant Commission is forced to adopt new education policies:

“Globalization of education and economy has led the University Grants Commission (UGC) to reorient and reshape its policies and programmes to make the current Indian Higher Education system more relevant and career-oriented with focus on quality and excellence. It is envisaged that professionally qualified graduates with a sound knowledge of their core discipline and expertise in a concerned skill will have more openings in service, industry and self-employment sectors. Demand and scope for such professionally trained graduates are visible in the applied fields of almost all basic/core disciplines and faculties in the current changing global scenario and is likely to increase in the Xth plan, UGC would like to encourage incorporation of skill oriented and value added, add-on courses in colleges/universities to be opted by students as a parallel sub-discipline while pursuing their degree level education”.

(Susanta Kumar Badhan 1-2)

1.2.2 Communication skills at the UG level

This is a stage which can motivate students towards productive learning. Communication skills can be introduced as a generalized subject for all branches. Through this subject teachers can motivate and guide students for value added productive learning. University education demands creativity and space to think; space to create, space to modify. Since communication skills play a vital role in entire research and productive
work, it is high time we formed a systematic and scientific structure to provide better education to the students of Engineering and Technology:

Long rightly says:

“There is an urgent need for course of all kinds to be relevant-and to be seen to be relevant-to the needs of specific groups of learners and of society at large. This is especially, but not only true of advanced courses, which by definition (should) involve specialized instruction for specific purposes.”

(Michael H Long, 19)

The aim of teaching a language should be to develop the ability to communicate productively as well as creatively and this necessitates the inclusion of receptivity in that language. Therefore, the learner should have communicative competence. The more communicative a person is the more creative language usage would be. Thus productivity or creativity goes hand in hand. However, productivity is a mechanical process and an aspect of language use whereas creativity is the mark of a higher degree of proficiency.

In designing and delivering the content-based and communication-focused language programme for engineering students, the following key issues should be taken into consideration:
• The abilities required for successful communication in occupational settings;
• Content language acquisition versus General language acquisition;
• Effective strategies and practices for motivating students and enhancing their communication skills, language proficiency and encouraging their life-long learning paths.

1.2.3 Importance of EL & CS at E&T:
There is always a debate on inclusion of EL & CS at the undergraduate level as a subject. Ironically, a subject like EL&CS which can be given equal importance and weightage like other subjects is neglected or not considered a part of degree allotment. It is one of the strong reasons why E&T graduates are poor communicators by the time they take their E&T degree. In spite of the highest educational body’s intervention, universities are still practicing the conservative formulae. To quote the Indian university education commission:

“The commission recommends that English be studied in high school and in Universities in order to keep the citizens of this country in the live stream of over growing knowledge. English however must continue to be studied. It is a language which is rich in literature, humanistic, scientific and technical. If under sentimental urge we give up English, we should cut ourselves off from living stream of our growing knowledge. Unable to have
access to this knowledge our standards of scholarship would fast
deteriorate and our participation in the world movements of
thoughts would be disastrous for our practical life, for living nations
must move with times and must respond quickly to challenge of
their surroundings. English is the only means of preventing our
isolation from the world and we will act unwisely if we allow
ourselves to envelop in the folds of dark curtain of ignorance. Our
students who are understanding training at schools, which will
admit them either to a university or to a vocation must acquire
sufficient master of English to give them access to the treasures of
knowledge and in the Universities, no students should be allowed
to take degree who does not acquire the ability to read with facility
and understanding works of English authors. We must take into
consideration our yugdharma. A sense of weakness of the world is
in the making and controlling over the medium of expression which
has more wide spread and has a larger reach than any of our
language today will be immediately beneficial."

(Andre Beteille 19-23)

Thus a submission is made for the need of an updated and need based
syllabus in English language and Communication skills for the students of
Engineering and Technology in Gujarat and Maharashtra. This entire
submission is coherently designed and presented in five major chapters.
1.4 DIVISION OF THE CHAPTERS:

CHAPTER-ONE: INTRODUCTION

The first Chapter provides a contextual framework to the study. It throws light on the present English Language & Communication Skills (EL& CS) situation at the undergraduate level in Gujarat and Maharashtra. This chapter highlights the problem and rationale of current syllabus in English language and communication skills. It also covers the details of the research procedures. In this research chapter, we have emphasised upon the need to examine the present syllabus in EL&CS in E&T. This work has elaborated the key role of EL&CS throughout the career of an engineer and the societal building process. Here, we have spotted the needs of the learners and highlighted the study and the evaluation mechanism of the subject. Therefore, this work proposes a model syllabus for EL&CS in E&T Colleges. Finally, the chapter ends with the plan of presentation of the research report.

CHAPTER-TWO

NEED FOR ASSESSMENT OF PRESCRIBED SYLLABUS AND TEXT BOOKS

The second chapter provides a detailed analysis of syllabus and text-books prescribed by different colleges or universities. It has included the comparative study of Communication skills training modules of Infosys-
Pune and the text books prescribed in the Universities of Gujarat and Maharashtra. In this chapter a rigorous need-based analysis of the current syllabus, industrial expectations, and prescribed text-books is provided to cope up with industrial and societal requirements. Though almost all technical universities and colleges have introduced EL&CS as a university subject at the under graduate level in the Engineering and Technology programme, employability has not been proportionate to the number of graduates produced every year. In this chapter we have sought to answer the following questions.

1. **What is wrong with the EL&CS courses in E&T?**

   EL&CS in E&T is more theoretical and university examination oriented. It has missed students' participation and application of EL&CS in their career.

2. **What is it that the students need EL&CS for?**

   EL&CS is required from day one of a student’s engineering career. Starting from technical report writing, research paper writing, job interview, higher education oriented entrance test, professional career and entrepreneurship all need appropriate EL&CS training programme.
3. Why are the students least motivated to learn EL&CS despite an urgent need to develop competence in it?

Due to insufficient training programme and exposure of faculty members, trainers are unable to orient the learners towards the application of EL&CS in their respective careers. As we know our teachers primarily belong to the arts stream or the general stream. Faculties that join as lecturer or assistant professors for EL&CS, are either Masters in English Literature or Masters in Language with Literature components. Therefore, specific training programs for teachers are proposed in this work.

4. What can be done to remedy the situation?

The Syllabus of EL&CS in E&T should be student oriented. Teachers should be provided training programmes on regular intervals as per the market demand.

CHAPTER-THREE:
FORMULATION OF A MODEL SYLLABUS IN EL&CS

The third chapter proposes a process of preparing a model syllabus of English Language and Communication Skills to initiate appropriate teaching and learning at the under-graduate level. It discusses the types of syllabuses and finally selects a suitable method to frame the proposed model syllabus as per the need of E&T. This chapter elaborates upon the
challenges of the trainers and the lateral and CALL approaches employed in designing the syllabus. The aim of this work is to present and introduce those influential types of syllabus which are feasible in the domain of ESL/EFL and provides a rationale for the integration of these syllabuses as well. It elaborates upon the need of engineering and technology graduates and a critical analysis of the challenges of trainers and trainees. It also covers how a teacher can make education learner based, with the help of case studies and activities. It also proposes recommendations to decision making bodies like colleges, universities and AICTE for the better future of this subject.

CHAPTER-FOUR:
PROPOSED MODEL SYLLABUS

The fourth chapter proposes a model syllabus for EL & CS. It includes verbal language content and non-verbal language content; grammar and composition; a detailed programme on vocabulary enhancement (language games, usage of the words in real condition, word exercise, palindromes, root words, dramatization, old words reference), case studies on professional ethics & etiquette and methods of evaluation. In addition, it covers decision making, convincing skills, group discussion skills, presentation skills, basics of paragraph formation, reading comprehension, professional letter writing skills, compeering skills, dinning table behaviour etc. It also contains all sections of verbal language like
listening, speaking, reading and writing and non-verbal language like proxemics and kinesics. It covers a good number of personal interview questions with an appropriate outline of answers.

CHAPTER-FIVE: CONCLUSION

This chapter provides a gist of the study and draws implications for the teaching of English in Engineering and Technology colleges. Based on the findings of the study it offers recommendations to institutes and organizations to set up apt infrastructure and library to create scientifically organised teaching and learning environment. The success of EL&CS teaching and learning programme goes hand in hand with the communicative environment on the campus. To promote a competitive environment and rigorous training modules, this work recommends specific Research and Training centre (R&T) in the colleges. The functioning of R&T centre would be very similar to Research and Development (R&D) centre of industries.

Thus, this work opens a wide span of research opportunity to provide a contextual framework to the study. It elaborates the present English Language & Communication Skills (EL&CS) situation at the undergraduate level in Gujarat and Maharashtra. This chapter has exposed the problem and rationale of current syllabus in English language
and communication skills. This work has elaborated the key role of EL&CS throughout the career of an engineer and the societal building process. Here, the needs of the learners and the evaluation mechanism of the subject are promoted. Therefore, this work proposes a model syllabus and model study materials to develop case studies oriented teaching and learning process for EL&CS in E&T Colleges.
CHAPTER-2

NEED FOR ASSESSMENT OF
PREScribed SYLLABUS
AND TEXT BOOKS
To cope up with industrial requirements, almost all technical universities and colleges have introduced English Language and Communication skills (EL &CS) as a compulsory subject at the undergraduate level in the Engineering and Technology programme. In this chapter, an effort is made to critically examine the present syllabus and prescribe text books.

2.1 NEED FOR ASSESSMENT OF PRESCRIBED SYLLABUS AND TEXT BOOKS:

Today it would be a cliché to say that we are living in a tech driven world. So sciences will always remain crucial to any new development. The significance of this has not escaped our academicians or students. Yet we believe that the E&T students in Gujarat and Maharashtra have a long way to go before they achieve their true potential simply because their competency in English is very poor compared to their peers in many other Indian states. It proves that something is definitely not right with communication skills courseware.
The rationale behind the choice of this topic for research is the fact that the present course in communication skills in E&T has very less credit in university examination. It is felt that most students of E&T generally go either for higher education or for professional services. And in both of the career options communication skills plays a pivotal role, hence students need English as a library language.

The researcher’s experience of teaching, in an Engineering and Technology College has strengthened the belief that technical communication skills are a very different subject in its own kind. The time has changed now and the learner’s needs in technical communication skills have gone beyond being limited to library language. So other skills must also be given adequate importance. Through this research we have sought to answer the following questions.

1. What is wrong with the EL&CS courses in E&T?
2. What is it that the students need EL&CS for?
3. Why are the students least motivated to learn EL&CS despite an urgent need to develop competence in it?
4. What can be done to remedy the situation?
It is obvious as said earlier, that the present courses do not achieve what they are stated to achieve. They neither cater to the needs of the E&T students nor have they been able to keep pace with the changing times. The students on their part attend EL&CS classes because, being compulsory, a passing grade in the course is essential. As a result syllabus designers and university paper setters try to work as a facilitator to the students and institution’s need of higher result.

A new facet in the syllabus demands greater attention and attaches wider conceptualization to the teaching programmes. Now some writers on syllabus tend to define it in terms of the whole learning situation. Unless we understand the basic objective of curriculum, teaching and learning process, it will lose its real sense. Understanding the definition and objective of curriculum is quintessential. Therefore, Stenhouse defines the curriculum as follows.

A curriculum, like the recipe for a dish, is first imagined as a possibility, then the subject of experiment. The recipe offered publicly is in a sense a report on the experiment. Similarly, a curriculum should be grounded in practice. It is an attempt to describe the work observed in classrooms that it is adequately communicated to teachers and others. Finally, within limits, a recipe can be varied according to taste. So can a curriculum.

(Stenhouse 1975: 4-5)
Curriculum is a recipe. It contains both content and method in its widest application and takes account of the institutions of the educational system.

“Diligence is the mistress of success” goes a popular saying, but the desired results can be reaped only when the right type of task is attempted with the right type of tool. Otherwise a mountain of labour may result in the out-coming of a mouse. It is the type of hole which decides the type of peg; for, a round peg cannot be fitted into a square hole.

Prior to starting his work, an engineer prepares a plan of how he should proceed further for any constructional work, so also an investigator pre-thinks the method to follow to accomplish his work. It is the method employed which more or less foretells the results. This summarily speaks of the importance of the method of work and techniques which have been briefly described in the present chapter.

It is need of the time to analyze the prescribed syllabus and textbooks in the universities and Engineering and Technology colleges of Gujarat and Maharashtra. It would be a great help to understand the current trends in EL&CS and the appropriateness of the prescribed syllabus, evaluation system and textbooks.
2.1 Syllabus in EL&CS in the E & T Colleges of Gujarat and Maharashtra:

The researcher has taken five universities from Maharashtra and Gujarat state. They are as follows:

- Gujarat Technological University, Ahmedabad
- Nirma University, Ahmedabad
- Dharmasingh Desai Institute of Technology, Nadiad
- Dhirubhai Ambani Institute of Information and Communication Technology, Gandhinagar
- Charotar institute of Technology, Changa
- Mumbai University, Mumbai

Here, the researcher have compiled a chapter-wise syllabus of all universities and analyzed how it is normally being taught. As it is known, there is always a genuine thought in the formation of a syllabus. But by the end of the day the executers start following the text book word to word. And the thought remains an unknown part of the text book. Therefore, the role of a teacher becomes more crucial, as it is given in the picture below:

**Role of a Teacher:**

Text Book/Syllabus \(\rightarrow\) Teacher \(\rightarrow\) Student

(Records) \(\rightarrow\) (Translator/interpreter) \(\rightarrow\) (Analyzer)

Ch. 2.1
Some methods are totally dependent on the teacher as a source of knowledge and direction. Others see the teacher’s role as a catalyst, consultant, guide and model for learning; still others try to see the instructional system by restricting the teacher’s initiative and by building instructional content and direction into texts or lesson plans. Teachers’ and learners’ roles define the type of interaction and the characteristics of classrooms in which a particular method is being used.

The teacher’s role in methods is related to the following issues:

I. The types of functions teachers are expected to fulfill.

II. The degree of control the teacher has over how learning takes place.

III. The degree to which the teacher is responsible for determining the context of what is taught.

IV. The interaction patterns that develop between teachers and learners.

In the classical Audio-lingual method, the teacher is regarded as the primary source of language and of language learning. But for a less number of teachers directed learning may still demand very specific and sometimes even more demanding roles. The role of the teacher in the silent way, for example, depends upon thorough training and methodological initiation. The communicative method demands a teacher
to be a counselor & facilitator. The teacher, here is a guide, a negotiator, a companion, a motivator and an evaluator. A traditional method is autocratic, while the communicative method is democratic. Only teachers who are thoroughly sure of their role and the concomitant learner’s role will risk departure from the security of traditional textbook-oriented teaching. Counseling-oriented learning sees the teacher’s role as that of a psychological counselor, the effectiveness of the teacher’s role being a measure of counseling skills and attributes warmth, sensitivity and acceptance.

Text book is merely a record book. It gives information about research and other survey done on that particular topic. The role of a teacher lies in interpreting the text book and sharing present and contemporary thoughts and happenings regarding that particular subject or topic and if possible showing a couple of examples towards probability of application of the topic in the future. Students believe in applicability of the theories.

Eventually, teachers are involved in interpreting and evaluating the text book. Due to insufficient research and training, teachers are unable to perform up to expectations. They are mainly involved in discussing content given in the text books. Therefore students find classes uninteresting and boring. Henceforth, students will keep away from taking the entire topic like a historical fact unless teachers discuss about the
future scope of the topic. It is demand of the time to be realistic and pragmatic in pedagogical approach.

“The upsurge of interest in the content of the language syllabus, following the concern with communicative competence generated by Dell Hymes, reflects inter alia a feeling that we ought to know much more about what it is that should be taught and learnt if a non-native is to be communicatively competent in English. Broadly speaking the post-war mainstream of language teaching (and testing) seems to have been concerned more with methodology, with how rather than what to teach, but syllabus design and content has in the present decade been concerned more with methodology.

(John Munby, 01)

Here, formation of syllabus is a product of rigorous thought and development. But this syllabus has also got an entirely theoretical form. The following are its particulars:

Chapter.1 Communication skills

Process, types and levels of communication. Technical Communication and General Communication. Factors to be considered in technical communication. Concept and meaning of communication, objectives of communication, methods of communication, communication in a business organization (Internal, upward, downward, horizontal, grapevine), Problems and solutions. Techniques to improve communication.
The above topics cover the various stages and types of communication. The syllabus deals with definitions of terminologies used in communication skills. It also covers the difference and definition of General and Technical communication. There are sufficient examples to make the reader understand all the definitions and terminologies.

The points to be addressed are:

1. How is upward communication different from downward communication?
2. Why are communication skills introduced as a subject in the engineering and Technology program?
3. How would communication skills help an E&T student to make a better career?
4. How can an E&T graduate develop interest in learning communication skills?
5. How does language, tone and encoding of the sentences change in different levels of communication?
6. How should we remove the barriers to effective communication?
7. How can the process of communication play a vital role in professional communication?
8. How to improve technical communication and learn the difference between technical and general communication?
Chapter-2

Introduction to Listening; Purpose and Types of Listening; Active Listening V/s Passive Listening; Difference among Listening, Hearing and Overhearing; Traits of a good listener; Barriers to effective listening and Tips for effective listening

This chapter covers the definition and explanation of listening skills along with appropriate examples. It offers an explicit elaboration of the characteristics, the types and the traits of a good listener and a poor listener. It also deals with the barriers of listening skills too.

The following points need to be addressed here:

1. How do effective listening skills help one to grow into a successful professional as well as an entrepreneur?
2. Discuss the characteristics of passive listening skills and how to come out of it?
3. Listening is a situational process. How do we improve listening in keeping with the context/situation?
4. What are the different types of listening skills that can be used on different occasions?
5. How can listening skills be a great asset to a professional while one is carrying out a business deal; making a customer query; or
negotiating with other business counter parts and creating a working environment in the organization?

Chapter-3

Verbal and non-verbal communication (kinesics)/ Components of Non-verbal Communication (Kinesics)/ Barriers to effective communication. (Noise in oral and written communication) Communication across cultures.

This chapter offers definition of barriers to communication, definition of kinesics and proxemics in communication. It covers types and attributes of non-verbal communication. The role of time and distance in communication skills is described implicitly. In toto, it covers a very important section of communication skills.

The following need to be addressed here:

1. How does non-verbal communication help one to be a responsible citizen of the society?
2. How do we differentiate appropriate body-language and inappropriate body language?
3. As a student of E&T how should one groom himself/herself with professionally accepted body language?
4. How do non-verbal communication skills play a role in the career of a professional engineer?
5. How does negative body language create a big hurdle in the making of a professional?

6. What is the relation between body language, etiquettes, and business ethics?

7. How to avoid misunderstanding and avoidable situations in professional career through appropriate body language?

Chapter – 4


This chapter deals with the purpose of presentation skills. It also deals with how to deal with the audience and the tools used in presentation. How to prepare presentation is also explained systematically.

The following need to be addressed here:

1. When, how and where presentation skills come in to picture in the career of an engineer?

2. How do presentation skills help an engineer to draw a vertically flourishing career?

3. Being a professional engineer how should one prepare a presentation?
4. How do formal communication skills help in effective oratory?

5. How to begin a presentation/ how can one use ICT (information communication technology) effectively to make an effective presentation?

Unit – 5 Interviews

Introduction, General preparations for an interview, Types of questions generally asked at the interviews. Types of interviews, Importance of nonverbal aspects.

This chapter includes a definition of the term Interview and types of interviews that one normally faces in life. It also deals with how to prepare for an interview ideally. The nature of general questions along with the necessity of non-verbal communication is elaborated. It also provides information about the do’s and don’ts in an interview.

The following need to be addressed here:

1. Why are interview skills required for E&T graduates?
2. What are the needs and requirements of interviewers?
3. How should a student start preparation for an interview from the first day of his graduation programme?
4. How does non-verbal communication play an important role in an interview and what shall be done to improve it?
5. Why are interview skills required for a professional other than facing a job interview?

6. How should one groom oneself as a workaholic and an honest engineer?

7. What does honesty mean in professional life?

8. What is the role of business ethics, etiquettes, assertiveness and self-confidence in an interview process and how do we improve these skills?

Chapter-6

*Group Discussion, Introduction, Group discussions as a part of the selection process, guidelines for group discussion. Role functions in group discussion.*

It covers a definition of Group discussion, types of group discussion as well as the Do’s and Don’ts of group discussion. It also provides the basic guidelines for preparing a group discussion.

The following need to be addressed here:

1. How do Group Discussion skills play an important role during the selection process?
2. How do group discussion skills help a professional engineer?
3. How should one groom oneself to develop as a team-player?
4. How does appreciative listening and assertiveness help in group discussion to be a true professional?

5. How does note-making and note-taking help to perform in group discussion?

6. What is decision making and how should one improve the ability to put forward ideas logically?

7. How should one improve appropriate non-verbal communication to get expertise in group discussion?

Chapter-7


This chapter includes the definitions of the techniques in paragraph development and sentence formation exercises. It also covers how to elaborate upon a paragraph in a thesis. It gives the attributes of a good paragraph too.

The following need to be addressed here:

1. How do reading skills help to develop oneself as an appropriate professional engineer?

2. Why should an engineer be good in general as well as in technical reading skills?

3. How do reading skills help in the preparation of numerous competitive examinations?
Chapter-8


This chapter elaborates upon the types of business letters, structure and the general format of letter writing.

The following need to be addressed here:

1. Why should an engineer learn letter writing?
2. How do letter writing skills help in becoming successful as a professional engineer or an entrepreneur?
3. How does Letter writing help in developing business as well as a professional career?

Chapter – 9

*Technical reports, Introduction, types of reports, structure of reports, objectives and characteristics of reports.*

This chapter includes Technical report writing skills; types of report writing skills, how to form the structure and body of report. It includes objectives and characteristics of report writing. Succinctly, it covers all the general details of report writing skills.
The following need to be addressed here:

1. How can report writing skills be beneficial to a professional engineer?
2. How does technical report writing help a student of E&T?
3. How can one create business opportunity through technical report writing?

Chapter – 10

Technical Proposals

Definition, Purpose, Types, Characteristics, Structure, Style and appearance. Introduction, Definition of an object or a process. Guidelines for writing good description - organization, content, structure.

Being an E&T graduate, one has to either take projects or prepare projects and ask organizations to sponsor the manufacturing cost of it. These projects may be demanded.

The following need to be addressed here:

1. How can technical proposal writing skills be beneficial to a professional engineer?
2. How can technical proposal writing help a student of E&T?
3. How can we create business opportunity through technical proposal writing?
4. How can solicited and unsolicited proposal change the scenario of
the entire educational system?

Chapter – 11

*Effective Reading Skills, Purpose of reading, skimming and scanning. Tips for improving comprehension skills.*

This chapter covers the reading skills. It also takes into account the
essential terms and terminology involved in reading skills. It also
emphasizes upon improving reading skills mechanically.

The following need to be addressed here:

1. How can reading skills be beneficiary to a professional engineer?
2. How can reading skills help a student of E&T?
3. How can one to create business opportunity through reading skills?
4. How can reading skills help one to understand the business
   scenario and the latest updates in a technical world?

Chapter – 12

*Job application, Essential parts - Cover Letter and the ‘resume’. Types of ‘resumes’ (Curriculum Vitae) Chronological ‘resume’, functional ‘resume’.*
This chapter covers the format and structures of job application. It also lists the various types and definitions of job application. It emphasizes upon standard types and formats of resume writings.

The following need to be addressed here:

1. How should one write a situational job application.
2. How should one promote learners to prepare a resume as per their requirements?
3. How should one write a forwarding letter or covering letter creatively?

Chapter – 13


This chapter covers basic grammar as well as homonyms, homophones. It provides sufficient exercise based on grammar and vocabulary.

The following need to be addressed here:

1. How does grammar play a vital role in the career of an engineer?
2. How should one improve vocabulary and why is it required in the career of a professional?
3. Why should homonyms and homophones be learnt and what are the other methodologies to enrich vocabulary?

4. How should one remember and use words or one word substitutes or idioms?

Analysis of prescribed Text Books:

Developing Communication Skills: This book is written by Krishna Mohan and Meera Banerji and published by MACMILLAN India Ltd. in 2007. It contains comprehensive content for communication skills.


The above mentioned books are prescribed by different universities as a text book. The topics covered by all these books are as follows:

1. Concepts of Language and Communication skills
Linguistics Communication

Barriers to Communication

Importance and Need for Technical Communication

Concepts of Communication

Process of Communication: Meaning and Concept

Levels of Communication

Types of Communication

General and Technical Communication

2. Components of Non-Verbal Communication

Personal Appearance, Posture, Gestures, Facial Expression

Eye Contact, Space Distancing, Barriers to Listening Components, Communication Across Cultures

3. Listening skills

Introduction of listening skills

Types of Listening

Active Listening v/s Passive Listening

Empathetic Listening

Listening modes

Sources of Difficulty

4. Effective Presentation Strategies

5. Interviews

6. Group Discussion

7. Paragraph Development
8. Business Letters  
9. Technical Reports  
10. Technical Proposals  
11. Technical Descriptions  
12. Effective Reading Skills  
13. Job Application  
14. Grammar and Vocabulary

All the above mentioned topics and chapters covered by the text books are entirely based on theoretical aspects. It has nothing to do with practical approach. There is not even a single case study mentioned in any of the text books. It proves that these text books are examination driven literatures. Unless a text book provides innovative methods and materials, its difficult to maintain uniformity in the teaching standard among institutions based in urban and rural areas.

2.3 Schemes of Evaluation:  
The communication skills evaluation process is mainly divided into two major sections.

A. Theory examination  
It contains theory and definition based questions. For eg:  
What is communication?
Discuss the types of verbal communication with examples.

Discuss the process of communication.

Discuss the barriers of effective communication.

Elaborate upon the do’s and don’ts in a personal interview.

Elaborate upon the types of communication.

Elaborate upon the process of communication.

Discuss the types of interviews & Group discussion.

Write short notes on types of listening.

Discuss the difference between hearing and listening.

In short, there is no creativity involved from the students’ side. All these questions show the conservative pattern of pedagogy. Unless an evaluation system is evolved to promote creativity, the teaching of EL&CS will not be justified. At the same time, teachers would not show interest to update their information. The teachers need to come forward with the latest information in the world of competitive examinations as well as Campus Placement activities. As a result creating a teaching learning atmosphere would become easier. EL&CS is very close to internet and technology. One can analyse the current trends on the basis of question papers available on the internet. One can take feedback of the employers and students with the help of social websites. Infact., teachers need to find time to prepare the curriculum as per the need of the students.
“ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners, but are expected to do so with no, or very limited, preparation time.”

(Johns, 1990: 91)

The attempt to find ESP or EL&CS materials for E&T courses result into the unavailability of sufficient textbooks. Moreover, a minor search for EL&CS materials among the items offered by Cambridge University Press and Oxford University Press, Longman and others showed that books do not cover all specialties, but rather the most common ones, such as English for Civil, English for Electronics, English for Computing, etc. It can be suggested that the gap of EL&CS material can be bridged by Internet resources. To quote,:

“Just as the development of the printing press 500 years ago dramatically expanded the information available to individuals and society, the development of the Internet is doing so today. With a single computer and a phone line … [anyone] can access more information today than it was available by any means to the greatest scientists of the world a century ago.”

(http://eltseminar.blogspot.com/2006/01/towards-technophilic-culture.html)

Effective Strategies for EL&CS; Teaching and Learning Courses that are developed in order to produce E&T graduates who are competent
practitioners with technical and communication skills must be delivered with the implementation of effective teaching and learning strategies. Recent technological advances have created the possibility for new ways of learning and teaching. The Internet, for example, can be utilised not only as an unlimited repository of up-to-date information in various specific areas, but also as a rewarding and motivating means to distribute the content and stimulate fruitful outcomes. The Internet is the technology that has a revolutionary impact on every sphere of society, serving to reshape business, media, entertainment, communication, etc. The emergence of the World Wide Web (www) as a pipeline for learning has had a profound effect upon the manner in which students learn and lecturers teach. Koonce states the following:

“… from Web-based instruction and distance learning to virtual reality and online peer communities, training and technology are converging in rapid and radical ways. The convergence – speeded by the Internet and by the growth of company intranets and extranets – is having a revolutionary impact on both the nature of training and the skills that trainers and those who are trained will need to do their jobs in the next century.”

(Koonce, 223)

According to Gitsaki and Taylor, using the Internet as a classroom resource has the following advantages:
• The Internet provides students with opportunities for exposure to natural language and authentic language use, not only during, but also outside the class, making the learning of English part of students’ daily lives and an ongoing process.
• The Internet offers a variety of topics to satisfy a diverse audience.
• The information available on the Internet is current and frequently updated.
• Using the Internet is fun and highly motivating in that Web sites are full of animation, colours, interactive forms, etc.
• Using the Internet has become a part of life and learning, so knowing how to use it is essential for students because it develops basic Information Technology (IT) skills (e.g. word processing skills, Web-browsing skills, e-mail skills), while also facilitating English language skills at the same time.
• Using the Internet for English language teaching and learning enhances student autonomy and gives learners the opportunity to manage their own learning. By implementing Web-based activities, ESP teachers may proverbially kill three birds with one stone, in the following order:
  1. Develop knowledge and skills in English for Specific Purposes (ESP).
  2. Revise a major subject that students have learned in their native language.
3. Inculcate in students the taste for life-long learning.

System principles should be embedded in order to design a model syllabus that has the potential to achieve the objectives and meet the criteria mentioned above. Systems principles acknowledge that the management of any system (including an educational one) requires the consideration of four factors:

- Information
- Logic
- Innovation
- Time

These four principles can be used as the fundamentals to design an innovative syllabus for EL&CS in E&T courses. EL&CS is an approach and method that is solely directed towards the development of students. Richard rightly observes:

……An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

(Richards 1986;203)

**B: Practical Examinations**

Practical examination contains Viva, Practical theory exams, Presentation and Group discussion. It is well known that practical exams are the only
means of judging a students’ competence in EL&CS. Ironically, 80+
engineering colleges which are affiliated to Gujarat Technological
University do not take practical examination. There are 50 marks assigned
for internal examination, but there is no external expert or guidelines for
practical examination. Similarly, other Universities are also practicing
practical examination without a proper guideline and objective. It shows
the dearth of seriousness for the subject among syllabus designers.
EL&CS carries 3 credits as a subject in a university, which means 50%
credit. And first year is not considered in over all degree awarding as per
the AICTE norms. In short EL&CS is neither an essential subject for
AICTE nor for universities. As a result not merely for the students, it is not
an essential subject for the college management too.

In addition, EL&CS has lost its basic objectives of inclusion as a subject in
E&T graduation program. Therefore, analyzing the needs of E&T
graduates and forming a model syllabus is the demand of the time.

2.4 Syllabus in English for Competitive Examinations for E & T
Graduates:
Campus Placement: TCS, INFOSYS, ACCENTURE, L&T, ESSAR, ABB,
and RELIANCE like industries are major recruiters in both the states for
the students of Major engineering branches like: Mechanical, Electrical,
Civil, Chemical, Metallurgy, Production, Automobile, Instrumentation and
Technology branches like: Computer, Information Technology, Electronics and Communication, Electronics etc. Normally the question paper consists of two or three sections:

1. Aptitude Test
2. Technical Test
3. Personal Interview and Group Discussion

Unless a student clears the first test s/he will not be eligible for the second test and the third test is essential for final recruitment. In short the Aptitude test is the first criterion to get an entry pass in companies. The Aptitude test and Attitude test carry a huge portion from general English. The Aptitude test consists of two equal sections:

1. General English
   i. Reading Comprehension
   ii. Analogy
   iii. Paragraph formation
   iv. Fill in the blanks (word list based)
   v. Antonyms and synonyms
   vi: General awareness

2. General Mathematics

Management based Examination:

CAT: It consists of three major sections:
General English
  i. Reading Comprehension
  ii. Analogy
  iii. Paragraph formation
  iv. Fill in the blanks (word list based)
  v. Antonyms and synonyms

Logical Reasoning/Data Interpretation/Data Sufficiency

Quantitative aptitude

XAT: It consists of four sections:

General English
  i. Reading Comprehension
  ii. Analogy
  iii. Paragraph formation
  iv. Fill in the blanks (word list based)
  v. Antonyms and synonyms

Logical Reasoning/Data Interpretation/Data Sufficiency

Quantitative aptitude

Essay writing

SNAP/IRMA/IIFT/FMS: these exams consist of:

General English
  i. Reading Comprehension
ii. Analogy

iii. Paragraph formation

iv. Fill in the blanks (word list based)

v. Antonyms and synonyms

Logical Reasoning/Data Interpretation/Data Sufficiency

Quantitative aptitude

General Knowledge

GRE:

These exams consist of two major sections:

1. General English
   i. Reading Comprehension
   ii. Analogy
   iii. Paragraph formation
   iv. Fill in the blanks (word list based)
   v. Antonyms and synonyms

2. Quantitative Aptitude

GMAT:

These exams consist of two major sections:

1. General English
   i. Reading Comprehension
   ii. Analogy
iii. Paragraph formation

iv. Fill in the blanks (word list based)

v. Antonyms and synonyms

vi. Essay writing

vii: Grammar

2. Quantitative Aptitude

2. Technical Test:

It is entirely based on the subject or upon the specialization of the candidate.

3. Attitude Test: It consists of three major sections:

   a. Group Discussion

   b. Personal Interview

   c. Presentation

All the above mentioned career options carry a paper on General English with a ratio of almost 50% or more than 50%.

If we go for a study on relevance of the current syllabus of general English in the career of an engineering student, it would help us to understand the level of current university curriculum. Here, the researcher would like to mention that there is a wide scope to rethink before we propose a syllabus
for E&T students. In fact, a MODEL Syllabus should prepare a foundation for all career options.

### 2.6 Comparative Analysis

<table>
<thead>
<tr>
<th>Current Syllabus</th>
<th>Syllabus for Post graduation admission based entrance tests</th>
<th>Syllabus of Job oriented Entrance based entrance tests</th>
<th>Tests</th>
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<tr>
<td>Theories and definitions of terms</td>
<td>Case studies</td>
<td>Case studies</td>
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<td>Types &amp; levels and characteristics of communication</td>
<td>Group discussion</td>
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<td>Types of Group discussion,</td>
<td>Personal Interview,</td>
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<td>Types of learning approach, and</td>
<td>Presentation on current topics, national-social issues.</td>
<td>Presentation on current topics, national-social issues.</td>
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<td>Do’s and Don’t of Group discussion and Personal Interview.</td>
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<td>confidence, expression, learning approach and</td>
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It is entirely based on learning approach, and passion for better positive approach and
Table Ch-02, proves that the current syllabus is unable to fulfill the needs of the E&T graduates. While agencies are checking creativity of the students, our syllabus offers an outline of do’s and don’ts and consequently creates ambiguity in the mind of the candidate. Ironically, our syllabus teaches how to appear in an interview when personal interview is a matter of general appearance and attitude. Summarily, our syllabus teaches how to be diplomatic. Surprisingly, current syllabus forgets emphasizing upon ethics and etiquettes. Succinctly, comprehensive syllabus designing may help students think what is right and what is wrong.
2.7 Syllabus in Communication skills for E & T Graduate trainees in INFOSYS:

- Adapting to corporate life:
  It covers business skills, dining etiquette, media etiquette, ethical dilemmas and several others skills to be a thorough professional.

- The Art of Communication
  It covers case studies to develop logical skills, comprehensive skills and communication skills. Case studies carry practical approach and wisdom to learners. Barriers to effective communication skills are explained with the help of case studies and activities.

- The Hidden Data of Communication:
  It covers Listening skills, assertive skills, and self-confidence skills. It helps to develop confidence in communication skills in the right sense. Unless a learner learns assertive skills and listening skills he/she would not be able to communicate affirmatively and effectively.

- In The World of Teams
  It covers all the four stages (Forming, Storming, Norming, and Performing) of team formation. In addition, it also covers concept of the team, team formation skills, how to convert team into an effective team, skills to remove hurdles of the team. Activities and case studies of team formation
has made the entire topic much easier. Here, the role of empathy in team building exercise is explained explicitly. Additionally, skills to create communicative environment, leadership skills and other skills are discussed properly in the form of different activities and case studies.

- **Discussions, Decisions and Presentations:**

  It covers group task, group discussion, strategy formation, and presentation skills.

  Hence, the above mentioned data and data analysis proves that the current syllabus and text books are a product of conservative pedagogical pattern. Hence, appropriate syllabus and textbooks are the need of the time and thereby improve the communicative skills of the learners.
CHAPTER-3

FORMATION OF A MODEL SYLLABUS IN EL&CS
CHAPTER-3

FORMATION OF A MODEL SYLLABUS IN EL&CS

The aim of this work is to present and introduce those influential types of syllabus which are feasible in the domain of ESL/EFL and provides a rationale for the integration of these syllabuses as well. Etymologically syllabus means a ‘label or ‘table of contents’. The American Heritage Dictionary defines syllabus as outline of a course of study. Syllabus represents the expression of educational ideas in practice. Syllabus can be defined thus:

“Etymologically syllabus means a ‘label or ‘table of contents’. The American Heritage Dictionary defines syllabus as on outline of a course of study. Syllabus represents the expression of educational ideas in practice. Syllabus can also be seen as a “summary of the contents to which the learners will be exposed”.


In the context of engineering and technology students, the selection of English syllabus requires a deep understanding, a comprehensive knowledge of various syllabus designs and a mature insight into the issue of the type of syllabus which is indispensable to design, so that it could fulfill all the requirements of the learners. Syllabus presents the complete
program of study to teach academic contents in a specific time period and to gain the maximum benefits of syllabus.

There are two major types of syllabuses

1. Product-oriented syllabus

A good and valid syllabus covers more or less all aspects of both these types, therefore, proper and appropriate implementation of syllabus in language teaching is expected. Without proper implementation of syllabus, on the one hand, desired objectives will be hard to obtain and on the other hand students will suffer from a lack of appropriate syllabus which could fulfill their immediate pedagogical requirements and sharpen their abilities in different areas of language. In this perspective, the characteristics of each syllabus are discussed in a nutshell. All these syllabuses will prove beneficial if carefully implemented.

1. Product-Oriented Syllabus:
Product-oriented syllabus focuses on what the learners will know as a result at the end of the instruction session. The grammatical, situational and notional-functional are the examples of product-oriented syllabus.
a. Grammatical:

This type of syllabus is designed when the purpose is to teach the systematic development of grammatical structures. Learners are exposed to these structures step by step and it is expected that they will enhance their grammar collection by memorizing different grammar rules. The internalization of these rules is considered a prerequisite to grasp the technicalities of a language.

b. Situational:

The primary purpose of this syllabus is to teach the language that occurs in real-life situations. Here, the emphasis is on the learner, who will actively participate in different situations where EI & CS is being practiced. Examples of situations include, seeing the doctor, making an appointment, meeting people at the party, buying clothes and so on. One advantage of the situational approach is that motivation will be heightened, since it is learning-centered rather than subject-centered.

c. Notional-Functional:

A notional-functional syllabus is a practical way of organizing language-learning syllabus, rather than an approach or method to teach instructions of notions and functions. In this design, a ‘notion’ is a particular context in which people communicate. A ‘function’ is a specific purpose in a given context. For example, the notion of shopping requires numerous language
functions, such as asking about prices or features of a product and bargaining. An important point regarding notional-functional syllabus is that the needs of the students have to be analyzed and explored by different types of interaction and communication. Hence, needs analysis is central to design such syllabuses.

2. Process-Oriented Syllabus:

Process-oriented syllabus focuses on the pedagogical processes leading to the language outcomes. The task-based, skill-based and content-based types of syllabus are included in it.

a. Task-Based Syllabus:

This syllabus is designed when the purpose is to complete some complex and meaningful tasks. Even though, the primary purpose is to complete tasks, however, language competence is developed through the process of performing the task. The language learnt comes out of the linguistic demands of the activity. Learners perform various tasks together in a cooperative environment. Task-based syllabus promotes and encourages collaborative learning. Since language learning is considered subordinate to task performance, therefore, language teaching also occurs as the need arises during the performance of the particular task.
b. Skill-Based Syllabus:
The purpose of this syllabus is to teach some specific skills that are considered necessary or useful in using a language. Skill-based syllabus focuses on skills and gradual development of skills gives learners the confidence. This syllabus must be designed and implemented keeping in mind the learners' cognitive levels. Skill-based syllabus group linguistic competencies (pronunciation, grammar, vocabulary and discourse) together into generalized types of behavior, such as listening to the spoken language for the main idea, writing-well formed paragraphs, specific purpose writing and so on.

c. Content-Based Syllabus:
This syllabus is designed when the purpose is to teach some content or information in a language that students are also learning. The students are simultaneously the language students and the students of whatever content is being taught. In this type of syllabus, the language is enhanced through different contents and/or in the context of various types of information. Although the subject matter is of primary and vital importance, language learning occurs concurrently with content learning.

d. The Evaluation of syllabus:
The purpose of this paper is to examine the currents running through syllabus design and to highlight the issues relevant to teachers
considering creating their own curriculum with specific reference to those based in Japan. It will hopefully also help instructors better evaluate their own programs and course books. It is therefore concerned with linguistic theory and theories of language learning and how they are applied to the classroom.

e. Learner-Led Syllabuses

Here the emphasis lies with the learner, who it is hoped will be involved in the implementation of the syllabus design as far as that is practically possible. By being fully aware of the course they are studying it is believed that their interest and motivation will increase, coupled with the positive effect of nurturing the skills required to learn.

f. The Proportional Approach

It consists of a number of elements with theme playing a linking role through the units. This theme is designated by the learners. It is expected initially that form will be of central value, but later, the focus will veer towards interactional components.

Clearly, there is a vast amount of material to disseminate when considering syllabus design. The numerous approaches touched on here all offer valuable insights into creating a language programme. It is wise to adopt an eclectic approach, taking what is useful from each theory and trusting also the evidence of one’s own experience as a teacher.
Thus, to what extent has an integration of the various approaches taken place? Does the syllabus specification include all aspects? If yes, how is priority established? These questions must also form part of the criteria when designing or assessing the syllabus.

### 3.1 ENGINEERING AND TECHNOLOGICAL NEEDS

Engineering and Technological graduates are expected to be good in interpersonal communication skills, Presentation skills, convincing skills, and organizational etiquettes.

Here, researcher would like to emphasize upon understanding technical writing, technical speech, and writing technical articles or letters.

Those who are planning to go for post graduation programmes (M.TECH, M.S, M.B.A) need to write examinations. All these examinations contain general English. In fact, during the engineering study itself, an EL&CS teacher and EL&CS syllabus should try to create a foundation for career based students.

At the same time, the entire selection process is highly dependent on aptitude test (Group discussion and Personal Interview). So preparing
students for live group discussion and personal interview is one of the major responsibilities of EL&CS.

Preparing students for résumé writing and application writing is equally essential. In short, the needs of E&T graduates are as follows:

a. Sound Vocabulary
b. Apt Reading Comprehension Skills
c. Verbal logic
d. Essay writing
e. General awareness

The need of EL&CS is to come out of all the definitions like what is communication, types of communication, and prepare a sound syllabus which can motivate students for a better career.

3.2. CHALLENGES OF TRAINERS AND TRAINEES

As far as need of the EL&CS is concerned it is multi dimensional. It is not only preparing a syllabus but simultaneously preparing them for the challenging career they are going to face in the near future. However the entire process includes training of teachers. Teachers are the backbone of this entire teaching-learning process. Unless they take up entire EL&CS as an essential subject for engineers, it would be a Herculean task to translate it into the desired objective for E&T graduates. Teachers need to
do research and development. They should move towards finding out changes and updated methods of examinations held in the recent past. Accordingly they should prepare their course and conduct examinations accordingly. As we know learning language is not a matter of a year. It takes at least three years. Here, students start appearing in the above mentioned examinations from the seventh semester itself. It means if we include first year as a part of preparation, we would be able to help them in making an appropriate career. As we know our teachers they belong to arts stream or general stream. The lecturers or assistant professors who join for EL&CS are either Masters in English Literature or Masters in Language with Literature components. Therefore, specific training programmes for teachers are essential.

3.3. Model syllabus preparation:

In an effort to dovetail the development of an innovative model of EL&CS curriculum for particular target groups and to ensure that it is flexible and responsive to the changes in engineering education criteria and professional demands, the following methodology will be implemented:

- Review of relevant literature and publications concerning English and communication studies, and existing courses in ESP;
- Review of books, journals and conference publications;
- Review of relevant documents;
- Internet searches, etc.
This will definitely provide further endorsements about the importance of communication skills for highly qualified 21st Century engineers and give the possibility to identify key activities required in engineering fields. It will provide the ground to carry out comprehensive needs analyses in order to determine the appropriate content for EL&CS curriculum, which is designed to meet the specific needs of learners.

The thorough analyses and evaluation of the present status of EL&CS curricula will help to reflect on the range of possible models, adopt successful practice, learn about the challenges and conduct further research and thereby develop a hybrid curriculum that is appropriate for improving the communication skills of engineering students in developing countries.

Engineering education has the responsibility to prepare future engineers to be able to practice their profession efficiently. So the crucial objective to enhance communication and soft skills is required in the practical aspect of engineering. In other words, it should be considered as important as any other subject matter in engineering and technology courses. EL&CS should be based on a multidisciplinary or integrative approach. Therefore, it is a complex task to combine the professionalism and experience of engineering, language, and communication skills.
The application of EL&CS in engineering education, especially its functions and features, requires comprehensive research to be carried out that involves the analyses of engineering and technology courses. This should help to determine the appropriate content for an EL&CS curriculum that is especially tailored for engineering and technology courses. Moreover, such analyses should be helpful in defining the most effective teaching and learning techniques, including the implementation of information and communication technologies. The best response to the educational needs for English and communication studies in engineering and technology courses would be to design of a well-sequenced curriculum, (as opposed to the range of existing EL&CS teaching models) appropriate for improving the communication skills of engineering students.

However, until about five years ago, the syllabus followed a structural, grammar-based approach, with topics falling within the scope of what is usually described as General English, i.e., no subject-specific materials were used. This approach had a negative effect on students’ motivation towards English. To begin with, all our students have a scientific background and usually consider themselves as “very bad at foreign languages.” Their past experience as language learners, unsuccessful in most cases, creates a biased attitude towards the subject, which neither the content nor the methodology of the old syllabus helped to dispel.
Low motivation of students, shown by a high level of absenteeism and occasional outbursts of negative comments, led to a re-evaluation of the syllabus. Some steps were taken to find out about our students’ target needs, and an effort to confer some face validity was carried out by including thematic units such as Travel, Transport, Going through Customs, Import/Export, Banking and Insurance, etc. Although this incipient new syllabus managed, at least to some extent, to boost students’ motivation, it is now clear that the changes were mainly cosmetic. It seems that neither appropriateness of topic according to specialization nor a close interpretation of data yielded by an analysis of the target situation necessarily guarantees students’ motivation, or, for that matter, effective learning.

3.3.1 LATERAL APPROACHES

As I have mentioned above, the main criterion for selecting materials for the Communication skills is appropriateness of topic. But somewhere along the arduous process of collecting bits and pieces from a large number of sources (both authentic materials and textbooks), methodological considerations often have been relegated to a secondary position. The potential of the materials as tools for learning and as generators of lively, intellectually engaging activities has been overshadowed by our concern to give English equal standing with the other subjects in the curriculum; a goal we assumed could only be
achieved by overloading the syllabus with subject-specific, target-related information. Our main misconception, as Swales neatly puts it, was that

“We thought much of materials, less of methodology, and little of expectations”. (1984:15).

3.3.2 Subject knowledge

It is now widely accepted that the EL&CS teacher should not be expected to be an expert in all necessity of the EL&CS in E&T. However, it has also been said that it falls within our professional requirements to be at least interested in the subject, either for purely intellectual or more practical reasons.

What normally happens in a teaching situation, as common in many EL&CS situations, is that teachers of English in Communication skills have amassed a considerable amount of information about the students’ specialty. There is no reason why this knowledge should not be put to use in the English classroom; in fact, our students usually appreciate it as a sign of both our interest in their subject and our recognition of the relevance of their field of study.

However, it is now understood that although our specific knowledge may be used to advantage, it should be handled carefully in the EL&CS classroom. To begin with, the ESP teacher should resist the temptation to
act as an expert on the subject, for the common-sense reason that his/her knowledge, so often picked up in a superficial and piecemeal way, may result in the loss of face and possibly of confidence on the part of the students. Secondly, the teacher should not be lured into using highly specialized materials, whose language and content s/he can hardly grasp, let alone be conversant with.

3.3.3 Materials for the Communication skills

At this point this work will suggest a sample of the kind of teaching materials that can be used in Communication skills, which may clearly illustrate the shortcomings referred to with regard to methodology. It will also try to show alternative ways to exploit the material, bearing in mind students' wants and learning needs. The suggestions for tasks are not intended as a set of procedure for all the materials used in different situations. On the contrary, flexibility should be the key word for classroom activities, and teaching materials should (gracefully) allow for changes in order to accommodate different circumstances.

In this research work, model Syllabus formation in EL&CS would focus on basics. Here, the definition of basics is a syllabus which carries primary level preparatory programmes for competitive examinations. Hence, preparing students for the following challenging career (short term and
long term), options are going to meet the needs of the engineering graduates:

1. “Graduate Aptitude Test for Engineers (GATE),
2. Union Public Service Commission (U.P.S.C),
3. Gujarat Public Service Commission (G.P.S.C.),
4. Graduate Record Examination (GRE),
5. Graduate Management Aptitude Test (GMAT),
6. Management Admission Tests (CAT, XAT, MAT, SNAP), etc.
7. University Entry Scheme (UES), Combined Defense Services (CDS),
8. Public Sector units (BHEL, TELCO, DRDO etc) and
9. Campus Recruitment”
10. Test of English as a foreign language (TOEFL)

After analyzing the course structure of all competitive examinations listed above, the following common points are observed in these examinations:

1. Analogy
2. Reading Comprehension
3. Paragraph formation
4. Paragraph completion
5. Homonyms and Homophones based alternatives
6. Fill in the blanks (grammar/wordlist based)

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7. Critical Reasoning
8. Group Discussion
9. Personal Interview
10. Presentation skills
11. Psychometrics skills
12. Emotional quotient
13. Corporate etiquettes
14. Letter Writing skills

Nowadays most of the E&T graduate starts preparation for competitive examinations in the pre-final year itself. And normally EL&CS at E&T curriculum is offered at either the first level or the second level. This indicates that a rigorous courseware and a systematic teaching approach in EL&CS can make a noteworthy difference.

Here, all training modules of verbal section and grooming section begin with vocabulary sessions. Unless students have sufficient word power and an approach to learn new words, they can’t improve EL&CS. Therefore, almost all examinations emphasize upon testing of vocabulary skills.

3.4 Vocabulary:
Analogy is entirely based on rich word power. Therefore, for language acquisition, learner should take vocabulary as the first step. When the
students do not find themselves comfortable with L2, language learning can be made interactive and interesting with the introduction of appropriate vocabulary exercises. It gives a detailed explanation of the various methodologies that can be incorporated in the teaching of vocabulary items in a language classroom.

As we know, every speaker in English wants to acquire more words but we know that most of the learners including well-known speakers get frustrated when they do have the right and suitable word at the time of speaking and writing. Sometimes it’s a matter of not being able to recall the right word; sometimes we never knew it. How much vocabulary does a teacher have? In fact, the teacher should have a bigger vocabulary. In general, we can say that a man should know all the words that are frequently used in speech and writing. In general, a learner should know a minimum of 3000 to 4000 words to speak in a language. In fact, many well-known persons and linguists have written books on the necessity of vocabulary for classroom teaching. Edward L. Thorndike published a *Teacher’s Word Book* in 1921 as an extended guide to word frequency in language.

When students travel, they don’t carry grammar books, they carry dictionaries. Acquiring more vocabulary will help the learners to learn a language. Building vocabulary that is adequate to the needs of one’s
reading and self-expression has to be a personal goal for every writer and speaker. Again, there are many hurdles in teaching vocabulary. Talking about patterns of difficulty in vocabulary teaching, Robert Lado (1955) highlighted key issues related to words. He stated that while dealing with vocabulary one should take into account three important aspects of words— their form, their meaning and their distribution—and one should consider various kinds of classes of words in the function of language. He said that the forms, meaning distribution and classification of words are different in different languages. He revealed that these differences might lead to vocabulary problems.

In the context of learning English as a foreign language, a learner is forced to be independent and makes a conscious effort to learn vocabulary outside the classroom. Visnja Pavicic (2003) dealt with a way to improve students’ abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. He laid emphasis on self initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He said that the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own.
We know that learning a language means learning the rules of the language system and its use. In other words, it is learning to use vocabulary and structures in meaningful situations. Knowing meaning of a word is not sufficient. It means:

- Knowing a word is to know its spelling and meaning.
- Knowing a word means knowing the degree of probability of encountering that word in speech or print.
- Knowing a word implies knowing the limitations on the use of the word according to variations of function and situation.
- Knowing a word entails knowledge of the network of associations between that word and other in the language.

A careful selection of vocabulary and grading by the teacher will have a great effort on teaching the lessons and the revision work at a later stage. Effective vocabulary sessions need in depth knowledge of origin, suffixes and prefixes. The most basic foundation for vocabulary can be called a root. It is necessary for the teacher to decide what vocabulary and structural items she intends to teach.

3.4.1 Current Teaching Methodology:

The present approach to the teaching of vocabulary in E&T colleges is far from satisfactory. In the teaching and learning process, due to various reasons learners are not absorbing many words. Of course some times it
is the students’ mistake that they are not putting effort on learning new jargons. But what could be the main reason for the lack of vocabulary in the students mind in spite of having done many courses. Is it much complicated to teach vocabulary to the students? Teaching words is not an easy task. An average teacher may spend a considerable time in teaching words alone, yet it remains doubtful whether the student has understood the vocabulary taught.

Sometimes grade level materials are out-of-the-way to readers because there are too many unfamiliar words in them. Adults can restructure the materials in several different ways to help readers comprehend them more easily. Words that are included in the guide should be highlighted or printed in bold text to direct the reader to check the vocabulary guide if the word or its meaning is unfamiliar. One should check whether the material unquestionably helps the students in learning words or not? Tests, workbooks, and reviews are common teaching methods that allow students to learn words for a short period of time. A number of teachers have said that they are not impressed with the efficiency of textbooks and workbooks. The best way for someone to improve their vocabulary is by reading words and using them on a regular basis. The student has to be exposed to these words multiple times. There is no guarantee that textbooks and workbooks can ensure retention. A teacher does not
depend on only the textbooks but he also has to the methodologies of reading books that would in turn expose the learners to new words.

Most of the students these days do not have much vocabulary; because, for they concentrate on other subjects, not on vocabulary. In CAT/GRE/GMAT/TOFEL/Campus Placement and other examinations, the students get very less marks in vocabulary and reading comprehension; particularly, because they do not pay attention to learning new jargons. Reading skills plays a vital role in acquiring more lexicons. Vocabulary knowledge is critical to reading comprehension, it is important that those working with young readers help foster their development of a large “word bank” and effective vocabulary learning strategies. In fact, one should to be selective in the books one chooses to read. While many people enjoy reading fiction books, non-fiction books are much more effective when it comes to enhancing your vocabulary.

3.4.2 How to motivate Students to Learn New Words in the EL&CS Classroom:

Nobody can learn vocabulary in one or two days. It is a life long learning process. Learners usually start by noticing and recognizing a word before they are able to produce it. There are four stages in the acquisition of new vocabulary:

The learner notices the new word (with help)
The learner learns to recognize it (with help)

The learner recognizes it on his/her own.

The learner can both recognize and produce it.

Students need to be motivated to learn vocabulary constantly. Therefore, it is important that the review is as interesting as possible in terms of the types of exercises, strategies and activities. The visual element is equally important.

3.4.3 Criteria:

Criteria for the selection of vocabulary should be like this:

- Word frequency
- Environment Applicability
- Structural Considerations
- Material Association
- Universality
- Range of Applicability
- Productivity of words

Word frequency means how many times a word is used in normal reading material. We know that some words will be repeated many times and some words would be rarely used. The teacher should remember the points when one wants to prepare the words for the students.
3.4.4 Teaching Vocabulary in English Language: Effective Methodologies

There are many methods in teaching grammar, literature, poetry and prose. Do we have any methods in teaching vocabulary? The important thing is that vocabulary items are imparted mostly by translation: either a list of words with their translation at the beginning of the lesson or the translation of the content having new words or glossaries at the very end. This is a wrong practice as it leads to a state of confusion for the learners.

On the teaching skills of vocabulary items, Frisby (1957: 98) commented that:

“While the teacher is not, himself, concerned with the actual selection of vocabulary for text book purposes since practically all the books we use are based on limited vocabularies, it is important that he/she (the teacher) should know the principles, which underlie vocabulary selection”.

http://iteslj.org/Techniques/Mehta-Vocabulary.html

Thus a language teacher should be innovative and proficient in the application of methodologies pertaining to teaching vocabulary items in a classroom situation. Here this work proposes some points in teaching vocabulary into the EL&CS classroom. They are, by no means exhaustive.
3.4.5 To the teacher

- Provide a guide book which contains guidelines about the entire curriculum and objective of the course.
- Provide advice on the methodology of teaching and evaluation system and process.
  - Giving theoretical orientations
  - Key to the exercises
- Provide supplementary materials to make changes as per the need to make sessions more interesting and informative.

No change can be brought without a change in the teaching methodology. Presently, our teachers appear to be exhausted with the methods and techniques of teaching, and they are looking for a totally novel methodology of teaching. They want a methodology that is modern and effective. Considering these demands, the only way out seems to be the computer. Already, attempts have been made to teach language and literature through the computer. This new field is called Computer Assisted Language Learning and Computer Assisted Literature Learning. And at this point, it seems that language ought to be taught with the help of the computer. Already a variety of ideas and pictures are represented through the computer for those who use them. The internet is an effective source of ideas and picture display. Thus the hypothesis that language can be taught through computers is put forward here.
3.5.6 Through Computers’

The English teachers of E&T institutions face different and difficult problems either academically or non academically. First of all, the time duration for the completion of the given task is not sufficient. The researcher finds few students completing the given task, before the time set, while the slow learners find it difficult to complete it and so expect the teacher to provide answers. The slower students spend three times as much time as the faster students. This is not conducive to learning. Secondly the levels of English proficiency vary in each class; a variety of interests and a variety of paces of studying also vary from batch to batch. So, it is impossible to lead the students through varied levels of learning, which make the students passive. For these reasons, we need to individualize the study of English in order to get more effective results.

This study discusses the nature of interaction and the definition of CALL and its applications. The researcher highlights the method of promoting qualitative interaction amongst students and teachers through computer software. This work evidences the fact that computer pair work enhances interaction.

3.4.7 Computer Assisted Language Learning (CALL):

CALL is a relatively new and rapidly evolving academic field that explores the role of information and communication technologies in language
learning and teaching. It provides fertile ground for leading edge, innovative and highly creative thinking and scholarly work. Because of the multiplicities and changeability of the field which include the emergence of new theoretical, methodological and learning paradigms, special understanding and expertise is required to assess the quality and the depth of such scholarly activities.

Today, CALL activities explore the improved technology to produce highly interactive learning environments, providing effective support for the acquisition of listening, speaking, reading and writing skills. High-speed networks allow access to authentic cultural materials and link learners to speakers around the world. When integrated into pedagogical plan, these new technologies enhance learning opportunities beyond anything previously possible. The number of variables associated with language learning and the difficulty in controlling those variables, in a second language learning setting is not so tedious, but it is to be designed according to the students’ attitude.

**Individualization**

Individualization is not a method or technique, but a philosophy of education. Here, learning is student-centered and the teacher assists the students in pursuing their goals. As a result, students feel secure and get satisfaction in learning. In a class with one teacher, it is impossible for
the teacher to respond to each student, to give feedback immediately and to be aware of each student’s progress, problems and weaknesses. Here the computer plays a vital role in giving information and teaching the students. It is reasonable to say that it is difficult to concentrate on each student in all the three activities in the writing session. So using e-mail is more advantageous in a writing class. Teachers often find it difficult to correct files, assignments, answer sheets either in the class, college or at home. This problem is totally eliminated. Just with the click of a mouse, the teacher monitors and analyses everything logically and effectively.

Role of the teacher in Computer based learning:
A language teacher may not know the definitions and descriptions of technical terms and the processes related to Technology. However, one is expected to be familiar with those matters, before one enters into the class. As the blooming generation is efficient in gathering new ideas on science and facts, they try to cross-check the teacher, whether she/he knows about the latest technology. So, the language teacher in E&T institution needs to be efficient and confident while responding to the students.

Solution- Computers:
The researcher believes that computers should be used to make classes more effective. There are two ways to use them. One way is for the
teacher to present pictures, videos and written text with or without sound. The presentation can be programmed in advance or handled manually. The other way to use computers is to have students use the computers themselves. The researchers find the second method of using computers which lead the students to a better understanding of computers as well as language learning as more feasible. In this method, the students work individually in their own areas of interest. The computer provides materials to study and students can interact with the computer as if they are doing with a tutor or a library. The students here are encouraged to do the work either in groups or in pairs, so that they can get a spirit of cooperation and confidence in finding the answers. Interaction among the students is as important as that with a computer in learning. The researcher suggests that the application of computer based activities like assignments drills, tutorials can be promoted. Using computers gives way to their knowledge and promotes the nature of independence. The researcher is of the view that computer education is a beneficial one for both the slow workers and the advanced students, as it encourages one to work at one’s own pace. Slow workers can catch up, and advanced students can do extra assignments. The researcher rightly accepts the suggestions of Kitao (1993):

“Students think materials are new and fresh, if they are presented on computers, and they are often interested even in routine tasks
such as learning to type. They seem to be willing to spend more hours and do more exercises on a computer than by hand”.

(An extract from: Computer Assisted Language Learning (CALL)–www. Monografias.com)

Learning can be individualized using computers. Students can study materials related to their individual goals and interests, with the appropriate difficulty level and at their own pace.

3.5 RECOMMENDATIONS:
In this research work, researcher has found all the stakeholders of Education need to rethink about the means and methods of English Language learning and teaching for the overall betterment & development of the society.

A. AICTE/UNIVERSITY:
The University System needs to be improved as far importance and appropriateness of EL&CS subject in the overall grading system is concerned. A systematic and scientific evaluation system may bring quality education and fulfill the basic objective of the curriculum.

B. ACADEMICIAN:
Academics can make a big revolution, if they keep their eyes open and keep updating their academic services as per requirement of the market.
C. TRAINING AND WORKSHOPS:

An appropriate comprehensive training programme for teachers on teaching methodology, evaluation process, question paper designing, counseling should be arranged on regular intervals to make professional programmes effective. N.R. Narayan Murthy, the founder of INFOSYS suggests:

“We have to sensitize our teachers as well. Teacher training must include exposure to all major faiths. Unfortunately, in India, despite having institutions of excellence such as the IITs and the IIMs, we have not created a single high-quality institute for training teachers.”

(N.R. Narayan Murthy, 48)

There is a serious need of putting thought on creating research and training centers for professional teachers to produce well trained and objective oriented professionals for the engineering services. N.R. Narayan Murthy, continues to add:

“India has the third largest higher education system in the world—after China and the USA—with 311 universities and 15,600 colleges as of 2004. Number of degrees awarded by Indian educational institutions has grown by 70 percent between 1990 and 2004, and the number of engineering degrees awarded has grown by 90 percent. Of the 10.5 million students attending India’s universities, the majority of enrolment is at the undergraduate level with 88.9
percent of students enrolled in undergraduate programmes and 9.4 percent in postgraduate programmes. India produces 2.5 million graduates and 350,000 engineers every year. India’s pool of university graduates alone is 1.5 times the size of China’s and twice as large as that of the USA. India produces five to six times the number of engineers as the USA. But, despite being one of the largest producers of degrees in the world, the quality of education in India is still unsatisfactory. India has hardly produced any worthwhile inventions in recent years. Almost every technology we use is from abroad. The reason is the low quantity and quality of our doctoral programmes and our continued emphasis on rote learning. Today, India’s pool of PhDs is less than one-tenth the size of the US pool. India’s engineering and medical colleges, management schools and universities are facing a serious shortage of good quality academics with faculty shortages averaging over 20 percent. Our annual output of PhDs in Computer Science (CS) area is around twenty-five while the output of PhD in CS in the USA exceeds 800 a year. China is estimated to produce more than 2,500 PhDs every year in the CS area.”

(N.R. Narayan Murthy, 135)

Here, Murthy emphasizes on rigorous training programmes to produce best quality of teachers, and thereby we can make higher education a professional service oriented system. Quite obviously, research, inventions and patent oriented teaching and learning are not the priorities among the Indian institutions and this is an aspect that needs urgent attention of all concerned.
CHAPTER-4

PROPOSED MODEL SYLLABUS
CHAPTER-4

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This chapter includes verbal language content and non-verbal language content; grammar and composition; a detailed programme on vocabulary enhancement (language games, usage of the words in real condition, word exercise, palindromes, root words, dramatization, old words reference), case studies on professional ethics & etiquette and methods of evaluation. In addition, it covers decision making, convincing skills, group discussion skills, presentation skills, basics of paragraph formation, reading comprehension, professional letter writing skills, compeering skills, dining table behaviour etc. It also contains all sections of verbal language like listening, speaking, reading and writing and non-verbal language like proxemics and kinesics. It covers a good number of personal interview questions with an appropriate outline of answers.

The proposed model syllabus of Language and Communication skills in Engineering and Technology at the under-graduate program shall be divided mainly into ten units:

Unit-1: Introduction and Orientation Session

Unit-2: Vocabulary Enrichment Techniques and exercises

Unit-3: Reading Comprehension
Unit-4: Group Discussion

Unit-5: Interview Techniques

Unit-6: Presentation Skills

Unit-7: Corporate Etiquettes (Ethics and Etiquettes)

Unit-8: Novel Reviews

Unit-9: Writing Skills

Unit-10: Case studies and activity based Learning

**Unit-1:**

**Introduction and Orientation Session**

This unit consists of motivational and inspirational aspects to drive students towards sensible learning. It would emphasize upon the following points:

- This session includes definitions of communications skills and application of communication skills at various stages in the life of an engineer.
- It would also emphasize upon the role of communication skills in competitive examinations (U.P.S.C, UES, GATE, CAT, GRE, GMAT, TOEFL, and etc), and campus placement.
- It would cover relevance of Technical report writing, Technical proposal writing, Letter writing during education and after graduation also.
Unit-2

VERBAL ENRICHMENT TECHNIQUES & EXERCISES

4.2.1 Vocabulary Items:

Communication skills are a composition of words. Appropriate usage of words makes expression effective. Unless a learner knows how to use appropriate words, one would not be able to communicate properly. For example one cannot replace fragrance by aroma, stink cannot be replaced by odour, and stench cannot be replaced by reek. Though fragrance, aroma, stink, odour, stench and reek are the synonyms of smell.

Every word has its unique application and importance. Unless one develops a rich vocabulary with the sense of application, one won’t be able to communicate effectively. Therefore learning vocabulary is a systematic pattern, and few of the patterns are discussed here.

Vocabulary varies as per the subject and the profession. And therefore, one should decide first which type of vocabulary should be taught.

4.2.2. Pictures:

One should prepare interesting pre-reading activities using vocabulary. And one should provide many new opportunities for students to encounter the word. This can be done by showing the word using a picture or a
flashcard. This is incredibly efficient for the reason that it facilitates the process of learning for children. One can teach showing pictures of animals, graphs, images of things to create better teaching-learning process.

4.2.3 Use the Real Objects:
Bring the real objects to the classroom such as postcards, books, pen, schoolbags, vegetables, instruments, equipments etc… and show them to the students and ask them to identify. The teacher can also use the objects that are already lying in the classroom and should use them as models.

4.2.4 Language Games:
Vasundhara and Katyayani put a note about the games in language learning: “language games bring a lot of life and interest into the classroom” (2008: 288). I indubitably accept the statement because by conducting language games in the classroom, we can give some tasks to the students. For example, a good elementary level game is “I am an optimist,” where you describe a word and students have to guess the word. This game can be played in groups, individually or with the entire class. Activities need not be too challenging and should motivate and interest them to learn the language.
4.2.5 Mime and Pantomime:
It may be done with the help of gestures and facial expressions and also through actions sometimes.

4.2.6 Start with Irregular Verbs:
Make students memorize much needed words, starting with irregular verbs then nouns, adjectives and so on. Ask them to learn at least 3 to 5 words in a day. One should conduct tests and help oneself to remind learnt words.

4.2.7 Dictate the Words:
James F. Baumann and Edward J. Kameenui have pointed that “spelling knowledge provides the basis for explicit awareness and understanding of morphology, which, in turn may guide the systematic growth of vocabulary knowledge” (2004: 7). To bag some words in mind, dictation is also a good activity. Dictate some words to the students and ask them their meaning. For your audio type learners, use more dictation practice activities, while your visual learners could benefit from more picture use, especially when learning the word for the first time.

4.2.8. Words in Real Context:
Use words in a real environment or context. Do not forget to help the students and find helpful strategies to memorize the words. Give them
some appropriate exercises according to their capability of consolidating what they learn. At the same time, try to motivate them and stimulate their interest and after that give them one more exercise using the same words.

4.2.9. Use the Words in Sentences:
A word may mean differently in different contexts, so the teacher should teach the words by using them in suitable sentences. Sentences should be such that the meaning of the word becomes easier to understand.

4.2.10. Teach the Words from the Glossary of the Text book:
A suggestion could be made that the students use the last pages of their notebooks to create their own glossary, using just the words that are interesting to them or the ones that they actually want to include in their everyday vocabulary. It gives them autonomy to choose and to be more active in the process of learning.

4.2.11. Listening Carefully:
Careful listening to the words may be a good option in teaching vocabulary items in a heterogenic classroom. “Let the students hear the word in isolation and in a sentence. If the sounds of the word have been mastered, the students will hear it correctly with two or three repetitions.” (Robert Lado, 1964: 121)
4.2.12. Pronouncing the Word:

Pronouncing the word enables the students to memorize it longer and identify it more readily when they hear or see it. Slow, clear and correct pronunciation without twists will help the students more and more. Breaking the word into parts and building up the whole word will also be helpful.

4.2.13. Assessment:

Prepare assessments that combine both recognition and production-based tasks. Try to give some handouts to the students. By providing assessment, we can attract the attention of the students. When the students gain control over the basic vocabulary, they need to expand their knowledge. This work offers some of the key strategies that are to unfold the information and meanings of a new word to a class.

4.2.14. Definitions:

Definitions in the target language may be very helpful if they are expressed in terms that are better known or more easily guessed than the word that is defined. In this direction teachers and students can refer to authentic and trustworthy dictionaries.
4.2.15. **Self-defining Context:**

The context makes the situation clear, and this in turn illuminates the meaning of the new word. This practice saves time and develops an intensive reading habit and better understanding.

4.2.16. **Expanding through Word list:**

The students are asked to prepare a word list by grouping words around a key-word.

4.2.17. **Word Exercises:**

A useful device for expanding students' vocabulary is to prepare a variety of word-exercises in which different ideas can be used. A few specimen exercises are given below.

A) Matching the words with opposite meanings.
B) Matching the words with similar meanings.
C) Filling the blanks with (words choosing them from the given list of words).
D) Changing verbs into noun forms.
E) Changing noun into verb forms.
F) Changing nouns into adjective forms.
G) Changing verbs into adverbs.
4.2.18. Antonyms:
When one member of a pair of opposites is understood, the meaning of the other can be easily comprehended. This helps the student to understand the different shades of meanings of a word.

4.2.19. Synonyms:
A synonym may be used to help the student to understand the different shades of meaning if the synonym is better known than the word being taught. Synonyms help to enrich a student’s vocabulary bank and provide alternative words instantly.

4.2.20. Homophones:
Words which are similar in sound but different in spelling are called Homophones. For example, right-write; son-sun; no-know; meet-meat; hole-whole; week-weak;

4.2.21. Word Endings: Suggest the words ending in…
A) ‘ar’ (grammar, circular…)
B) ‘er’ (latter, father, mother…)
C) ‘or’ (collector, director..)
D) ‘tion’ (examination, investigation..)
4.2.22. **Anagrams:** Rearrangement of letters in words.

For example: ERTSIGRAR, SOSPNIREFE

4.2.23. **Palindromes:** Words or sentences which can be read either way.

Ex: madam, noon, re-divider, dad….

4.2.24. **Root Analysis:**

While root analysis is taught clearly, the ultimate goal is for readers to use this strategy independently. Many of the words in the English language are derived from Latin or Greek roots. They either contain a “core” root (the primary component of the word) or use prefixes or suffixes that hold meaning. The teachers should focus on teaching students the most commonly occurring roots, prefixes and suffixes. As each is taught examples of its use in common words should be shared and examined. The learner should see how the root helps to understand the word’s definition and one should learn how to prepare words with the prefixes and suffixes.

4.2.25. **Dramatization:**

This method can be practiced at ease. It can win the favour of the students as learners like dramatizations and can easily learn through them. Many situations can be dramatized or demonstrated.

Examples:
Stand [Stand on the bench]
Act [Act like your favorite hero or heroine]
Close [Close the book]

4.2.26. Series, Scales, Systems:
The meaning of words such as the months of the year, the days of the week, the parts of the day, seasons of the year, ordinal numbers, cardinal numbers, etc. that form part of a well-known series can be made clear by placing them in their natural order in the series.

4.2.27. Descriptive Sentences:
Most words have a variety of restrictions on their use. Systematic descriptions of these restrictions and idiomatic uses would be laborious and not very effective in teaching. It is better to give appropriate examples that elucidate the range and variation of usage.

4.2.28 Practice from Meaning to Expression:
This is controlled practice in which the class does not create new uses or new contexts but simply recalls the ones presented. There are many types of practices for this purpose. Pictures, context, and dramatization can be used. Series and systems can also be used.
4.2.29. Old Word Reference:

In case you are unable to find any old word in a word that you have to memorise you can make/assume a similar sounding word to assist and accelerate the process of memorization. This can be explained as follows (the words are as under):

**Ameliorate**: to improve, to make something better.

Old word: Amul rate

Explanation: Amul butter’s Rate and quality is improving day by day.

**Asinine**: Stupid

Old Word: Ass Nine

Explanation: These Nine Asses are doing stupid things.

**Burgeon**: Expand

Old Word: Burger

Explanation: See that you are eating Burger and because of that you are expanding.

**Cajole**: To flatter

Old Word: Kajol (actress)

Explanation: Nowadays Kajol is flattering Shahrukh Khan for getting a role in a forthcoming movie.
**Candid:** Honest
Old word: Candy
Explanation: The shop-keeper unconsciously gave an extra Candy but the child was honest enough to return it.

**Certitude:** A feeling of sureness
Old word: Certitude
Explanation: Certificate gives a feeling of sureness to the employers.

**Circumspect:** Cautiously
Old Word: Sir-come-Specs
Explanation: Our Sir comes and keeps his Specs cautiously since they are very costly.

**Circuitous:** Round About
Old Word: Circus
Explanation: The taxi driver took us to the Circus through a round about route.

**Capacious:** Huge
Old word: Cap
Explanation: See that you are sporting a huge cap.
**Copious**: Plentiful

Old Word: Copy/Photocopy

Explanation: See that you are photo-copying a page and many copies are coming out of the photocopier. Your room is full of photocopies.

**Descant**: Discuss in detail

Old word: Desk ant

Explanation: An ant sitting on the Desk was discussing in detail about her marriage, with her friend.

**Despondency**: Hopeless, sad

Old Word: Pond and sea

Explanation: When she became hopeless and sad she went to a Pond and started crying and the pond turned into a sea.

**Eclectic**: Selective

Meaning: Electric

Explanation: My dad has a very selective nature. He took an hour in selecting the Electric bulbs for our new house.

**Fester**: Produce irritation

Old word: Faster
Explanation: Although the young boy had a lot of stitches on his foot, which were producing irritation, still he ran faster than other boys.

**Flamboyant:** Showy

Old word: Flame-Boy-Ant

Explanation: A very showy boy became frightened like an Ant when the flame burned.

**4.2.30. Words through connectivity:**

Let’s begin with the Preamble of India: There are eight basic rights we get in our Indian constitution: Democratic, Republic, Equality, Secular, Socialist, Sovereign, Fraternity, and Liberty (D.R.E.S.S.F.L)

**Democratic:**

Dem- people, cracy-ruled by; meritocracy, gerontocracy (ger-old age).

**Demography** (Graph- writing) writing about people; geography (geo-earth), biography (bio-life), Auto-biography (Auto-self), Geography (geo-earth), geology (logos-study), Biology (bio-life), Geocentric (centric- in the center), Heliocentric (Helios- sun); Anthropocentric (Anthrop-mankind), Anthropology (anthrop-mankind); Geology: study about the earth. **Gynecology** (gyne- woman);
**Sovereign:** Autonomy, Dictatorship, Monarchy, Nazis, Fascist, Self-reliant, Autocracy.

**Socialist:**

Socialism: A state, where every citizen is sharing equal power (financial and political)

Capitalism: A state, where every citizen is a part of equal opportunity to grow economically, in short competitive market.

Communism: A state, where government is the ultimate authority. Every citizen needs to follow the policy of the government to create national integrity and uniformity.

Feudalism: A government made by elites of the society or plutocrats of the society or aristocrats of the society.

**Secular:** Believing in all religions equally. Atheism (the-god, a/an- without, ism- way of thinking/philosophy) not believing in god;

Sect: one of any religion (Humanity is only a religion on this earth. There are several sects of humanity: Hindu, Muslims, Sikhs, Christians, etc.)

Cult: If one sect gets divided into several other factions, those factions are considered as cult.

Communism: A state not believing in any religion

Atheist: An individual not believing in any religion or god.

Theist: One who believes in god and religion.
Blasphemy: using absurd/abusive language for religion/god

Theism: study the philosophy of a religion.

**Republican:** (re-public) re: again Public: people

Meaning: Asking people to vote for him once again.

**Equality:** Having equal rights to live in.

**Liberty:** To feel free to enjoy constitutional privileges.

**Fraternity:** (fraters-bother) brotherhood;

Fratricide (cide-killing) killing one’s own brother, Killing and Killers

Anyone who has looked at the news lately knows that the human species seems to have an inordinate propensity for killing things. Similarly, anyone looking at this list of 85 terms relating to killing will quickly realize that humans also have an inordinate propensity for making up words about killing things. All of these words end in 'cide', from Latin *caedere*, to kill. However, some of them refer exclusively to the act of killing a specific thing (e.g. herbicide) while others can refer alternately to the act itself or to the person performing the act (e.g. homicide). Of all these, though, perhaps the greatest crime of all is *verbicide*, the brutal slaughter of our language by incompetents and ignoramuses. Will the atrocities never end? Also check out the following list of fighting words:
<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>aborticide</td>
<td>killing of a fetus; abortion</td>
</tr>
<tr>
<td>acaricide</td>
<td>killer of mites and ticks</td>
</tr>
<tr>
<td>algicide</td>
<td>killer of algae</td>
</tr>
<tr>
<td>amicide</td>
<td>murder of a friend</td>
</tr>
<tr>
<td>aphicide</td>
<td>killer of aphids</td>
</tr>
<tr>
<td>aphidicide</td>
<td>killer of aphids</td>
</tr>
<tr>
<td>avicide</td>
<td>killing of birds</td>
</tr>
<tr>
<td>bacilicide</td>
<td>killer of bacteria</td>
</tr>
<tr>
<td>baciticide</td>
<td>killer of bacteria</td>
</tr>
<tr>
<td>biocide</td>
<td>killing living material</td>
</tr>
<tr>
<td>bovicide</td>
<td>slaughter of cattle; one who kills cattle</td>
</tr>
<tr>
<td>ceticide</td>
<td>killing of whales and other cetaceans</td>
</tr>
<tr>
<td>cimicide</td>
<td>substance used to kill bed-bugs</td>
</tr>
<tr>
<td>deicide</td>
<td>destruction or killing of a god</td>
</tr>
<tr>
<td>ecocide</td>
<td>destruction of the environment</td>
</tr>
<tr>
<td>episcopicide</td>
<td>killing of bishops</td>
</tr>
<tr>
<td>famicide</td>
<td>one who destroys another's reputation; slanderer</td>
</tr>
<tr>
<td>felicide</td>
<td>killing of a cat</td>
</tr>
<tr>
<td>femicide</td>
<td>killing of a woman</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>feticide</td>
<td>killing of a fetus</td>
</tr>
<tr>
<td>filicide</td>
<td>killing of one's own child</td>
</tr>
<tr>
<td>floricide</td>
<td>killing or killer of flowers</td>
</tr>
<tr>
<td>foeticide</td>
<td>killing a fetus</td>
</tr>
<tr>
<td>formicide</td>
<td>substance that kills ants</td>
</tr>
<tr>
<td>fratricide</td>
<td>killing of one's brother</td>
</tr>
<tr>
<td>fungicide</td>
<td>killing of fungus</td>
</tr>
<tr>
<td>genocide</td>
<td>killing of a race or ethnic group</td>
</tr>
<tr>
<td>germicide</td>
<td>substance that kills germs</td>
</tr>
<tr>
<td>giganticide</td>
<td>killing of a giant</td>
</tr>
<tr>
<td>gynaecide</td>
<td>killing of women</td>
</tr>
<tr>
<td>herbicide</td>
<td>killing of plants</td>
</tr>
<tr>
<td>hereticide</td>
<td>killing of heretics</td>
</tr>
<tr>
<td>homicide</td>
<td>killing of a human being</td>
</tr>
<tr>
<td>infanticide</td>
<td>killing of an infant</td>
</tr>
<tr>
<td>insecticide</td>
<td>killing of insects</td>
</tr>
<tr>
<td>larvicide</td>
<td>killing of larvae</td>
</tr>
<tr>
<td>liberticide</td>
<td>destruction of liberty</td>
</tr>
<tr>
<td>lupicide</td>
<td>killing of a wolf</td>
</tr>
<tr>
<td>mariticide</td>
<td>killing or killer of one's husband</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>matricide</td>
<td>killing of one's mother</td>
</tr>
<tr>
<td>menticide</td>
<td>reduction of mind by psychological pressure</td>
</tr>
<tr>
<td>microbicid</td>
<td>killing or killer of microbes</td>
</tr>
<tr>
<td>miticide</td>
<td>agent which kills mites</td>
</tr>
<tr>
<td>molluscicide</td>
<td>killing of mollusks</td>
</tr>
<tr>
<td>muscicide</td>
<td>substance for killing flies</td>
</tr>
<tr>
<td>neonaticide</td>
<td>killing or killer of a newborn infant</td>
</tr>
<tr>
<td>ovicide</td>
<td>killing insect eggs</td>
</tr>
<tr>
<td>ovicide</td>
<td>sheep-killing</td>
</tr>
<tr>
<td>parasiticid</td>
<td>killing of parasites</td>
</tr>
<tr>
<td>parasuicide</td>
<td>harmful act appearing to be an attempt at suicide</td>
</tr>
<tr>
<td>parenticide</td>
<td>killing or killer of one's parents</td>
</tr>
<tr>
<td>parricide</td>
<td>killing of parents or a parent-like close relative</td>
</tr>
<tr>
<td>patricide</td>
<td>killing of one's father</td>
</tr>
<tr>
<td>perdricide</td>
<td>killer of partridges</td>
</tr>
<tr>
<td>pesticide</td>
<td>killing of pests</td>
</tr>
<tr>
<td>prolicid</td>
<td>killing of offspring; killing of the human race</td>
</tr>
<tr>
<td>pulicide</td>
<td>flea-killer</td>
</tr>
<tr>
<td>raticide</td>
<td>substance or person who kills rats</td>
</tr>
<tr>
<td>regicide</td>
<td>killing of a monarch</td>
</tr>
</tbody>
</table>
rodenticide  killing of rodents

senicide  killing of old men

serpenticide  killing or killer of a snake

siblicide  killing or killer of a sibling

silvicide  substance that kills trees

sororicide  killing of one’s own sister

speciocide  destruction of an entire species

spermicide  killing of sperm

sporicide  killing of spores

suicide  killing of oneself

taeniacide  killing of tapeworms

tauricide  killing or killer of a bull

trypanocide  killing of trypanosomes

tyranicide  killing or killer of a tyrant

urbicide  destruction of a city

ursicide  killing or killer of a bear

utricide  one who stabs an inflated skin vessel instead of killing someone

uxoricide  killing of one’s own wife

vaticide  killing or killer of a prophet
verbicide  destroying the meaning of a word
vermicide  killing of worms
vespacide  substance or person who kills wasps
viricide   killing of viruses; killing of men or of husbands
virucide   killing of viruses
vulpicide  killing of a fox
weedicide  something that kills weeds

4.2.31 Analogy: In answering an analogy question, the problem is to determine the exact relationship between the two capitalized words. Before one look at the answer pairs, make up a sentence that illustrates how these capitalized words are related. Then test the possible answers by seeing how well they fit in the sentence.

For example:

4.2.32 TORRENT: DROPLET:

   (A) water : eddy
   (B) swamp : desert
   (C) downpour : puddle
   (D) avalanche : pebble
   (E) hurricane : wreckage
A torrent (violent downpour or rushing stream) is made up of droplets. An avalanche or sudden fall of rocks, snow or earth is made up of pebbles. Choice D is correct.

PAN: CAMERA:

(A) ban : book
(B) tune : radio
(C) charge : battery
(D) filter : lens
(E) rotate : periscope

Before one answers this question, one has to know the definition of pan; pan here is a verb, not a noun. One can tell because the first word of each answer choice is also a verb. The verb ending –ate at the end of rotate gives that away.

Think how pan relates to camera. When someone pans a camera, what happens? The cameraperson rotates the camera on its axis so that he or she can find a panoramic scene (or a moving person or object). Similarly, a submarine crew member rotates or revolves a periscope on its axis so that he or she can make a panoramic observation. The correct answer is Choice E.

In an analogy one has two capitalized words that relate in a particular way. In creating eye-catchers, the test-makers tempt pairs of words that are
related, but in a grammatically or logically different way. See how eye-catchers work in the following example:

4.2.33 MENTOR: GUIDE:

(A) medium: advise
(B) mediator: disagree
(C) mercenary :demand
(D) mendicant :beg
(E) merchant: consume

Just as there are many possible relationships linking word pairs, there are many possible ways an eye-catcher may attract one’s eye. First, an answer choice may somehow remind one in subject matter of one or both of the ram in the original pair. Thus, Choice A is an eye-catcher, advise reminds of guide; both words feel as if they belong to the same set of words, the same semantic field. Second, the answer choice may masquerade as a clear-cut, precise, dictionary-perfect analogy and yet not be one. Thus, choice C is an eye-catcher; while there can be a clear relationship between the adjective mercenary and the noun demand, there is no such clear relationship between the noun mercenary and the verb demand. See how this works:

Clear analogy:
4.2.34 MERCENARY: DEMAND:: RAVENOUS : APPETITE

A mercenary demand is greedy by definition. A ravenous appetite is greedy by definition as well.

Vague analogy: A mercenary demands.

A mercenary (professional soldier) insists or requires? The sentence makes little sense. Mercenaries are hired; they may or may not make demands. The relationship is vague. Eliminate vague analogies when one find them, their function is to catch one’s eye.

4.2.35 Sentence Completion: Normally these are the instructions one will find in sentence completion. “Each sentence below has one or two blanks, each blank indicates that something has been omitted. Beneath the sentence are five letter words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.”

Sentence completion questions test one’s ability to use one’s vocabulary and recognize logical consistency among the elements in a sentence. One needs to know more than the dictionary definitions of the words involved. One needs to know how the words fit together to make logical and stylistic sense.
Sentence completion questions actually measure one part of reading comprehension. If one can recognize how the different parts of a sentence affect one another, one should do well at choosing the answer that best completes the meaning of the sentence or provides a clear, logical statement of fact. The ability to recognize irony and humour will also stand one in good stead, as will the ability to recognize figurative language and to distinguish between formal and informal levels of speech.

Sentence completion questions may come from any of the different fields—of art, literature, history, philosophy, botany, astronomy, geology, and others. One cannot predict what subject matter the sentences on one’s test will have. However, even if one is unfamiliar with the subject matter of a particular sentence, one should still be able to analyse that sentence and choose the word that best completes its meaning. It is not the subject matter that makes the sentence completion hard but the uses of words makes it complex.

4.2.36 Vocabulary level: sentences contain words like intransigence, nonplussed, harbingers. Answer choices include word like penchant, abeyance, and eclectic. Questions employ unfamiliar secondary meanings of words – brook as a verb, economy with the meaning or restraint. In a sentence completion question with two blanks, read through the entire sentence to get a sense of it as a whole. Then insert the first word of each
answer pair in the sentence's first blank. Ask yourself whether this particular word makes sense in this blank. If the initial word of an answer pair makes no sense in the sentence, one can eliminate that answer pair.
For example: Critic of the movie version of ‘The Colour Purple’……………….. it’s saccharine, overoptimistic mood as out of keeping with the novel’s more…………………tone.

(A) Applauded……..somber
(B) Condemned……..hopeful
(C) Acclaimed………..positive
(D) Denounced……….sanguine
(E) Decried…………..acerbic

For a quick, general sense of the opening clause, break it down, what does it say? Critics……………….the movie’s sugary sweet mood. How would critics react to something sugary sweet and over-hopeful? They would disapprove. Your first missing word must be a synonym for disapproval.

Now eliminate the misfits. Choices A and C fail to meet the test: applauded and acclaimed signify approval, not disapproval. Choice B, condemned, choice D, denounced, and choice E, decried, however, all express disapprobation; they require a second look.
To decide among Choices B, D and E, consider the second blank. The movie’s sugary, overly hopeful mood is out of keeping with the novel's tone: the two moods disagree. Therefore, the novel’s tone is not hopeful or sickly sweet. It is instead on the bitter or sour side; in a word, acerbic. The correct answer is clearly Choice E.

Remember, in double-blank sentences, the right answer must correctly fill both blanks. A wrong answer choice often includes one correct and one incorrect answer. Always test both words.

4.2.37: Paragraph formation: It may be based on the following:

a. Homonyms and Homophones based alternatives
   b. Fill in the blanks (grammar based).
   c. Synonyms and antonyms based sentences.

E.g.: Four different sentences from the same paragraph are given. One needs to arrange the right sequence.

a. If yes, how is priority established?
   b. Thus, to what extent has an integration of the various approaches taken place?
   c. These questions must also form part of the criteria when designing or assessing your own syllabus.
d. It is wise to take an eclectic approach, taking what is useful from each theory and trusting also in the evidence of your own experience as a teacher.

e. Does the syllabus specification include all aspects?

   Ans: d b e a c

Here, these type of questions demand witty understanding and analytical skills of sentence construction and knowledge of conjunctions. Knowledge of usage of Conjunctions helps to understand the connectivity of the two sentences. (for e.g: if a sentence begins with and, or like conjunctions, it reflects that there is one more sentence earlier)

To develop interest of the students in sentence formation and sentence construction, one can take some funny paragraphs and misarrange it for students’ exercise. And ask them to write the correct sequence of paragraph formation.

Unit-3

4.3. Reading Comprehension:

Reading Comprehension questions test one's ability to understand what one reads-both content and technique. A passage may deal with the sciences (including medicines, botany, zoology, chemistry, physics, geology, astronomy); the humanities (including art, literature, music,
philosophy, folklore); or the social sciences (including history, economics, sociology, governance). Some passages are strictly objective, explaining or describing a phenomenon or process neutrally. Others reflect a particular bias or point of view: the author is trying to convince the reader to share his or her opinion about the subject being discussed.

Some of the reading comprehension questions are factual, asking one about specific details in the passages. Others ask about interpreting the passages, to make judgments about them. Still others ask about to recognizing various techniques used by the authors or possible applications of their ideas to other circumstances. Asking you about specific details in the passages, others ask about interpreting the passages, to make judgments about them; to recognize various techniques used by the authors or possible application of their ideas to other circumstances. Some questions include lengthy and complex statements, as lengthy and complex as any sentence in the passage. Read the questions slowly, as closely as you read the text. Be sure, in answering reading comprehensions, that you read all the answer choices before taking a decision which is correct.

The reading comprehension questions following each passage are not arranged in order of difficulty. They are arranged to reflect the way the passage's content is organized. A question based on information found at
the beginning of the passage generally will come before a question based on information at the passage’s end.

In responding to reading comprehension passages, one generally has to consider more material than can fit conveniently on a single screen. One will confront a split screen similar to the one on the next page. On one half of the screen one will see the question that one must answer; on the other one will see a segment of the passage under consideration. One will have to scroll through the passage in order to read the text in its entirety.

Here are seven categories of reading questions one is likely to face:

1. Main idea: questions, that test one’s ability to find the central thought of a passage or to judge its significance, often takes one of the following forms:
   - The main point of the passage is to….
   - The passage is primarily concerned with….
   - The author’s primary purpose in this passage is to….
   - The chief theme of the passage can best be described as….
   - Which of the following titles best state the central idea of the passage?
   - Which of the following statements best expresses the main idea of the passage?

2. Finding Specific Details: Questions that test your ability to understand what the author states explicitly are often worded:
According to the author….

The author states all of the following EXCEPT….

According to the passage, which of the following is true of the…

The passage supplies information that would answer which of the following questions?

Which of the following statements is (are) best supported by the passage?

Which of the following is NOT cited in the passage as evidences of….

3. Drawing Inferences: Questions that test your ability to go beyond the author’s explicit statements and see what these statements imply may be worded:

   It can be inferred from the passage that….

   The author implies that…..

   The passage suggests that…..

   Which of the following statements about…can be inferred from the passage?

4. Application to other situations: Questions that test your ability to recognize how the author's ideas might apply to other situations. They are worded as:

   With which of the following statements would the author of the passage be most likely to agree?
With which of the following aphorisms would the author be in strongest agreement?

The author's argument would be most weakened by the discovery of which of the following?

The author's contention would be most clearly strengthened if which of the following were found to be true?

Which of the following examples could best be substituted for the author's example of....

Which of the following statements would be most likely to begin the paragraph immediately following the passage?

The author is most probably addressing which of the following audiences?

5. Tone/Attitude: Questions that test your ability to sense an author's emotional state often take the form:

   The author's attitude toward the problem can best be described as..

   The author regards that idea that...with....

   The author's tone in the passage is that of a person attempting to...

   Which of the following best describes the author's tone in the passage?

6. Technique: Questions that test your ability to recognize a passage's method of organization or technique are often worded as:
Which of the following best describes the development of this passage?

In presenting the argument, the author does all of the following EXCEPT….

The relationship between the second paragraph and the first paragraph can best be described as….

In the passage, the author makes the central point primarily by….

The organization of the passage can best be described as….

7. Determining the meaning of words from this context: Questions that test your ability to work out the meaning of unfamiliar words from their context are often worded as:

As it is used in the passage, the term…..can best be described as….

The phrase……is used in the passage to mean that….

As used by the author, the term…refers to….

The author uses the phrase….to describe….

Directions: each of the following reading comprehension questions are based on the content of the following passage. Read the passage and then determine the best answer choice for each question. Base your
choice on what this passage states directly or implies, not on any information one may have gained elsewhere.

As such, scientific knowledge is divided into mathematical sciences, natural sciences or sciences dealing with the natural world (physical and biological sciences), and sciences dealing with mankind (psychology, sociology, all the sciences of cultural achievements, every kind of historical knowledge). Apart from these sciences is philosophy. In the first place, all this is pure or theoretical knowledge, sought only for the purpose of understanding, in order to fulfill the need to understand that what is intrinsic and substantial to man. What distinguishes a man from an animal is that he knows and needs to know. If man did not know that the world existed, and the world was of a certain kind, that he was in the world and that he himself was of a certain kind, he wouldn't be a man. The technical aspects of applications of knowledge are equally necessary for man, because they also contribute to defining him as man and permit him to live a life increasing more truly human.

But even while enjoying the results of technical progress, man must defend the primacy and autonomy of pure knowledge. Knowledge sought directly for its practical applications will have immediate and foreseeable success, but not the kind of important result whose revolutionary scope is in large part unforeseen, except by the imagination of the Utopians. Let
me recall a well-known example. If the Greek mathematicians had not applied themselves to the investigation of conic sections, zealously and without the least suspicion that it might someday be useful, it would not have been possible centuries later to navigate far from shore. The first men to study the nature of electricity could not imagine that their experiments, carried on because of mere intellectual curiosity, would eventually lead to modern electrical technology, without which we can scarcely conceive of contemporary life. Pure knowledge is valuable for its own sake, because the human spirit cannot resign itself to ignorance. But in addition, it is the foundation for practical results that would not have been reached if this knowledge had not been sought disinterestedly:

1. The author points out that the Greeks who studied conic sections:

   (A) invented modern mathematical applications
   (B) were interested in navigation
   (C) were unaware of the value of their studies
   (D) worked with electricity
   (E) were forced to resign themselves to failure

2. The title below that best expresses the ideas of this passage is

   (A) Technical progress
   (B) A little learning is a dangerous thing
   (C) Ma’s distinguishing characteristics
   (D) Learning for its own sake
   (E) The difference between sciences and philosophy
3. It can be inferred from the passage that to the author man’s need to know is chiefly important in that it:
   (A) Allows the human race to progress technically
   (B) Encompasses both the physical and social sciences
   (C) Demonstrates human vulnerability
   (D) Defines man’s essential humanity
   (E) Has increased as our knowledge of the world has grown

Reading comprehension includes topics like philosophy, sociology, psychology, astronomy, sciences, civics and etc. Hence, to be good in reading comprehension, one needs to be good in almost all area of reading. Because every area has a different set of vocabulary and the meaning of several words change according to the subject.

Unit-4

4.4. Group Discussion

There is no standard definition for Group discussion:

**Group Discussion in M.B.A Entrance Tests:** A majority of examiners expect creativity, attitude and approach in communication. They expect aggression with learning approach and solution oriented discussion.

**Group Discussion in Campus Placement:** A majority of examiners divide the entire group into two groups and ask them to speak either in favour of
the topic or against the topic. They expect participation, teamwork, initiative and communicative skills.

**Group Discussion in Defense services:** A majority of examiners look into firmness, decisiveness, ethics and social values. They expect aggression with wit.

Summariy, Group discussion varies from exam to exam. However, participation, decisiveness, analyzing skills and general awareness are the primary skills. Unless we prepare our candidates for actual Group discussion competition with a specific objective, we would not be able to attract attention and interest of the students. Group discussion helps to find out the answer to the following questions:

**Analytical skills:** How to analyse a problem or issue?

**Inter-personal skills:** It helps to check the convincing power and group interaction skills.

**Empathy and Democratic Approach:** It provides scope to check behaviour towards other team mates.

**Acceptability:** One has to have the skills to understand and accept others views.

**Logical argument:** Does one have the skills to present one’s view logically with proper examples.
4.6.1 Group Discussions-General Concepts

What is the normal duration of Group Discussions?
A Group Discussion is generally of 15-20 minutes duration.

How many panel members are there to evaluate?
There are usually 3-4 panel members to evaluate.

Is there time given for preparation after the topic is given and before starting the Group Discussion?
Usually some time (2-5 minutes) is given to collect one’s thoughts, but there could be instances when this does not happen, so it is best not to bank on this.

Should I address the panel or the group members?
Don’t ever make the mistake of addressing the panel members. The Group Discussion is between you and the other members, not the panel members. You must avoid even looking at the panel members while the Group Discussion is in progress. Just ignore their existence.

What is the seating arrangement like?
It could be semi-circular, or circular, or seating alongside a rectangular table, depending upon the venue. It is best not to bother about trivial issues like this, which you have no control over.
How should I address the other group members?

If you are initiating the discussion, you could do so by collectively addressing the group as "Friends". Subsequently, you could use names (if the group has had a round of self-introduction prior to starting the discussion and you remember the names) or simply use pronouns like "he" or "she".

Suppose I have a lot to say on the topic, should I say all of it?

You would not be looked upon favorably if you kept speaking all the time and did not listen to anyone else. Contrary to the misconception, the person who talks the most is not necessarily the one who is judged the best. The quality and not the quantity of your contribution is the success factor.

Should I encourage others to speak up?

Do not directly put someone who is consistently silent on the spot by asking him/her to speak up. If someone has been trying to speak and has a good point but is cut off constantly, one may encourage him/her to continue with the point as one would like to hear.
Are the group members supposed to keep track of the time or will the panel keep track?

It would be good if one is conscious of the time, but not to the point of getting so distracted one does not contribute to the discussion.

4.4.2 Group Discussion Tips

- Always be the initiator and concluder of the GD than being a participant.
- But if you are a participant always try to be the most vital/key participant.
- Put your points firmly and always try to get the support of others too.
- If you find that the discussion is going off-track then never lose an opportunity to bring it back to stream. This is the best point to score maximum marks.
- Try to keep the latest information on the topic.
- Be very polite and cool, people may try to provoke you to get more points.
- Most important don’t wait for your turn to speak when the discussion is on.
- Interrupt politely if you want to put forward your points.
- Last but not the least keep a tab on the time given for discussion.
• Score points by wrapping up the discussion if you feel that the discussion is heating up but the time is going to be over.

• During conclusion, do end with the conclusion note. That shows your quality of leadership.

Unit-5

4.5. Personal Interview:

Interviewers may ask some unexpected complex questions like...

1) Consider yourself as C. E. O., what would you do for the growth of the company?

2) How can you improve employee relationships in the company?

3) What can you do to avoid sexual harassment in the company?

4) You said you are innovative; you are better suited to join a product company rather than our services company.

5) You appear to be weak in communicating skills. Do you still expect to get the job?

6) Take a breath, take your time to think and answer in a positive and optimistic way. Don't leave hope or surrender at any stage.

(Companies ask whether you have friends and enjoy their company. This is to test whether you can work in a team. So always say you have pretty good number of friends and you enjoy their company. Never ever agree to work alone.).
All the above mentioned books carry a definition of interview, the purpose of interview, types of interview and so on. But none of them has made it clear that being an engineer when a candidate goes to face either an interview for M.B.A entrance test, or campus placement interview or defense services examination or meeting for business proposal, or visa counseling, what would be the general expectation of the interviewee. It would be of great help if an EL&CS teacher conveys this to his students:

A. M.B.A Entrance Test: Communicative skills, logical thinking, promising personality, general knowledge, business analyzing skills, co-curricular activities makes selection process easier. If a candidate enriches his profile with co curricular activities, maintains 55% and above in academics and develops communicative skills with apt general knowledge he is considered to be the right candidate for management study.

B. Campus Placement Test: If a candidate is average in communicative skills, but is able to represent his thoughts and technical knowledge in English, he would be able to manage his interview. A candidate should have a rich academic background, sound technical knowledge and average communication skills with managerial and team work ability.
C. Defense/Civil Services Interview: Appropriate physique, firmness in thought, General awareness, convincing skills, mental strength, professional ethics, above average communication skills and good academic background is desirable.

In short, engineers are not expected to be exceptionally good in communicative skills; they need to be good at representing themselves and should possess convincing skills. In both the situations knowledge in their subject comes first.

Here, some general interview questions are given with some of the best answers.

4.5.1 Tell me about yourself.

TRAPS: Beware; about 80% of all interviews begin with this “innocent” question. Many candidates go for interview unprepared, as a result skewer themselves by rambling, recapping their life story, delving into ancient work, history or personal matters.

BEST ANSWER: Start with the present and tell why you are well qualified for the position. Remember that the key to all successful interviewing is to match one’s qualifications to what the interviewer is looking for. In other words one must sell what the buyer is interested in buying. This is the
single most important strategy in job hunting. So, before you answer this or any question it's imperative that one tries to uncover the interviewer's greatest need, want, problem or goal. To do so, make sure you take these two steps:

1. Do all the homework you can before the interview to uncover this person's wants and needs (not the generalized needs of the industry or company)

2. As early as you can in the interview, ask for a more complete description of what the position entails. You might say: “I have a number of accomplishments I'd like to tell you about, but I want to make the best use of our time together and talk directly to your needs. To help me do that, could you tell me more about the most important priorities of this position? All I know is what I heard from the recruiter, read in the classified ad, etc.”

Then, ALWAYS follow-up with a second and possibly, third question, to draw out his needs even more. Surprisingly, it's usually this second or third question that unearths what the interviewer is most looking for.

You might ask simply, "And in addition to that?..." or, "Is there anything else you see as essential to success in this position?: This process will not feel easy or natural at first, because it is easier simply to answer questions, but only if you uncover the employer's wants and needs will your answers make the most sense. Practice asking these key questions before giving your
answers, the process will feel more natural and you will be light years ahead of the other job candidates you’re competing with. After uncovering what the employer is looking for, describe why the needs of this job bear striking parallels to tasks you’ve succeeded at before. Be sure to illustrate with specific examples of your responsibilities and especially your achievements, all of which are geared to present yourself as a perfect match for the needs he has just described.

4.5.2. What are your greatest strengths?

TRAPS: This question seems like a softball lob, but be prepared. You don’t want to come across as egotistical or arrogant. Neither is this a time to be humble.

BEST ANSWER: You know that your key strategy is to first uncover your interviewer’s greatest wants and needs before you answer questions. And from Question 1, you know how to do this. Prior to any interview, you should have a list mentally prepared of your greatest strengths. You should also have, a specific example or two, which illustrates strengths, an example chosen from your most recent and most impressive achievements. You should, have this list of your greatest strengths and corresponding examples from your achievements so well committed to memory that you can recite them cold after being shaken awake at 2:30AM. Then, once you uncover your interviewer’s greatest wants and
needs, you can choose those achievements from your list that best match up. As a general guideline, the 10 most desirable traits that all employers love to see in their employees are:

1. A proven track record as an achiever...especially if your achievements match up with the employer's greatest wants and needs.
2. Intelligence...management "savvy".
3. Honesty...integrity...a decent human being.
4. Good fit with corporate culture...someone to feel comfortable with...a team player who matches well with interviewer's team.
5. Likeability...positive attitude...sense of humor.
6. Good communication skills.
7. Dedication...willingness to walk the extra mile to achieve excellence.
8. Definiteness of purpose...clears goals.
9. Enthusiasm...high level of motivation.
10. Confident...healthy...a leader.

4.5.3 What are your greatest weaknesses?

TRAPS: Beware - this is an eliminator question, designed to shorten the list of candidates. Any admission of a weakness or fault will earn you an “A” for honesty, but an “F” for the interview. PASSABLE ANSWER: Disguise strength as a weakness. Example: “I sometimes push my people too hard. I like to work with a sense of urgency and everyone is not always on the same wave length.” Drawback: This strategy is better than
admitting a flaw, but it's so widely used; it is transparent to any experienced interviewer.

BEST ANSWER: (and another reason it's so important to get a thorough description of your interviewer's needs before you answer questions): Assure the interviewer that you can think of nothing that would stand in the way of your performing in this position with excellence. Then, quickly review your strongest qualifications.

Example: “Nobody's perfect, but based on what you've told me about this position; I believe I’d make an outstanding match. I know that when I hire people, I look for two things most of all. Do they have the qualifications to do the job well, and the motivation to do it well? Everything in my background shows I have both the qualifications and a strong desire to achieve excellence in whatever I take on. So I can say in all honesty that I see nothing that would cause you even a small concern about my ability or my strong desire to perform this job with excellence.” Instead of confessing a weakness, describe what you like most and like least, making sure that what you like most matches up with the most important qualification for success in the position, and what you like least is not essential. For example: Let's say you're applying for a teaching position. “If given a choice, I like to spend as much time as possible in front of my prospects selling, as opposed to shuffling paperwork back at the office. Of
course, I long ago learned the importance of filing paperwork properly, and I do it conscientiously. But what I really love to do is sell (if your interviewer were a sales manager, this should be music to his ears.).

4.5.4. **Tell me about something you did – or failed to do – that you now feel a little ashamed of.**

**TRAPS:** There are some questions your interviewer has no business asking, and this is one. But while you may feel like answering, “none of your business,” naturally you can’t. Some interviewers ask this question on the chance you admit to something, but if not, at least they’ll see how you think on your feet. Some unprepared candidates, flustered by this question, unburden themselves of guilt from their personal life or career, perhaps expressing regrets regarding a parent, spouse, child, etc. All such answers can be disastrous.

**BEST ANSWER:** As with faults and weaknesses, never confess regret. But don’t seem as if you’re stonewalling either. Best strategy: Say you harbour no regrets, then add a principle or habit you practice regularly for healthy human relations. Example: Pause for reflection, as if the question never occurred to you. Then say, “You know, I really can’t think of anything.” (Pause again, and then add): “I would add that as a general management principle, I’ve found that the best way to avoid regrets is to avoid causing them in the first place. I practice one habit that helps me a
great deal in this regard. At the end of each day, I mentally review the
day’s events and conversations to take a second look at the people and
developments I’m involved with and do a double check of what they’re
likely to be feeling. Sometimes I’ll see things that do need more follow-up,
whether a pat on the back, or maybe a five minute chat in someone’s
office to make sure we’re clear on things…whatever.” “I also like to make
each person feel like a member of an elite team, like the Boston Celtics or
LA Lakers in their prime. I’ve found that if you let each team member know
you expect excellence in their performance…if you work hard to set an
example yourself…and if you let people know you appreciate and respect
their feelings, you wind up with a highly motivated group, a team that’s
having fun at work because they’re striving for excellence rather than
brooding over slights or regrets.”

4.5.5. The “Silent Treatment”
TRAPS: Beware – if you are unprepared for this question, you will
probably not handle it right and possibly blow the interview. Thank
goodness most interviewers don’t employ it. It’s normally used by those
determined to see how you respond under stress. Here’s how it works:
You answer an interviewer’s question and then, instead of asking another,
he just stares at you in a deafening silence. You wait, growing a bit
uneasy, and there he sits, silent as Mt. Rushmore, as if he doesn’t believe
what you’ve just said, or perhaps making you feel that you’ve unwittingly
violated some cardinal rule of interview etiquette. When you get this silent treatment after answering a particularly difficult question, such as “tell me about your weaknesses”, its intimidating effect can be most disquieting, even to polished job hunters. Most unprepared candidates rush in to fill the void of silence, viewing prolonged, uncomfortable silences as an invitation to clear up the previous answer which has obviously caused some problem. And that’s what they do – ramble on, sputtering more and more information, sometimes irrelevant and often damaging, because they are suddenly playing the role of someone who’s goofed and is now trying to recoup. But since the candidate doesn’t know where or how he goofed, he just keeps talking, showing how flustered and confused he is by the interviewer’s unmovable silence.

BEST ANSWER: Like a primitive tribal mask, the Silent Treatment loses all its power to frighten you once you refuse to be intimidated. If your interviewer pulls it, keep quiet yourself for a while and then ask, with sincere politeness and not a trace of sarcasm, “Is there anything else I can fill in on that point?” That’s all there is to it. Whatever you do, don’t let the Silent Treatment intimidate you into talking a blue streak, because you could easily talk yourself out of the position.
4.5.6. Why should I hire you?  
TRAPS: Believe it or not, this is a killer question because so many candidates are unprepared for it. If you stammer or adlib you’ve blown it.

BEST ANSWER: By now you can see how critical it is to apply the overall strategy of uncovering the employer’s needs before you answer questions. If you know the employer’s greatest needs and desires, this question will give you a big leg up over other candidates because you will give him better reasons for hiring you than anyone else is likely to…reasons tied directly to his needs. Whether your interviewer asks you this question explicitly or not, this is the most important question of your interview because he must answer this question favorably in his own mind. So help him out! Walk through each of the position’s requirements as you understand them, and follow each with a reason why you meet that requirement so well.

4.5.7. Where do you see yourself five years from now?  
TRAPS: One reason interviewers ask this question is to see if you’re settling for this position, using it merely as a stopover until something better comes along. Or they could be trying to gauge your level of ambition. If you’re too specific, i.e., naming the promotions you someday hope to win, you’ll sound presumptuous. If you’re too vague, you’ll seem rudderless.
BEST ANSWER: Reassure your interviewer that you’re looking to make a long-term commitment…that this position entails exactly what you’re looking to do and what you do extremely well. As for your future, you believe that if you perform each job at hand with excellence, future opportunities will take care of themselves. Example: “I am definitely interested in making a long-term commitment to my next position. Judging by what you’ve told me about this position, it’s exactly what I’m looking for and what I am very well qualified to do. In terms of my future career path, I’m confident that if I do my work with excellence, opportunities will inevitably open up for me. It’s always been that way in my career, and I’m confident I’ll have similar opportunities here.”

4.5.8. Describe your ideal company, location and job.

TRAPS: This is often asked by an experienced interviewer who thinks you may be overqualified, but knows better than to show his hand by posing his objection directly. So he’ll use this question instead, which often gets a candidate to reveal that, indeed, he or she is looking for something other than the position at hand.

BEST ANSWER: The only right answer is to describe what this company is offering, being sure to make your answer believable with specific reasons, stated with sincerity, why each quality represented by this
opportunity is attractive to you. Remember that if you’re coming from a company that’s the leader in its field or from a glamorous or much admired company, industry, city or position, your interviewer and his company may well have an “Avis” complex. That is, they may feel a bit defensive about being “second best” to the place you’re coming from, worried that you may consider them bush league. This anxiety could well be there even though you’ve done nothing to inspire it. You must go out of your way to assuage such anxiety, even if it’s not expressed, by putting their virtues high on the list of exactly what you’re looking for, providing credible reason for wanting these qualities. If you do not express genuine enthusiasm for the firm, its culture, location, industry, etc., you may fail to answer this “Avis” complex objection and, as a result, leave the interviewer suspecting that a hot shot like you, coming from a Fortune 500 company in New York, just wouldn’t be happy at an unknown manufacturer based in Topeka, Kansas.

4.5.9. Why do you want to work at our company?

TRAPS: This question tests whether you’ve done any homework about the firm. If you haven’t, you lose. If you have, you win big.

BEST ANSWER: This question is your opportunity to hit the ball out of the park, thanks to the in-depth research you should do before any interview. Best sources for researching your target company: annual reports, the
corporate newsletter, contacts you know at the company or its suppliers, advertisements, articles about the company in the trade press.

4.5.10. **What are your career options right now?**

TRAPS: The interviewer is trying to find out, “How desperate are you?”

BEST ANSWER: Prepare for this question by thinking of how you can position yourself as a desired commodity. If you are still working, describe the possibilities at your present firm and why, though you’re greatly appreciated there, you’re looking for something more (challenge, money, responsibility, etc.). Also mention that you’re seriously exploring opportunities with one or two other firms. If you’re not working, you can talk about other employment possibilities you’re actually exploring. But do this with a light touch, speaking only in general terms. You don’t want to seem manipulative or coy.

4.5.11. **Tell me honestly about the strong points and weak points of your boss (company, management team, etc.)**

TRAPS: Skillful interviewers sometimes make it almost irresistible to open up and air a little dirty laundry from your previous position.

BEST ANSWER: Remember the rule: Never be negative. Stress only the good points, no matter how charmingly you’re invited to be critical. Your interviewer doesn’t care a whit about your previous boss. He wants to find
out how loyal and positive you are, and whether you’ll criticize him behind his back if pressed to do so by someone in this own company. This question is your opportunity to demonstrate your loyalty to those you work with.

4.5.12. What good books have you read lately?

TRAPS: As in all matters of your interview, never fake familiarity you don’t have. Yet you don’t want to seem like a dullard who hasn’t read a book since Tom Sawyer.

BEST ANSWER: Unless you’re up for a position in academia or as book critic for The New York Times, you’re not expected to be a literary lion. But it wouldn’t hurt to have read a handful of the most recent and influential books in your profession and on management. Consider it part of the work of your job search to read up on a few of these leading books. But make sure they are quality books that reflect favorably upon you, nothing that could even remotely be considered superficial. Finally, add a recently published bestselling work of fiction by a world-class author and you’ll pass this question with flying colors.

4.5.13. Tell me about a situation when your work was criticized.

TRAPS: This is a tough question because it’s a more clever and subtle way to get you to admit to a weakness. You can’t dodge it by pretending
you’ve never been criticized. Everybody has been. Yet it can be quite damaging to start admitting potential faults and failures. This question is also intended to probe how well you accept criticism and direction.

BEST ANSWERS: Begin by emphasizing the extremely positive feedback you’ve got throughout your career and (if it’s true) that your performance reviews have been uniformly excellent. Of course, no one is perfect and you always welcome suggestions on how to improve your performance. Then, give an example of a not-too-damaging learning experience from your career and relate the ways this lesson has since helped you. This demonstrates that you learned from the experience and the lesson is now one of the strongest breastplates in your suit of armour.

If you are pressed for a criticism from a recent position, choose something fairly trivial that is in no way essential to your successful performance. Add that you’ve learned from this, too, and over the past several years/months, it’s no longer an area of concern because you now make it a regular practice to…etc. Another way to answer this question would be to describe your intention to broaden your mastery of an area of growing importance in your field. For example, this might be a computer programme you’ve been meaning to sit down and learn… a new management technique you’ve read about…or perhaps attending a seminar on some cutting-edge branch of your profession. Again, the key is
to focus on something not essential to your brilliant performance but which adds yet another dimension to your already impressive knowledge base.

4.5.14. What are your outside interests?

TRAPS: You want to be well-rounded, not a drone. But your potential employer would be even more turned off if he suspects that your heavy extracurricular load will interfere with your commitment to your work duties.

BEST ANSWERS: Try to gauge how this company’s culture would look upon your favorite outside activities and be guided accordingly. You can also use this question to shatter any stereotypes that could limit your chances. If you’re over 50, for example, describe your activities that demonstrate physical stamina. If you’re young, mention an activity that connotes wisdom and institutional trust, such as serving on the board of a popular charity. But above all, remember that your employer is hiring you for what you can do for him, not your family, yourself or outside organizations, no matter how admirable those activities may be.

4.5.15. The “Fatal Flaw” question.

TRAPS: If an interviewer has read your resume carefully, he may try to zero in on a “fatal flaw” of your candidacy, perhaps that you don’t have a college degree...you’ve been out of the job market for some time...you
never earned your CPA, etc. A fatal flaw question can be deadly, but usually only if you respond by being overly defensive.

BEST ANSWERS: As every master salesperson knows, you will encounter objections (whether stated or merely thought) in every sale. They’re part and parcel of the buyer’s anxiety. The key is not to exacerbate the buyer’s anxiety but diminish it. Here’s how… Whenever you come up against a fatal flaw question:

1. Be completely honest, open and straightforward about admitting the shortcoming. (Showing you have nothing to hide diminishes the buyer’s anxiety.)

2. Do not apologize or try to explain it away. You know that this supposed flaw is nothing to be concerned about, and this is the attitude you want your interviewer to adopt as well.

3. Add that as desirable as such a qualification might be, its lack has made you work all the harder throughout your career and has not prevented you from compiling an outstanding track record of achievements. You might even give examples of how, through a relentless commitment to excellence, you have consistently outperformed those who do have this qualification. Of course, the ultimate way to handle “fatal flaw” questions is to prevent them from arising in the first place. You will do that by following the master strategy described in Question 1, i.e., uncovering the employers needs and them matching your qualifications to those
needs. Once you’ve got the employer to start talking about his most urgently-felt wants and goals for the position, and then help him see in step-by-step fashion how perfectly your background and achievements match up with those needs, you’re going to have one very enthusiastic interviewer on your hands, one who is no longer looking for “fatal flaws”.

4.5.16. How do you feel about reporting to a younger person (minority, woman, etc)?

TRAPS: It’s a shame that some interviewers feel the need to ask this question, but many understand the reality that prejudices still exist among some job candidates, and it’s better to try to flush them out beforehand.

The trap here is that in today’s politically sensitized environment, even a well-intentioned answer can result in planting your foot neatly in your mouth. Avoid anything which smacks of a patronizing or an insensitive attitude, such as “I think they make terrific bosses” or “Hey, some of my best friends are…” Of course, since almost anyone with an IQ above room temperature will at least try to steadfastly affirm the right answer here, your interviewer will be judging your sincerity most of all. “Do you really feel that way?” is what he or she will be wondering. So you must make your answer believable and not just automatic. If the firm is wise enough to have promoted people on the basis of ability alone, they’re likely to be
quite proud of it, and would prefer to hire others who will wholeheartedly share their strong sense of fair play.

BEST ANSWER: You greatly admire a company that hires and promotes merit alone and you couldn’t agree more with that philosophy. The age (gender, race, etc.) of the person you report to would certainly make no difference to you. Whoever has that position has obviously earned it and knows his/her job well. Both the person and the position are fully deserving of respect. You believe that all people in a company, from the receptionist to the Chairman, work best when their abilities, efforts and feelings are respected and rewarded fairly, and that includes you. That’s the best type of work environment you can hope to find.

4.5.17. On confidential matters

TRAPS: When an interviewer presses you to reveal confidential information about a present or former employer, you may feel it’s a no-win situation. If you cooperate, you could be judged untrustworthy. If you don’t, you may irritate the interviewer and seem obstinate, uncooperative or overly suspicious.

BEST ANSWER: Your interviewer may press you for this information for two reasons. First, many companies use interviews to research the competition. It’s a perfect set-up. Here in their own lair, is an insider from
the enemy camp who can reveal prized information on the competitor’s plans, research, financial condition, etc.

Second, the company may be testing your integrity to see if you can be cajoled or bullied into revealing confidential data. What to do? The answer here is easy. Never reveal anything truly confidential about a present or former employer. By all means, explain your reticence diplomatically. And certainly you can allude to your finest achievements in specific ways that don’t reveal the combination to the company safe. But be guided by the golden rule. If you were the owner of your present company, would you feel it ethically wrong for the information to be given to your competitors? If so, steadfastly refuse to reveal it. Remember that this question pits your desire to be cooperative against your integrity. Faced with any such choice, always choose integrity. It is a far more valuable commodity than whatever information the company may pry from you. Moreover, once you surrender the information, your stock goes down. They will surely lose respect for you. One President we know always presses candidates unmercifully for confidential information. If he doesn’t get it, he grows visibly annoyed, relentlessly inquisitive. It’s all an act. He couldn’t care less about the information. This is his way of testing the candidate’s moral fiber. Only those who hold fast are hired.
4.5.18. Would you lie for the company?

TRAPS: This another question that pits two values against one another, in this case loyalty against integrity.

BEST ANSWER: Try to avoid choosing between two values, giving a positive statement which covers all bases instead. Example: “I would never do anything to hurt the company..” If aggressively pressed to choose between two competing values, always choose personal integrity. It is the most prized of all values.

4.5.19. Looking back, what would you do differently in your life?

TRAPS: This question is usually asked to uncover any life-influencing mistakes, regrets, disappointments or problems that may continue to affect your personality and performance. You do not want to give the interviewer anything negative to remember you by, such as some great personal or career disappointment, even long ago; that you wish could have been avoided. Nor do you wish to give any answer which may hint that your whole heart and soul will not be in your work.

BEST ANSWER: Indicate that you are a happy, fulfilled, optimistic person and that, in general, you wouldn’t change a thing. Example: “It’s been a good life, rich in learning and experience, and the best it yet to come.”
Every experience in life is a lesson in its own way. I wouldn’t change a thing.”

**4.5.20. Can you work under pressure?**

TRAPS: An easy question, but you want to make your answer believable.

BEST ANSWER: Absolutely…(then prove it with a vivid example or two of a goal or project accomplished under severe pressure).

**4.5.21. What makes you angry?**

TRAPS: You don’t want to come across either as a hothead or a wimp.

BEST ANSWER: Give an answer that’s suited to both your personality and the management style of the firm. Here, the homework you’ve done about the company and its style can help in your choice of words. Examples: If you are a reserved person and/or the corporate culture is coolly professional: “I’m an even-tempered and positive person by nature, and I believe this helps me a great deal in keeping my department running smoothly, harmoniously and with a genuine esprit de corps. I believe in communicating clearly what’s expected, getting people’s commitment to those goals, and then following up continuously to check progress.”
4.5. 22. Who has inspired you in your life and why?

TRAPS: The two traps here are unpreparedness and irrelevance. If you grope for an answer, it seems you’ve never been inspired. If you ramble about your high school basketball coach, you’ve wasted an opportunity to present qualities of great value to the company.

BEST ANSWER: Have a few heroes in mind, from your mental "Board of Directors" – Leaders in your industry, from history or anyone else who has been your mentor. Be prepared to give examples of how their words, actions or teachings have helped inspire your achievements. As always, prepare an answer which highlights qualities that would be highly valuable in the position you are seeking.

4.5. 23. What was the toughest decision you ever had to make?

TRAPS: Giving an unprepared or irrelevant answer.

BEST ANSWER: Be prepared with a good example, explaining why the decision was difficult…the process you followed in reaching it…the courageous or effective way you carried it out…and the beneficial results.
4.5.24. I’m concerned that you don’t have as much experience as we’d like in.

TRAPS: This could be a make-or-break question. The interviewer mostly likes what he sees, but has doubts over one key area. If you can assure him on this point, the job may be yours.

BEST ANSWER: This question is related to “The Fatal Flaw” (Question 18), but here the concern is not that you are totally missing some qualifications, such as CPA certification, but rather that your experience is light in one area. Before going into any interview, try to identify the weakest aspects of your candidacy from this company’s point of view. Then prepare the best answer you possible can to shore up your defenses. To get past this question with flying colors, you are going to rely on your master strategy of uncovering the employer’s greatest wants and needs and then matching them with your strengths. Since you already know how to do this from Question 1, you are in a much stronger position. More specifically, when the interviewer poses an objection like this, you should…

1. Agree on the importance of this qualification.

2. Explain that your strength may be indeed be greater than your resume indicates because…

3. When this strength is added to your other strengths, it’s really your combination of qualifications that’s most important. Then review the areas
of your greatest strengths that match up most favorably with the company’s most urgently-felt wants and needs. This is a powerful way to handle this question for two reasons. First, you’re giving your interviewer more ammunition in the area of his concern. But more importantly, you’re shifting his focus away from this one, isolated area and putting it on the unique combination of strengths you offer, strengths which tie in perfectly with his greatest wants.

4.5. 25. How do you feel about working nights and weekends?
TRAPS: Blurt out “no way, Jose” and you can kiss the job offer goodbye. But what if you have a family and want to work a reasonably normal schedule? Is there a way to get both the job and the schedule you want?

BEST ANSWER: First, if you’re a confirmed workaholic, this question is a softball lob. Whack it out of the park on the first swing by saying this kind of schedule is just your style. Add that your family understands it. Indeed, they’re happy for you, as they know you get your greatest satisfaction from your work. If however, you prefer a more balanced lifestyle, answer this question with another: “What’s the norm for your best people here?” If the hours still sound unrealistic for you, ask, “Do you have any top people who perform exceptionally for you, but who also have families and like to get home in time to see them at night?” Chances are this company does, and this associates you with this other “top-performers-who-leave-not-later-
than-six" group. Depending on the answer, be honest about how you would fit into the picture. If all those extra hours make you uncomfortable, say so, but phrase your response positively. For example: I love my work and do it exceptionally well. I think the results speak for themselves, especially in (mention your two or three qualifications of greater interest to the employer. Remember, this is what he wants most, not a workaholic with weak credentials). Not only would I bring these qualities, but I've built my whole career on working not just hard, but smart. I think you'll find me one of the most productive people here. I do have a family who likes to see me after work and on weekends. They add balance and richness to my life, which in turn helps me to be happy and productive at work. If I could handle some of the extra work at home in the evenings or on weekends, that would be ideal. You’d be getting a person of exceptional productivity who meets your needs with strong credentials. And I’d be able to handle some of the heavy workload at home where I can be under the same roof as my family. Everybody would win.

4.5.26. Are you willing to relocate or travel?

TRAPS: Answer with a flat “no” and you may slam the door shut on this opportunity. But what if you’d really prefer not to relocate or travel, yet wouldn’t want to lose the job offer over it?
BEST ANSWER: First find out where you may have to relocate and how much travel may be involved. Then respond to the question. If there’s no problem, say so enthusiastically. If you do have a reservation, there are two schools of thought on how to handle it. One advises you to keep your options open and your reservations to yourself, by saying, “no problem”. Your strategy here is to get the best offer you can, then make a judgment whether it’s worth it to you to relocate or travel. Also, by the time the offer comes through, you may have other offers and can make a more informed decision. Why kill this opportunity before it has a chance to blossom into something really special? And if you’re a little more desperate three months from now, you might wish you hadn’t slammed the door on relocating or traveling. The second way to handle this question is to voice a reservation, but assert that you’d be open to relocating (or traveling) for the right opportunity. The answering strategy you choose depends on how eager you are for the job. If you want to take no chances, choose the first approach. If you want to play a little harder-to-get in hopes of generating a more enticing offer, choose the second.

4.5.27. Do you have the stomach to fire people? Have you had experience firing many people?

TRAPS: This “innocent” question could be a trap door which sends you down a chute and lands you in a heap of dust outside the front door. Why? Because it’s real intent is not just to see if you’ve got the stomach to fire,
but also to uncover poor judgment in hiring which has caused you to fire so many. Also, if you fire so often, you could be a tyrant. So don’t rise to the bait by boasting how many you’ve fired, unless you’ve prepared to explain why it was beyond your control, and not the result of your poor hiring procedures or foul temperament.

BEST ANSWER: Describe the rational and sensible management process you follow in both hiring and firing. Example: “My whole management approach is to hire the best people I can find, train them thoroughly and well, get them excited and proud to be part of our team, and then work with them to achieve our goals together. If you do all of that right, especially hiring the right people, I’ve found you don’t have to fire very often. “So with me, firing is a last resort. But when it’s got to be done, it’s got to be done, and the faster and cleaner, the better. A poor employee can wreak terrible damage in undermining the morale of an entire team of good people. When there’s no other way, I’ve found it’s better for all concerned to act decisively in getting rid of offenders who won’t change their ways.”

4.5.28. What do you see as the proper role/mission of… …a good (job title you’re seeking); …a good manager; …an executive in serving the community; …a leading company in our industry; etc.

TRAPS: These and other “proper role” questions are designed to test your understanding of your place in the bigger picture of your department,
company, community and profession….as well as the proper role each of these entities should play in its bigger picture. The question is most frequently asked by the most thoughtful individuals and companies…or by those concerned that you’re coming from a place with a radically different corporate culture (such as from a big government bureaucracy to an aggressive small company). The most frequent mistake executives make in answering is simply not being prepared (seeming as if they’ve never given any of this thought.)…or in phrasing an answer best suited to their prior organization’s culture instead of the hiring company’s.

BEST ANSWER: Think of the most essential ingredients of success for each category above – your job title, your role as manager, your firm’s role, etc. Identify at least three but no more than six qualities you feel are most important to success in each role. Then commit your response to memory. Here, again, the more information you’ve already drawn out about the greatest wants and needs of the interviewer, and the more homework you’ve done to identify the culture of the firm, the more on-target your answer will be.

**4.5.29. What would you say to your boss if he’s crazy about an idea, but you think it stinks?**

TRAPS: This is another question that pits two values, in this case loyalty and honesty, against one another.
BEST ANSWER: Remember the rule stated earlier: In any conflict between values, always choose integrity.

Example: I believe that when evaluating anything, it’s important to emphasize the positive. What do I like about this idea?” “Then, if you have reservations, I certainly want to point them out, as specifically, objectively and factually as I can.” “After all, the most important thing I owe my boss is honesty. If he can’t count on me for that, then everything else I may do or say could be questionable in his eyes.” “But I also want to express my thoughts in a constructive way. So my goal in this case would be to see if my boss and I could make his idea even stronger and more appealing, so that it effectively overcomes any initial reservation I or others may have about it.” “Of course, if he overrules me and says, ‘no, let’s do it my way,’ then I owe him my full and enthusiastic support to make it work as best it can.”

4.5.30. How could you have improved your career progress?

TRAPS: This is another variation on the question, “If you could, how would you live your lives over?” Remember, you’re not going to fall for any such invitations to rewrite person history. You can’t win if you do.
BEST ANSWER: You're generally quite happy with your career progress. Maybe, if you had known something earlier in life (impossible to know at the time, such as the booming growth in a branch in your industry…or the corporate downsizing that would phase out your last job), you might have moved in a certain direction sooner. But all things considered, you take responsibility for where you are, how you’ve gotten there, where you are going…and you harbor no regrets.

4.5.31. What would you do if a fellow executive on your own corporate level wasn’t pulling his/her weight…and this was hurting your department?

TRAPS: This question and other hypothetical ones test your sense of human relations and how you might handle office politics.

BEST ANSWER: Try to gauge the political style of the firm and be guided accordingly. In general, fall back on universal principles of effective human relations – which in the end, embody the way you would like to be treated in a similar circumstance. Example: “Good human relations would call for me to go directly to the person and explain the situation, to try to enlist his help in a constructive, positive solution. If I sensed resistance, I would be as persuasive as I know how to explain the benefits we can all gain from working together, and the problems we, the company and our customers will experience if we don't.” POSSIBLE FOLLOW-UP QUESTION: And
what would you do if he still did not change his ways? ANSWER: “One thing I wouldn’t do is let the problem slide, because it would only get worse and overlooking it would set a bad precedent. I would try again and again and again, in whatever way I could, to solve the problem, involving wider and wider circles of people, both above and below the offending executive and including my own boss if necessary, so that everyone involved can see the rewards for teamwork and the drawbacks of non-cooperation.” “I might add that I’ve never yet come across a situation that couldn’t be resolved by harnessing others in a determined, constructive effort.”

4.5.32. You’ve been with your firm a long time. Won’t it be hard switching to a new company?

TRAPS: Your interviewer is worried that this old dog will find it hard to learn new tricks.

BEST ANSWER: To overcome this objection, you must point to the many ways you have grown and adapted to changing conditions at your present firm. It has not been a static situation. Highlight the different responsibilities you’ve held, the wide array of new situations you’ve faced and conquered. As a result, you’ve learned to adapt quickly to whatever is thrown at you, and you thrive on the stimulation of new challenges. To further assure the interviewer, describe the similarities between the new
4.5.33. May I contact your present employer for a reference?
TRAPS: If you’re trying to keep your job search private, this is the last thing you want. But if you don’t cooperate, won’t you seem as if you’re trying to hide something?

BEST ANSWER: Express your concern that you’d like to keep your job search private, but that in time, it will be perfectly okay. Example: “My present employer is not aware of my job search and, for obvious reasons; I’d prefer to keep it that way. I’d be most appreciative if we kept our discussion confidential right now. Of course, when we both agree the time is right, then by all means you should contact them. I’m very proud of my record there.

4.5.34. Give me an example of your creativity (analytical skill…managing ability, etc.)
TRAPS: The worst offense here is simply being unprepared. Your hesitation may seem as if you’re having a hard time remembering the last time you were creative, analytical, etc.
BEST ANSWER: Remember from Question 2 that you should commit to memory a list of your greatest and most recent achievements, ever ready on the tip of your tongue. If you have such a list, it's easy to present any of your achievements in light of the quality the interviewer is asking about. For example, the smashing success you orchestrated at last year's trade show could be used as an example of creativity, or analytical ability, or your ability to manage.

4.5. 35. Where could you use some improvement?
TRAPS: Another tricky way to get you to admit weaknesses. Don’t fall for it.
BEST ANSWER: Keep this answer, like all your answers, positive. A good way to answer this question is to identify a cutting-edge branch of your profession (one that’s not essential to your employer’s needs) as an area you’re very excited about and want to explore more fully over the next six months.

4.5. 36. What do you worry about?
TRAPS: Admit to worrying and you could sound like a loser. Saying you never worry doesn’t sound credible.
BEST ANSWER: Redefine the word ‘worry’ so that it does not reflect negatively on you. For example: “I wouldn't call it worry, but I am a
strongly goal-oriented person. So I keep turning over in my mind anything that seems to be keeping me from achieving those goals, until I find a solution. That’s part of my tenacity, I suppose.”

4.5. 37. How many hours a week does you normally work?

TRAPS: You don’t want to give a specific number. Make it too low, and you may not measure up. Too high, and you’ll forever feel guilty about sneaking out of the door at 5:15.

BEST ANSWER: If you are in fact a workaholic and you sense this company would like that: Say you are a confirmed workaholic, that you often work nights and weekends. Your family accepts this because it makes you fulfilled.

If you are not a workaholic: Say you have always worked hard and put in long hours. It goes with the territory. In one sense, it’s hard to keep track of the hours because your work is a labour of love, you enjoy nothing more than solving problems. So you’re almost always thinking about your work, including times when you’re home, while shaving in the morning, while commuting, etc.
4.5. 38. The “Hypothetical Problem”

TRAPS: Sometimes an interviewer will describe a difficult situation and ask, “How would you handle this?” Since it is virtually impossible to have all the facts in front of you from such a short presentation, don’t fall into the trap of trying to solve this problem and giving your verdict on the spot. It will make your decision-making process seem woefully inadequate.

BEST ANSWER: Instead, describe the rational, methodical process you would follow in analyzing this problem, who you would consult with, generating possible solutions, choosing the best course of action, and monitoring the results. Remember, in all such, “What would you do?” questions, always describe your process or working methods, and you’ll never go wrong.

4.5.39. What was the toughest challenge you’ve ever faced?

TRAPS: Being unprepared or citing an example from so early in your life doesn’t score many points for you at this stage of your career.

BEST ANSWER: This is an easy question if you’re prepared. Have a recent example ready that demonstrates either:

1. A quality most important to the job at hand; or
2. A quality that is always in demand, such as leadership, initiative, managerial skill, persuasiveness, courage, persistence, intelligence, etc.
4.5.40. Have you considered starting your own business?

TRAPS: If you say “yes” and elaborate enthusiastically, you could be perceived as loose cannon in a larger company, too entrepreneurial to make a good team player…or someone who had to settle for the corporate life because you couldn’t make a go of your own business. Also too much enthusiasm in answering “yes” could rouse the paranoia of a small company indicating that you may plan to go out on your own soon, perhaps taking some key accounts or trade secrets with you. On the other hand, if you answer “no, never” you could be perceived as a security-minded drone who never dreamt.

BEST ANSWER: Again it’s best to:

1. Gauge this company’s corporate culture before answering and…

2. Be honest (which doesn’t mean you have to vividly share your fantasy of the franchise or bed-and-breakfast you someday plan to open). In general, if the corporate culture is that of a large, formal, military-style structure, minimize any indication that you’d love to have your own business. You might say, “Oh, I may have given it a thought once or twice, but my whole career has been in larger organizations. That’s where I have excelled and where I want to be.” If the corporate culture is closer to the free-wheeling, everybody’s-a-deal-maker variety, then emphasize that in a firm like this, you can virtually get the best of all worlds, the excitement of seeing your own ideas and plans take shape…combined with the
resources and stability of a well-established organization. Sounds like the perfect environment to you. In any case, no matter what the corporate culture, be sure to indicate that any desires about running your own show are part of your past, not your present or future. The last thing you want to project is an image of either a dreamer who failed and is now settling for the corporate cocoon...Always remember: Match what you want with what the position offers. The more information you’ve uncovered about the position, the more believable you can make your case.

4.5.41. What are your goals?

TRAPS: Not having any...or having only vague generalities, not highly specific goals.

BEST ANSWER: Many executives in a position to hire you are strong believers in goal-setting. (It’s one of the reasons they’ve achieved so much). They like to hire in kind. If you’re vague about your career and personal goals, it could be a big turnoff to many people you will encounter in your job search. Be ready to discuss your goals for each major area of your life: career, personal development and learning, family, physical (health), community service and (if your interviewer is clearly a religious person) you could briefly and generally allude to your spiritual goals (showing you are a well-rounded individual with your values in the right order). Be prepared to describe each goal in terms of specific milestones
you wish to accomplish along the way, time periods you’re allotting for accomplishment, why the goal is important to you, and the specific steps you’re taking to bring it about. But do this concisely, as you never want to talk more than two minutes straight before letting your interviewer back into the conversation.

4.5.42. Sell me this stapler…(this pencil…this clock…or some other object on interviewer’s desk)

TRAPS: Some interviewers, especially business owners and hard-changing executives in marketing-driven companies, feel that good salesmanship is essential for any key position and ask for an instant demonstration of your skill. Be ready.

BEST ANSWER: Of course, you already know the most important secret of all great salesmanship – “find out what people want, then show them how to get it.” If your interviewer picks up his stapler and asks, “sell this to me,” you are going to demonstrate this proven master principle. Here’s how: “Well, a good salesman must know both his product and his prospect before he sells anything. If I were selling this, I’d first get to know everything I could about it, all its features and benefits.” “Then, if my goal were to sell it to you, I would do some research on how you might use a fine stapler like this. The best way to do that is by asking some questions. May I ask you a few questions?” Then ask a few questions such as, “Just
out of curiosity, if you didn’t already have a stapler like this, why would you want one? And in addition to that? Any other reason? Anything else?” “And would you want such a stapler to be reliable?.Hold a good supply of staples?” (Ask more questions that point to the features this stapler has.) Once you’ve asked these questions, make your presentation citing all the features and benefits of this stapler and why it’s exactly what the interviewer just told you he’s looking for. Then close with, “Just out of curiosity, what would you consider a reasonable price for a quality stapler like this…a stapler you could have right now and would (then repeat all the problems the stapler would solve for him)? Whatever he says, (unless it’s zero), say, “Okay, we’ve got a deal.” NOTE: If your interviewer tests you by fighting every step of the way, denying that he even wants such an item, don’t fight him. Take the product away from him by saying, “Mr. Prospect, I’m delighted you’ve told me right upfront that there’s no way you’d ever want this stapler. As you well know, the first rule of the most productive salespeople in any field is to meet the needs of people who really need and want our products, and it just wastes everyone’s time if we try to force it on those who don’t. And I certainly wouldn’t want to waste your time. But we sell many items. Is there any product on this desk you would very much like to own…just one item?” When he points something out, repeat the process above. If he knows anything about selling, he may give you a standing ovation.
4.5.43. “The Salary Question” – How much money do you want?

TRAPS: There may also be phrases as, “What salary are you worth?”…or, “How much are you making now?” This is your most important negotiation. Handle it wrong and you can blow the job offer or go to work at far less than you might have gotten.

BEST ANSWER: For maximum salary negotiating power, remember these five guidelines:

1. Never bring up salary. Let the interviewer do it first. Good salespeople sell their products thoroughly before talking price. So should you. Make the interviewer want you first, and your bargaining position will be much stronger.

2. If your interviewer raises the salary question too early, before you’ve had a chance to create desire for your qualifications, postpone the question, saying something like, “Money is important to me, but is not my main concern. Opportunity and growth are far more important. What I’d rather do, if you don’t mind, is explore if I’m right for the position, and then talk about money. Would that be okay?”

3. The #1 rule of any negotiation is: the side with more information wins. After you’ve done a thorough job of selling the interviewer and it’s time to talk salary, the secret is to get the employer talking about what he’s willing to pay before you reveal what you’re willing to accept. So, when asked about salary, respond by asking, “I’m sure the company has already established a salary range for this position. Could you tell me what that
is?" Or, “I want an income commensurate with my ability and qualifications. I trust you’ll be fair with me. What does the position pay?” Or, more simply, “What does this position pay?”

4. Know beforehand what you’d accept. To know what’s reasonable, research the job market and this position for any relevant salary information. Remember that most executives look for a 20-25% pay boost when they switch jobs. If you’re grossly underpaid, you may want more.

5. Never lie about what you currently make, but feel free to include the estimated cost of all your fringes, which could well tack on 25-50% more to your present “cash-only” salary.

4.5.44. The Illegal Question

TRAPS: Illegal questions include your age…number and ages of your children or other dependents, marital status, maiden name…religion…political affiliation…ancestry…national origin…birthplace naturalization of your parents, spouse or children …diseases …disabilities … clubs…or spouse’s occupation…You can’t even be asked about arrests, though you can be asked about convictions.

BEST ANSWER: Under the ever-present threat of lawsuits, most interviewers are well aware of these taboos. Yet you may encounter, usually on a second or third interview, a senior executive who doesn’t
interview much and forgets he can’t ask such questions. You can handle
an illegal question in several ways. First, you can assert your legal right
not to answer. But this will frighten or embarrass your interviewer and
destroy any rapport you had. Second, you could swallow your concerns
over privacy and answer the question straightforwardly if you feel the
answer could help you. For example, your interviewer, a devout Baptist,
recognizes you from church and mentions it. Here, you could gain by
talking about your church. Third, if you don’t want your privacy invaded,
you can diplomatically answer the concern behind the question without
answering the question itself. Example: If you are over 50 and are asked,
“How old are you?” you can answer with a friendly, smiling question of
your own on whether there’s a concern that your age may affect your
performance. Follow this up by reassuring the interviewer that there’s
nothing in this job you can’t do and, in fact, your age and experience are
the most important advantages you offer the employer for the following
reasons. Another example: If asked, “Do you plan to have children?” you
could answer, “I am wholeheartedly dedicated to my career“, perhaps
adding, “I have no plans regarding children.” (You needn’t fear you’ve
pledged eternal childlessness. You have every right to change your plans
later. Get the job first and then enjoy all your options.) Most importantly,
remember that illegal questions arise from fear that you won’t perform
well. The best answer of all is to get the job and perform brilliantly. All
concerns and fears will then vanish, replaced by respect and appreciation for your work.

4.5.45. The “Secret” Illegal Question

TRAPS: Much more frequent than the Illegal question (see Question 55) is the secret illegal question. It’s secret because it’s asked only in the interviewer’s mind. Since it’s not even expressed to you, you have no way to respond to it, and it can there be most damaging. Example: You’re physically challenged, or a single mother returning to your professional career, or over 50, or a member of an ethnic minority, or fit any of a dozen other categories that do not strictly conform to the majority in a given company. Your interviewer wonders, “Is this person really able to handle the job?”...”Is he or she a ‘good fit’ at a place like ours?”...”Will the chemistry ever be right with someone like this?” But the interviewer never raises such questions because they’re illegal. So what can you do?

BEST ANSWER: Remember that just because the interviewer doesn’t ask an illegal question doesn’t mean he doesn’t have it. More than likely, he is going to come up with his own answer. So you might as well help him out. How? Well, you obviously can’t respond to an illegal question if he hasn’t even asked. This may well offend him. And there’s always the chance he wasn’t even concerned about the issue until you brought it up, and only then begins to wonder. So you can’t address “secret” illegal questions
head-on. But what you can do is make sure there’s enough counterbalancing information to more than reassure him that there’s no problem in the area he may be doubtful about.

For example, let’s say you’re a sales person who had polio as a child and you need a cane to walk. You know your condition has never impeded your performance, yet you’re concerned that your interviewer may secretly be wondering about your stamina or ability to travel. Well, make sure that you hit these abilities very hard, leaving no doubt about your capacity to handle them well. So, too, if you’re any different from what passes for “normal”, make sure, without in any way seeming defensive about yourself that you mention strengths, accomplishments, preferences and affiliations that strongly counterbalance any unspoken concern your interviewer may have.

4.5.46. How do you define success…and how do you measure up to your own definition?

TRAPS: Seems like an obvious enough question. Yet many executives, unprepared for it, fumble the ball.

BEST ANSWER: Give a well-accepted definition of success that leads right into your own stellar collection of achievements. Example: “The best definition I’ve come across is that success is the progressive realization of
a worthy goal.” “As to how I would measure up to that definition, I would consider myself both successful and fortunate…”(Then summarize your career goals and how your achievements have indeed represented a progressive path toward realization of your goals).

4.5.47. “The Opinion Question” – What do you think about …Abortion…The President…The Death Penalty…(or any other controversial subject)?

TRAPS: Obviously, these and other “opinion” questions should never be asked. Sometimes they come up over a combination dinner/interview when the interviewer has had a drink or two, is feeling relaxed, and is spouting off about something that bugged him in today’s news. If you give your opinion and it’s the opposite of his, you won’t change his opinions, but you could easily lose the job offer.

BEST ANSWER: In all of these instances, just remember the tale about the student and the wise old rabbi. The scene is a seminary, where an overly serious student is pressing the rabbi to answer the ultimate questions of suffering, life and death. But no matter how hard he presses, the wise old rabbi will only answer each difficult question with a question of his own. In exasperation, the seminary student demands, “Why, rabbi, do you always answer a question with another question?” To which the rabbi responds, “And why not?” If you are ever uncomfortable with any
question, asking a question in return is the greatest escape hatch ever invented. It throws the onus back on the other person, sidetracks the discussion from going into an area of risk to you, and gives you time to think of your answer or, even better, your next question! In response to any of the "opinion" questions cited above, merely responding, "Why do you ask?" will usually be enough to dissipate any pressure to give your opinion. But if your interviewer again presses you for an opinion, you can ask another question. Or you could assert a generality that almost everyone would agree with. For example, if your interviewer is complaining about politicians then suddenly turns to you and asks if you’re a Republican or Democrat, you could respond by saying, “Actually, I’m finding it hard to find any politicians I like these days.” (Of course, your best question of all may be whether you want to work for someone opinionated).

4.5.48. If you won $10 million lottery, would you still work?

TRAPS: Your totally honest response might be, “Hell, no, are you serious?” That might be so, but any answer which shows you as fleeing work if given the chance could make you seem lazy. On the other hand, if you answer, “Oh, I’d want to keep doing exactly what I am doing, only doing it for your firm,” you could easily inspire your interviewer to silently mutter to himself, “Yeah, sure. Give me a break.”
BEST ANSWER: This type of question is aimed at getting at your bedrock attitude about work and how you feel about what you do. Your best answer will focus on your positive feelings. Example: “After I floated down from cloud nine, I think I would still hold my basic belief that achievement and purposeful work are essential to a happy, productive life. After all, if money alone bought happiness, then all rich people would be happy, and that’s not true. “I love the work I do, and I think I’d always want to be involved in my career in some fashion. Winning the lottery would make it more fun because it would mean having more flexibility, more options...who knows?” “Of course, since I can’t count on winning, I’d just as soon create my own destiny by sticking with what’s worked for me, meaning good old reliable hard work and a desire to achieve. I think those qualities have built many more fortunes that all the lotteries put together”.

4.5.49. Why should I hire you from the outside when I could promote someone from within?

TRAPS: This question isn’t as aggressive as it sounds. It represents the interviewer’s own dilemma over this common problem. He’s probably leaning toward you already and for reassurance, wants to hear what you have to say on the matter.

BEST ANSWER: Help him see the qualifications that only you can offer. Example: “In general, I think it’s a good policy to hire from within – to look
outside probably means you’re not completely comfortable choosing someone from inside. “Naturally, you want this department to be as strong as it possibly can be, so you want the strongest candidate. I feel that I can fill that bill because (then recap your strongest qualifications that match up with his greatest needs)”.

4.5.50. **Tell me something negative you’ve heard about our company...**

TRAPS: This is a common fishing expedition to see what the industry grapevine may be saying about the company. But it’s also a trap because as an outsider, you never want to be the bearer of unflattering news or gossip about the firm. It can only hurt your chances and sidetrack the interviewer from getting sold on you.

BEST ANSWER: Just remember the rule – never be negative – and you’ll handle this one just fine.

4.5.51. **On a scale of one to ten, rate me as an interviewer.**

TRAPS: Give a perfect “10,” and you’ll seem too easy to please. Give anything less than a perfect 10, and he could press you as to where you’re being critical, and that road leads downhill for you.
BEST ANSWER: Once again, never be negative. The interviewer will only resent criticism coming from you. This is the time to show your positivism. However, don't give a numerical rating. Simply praise whatever interview style he’s been using. If he’s been tough, say “You have been thorough and tough-minded, the very qualities needed to conduct a good interview.” If he’s been methodical, say, “You have been very methodical and analytical, and I’m sure that approach results in excellent hires for your firm.” In other words, pay him a sincere compliment that he can believe because it’s anchored in the behavior you’ve just seen.

4.5.52. Why do you want to work in a software company?

When I took the seat in mechanical I didn't know about software. But afterwards I thought, I better could have taken computer science branch because software is the fastest growing industry where one can build his career faster. Moreover I am flexible and efficient which make me suitable for learning the changing technologies faster and give my best. [For mechanical or electronics companies]

Sir, I wanted to study some core, solid field of engineering, and therefore I chose the evergreen branch, Mechanical. After studying the technical concepts for 4 years, now I want to see how these subjects are applied in the industry. So I want to work in the field that I have studied and give my best to the company I am working in.
Here, these questions and one of the appropriate answers may help teachers and students to understand the general expectations of the interviewer. Accordingly one can prepare oneself for the learners for interview skills.

Unit-6

4.6 Presentation skills:
The process of developing a presentation is like preparing for a mountain-trekking program. You must plan ahead, review your goal, and plan for emergencies. When you are fully prepared with the materials you need, open your backpack, and remove between half to one-thirds of its contents. Now you have less weight, more freedom of movement, and it will be easier to recover if you stumble!

The primary purpose of a presentation is to provide information which the audience will then remember at a later date. Detailed referencing of material or extensive review of data won’t be remembered-and may put the audience to sleep!

Instead of modeling your presentation after formats associated with scientific papers or history texts consider using formats more often associated with mystery novels. This approach allows you to dramatize
the logic and insights which lead to successive steps in a more realistic manner, and it will be easier for the audience to become involved in the presentation. A word of caution—don’t let your enthusiasm for telling a story obscure the material forming the basis for your presentation!

A question at this stage is “Is this enough material for the presentation?” Actually, you’ll probably find that you have far too much material. It is important to develop a realistic view of how much material is appropriate, and the ability to be ruthless in eliminating non-essential material.

Pre-determining the content in relation to length is always a problem. The magnitude of the task will become more obvious as you begin to practice. Remember that when you make allowances for a new setting and being interrupted by questions, the practice talk will be about 20% faster than the real presentation.

Two ways people try to reduce the length of a presentation are to speak more quickly and to reduce the number of words used. Both produce a false economy— the practice talk will fit in your time frame, but the final product won’t. In fact, one good strategy is to be very selective about what you need to say, and then say only that—and say it clearly with slightly longer pauses between words than normal.
4.6.1 Initial planning:

Before you begin preparing the presentation, you’ll need to determine:

1. The type of presentation you will be expected to give:
   - Will this be an informal chat, a seminar discussion, or a more formal presentation?
   - Different talks have different purposes; when in doubt, ask for guidance from your host.

2. The composition of the audience:
   - Will you be speaking to a general audience or specialists?
   - How many people are expected to attend?
   - Is this to be a friendly audience? An interactive audience?

3. The time allotted for the presentation:
   - The longer the presentation, the more freedom you will have to explore the topic.
   - A short presentation needs to be very clear and to address the topic directly.
   - Is question time included?

4. Expectations for information content:
   - Is there a specific purpose for giving a presentation? Clarify the expectations beforehand and plan to address them during the presentation.
   - Will you be presenting novel concepts to this audience, or building upon their prior knowledge? Either way, make sure you cover the
basics clearly, and early in the talk, to avoid losing the audience.

4.6.2 Preparation: A conversation consists of repetitions and clarification’s based on questions and immediate feedback, while a written paper allows a reader to puzzle through its contents as often as necessary. A presentation is a one-shot attempt to make a point. Once you have a general idea of what you want to say, you’ll have to decide how to say it. It is essential that your presentation be well-constructed and tidy, and your points be presented to the audience both in a logical sequence and unambiguously. All this takes a fair amount of preparation. Start early!

Here are a few pointers to get you started:

1. Start preparing far in advance by thinking through what needs to be said. Collect material which may relate to the topic from unusual sources, and sleep on these ideas. The final product will be more fully-developed and interesting.

2. Next, identify the issues you plan to address (brainstorm, then trim back).

3. Arrange these issues in a logical sequence (which may change as you develop the talk). This process is easier if you use index cards to organize your talk, with one idea per card.

4. Retention of information by the audience is reduced as a talk
proceeds. So if you do want to make a series of points, organize them from the most to the least important. That way, the audience is more likely to remember the important points later. You may even find that the less important points become irrelevant to the focus of the talk as you practice.

5. Avoid using lists (first..., second...); you may confuse listing systems (first..., Point B..., and another thing...), or you may discover later in the talk that you’ve missed a point entirely, and then you’ll be forced to backtrack. Both of these problems tend to distract your audience away from the points you are trying to make, and both give the appearance of poor organizational skills.

6. Determine transition elements which will help your audience to follow the link from one issue to the next. These should be logical, and may be presented by posing a question.

7. Use short sentences with simple constructions. The concept will be made much clearer, and the sentence structure is more similar to conversational styles.


9. Don’t assume the audience will be familiar with basic concepts that form the foundation of your talk. Outline these concepts briefly but clearly in the talk to avoid confusion.

10. Attempt to identify problems or questions the audience may have, and
address them in the talk, before the audience has a chance to think of these things themselves.

11. Remember, the shorter the talk, the more difficult it will be to cover the material clearly and completely. Be strict about including only what is essential information for the presentation, and removing all the non-essential tidbit.

12. The most important preparation factor is to REHEARSE! Do so in private at first. Then for a real acid test, videotape yourself and watch the results with a critical eye. It’s often a painful and humbling experience, but the results will be worth it.

13. Computer-based presentation programs (power point, persuasion, etc.) can be wonderful time-savers.

14. Determine which elements would benefit by being presented with visual aids. Spend time working out the best way to present the material.

15. When in doubt about which presentation medium to use (transparencies, slides, videos, multimedia, etc.), choose the format which is the least complex. Keep in mind that the more technology you use, the more things there will be which can go wrong. These technological difficulties may develop into a gruesome presentation experience, particularly if you are giving the talk in an unfamiliar setting!
Unit-7

4.7: Corporate Etiquettes

Corporate life and etiquettes start from first impression. And first impression begins with dressing sense. But on the crucial day while you go for an important meeting or interview and there is nothing more discouraging than to open your closet door to find that you have nothing to wear. Therefore, a planned outfit is a must when you are looking for a meeting or a job. It is important to have one well fitting and coordinated “corporate outfit” because you never know when an opportunity to interview for a job will come your way.

Do find out about the company you’re interviewing with. Call the Personnel Department and find out the dress requirements and dress appropriately. Call the organization where you are applying for a job. Ask about the dress code and recommended clothing to wear.

You could say, “I have an interview with ................ in the .................. department for a position as an .................. . Could you please tell me what would be the appropriate dress for this interview?

It will be easier and quicker to get the items you need if you plan ahead. The less you have to spend, the more important it is to plan. If you have a limited budget, borrow something from a relative or a friend. Looking good does not have to cost a fortune.


4.7.1 Grooming Checklist for the Interview Day

Bath or shower on the morning of the interview.

Brush and floss your teeth. Use mouth wash.

Your outfit should be clean and pressed. Your undergarments and other accessories should be ready.

Shoes should be polished. Checks to make certain the heels are not run-over.

Does jewelry match? Is it conservative and tasteful?

Are nails and hands clean and neat?

Wear cologne, but wear it very lightly.

Hair done and neat. Bring a comb with you just in case.

For women: Apply makeup lightly. Bring powder and or lipstick to freshen up before the interview.

4.7.2 For men: Be freshly shaven.

Take a wristwatch with you to keep track of the time, even if it is an inexpensive one.

Being on time for the interview is of utmost importance.

First Impressions

You only have one chance to make a good first impression! A person will size you up in a matter of 15 seconds as you walk into the room! What you
wear says a whole lot about who you are, or at least who you are
presenting yourself to be. Whether you like it or not, the first impression
that you make is visual. This means paying attention to every little detail -
from head to toe - is important.

Appearance can make the difference in getting or not getting a job.
Correct appearance can be your competitive advantage over someone
else. With first impressions, there is no erase button so make certain that
the first impression is a positive one. Potential employers size you up
based on how you look and how you carry yourself.

So, pick the package that says what you want the employer to think: “This
person cares about how they look. This person is serious about finding a
job.”

Do you know how a person evaluates you?

A person evaluates an interviewee on the following basis: 55% body
language and appearance, 38% verbal tone, 7% verbal content.

4.7.3 Clothing Styles

Formal Business: A clean, pressed suit is the best way to go. If this is not
available, a suit jacket with coordinated slacks to match is the second
choice. Tie with white, blue, beige or other light colored shirt that
compliments the suit. Dress shoes, black or brown only. Dark socks.
**Informal Business:** A sport coat with coordinating slacks is the first choice. If this is not available, slacks with shirt and tie are the next choice.

Casual wear: Clean and pressed khakis are recommended. Try to avoid wearing jeans for the job interview. A shirt with a collar is recommended, maybe knit. Complementary shoes, such as bucks can be worn. It is not recommended to wear sports shoes.

### 4.7.4 Clothing Do’s and Don’ts

The following are general guidelines for successful interview dressing:

Do wear clean, ironed clothes.

Do empty pockets – beware of bulging keys and tinkling change.

Don’t wear loud, bright colors such as greens, reds or purples. These colors can be used sparingly as accents or accessories.

Don’t wear jeans or t-shirts

Don’t wear ripped jeans.

Do wear buttoned shirts, leaving only one or two buttons open at most, not showing chest.

Don’t wear sports clothes with emblems. Avoid clothing with large designer labels.

Do wear a tie if possible. Make certain that it is knotted firmly, not loosely around the shirt collar.

Do wear traditional daytime fabrics. Avoid wearing satins or leather.
4.7.5 Accessories Do’s and Don’ts

Do wear clean, conservative, and polished shoes.

Don’t wear more than two rings.

Don’t wear any body piercing paraphernalia (earrings, nose rings, or eyebrow rings)

Don’t wear baseball caps or sunglasses.

Don’t wear athletic shoes, no matter how clean and new. They are considered inappropriate for an interview.

Don’t wear earrings. If you normally wear one, take it out.

Don’t wear chains or necklaces.

Do shine your shoes.

Do wear complimentary and stylish ties. This is one piece of garment that can be eye-catching.

Don’t wear sandals.

4.7.6 How to Tie a Tie?

Do you know how to tie a tie? Make certain that you practice before the day of the interview or have someone help you.

CORPORATE GROOMING DO’S AND DON’TS FOR MEN

Do wear your hair clean and styled neatly.

Do use deodorant.

Do not use a lot of cologne.
Do not have dirty fingernails no matter what. Trim nails and scrub hands if necessary.

Do cover tattoos wherever possible.

Do not smoke, chew gum or spit tobacco.

Do shave your facial hair. If you wear a beard, it should be neatly trimmed. Moustache should also be trimmed.

Maintain good oral hygiene. Brush twice a day, and use a good mouthwash. For the office, carry a small bottle of mouthwash to be used after lunch, snacks etc.

After having coffee/tea, wait for a while and then rinse mouth well with water to remove the sugar after-effects on the teeth.

Smoking, tobacco, and guthka spoil breath and teeth. Avoid totally.

Keep at least 4 pairs of socks to use throughout the week. Change your socks every day, and wash the used one, especially in summer.

Socks and shoes smell, and smell bad. Keep at least two pairs of shoes, and air them out daily before wearing them. Use powder on the feet to avoid smells.

**FOR WOMEN:**

**4.7.7 Hygiene and Skin Care**

Hygiene is an ongoing task.

Bath or shower daily. Rinse or wash your face at least two times a day.
Brush and floss daily. Use mouthwash or rinse with diluted baking soda if mouthwash is not available.

Drink plenty of water to keep your insides clean. This will also help to keep your skin fresh on the outside.

Remove underarm and leg hair regularly. Also, remove any facial hairs as they appear. A depilatory or a bleaching cream may be needed if you have heavy facial growth.

Wear very little or no perfume. Mild deodorants or cologne is ok if you tend to perspire.

Cover tattoos during working hours.

4.7.8 Hands and Feet

Your hands talk for you! They should be clean and smooth. Keep a small bottle of lotion to keep your hands moisturized to avoid dryness and flakiness.

Keep your nails clean and trimmed, especially long nails.

Nail colour should either match clothes or be neutral. If partly chipped off, remove it totally.

If hands tend to sweat, keep hanky or tissue handy especially if you have to shake hands.

Wear comfortable well-fitting shoes. Otherwise the shoes will pinch not only your feet but also your face!
Have more than one pair of shoes so that airing can be done to remove any smells.

In summer, dry feet thoroughly, especially between toes, and use talcum powder to prevent any smells.

Give yourself a manicure from time to time.

Footwear is best matched with the colour of the handbag; otherwise with salwar, churidar, or trousers. It is good to have one hand bag and footwear of matching neutral colours.

With western formals, wear closed shoes or sandals.

With Indian wear, wear good slippers or strapped sandals.

**4.7.9 Make-Up**

The reason for cosmetics is to make you look prettier and highlight your best features.

Do learn how to apply makeup properly. It may take practice. Ask a friend to help you or go to a cosmetic counter in a department store for advice.

Here are some guidelines:

Match foundation to skin tone for a natural look. Blend into neck area so that there is no visible line. Foundation should be applied lightly.

Face powder can also be worn with foundation or worn alone. It smooths the skin and eliminates facial shine.

Eye makeup applied to the natural brow line is the most attractive.
If you do wear eye makeup, match or blend with your natural color. Light kajal and eyeliner is okay.

Avoid elaborate make-up and dark rouge.

Avoid shiny and elaborate bindis. If using kumkum, ensure that it doesn’t spread where not required.

Wear lipstick to compliment the color of your outfit. Use neutral shades like light brown or light maroon. But do stay away from extremely dark or bright colors or bright reds and fluorescent colors.

4.7.10 Accessories

Ear rings, chains, bangles, rings etc, should be well harmonized with the clothes.

Avoid very large ear-rings and bangles that make a lot of noise.

Avoid wearing glass bangles and bindis with western formals.

4.7.11 Hair

Your hair should complement your face and complexion. Wear a conservative yet attractive style for the interview.

Wash hair once a week with mild soap or shampoo. Dry it well to avoid smells.

Part your hair so that it is away and out of your face.
Hair color should not be more than one or two shades darker or lighter than your natural hair color. Unnatural colors (burgundy, green, etc.) must be avoided.

If hair is long, tie up in plait or pony-tail while working, so as to avoid knotting and coming in the way. Loose hair is okay for social functions.

No flowers at any time during working hours.

Use very little hair oil, if at all. Perfumed oil is a no-no.

4.7.12 CORPORATE DRESSING

Your clothes are talking about you! What you wear expresses how you feel about yourself. What your clothes say about you is within your control. Looking your best always demands careful attention to personal grooming and the clothing that you wear.

The first and foremost rule is that you must be the center of attention, not your clothes.

4.7.13 Dress Codes

Dress codes are legal guidelines that an organization uses for their employees. They are needed for the following reasons:

Safety and hygiene- Protective clothing such as steel-toed boots, helmet, hairnets, clean nails, non-flammable uniforms.

Health- Prevent harm from bacteria and germs.

Identification- For service and assistance, identifiable.
Image- Conservative, honest, efficient.

For the first few days on the job, watch how your peers and your boss dress. You will then have a sense of the right type of clothing to wear. Dressing like the boss is usually the best idea. It shows your desire to be a part of the organization.

If you are still in doubt ask for an employee manual. Most companies have written guidelines that include dress codes. Reading the manual will not only give you a sense of what to wear, but will also give you clues on what is expected of you as an employee.

How you look represents the company. To customers, you are the company. Also, your appearance can directly affect your relationship with others on the job and the work environment. Therefore you should consider your appearance for work, not for yourself.

4.7.14 Career Dressing for Men: (Western Formals and Casuals)

Non-white long-sleeved shirt and dark coloured trousers.

Tie should be matching the socks.

Tie may have geometrical designs; it should not be flashy.

Tie should come to the middle of the belt.
Socks may be any colour other than white and black (Grey, dark brown etc).

Never wear white socks on black shoes.

During day time wear any colour shoes other than white, suede, and sports shoes; after dark only black.

The colour of the belt should match that of the shoes.

If you wear a coat, the last button should always be open.

When you are standing and addressing an audience, only the last button should be open; the first or first two buttons should be closed.

When addressing anybody, never have your hands in your pockets.

In the West, cuff-links and tie-pins are completely out-dated.

In cold countries, always remove head cover and overcoat after entering the office.

For casual wear, avoid black and brown shoes, and don't wear a neck-tie.

Many companies have relaxed their dress codes. Casual dress may be appropriate on Fridays or formal dress may only be required for meetings with staff management or customers.

The number one rule for casual dress is to observe what everybody else is wearing, especially the bosses. “Casual” standards may be different for each company.

Always remember good taste and good grooming are always the standard.
4.7.15 Career Dressing for Women (Western and Indian)

Western suit – either coat and trousers or skirt and trousers, with matching shirt or blouse. Avoid frilly blouses.

Stockings, if worn, may be of neutral colours like beige, or match the trousers/skirt.

Shoes and handbag should match; alternatively, shoes may match trousers or skirt.

Indian dress – salwar kameez or churidar kameez or sari.

Sari should drape well, with matching blouse having a suitable pattern.

When wearing sleeveless outfits, ensure removal of underarm hair.

Arms should lend themselves to the outfit. Avoid all armlets for work.

Transparent fabrics are a strict no-no, especially with very long slits.

Figure hugging kameezes are better avoided; use dupattas in any case.

Design of the sari blouse to be modest. Avoid strappy, backless, or off-shoulder blouses.

Avoid very large prints and loud or gaudy colours.

Certain kinds of stripes can be painful to the eye of the beholder.

Wear colours that suit your complexion.

Silk and synthetic fabrics are better suited for winter. For summer, cotton is the best.

Lighter colours are more suited for the summer.
4.7.16 Office Party Wear

An elaborate/fancy salwar/churidar kameez, or a grand sari is fine.

Fancy accessories are okay, as are flowers.

If wearing western, trousers, smart jeans, and shirts are okay. In some places, T-shirts are also accepted.

A little more liberty could be taken with make-up.

An office party is sometimes an extension of the office itself, in spite of the easygoing atmosphere of the top brass. Be daring, but not too daring in dress and makeup.

Too many drinks at the party is a strict no-no.

4.7.17 When taking a Client to a Lunch/Dinner

For lunch, you will be going straight from the office, so that’s no problem.

For dinner, either wear sari or western formals.

Make-up could be slightly elaborate for dinner.

4.7.18 Final advice about grooming: You are not dressed for what you are, but what you want to be!

4.7.19 Basic Table Manners

Table manners play an important part in making a favorable impression. They are visible signals of the state of our manners and therefore are essential to professional success.
Regardless of whether we are having lunch with a prospective employer or dinner with a business associate, our manners can speak volumes about us as professionals.

4.7.20 DEALING WITH PEOPLE

Etiquette does not mean merely knowing which fork or spoon to use. People are a key factor in your own and your business’ success. Many potentially worthwhile and profitable alliances have been lost because of an unintentional breach of manners.

Most behavior that is perceived as disrespectful, discourteous or abrasive is unintentional, and could have been avoided by practicing good manners or etiquette. It has been found that most negative experiences with someone were unintentional and easily repaired by keeping an open mind and maintaining open, honest communication.

Basic knowledge and practice of etiquette is a valuable advantage, because in a lot of situations, a second chance may not be possible or practical.

There are many written and unwritten rules and guidelines for etiquette, and it is certainly necessary for a business person to learn them. The caveat is that there is no possible way to know all of them!
These guidelines have some difficult-to-navigate nuances, depending on the company, the local culture, and the requirements of the situation.

Possibilities to commit a mistake are limitless, and chances are, sooner or later, you’ll make a mistake. But you can minimize them, recover quickly, and avoid causing a bad impression by being generally considerate and attentive to the concerns of others, and by adhering to the basic rules of etiquette. When in doubt, stick to the basics, which are:

The most important thing to remember is to be courteous and thoughtful to the people around you, regardless of the situation. Considering other people’s feelings, stick to your convictions as diplomatically as possible. Address conflict as situation-related, rather than person-related.

Apologize when you step on toes. This sounds simplistic, but these are the very traits we work so hard to inculcate in our children. Avoid raising your voice, using harsh or derogatory language towards anyone (present or absent), or interrupting. You may not get as much “airtime” in meetings at first, but what you do say will be much more effective because it carries the weight of credibility and respectability.

Talk and visit with people. Don’t differentiate by position or standing within the company. Secretaries and janitorial staff actually have tremendous
power to help or hinder your career. Next time you need a document prepared or a conference room arranged for a presentation, watch how many people are involved with that process, and make it a point to meet them and show your appreciation.

Make it a point to arrive ten or fifteen minutes early and visit people that work with you. When you’re visiting another site, linger over a cup of coffee and introduce yourself to people nearby.

If you arrive early for a meeting, introduce yourself to the other participants. At social occasions, use the circumstances of the event itself as an icebreaker. After introducing yourself, talk a little about yourself; just enough to get people to open up and get to know you as a person.

Keep notes on people. Create a “people database” with names, addresses, phone numbers, birthdays, spouse and children’s’ names; whatever depth of information is appropriate for your situation.

It’s a good idea to remember what you can about people; and to be thoughtful. Send cards or letters for birthdays or congratulations of promotions or other events; send flowers for engagements, weddings or in condolence for the death of a loved one or family member. People will remember your kindness, probably much longer than you will!
4.7.21 Peers and Subordinates

It is an established fact that 40% of new management hires fail in their first jobs. The key reason for their failure is their inability to build good relationships with peers and subordinates.

People tend to feel uneasy until they've seen an “organizational chart” or figured out who reports to whom. They feel that it is more important to show respect and practice etiquette around superiors than around peers or subordinates.

In these days of rapid advancement through technology, it is very possible that a salesman who was a nuisance becomes an important client, or an administrative assistant becomes a manager. Mergers and acquisitions can cause a former competitor to become a co-worker.

This can make things awkward if you treat people differently depending on their “corporate standing.” If you show respect and courtesy to everyone, regardless of position or company, you avoid discomfort or damaging your chances in any unexpected turn of events.
Having a consistent demeanor improves your credibility. Even the people at the top will begin to suspect your motives if you treat VIPs with impeccable courtesy and snap at counter clerks.

**4.7.22 Bosses and Superiors**

The only thing you owe your boss, above and beyond what you owe peers and subordinates, is more information. Very quietly, be sure he or she knows what you're doing; is alerted as early as possible to issues that may arise, and is aware of outcomes and milestones. Your boss should never be surprised.

It goes without saying that you should speak well of him or her within and outside the company, and give him or her benefit of doubt. (Which you would do for anyone, of course!)

**4.7.23 International Business**

It is important to note that etiquette in other cultures requires a bit of adaptation and flexibility. If you're traveling on business to a foreign destination, or have visitors here, it is a good idea to learn as much as you can about the culture they are coming from and make appropriate allowances.

Items to consider:
Language (learn theirs if possible, but don’t pretend to be fluent unless you have many years of study.)

Time zones, Working schedules and Holidays

Food customs (table manners, use of implements, etc.)

Generally speaking, as long as you are trying to be considerate and express an interest in learning, you should be fine. If in doubt, err on the conservative, formal side.

4.7.24 Meetings

If a subject is important enough to call a meeting, be considerate about the participants' time and ensure that it is well prepared. Communicate the objective beforehand. Communicate the expected duration (Be sure to observe the ending time scrupulously, unless everyone agrees to continue.) Communicate the list of Items expected to be discussed. Often overlooked- be sure to THANK meeting members for their time and participation, and demonstrate (in the minutes or written record, at least) how their contributions helped meet the objective of the meeting. Participants are frequently left wondering if they've been heard or if their attendance and contributions were noticed.

Distribute minutes or some written record (no matter how simple the meeting) to all attendees and absentees, with concise but complete descriptions of decisions made. Never assign an action item to a person
who is not present to negotiate it, unless you absolutely have to. Note in the minutes that the person hasn’t been notified, and will be contacted for a final disposition of the item.

COMMUNICATION MEDIA ETIQUETTE

4.7.25 The Telephone

Always return calls. Even if you don’t yet have an answer to the caller’s question, call and explain what you’re doing to get the requested information, or direct them to the appropriate place to get it.

If you’re going to be out, have someone pick up your calls or at a minimum, have your answering system tell the caller when you’ll be back in the office and when they can expect a call back.

When you initiate a call and get a receptionist or secretary, identify yourself and tell them about the basic nature of your call. That way, you’ll be sure you’re getting the right person or department and the person you’re trying to reach will be able to get the appropriate information and help you more efficiently.

When you receive a phone call, identify yourself and your department, if it is an in-house call, and your name and the company if it is an outside call.
Answer the phone with some enthusiasm or at least warmth, even if you ARE being interrupted, the person on the other end doesn’t know that!

Make sure your voice mail system is working properly and doesn’t tell the caller that the mailbox is full, transfer them to nowhere, or ring indefinitely. Address technical and system problems- a rude machine or system is as unacceptable as a rude person.

You don’t have to reply to tele-advertisements. If someone is calling to sell you something, you can indicate that you are not interested and hang up without losing too much time on it.

However, you do need to be careful. You may be receiving a call from an insurance or long distance company that wants to hire you as a consultant! Be sure you know the nature of the call before you (politely, of course) excuse yourself.

Personalize the conversation. Many people act in electronic media (including phone, phone mail, and e-mail) the way they act in their cars. They feel since they’re not face-to-face with a person, it is perfectly acceptable to be abrupt, crass, or rude. We need to ensure that we make best use of the advantages of these media without falling headfirst into the disadvantages.
Don't put a person on hold without asking him if he would mind holding.

When you take a message for someone, do so on a large sheet of paper in some detail. Do not edit the message. Add the date and time, and your signature before leaving it on the absentee's table.

Don’t make funny noises on the phone. Drinking water while answering the phone, or eating chips, or blowing your nose, is unacceptable.

4.7.26 E-mail

While addressing the mail, in the ‘TO’ column, put the i.d.'s of the person(s) who is to take action in the matter; in the ‘CC’ column, the id’s of those who are in the loop only; the ‘BCC’ column should better be left unused as many companies consider it unethical to use that column.

Make the subject line specific and short. Don’t leave the subject blank, and don’t use a generic subject line, “Hi" or “Just for you.” Don’t also have a long subject line.

Use different mails for different subjects; do not club three or more different subjects under a general subject. Only one subject, and its connected data, should be in one mail. Follow correspondence rules. Do not type everything in caps or in lower case; follow grammar rules, and don’t commit mistakes.
Punctuation marks should be correctly used, and not overused, showing intense excitement etc. Use soft and neutral words, and cut out harsh or emotional content. A business letter should be business-like, not a drama script.

Your mails should normally fit into one page without the reader having to scroll down. Don't forward messages with three pages of mail information before they get to the content. In the message you forward, delete the extraneous information such as all the “Memo to,” subject, addresses, and date lines.

When replying to a mail, don't automatically hit the ‘Reply All’ button. Sometimes very embarrassing internal mail goes to an external customer, with disastrous results. When replying to a question, copy only the question into your e-mail, then provide your response.

Address and sign your e-mails. Although this is included in the To and From sections, remember that you’re communicating with a person, not a computer. Use your company id only for business mail, and your personal id for your friends etc.

All mails sent through the company computer are scanned by the company. Be careful regarding what you send. If you have visited an X
site, then you are in deep hot water. Be careful what you write in your mails. They are a record, and can be used against you in the future, when you least expect it.

UNIT-10: PROFESSIONAL ETHICS

4.10. Professional Ethics:

Business ethics are a hot topic these days. But along with this new focus comes a lot of “gray area”. Many times, managers are forced to decide on issues where there are arguments on both sides - a problem that makes ethical decision-making very difficult. So what is Business Ethics?

Let’s first start with “What is ethics?”

Simply put, ethics involves learning what is right or wrong, and then doing the right thing, but “the right thing” is not nearly as straightforward as conveyed in a great deal of business ethics literature. Most ethical dilemmas in the workplace are not simply a matter of “Should Bob steal from Jack?” or “Should Jack lie to his boss?” before we go on to ethical dilemmas, let us first consider simple ethics.

4.10.1 EXERCISE ON ETHICAL DILEMMAS

Perhaps too often, business ethics is portrayed as a matter of resolving conflicts in which one option appears to be the clear choice. For example, case studies are often presented in which an employee is faced with
whether or not to lie, steal, cheat, abuse another, break terms of a contract, etc. However, ethical dilemmas faced by managers are often more real-to-life and highly complex with no clear guidelines, whether in law or often in religion.

One knows when they have a significant ethical conflict when there is presence of significant value conflicts among differing interests, real alternatives that are equally justifiable, and significant consequences on “stakeholders” in the situation. An ethical dilemma exists when one is faced with having to make a choice among these alternatives.

**Unit-8**

**4.11 Novel Review:**

To motivate young engineers, collection of autobiographies, biographies, short stories about the contemporary successful engineers can be prescribed in the syllabus of EL&CS. For example “Dr. Vargese Kurien (founder of AMUL), Mr. Narayana Murthy (founder of INFOSYS), Mr. Nitish Kumar (A politician, Chief Minister of Bihar, Ex Union Railway Minister of India), Mr. R.Madhavan (A super star of Tamil movies as well Bollywood), Mr. Anil Kumble (A well known Cricketer, Ex Captain of Team India), Mr. S.Shrikanth (A well known cricketer and chief selector for team India), Er. A.M.Naik (The first chairman of Larsen & Toubro) may create a positive mindset around.
Dr. Vargese Kurien did graduation in Metallurgy Engineering and Post graduate in Dairy Technology. Despite a lack of interest in Dairy Technology, he started working for the benefit of society and common man under the guidance of Tribhuvandas Patel at ANAND, GUJARAT. And he could bring about white revolution (flood Revolution) in India. He proved himself as one of the greatest personas of management to develop rural area in the real sense. Mr. Narayan Murthy graduated in Computer Engineering from IIT, proved himself one of the greatest entrepreneurs of the nation.

Mr. Nitishkumar, a Mechanical Engineer has shown a new horizon to the Indian politics. As a Union Railway Minister of India, he brought about a remarkable revolution and converted a loss making organization to a profit making organization. As a chief Minister of Bihar, he has shown a new direction to the politics of India.

R.Madhavan, a successful superstar in Bollywood and Tellywood graduated in Engineering.

Anil Kumble, the most successful bowler in the history of Indian Cricket is graduated in Computer Engineering.
Er. A.M. Naik, a graduate in Mechanical Engineering has won Padam Shree for his remarkable work in the field of Engineering. He has been serving as a Chief Managing Director of Larsen and Toubro.

Mrs. Kiran Bedi, graduated from IIT and a retired lady IPS, has created history in the women empowerment process. She is a well known social activist.

Mr. Arvind Kejariwal, a retired IRS, graduated from IIT, has become a youth icon to make a corrupt free nation. He is known as the brain behind “India against Corruption”.

There is a long list of successful and remarkable personalities, who graduated in the field of engineering. The autobiography or biography of these people may provide a direction to think and motivate students in the positive direction.

Unit-9

4.9 Writing skills

Writing skills requires fluency, organization, and a command of technical English. To be an effective writer one should learn how to get command over fluency of thoughts, organizing the ideas in the appropriate order and command over language to choose apt words and tone.
4.9.1: Fluency:
Fluency is smoothness and ease in communicating. In this case, it is your ability to set down a given number of words on paper within a limited period of time. If you freeze during examinations, writing only a sentence or two when whole paragraphs are called for, then you need to practice letting your words and ideas flow.

Literary fluency, however, involves more than just the number of words you write. The readers tend to award their highest grades to writers who use language well; those who employ a variety of sentence types and demonstrate a command of vocabulary. If you invariably use short, simple sentences, you need to practice constructing more complex ones.

4.9.2 Organisation:
Organisation is coherent arrangement. In this case, it is your ability to arrange your thoughts in order, following a clear game plan. In the Elements of Style, William Strunk describes certain elementary principles of composition. The paragraph is the basic unit of composition; the beginning of each new paragraph serves to alert readers that they are coming to a new step in the development of the subject. One paragraph leads to the next, drawing readers on to the essay’s conclusion.
Organisation involves your ability to reason and to marshal evidence to support your viewpoint. If you jump from subject to subject within a single paragraph; if you leave out critical elements, if you disorder your points and never manage to state exactly what you mean, then you need to practice outlining your position briefly before you express it in essay form.

4.9.3 Technical English:
Technical English is an attempt to write technical description and instruction of products in correct English succinctly. Hence, Technical English includes basic grammar, technical jargons, and rich vocabulary. If your English compositions come back to you with the abbreviations “grag” or “agr” or “sp” scribbled all over the margins, then you need to practice reading your papers to catch any technical mistakes.

There are literally hundreds of handbooks available that will help you handle the mechanics of writing essays. Strunk and White’s manual, the Elements of Style, provides clear, concise advice, as does William Zinsser’s on writing well. Other good reference tools are The Harbrace College Handbook, Edward Johnson’s Handbook of Good English, and, for the complete grammar-probe, Patricia O’Conner’s aptly named “Who am I”.
Normally, an undergraduate engineering student needs to write technical reports, technical articles, Essays, Letters, Technical Proposals etc.

All the above topics can be written with the help of the following steps:

**The 5 Step Approach to develop effective writing skills:**

**Step-1: Begin with Brainstorming:** You do not lack ideas. What you may lack is a direct means of getting in touch with the ideas you already have. One useful technique to “prime the pump” and encourage the fluency is clustering. Clustering is a method of brainstorming in which you start with a key word or short phrase and let that word or phrase act as a stimulus, triggering all sorts of associations that you jot down. In just a minute or two, you can come up with dozens of associations, some of which you may later incorporate into your essay.

**Step-2 Organize your Outline:**

According to the British rhetorical theorist and philosopher Stephen Toulmin, a sound argument requires three elements: CLAIM, GROUNDS (or data), and WARRANT. Your claim is your thesis; it is an overall statement of the argument you hope to prove. The grounds for your argument are your evidence. Grounds for an argument can include statistics, examples, and even anecdotes. The warrant is the connection
between the claim and the grounds. It is an explanation of how the grounds justify the claim.

Claim (Thesis): Historians and other social scientists are as useful to society as are biochemists and engineers because society’s ills cannot be cured by technological progress alone. Once you have settled on your claim, look to your brainstorming for the arguments that support it. Each of these arguments requires its own claim, grounds, and warrant.

Step-3: Write the body of your essay:
You already know your general line of reasoning— the direction you want your argument to take. You need to spend the bulk of your time writing the body of your essay. As rapidly as you can, type up your points, writing two to three sentences to put forward each reason or example in your outline. Do not worry if pressure of time does not allow you to deal with every point you have decided to project. Start with a reason or example that you can easily put into words, preferably your best, most compelling reason or example.

Step-4: Now write your opening and summary paragraph:
It may seem strange to write your introductory paragraph after you have written the body of your essay, but it is a useful technique. Many writers launch into writing the introduction, only to find, once they have finished
the essay, that their conclusion is unrelated to, or even contradicts, what they had written in the introduction. By writing the introduction after you have composed the bulk of the essay, you will avoid having to rewrite the introduction to support the conclusion that you actually reached, rather than the conclusion that you expected to reach. Your conclusion should, however, be longer than one sentence.

**Step-5 Reread and Revise:**

Expert writers often test their work by reading it aloud. In the exam room, you cannot read out loud. However, when you read our essay silently, take your time and listen with your inner ear to how it sounds. Read to get a sense of your essay’s logic and rhythm. Does one sentence flow smoothly into the next? Would they flow more smoothly, if you were to add a transition word or phrase (therefore, however, nevertheless, in contrast, similarly)? Do the sentence follow a logical order? Is any key idea or example missing? Does any sentence seem out of place? How would things sound if you cut out that awkward sentence or inserted that transition word?

Letter writing:

Letter writing can be divided into two major groups:

1. Action Letter writing
2. Reaction letter writing
1. Action letter writing: whenever a writer initiates letter writing it is called action letter writing. For example: Enquiry letter, Demand letter, Permission letter and so on.

In this category of letter writing steps can be as follows:

a. Introduction
b. Body of the text (thesis statement/ reason of letter writing)
c. Supportive logic/arguments/justification/logic/reasons
d. Summary

2. Reaction letter writing: Generally, whenever one writes letter in response to or with reference to the steps would as follows:

a. Reference (introduction)
b. Body of the text (thesis statement)
c. Supportive logic/arguments/justification/logic/reasons
d. Summary

Letter writing can be divided into mainly two types:

A. Initiative letter: When a letter is written for the first time (for example: an enquiry letter, complain letter, Demand letter, Request letter), one has to keep certain points in the mind. These letters are not invited by the reader, it is an initiative taken by the sender. Hence, an impressive and
succinct introduction may create favourable condition between the sender and receiver.

These Pair can make learners better understanding to write a professional letter:

1. Sir/Madam: Truly/regards
2. Dear Sir/Madam: Yours truly/sincerely/with regards
3. Respected Sir/Madam: Yours faithfully
4. Dear Mr.Sinha: Yours Sincerely/truly yours/with regards
5. Colonel/Major General/Police Inspector: Yours dutifully

**B. Response Letter:** Whenever a letter is written in reference to or in response to or with respect to this format may be used. This format would be useful in the application letter writing, business correspondence and responding letters against any enquiry letter, demand letter or complain letter. This format will make letter writing an easy task to learners.
<table>
<thead>
<tr>
<th><strong>Format: Initiative Letter</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Head/Sender’s Address</strong></td>
</tr>
<tr>
<td>Dated</td>
</tr>
<tr>
<td>Inside Address</td>
</tr>
<tr>
<td>Salutation</td>
</tr>
<tr>
<td><strong>Subject:</strong></td>
</tr>
<tr>
<td><strong>First paragraph</strong></td>
</tr>
<tr>
<td>A brief Introduction of the organization/person, who is writing the letter.</td>
</tr>
<tr>
<td>Purpose of writing the letter.</td>
</tr>
<tr>
<td><strong>Second Paragraph</strong></td>
</tr>
<tr>
<td>What the letter reader can offer? Why she/he should accept your demand (justification)?</td>
</tr>
<tr>
<td><strong>Third paragraph</strong></td>
</tr>
<tr>
<td>What is your expectation in brief?</td>
</tr>
<tr>
<td>Concluding sentence</td>
</tr>
<tr>
<td>Thanking you</td>
</tr>
<tr>
<td><em>As per the salutation</em></td>
</tr>
<tr>
<td>Copy to:</td>
</tr>
<tr>
<td>Encl:</td>
</tr>
</tbody>
</table>
These formats would make letter writing an easy and interesting task and majority of the learners would be able to develop efficiency in letter writing skills.
Unit-10

4.10 CASE STUDIES AND ACTIVITY BASED LEARNING

Cartoons as an entertaining source of learning English (L2) for the young learners (YL):

With the recent development of EFL/ESL studies, researchers are using diverse directions to analyze the language acquisition of the young learners (YL) and are examining more day-to-day issues. What is widely accepted in this regard is watching cartoons which is indeed a ‘happy experience’ for the students and is the basis for ‘an attractive and enjoyable learning environment’. Due to this entertaining appeal and their wide availability, cartoons have become one important resource from which today’s learners take a great amount of English language input and try to use that to communicate with people around them. The present work overviews the content of some famous cartoons, delivers several case studies of some young kids and then shows how cartoon-watching has accelerated these youngsters’ English learning, and how it has influenced their language development in general. In addition, there is an attempt to demonstrate how the enthusiasm or high motivation, tender age, positive attitude and willingness for acculturation bridge between first language the gap learner and second language learning/acquisition.
Although in the last few decades a number of insights have been achieved through research on L2 learning/ acquisition it is generally felt that change. ‘Watching cartoons as a dynamic source of learning English for the young learners’ can act as a trigger for exploring new, exciting areas of L2 learning/ acquisition. Youngsters like cartoons and they are highly motivated to pick up the language exposed before them through cartoons. Generally, language is an integral part of growing up and is necessary to communicate and participate in ones environment. And ostensibly, watching cartoons is the basis for ‘an attractive and enjoyable learning environment and here ‘language learning is a happy experience’ as it supports a relaxed atmosphere.

**Why cartoons rather than formal instruction:**

Here, the researcher would like to identify two contexts, namely formal instruction within the classroom and unstructured language acquisition in a natural setting. What is missing in the formal setting is that sometimes it is boring and strictly structured. On the contrary, being innovative, young learners are basically prone to learn new ideas from what they enjoy and experience from the environment. Therefore, with a teacher-centered approach (Rogers, 2004), students usually sit, listen, recite and hopefully learn as they are at times less enthusiastic and devoid of enjoyment. However, language learning is a ‘happy experience’. Children tend to learn best through direct experience, where they can see and relate an object
within its environment. By providing youngsters with exposure to foreign language conversation in an enjoyable manner, and by familiarizing them with foreign cultures and ways of living, they are found to communicate in the target language more positively.

Watching cartoons promotes YL’s conversational practice to such a degree that their parents feel satisfied.

**Tom and Jerry:**

Here, among all the cartoon series that have ever been made Tom and Jerry is the most loved and most successful. Children love the never ending chase and the comedy in these serials. In spite of putting so much effort, Tom is never able to catch Jerry, who is too clever and cunning. And the situations are very comical. Some of these cartoons are nearly sixty years old, the first ones were made in the 1940’s. They were created by William Hanna and Joseph Barbera. Today Tom & Jerry is being made by the Warner Brothers who own the rights to Tom and Jerry.

**Ben 10:**

Ben 10 Animation Series: Ben Tennyson is an ordinary ten year old boy who is going to spend his summer on the road with his grandfather and cousin Gwen. On this trip he discovers a strange, alien device that attaches itself to his arm allowing him to transform into any one of ten
aliens. Later more are obtained. This device allows Ben to become a hero but also attracts unwanted attention from alien baddies seeking the power of the device known as the Omnitrix.

Ben 10 Alien Force: Ben 10 Alien Force is the sequel to the hit Cartoon Network series, Ben 10. The series takes place five years later after the original. Ben no longer wears the Omnitrix, and his cousin, Gwen, has honed her skills in magic. But when an alien invasion of the DNALIENS strike Earth and Grandpa Max goes missing, Ben decides that it’s hero time once again. He’s not alone, as he is joined by Gwen, and even his old archenemy, Kevin Levin comes along for the ride. Now it’s time once again for Ben to begin his quest to find his grandfather and stop the invasion from the evil.

**Observation:**

In these cartoons the dialogues are sparse so the stories can be easily followed. The language contains clearly spoken common words with obvious visual reinforcements. Moreover, the animal characters with their facial expressions and gestures can communicate messages that are not culturally specific. Reigeluth (1999) also emphasizes the importance of developing ‘content familiarity’ to enhance the formation of “stable cognitive scheme to which more complex capabilities and understandings can be assimilated”. Thus, these characters, which are clever, funny, strong, sweet and easy to understand, in cartoon based stories that
contain elements of suspense and remarkable action, closely mirror youngsters’ expectations.

**Research Scope**

This work attempts to focus upon the idea that watching cartoons could help learners to pick up new language and communicate skills in English in everyday life.

*Competition 1.*

In groups of four, the students will be asked to write their own situations on cards; the number of situations will vary according to time available and size of the class. Human nature being what it is, each group will try to make their situations as tricky as possible. Then a spokesperson from each group will read one situation for which the other groups will try to provide the right answer within a given time limit. If no right answer is provided, the group that came up with the situation will have to justify the answer they think is right. The winner will be the group that scores the highest number of correct answers.

*Role-play.* The last activity is a role-play between a Customs Officer and a passenger (so we go back to pair work here). All the situations written by the different groups that require payment of duties will be collected (the
teacher should have some more up his/her sleeve in case there are not enough of them), and each pair will get two cards.

At this stage, and as a preparatory activity for the role play, you can have a brainstorming session, with the teacher eliciting from the students and writing on the blackboard exponents for the main language functions require for such a dialogue (as, for instance, persuading, appealing, disagreeing, compromising, arguing, apologizing, etc.). The tone of the dialogue, especially the degree of politeness adequate to the situation, will also be discussed and agreed upon.

The students will then be asked to role play the dialogue. As passengers all over the world resent being asked to pay import duties, I am sure that the student playing the passenger will try his/her best to get away without having to pay anything. The pair will change roles for the second dialogue. To avoid having the whole activity become repetitive and tiresome, you can distribute cue cards to each student with hints at their reactions, such as slightly annoyed or furious for the passenger, or polite but firm or understanding for the Customs Officers.

**Comment**

These activities are but suggestions to improve what is considered to be a good example of potentially good but not fully exploited materials. Although it has been said that materials do not necessarily have to be
related to the students’ specialty, and even that their use can be counterproductive, our Communication skills students do appreciate dealing with practical aspects of customs procedures (like going through Customs at an airport). This fact seems to be disregarded in the content of other subjects in the curriculum.

As to the activities themselves, an effort is made to devise tasks that hopefully will involve the students more actively. By providing opportunities for them to actually use the language will be a challenging, engaging way. Special attention was paid to the speaking skill (in the third stage of the lesson, the role-play) to cater to the students’ wants as far as the speaking skill is concerned, although the other skills (listening, writing, and reading) were not neglected. It remains to be seen, of course, whether these activities will work in the ever-changing, unpredictable scenario of the classroom.

Finally, Running the risk of overlooking one of the most passionate issues in ESP, this work suggests that the question does not so much lie in the content of the materials (i.e., whether they are subject-specific or not), but rather in what you do with them in the classroom. Furthermore, it is not enough for materials to be interesting or up-to-date: they should above all be linguistically and communicatively relevant to the learning situation; they should foster students’ interest and promote learning. Thus, not only
the nature of the materials but the methodological exploitation of them, including tasks and activities, need careful attention.

**Activity based learning:**
Active participation of the students is essential to develop effective communication skills. Activity based learning develops symbiotic learning approach which continues after classroom teaching even. Hence, some activities are written below to offer a glimpse of the same.

**Activity: 1:** Word Power antaxary (scrabble) is one of the very successful method to develop vocabulary and application of word power.
Students can be divided into the group of 6. Personal Pronoun will not be used. Every group need to decide to spokesperson, four resource team.
Step.1: Group will be asked to select 3/4/5/6/7. Suppose Group A selected number 4. It means they can use only four letter words.
Step.2: Group will be asked to opt 3/5/6/7. Suppose Group B selected number 5. It means they can use only five letter words.
Step.3: Suppose Group A threw first word: ROAM.
Step.4: Group Need to form one sentence with ROAM. For example: I am going to roam round the world.
Step.5: Now Group B will give a word starts with RaoM (M). Money.
Step.6: Now Group A need to form a sentence with Money and after that will give a word which start by Y.
**Activity.2:** Conduct Debate and Elocution competition and first four winners will choose two candidates and will prepare them for next debate or elocution competition. It will work in vertical interaction method.

**Activity.3:** Workshops on anchoring or compeering. Select four or five good students. And ask them to train other students for compeering. Arrange competitions on compeering; give awards on most innovative performance. Promote students for innovative steps rather stereotype archaic models of compeering.

Activities based learning Promotes peer group learning. It develops leadership skills among students. They learn language with fun. It motivates students to adopt new methods for language learning. Hence, during EL&CS teaching-learning process, one should keep attempting new methods to improve activity based learning.

Technical communication is always purposeful, and all technical compositions and presentations are organized and logically structured. For the technical communicator, it is the cohesive element that brings his/her perspective, knowledge, and ideas into focus for the audience. Many technical writers and presenters ignore the fact that the organization, structure, order, or pattern that they use in their writing or speech will determine the effectiveness of their message.
Organization in technical communication refers to the process of arranging information logically. Unlike general communication, technical communication follows a linear logical pattern to organize the information that one presents in a systematic way.

**Technical Communication:**

There are several characteristics features of technical communication that make it different from general communication. When you write a letter to your friend, you try to be personal and subjective. On the other hand, you are impersonal, objective, and direct when you write your project report. Similarly, when you write to a friend, you use informal language and casual style. In contrast, you use formal language when you make an oral presentation. The reason is obvious. You may like to express your feelings, emotions and sentiments through a letter or an informal casual conversation, but you are only concerned with facts when you are writing a technical report or making an oral presentation. This difference of attitude and approach determines the characteristics features of “general style” and ‘technical style’.

Since “style” is a major consideration in technical communication, we need to look more closely at the concept of style in technical communication. What is style? Style refers to the way something is said rather than what is
said. For our purposes, style is the distinctive mode or manner of expressing ideas in language. But what is this distinctive mode or manner of expression? This distinctive manner may refer to the process of choosing appropriate words, tone and logic.

Words and phrases (formal, informal, technical, and so on); Sentence structure (simple, complex, compound, mixed, and so on); Rhetorical devices or discourse writing techniques (description, narration, explanation, comparison, and contrast, and so on); and Effective logical structure and organization.

Style in communication depends on several factors. It largely depends on:

The audience— for example, the same message when addressed to a superior is expressed more diplomatically and tactfully, but when addressed to subordinates it is more direct and forceful.

The communicative context— for example, conveying routine information and making requests, communicating good or bad news, conveying goodwill or trying to persuade someone.

The purpose— for example, the way one conveys good news is not the same as conveying bad news. Style could be very formal, as in a technical report or a professional presentation, or very informal, as in a personal
letter or casual conversation. The most effective style is the one that accurately encodes the thought content of the message into appropriate language. It is important to adopt and use an appropriate style in order to be effective.

Thus, style in technical communication may refer to the way a person puts words together into sentences, arranges sentences into paragraphs, and organizes paragraphs to frame a piece of writing or an appropriate oral discourse to convey technical information clearly and accurately. In short, it is the way one speaks or writes when one deals with a technical or scientific subject.

Therefore, improving writing skills is essential as far as technical English is concerned. How to improve writing skills among engineering graduates. Unless a teacher know the weaknesses of students in writing skills, it would be very difficult to guide them in correct direction. Hence, students should be asked to go for following activities:

**Activity 1:** Ask learners to write their autobiography. It includes only his/her professional details and professional objective of the life.

In this activity, copying from somebody is very difficult. Every student will learn usage of Past tense, Present Tense and Future Tense along with
expression skills.

**Activity 2:** Ask students to write an article in approximately 100 words:

1. 15 years down the line where do you see yourself?
2. Why did you opt Engineering education?
3. The most memorable moment of your life.
4. Your college.
5. Your dream Hostel.

These activities help to develop creative writing and develop confidence level among students. Analyzing language efficiency, problem in tenses, preposition, noun and pronoun becomes easier from these write ups.

This work proposes teaching and learning of English language and Communication skills should be student-teacher participation based. Major focus during the teaching this subject should be motivating students to learn word power, interview skills and effective writing skills. Because whenever a learner plan to start reading novel, magazine, newspaper, the biggest problem she/he face in the form of word power. Learners are unable to express their ideas and thoughts in writing English, and unable to score much in the written examination. Therefore, teaching EL&CS should be very much objective oriented. To make this objective successful, activity based learning, case studies based teaching will be
the most effective. Hence this work has proposed sample activities to develop good number of activities to do this exercise effectively. Into this process role of computer based learning will work as an effective source of information and confidence build up instrument.

This work emphasizes upon case studies and activities on interview skills, grooming, hygiene, professional ethics and etiquettes will make them employable. This activity will convert an engineer into professional engineer. Hence, teaching all necessary topics in the first year of engineering is essential.
Chapter – 5

Conclusion
Chapter – 5

Conclusion

This chapter provides a gist of the study and draws implications for the teaching of English in Engineering and Technology colleges. Based on the findings of the study it offers recommendations to institutes and organizations to set up apt infrastructure and library to create scientifically organised teaching and learning environment. The success of EL&CS teaching and learning programme goes hand in hand with the communicative environment on the educational campus. To promote a competitive environment and rigorous training modules, this work recommends specific Research and Training centre (R&T) in the respective Universities and Institutions. The functioning of R&T centre would be very similar to Research and Development (R&D) centre of industries. For every subject a different bench of experts should be functioning round the year.

This research work provides a detailed analysis of syllabus and text-books prescribed by different colleges or universities. It has included the comparative study of Communication skills training modules of Infosys-Pune and the text books prescribed in the select Universities/colleges of Gujarat and Maharashtra. In this work a rigorous need-based analysis of
the current syllabus, industrial expectations, and prescribed text-books is provided to cope up with industrial and societal requirements. Though almost all technical universities and colleges have introduced EL&CS as a university subject at the under graduate level in the Engineering and Technology programmes, employability has not been proportionate to the number of graduate produced every year. Hence, increase in employability and creation of skilled manpower is the primary need of the current academic process. Therefore EL&CS is prescribed to increase employability and global adoptability among E&T graduates; as a subject EL&CS needs to keep check and balance to sustain up to the expectation of the market. Hence, SWOT (strength, weakness, opportunity and threats) analysis on regular intervals is essential. Here, with the help of SWOT of the present curriculum and syllabus, the researcher has attempted share his findings and recommendations:

1. **Strength:**

Almost all the universities and colleges have prescribed EL&CS in E&T graduation program as a university subject to enhance global employability of the professional graduates. Due to the collective efforts of industries and institutions there is adequate awareness among learners towards EL&CS. Here, this study has emphasized upon the strength of the English teaching-learning environment and the positive response of industries towards students having efficiency in communicative English. In
addition to it, necessary content, apt books and exhaustive study material is easily available for EL&CS. In short, students have favourable background, because they have studied general English from primary level onwards. All these aspects make communication skills teaching–learning process easier.

2. **Weaknesses:**

The following points can be considered as weaknesses of EL&CS in E&T programs.

a. In university examinations, EL&CS is still seeking importance, because this subject has a minimal role to play in the overall university result. EL&CS is a part of first year and as per AICTE norms, first year is kept out of overall degree awarding process. Hence, EL&CS is unable to prove its importance, initially.

b. Weak orientation and inadequate information among teachers about the future scope of the subject with reference to the students of E&T graduates creates ambiguity. As a result teachers are unable to promote learners.

c. Pedagogy of this subject promotes theory oriented syllabus and examination.

d. Present prescribed syllabus has no room to create healthy teaching-learning environment, to accelerate the interest and sincerity of the students.
e. Throughout the syllabus very little emphasis is given to improving vocabulary and writing skills and interview skills.

f. Current model does not have existing problem based case studies to make students familiar with the day to day affairs of communication skills.

3. Opportunity:
Only 25% engineering graduates are employable against the mammoth requirement of industries. At the same time there is a huge demand of skilled manpower in the job market. Communication skill is one of the biggest drawbacks among the unemployable candidates. Therefore, Effective EL&CS teaching - learning may avail favourable environment to create global acceptability and employability among E&T graduates. It would open the doors of global institutions for higher education. Voracious reading habit would promote Research and Development activities. The biggest issue in professional courses is: that through they have been designed- to create Leaders. They are producing employees. A scientifically designed syllabus may eliminate this problem.

4. Challenges:
Students come from different linguistic backgrounds with a specific mindset. Moreover, there is a huge gap between the industrial requirement and curriculum formation. The entire demand- supply chain
needs to be updated on very regular intervals. Secondly, the teachers of EL&CS belong to humanities background. As a result they don't have adequate exposure and experience about the objectives of Engineering and Technology education; thus they are unable to fulfill the desired output in EL&CS in E&T. Hence, there is a huge opportunity to work upon EL&CS to make it objective oriented. At the same time, the EL&CS subject gets very less interaction hour with students. In that limited hour only, one needs to train learners for a better future. Since students come from different backgrounds with different objectives preparing a generic syllabus for these learners is a challenge. Hence, examination should not be theoretical or textbook oriented. As different teachers may adopt different patterns to train the students, EL&CS should be examined only on a practical ground.

Thus, the researcher has tried to define a pattern of syllabus that is actually designed for teachers' rather than the students. In this subject, the need is to form a guidebook for the teachers, since they need to learn the objectives and motives of this subject in the true sense. Unless the trainer knows the answers of basic interview questions, one would not be able to train learners towards appropriate situations. For example:

- Introduce yourself!!

  It is the most basic question. How to introduce oneself, it is always a million dollar question.
What salary are you expecting!!!!

Again how to put your demand on the table is an art.

Where do you see yourself 10 years down the line!!!.

It is a tricky question but majority of the teachers are unable to train
their students on this very basic question.

A scientifically designed syllabus will train students to go for SWOT, SELF
INTROSPECTION, PROFESSIONAL ETHICS and it would offer the
answers to almost all the interview questions. Not only in interview, but in
Group Discussion, Reading Comprehension, Essay writing skills,
Presentation skills etc, the teachers should have in depth information
about the topic and objective. Therefore the following recommendations
are made:

Findings and Recommendations:

1. EL&CS as a subject, it should not be treated as General English or
   Business English. It should be treated as a communicative English
   programme with a minimum of theory component.

2. Question formation in written examination should cover all practical
   examination components. Questions can be framed to check the
   spontaneity of the candidates. Throughout the year communicative
   subjects train the learners to react to situations smartly. So the
question papers should be framed accordingly to check the smartness, spontaneity of the learners. A format of question paper is given below. It may give a guideline, what kind of questions can be asked to motivate students towards natural and creative English.

Q.1. Share your personal experience, How communication skills played an important role in your professional career?

Q.2. While you interact with your classmates or other friends in English, what problems do you encounter in communicative English? What is the solution to those problems?

Q.3: Do you think communication skill is required in the career of an engineer? Why?

Q.4  Do you think interview skills will help you to get a better life, and better career? How?

Q.5  Draft a letter to CEO, TCS, Gandhinagar, that you have prepared a new gazette and that you would like to demonstrate the features and other characteristics of the gazette.
Q.6. During your engineering studies, how has communication skills helped you to simplify your engineering subjects?

Q.7. During group discussion, which are the communicative barriers you face as a participant. What shall be done to overcome those communicative barriers?

Q.8. Describe your mental state before making your very first presentation in the class.

Q.9. Do you know about any engineer who has entered into another profession like: politics, sports, movies etc. Write 100 words about him or her.

Q.10. Write your autobiography in 150 words.

Q.11 Reading Comprehension based questions.

Q.12 Analogy based questions.

Q.13 Fill in the blanks (vocabulary based)
Q.14 Fill in the blanks (grammar based)

Q.15. Form a paragraph with the help of the following words:
( atheist, god, religion, religion is an opium, society)

Q.16. Write an essay on “My dream College/Hostel/City/Company…..”

Q.17. Write 100 words about your parents.

Q.18. Which is your favourite news paper? And why?

Q.19. Communication skills would be useful to you throughout your Career! Justify.

Q.20 Discuss Communicative English with the use of technology.

3. It is proposed to introduce University Teaching-Learning operational manual in EL&CS for the teachers and reference books for the students. The manual will compile all the topics in detail (teaching methodology, examination paper setting pattern and evaluation process, etc…). Because Uniformity in the Syllabus, Pedagogical methods, Evaluation process throughout the university would create a
systematic order. Every teacher in the university would have a crystal clear manual to follow. It would create a new avenue to inculcate amendments in the syllabus smoothly. To update the syllabus, one needs to send a circular to the institutions from the university, that chapter-3, topic-2 is replaced by a new topic. One would be able to understand the entire process by first reading the manual. It would help to promote innovation in question paper formation but at the same time it would not create problems for the students.

4. Teachers manual can be kept online on the university website, with a feedback window. It would help to invite suggestions, recommendations, innovative concepts, case studies and activities. So that other stakeholders can put forward their experience, ideas and practice work.

5. Text books or subject materials for the students should not include any theory, definition or history. It would focus only upon exercises and action plans on how to enrich communicative English. EL&CS curriculum would be full of case studies, activities, exercises on wordlist and reading comprehension. It would reduce the burden on the students and motivate them towards comprehensive learning.
6. EL & CS should focus mainly upon vocabulary enrichment, reading and answering personal questions (interview questions). These three areas are the most crucial sections to be improved upon in order to grow as a professional. Henceforth, to excel in interview skills a rigorous training programme is required. A standard format for the general questions asked in the interview can be included in teaching-learning operational manual for the teachers of EL&CS, because they don’t belong to this academic background. Therefore, initially, they need an operational manual to understand EL&CS interview techniques.

7. It is proposed to conduct evaluation process on five grounds equally:
   a. Innovation  b. Language  c. Logic  d. Content  e. Word selection

   Innovation and logic (argument) should be promoted during the assessment of the examination paper, as this aspect is going to be checked in almost all the examinations conducted after E&T graduation.

8. This study suggests that text books and study materials of EL&CS should not be prepared for examination alone, but it should be treated as a lifelong useful subject. Therefore, this research work advocates a complete overhauling of this subject. Every teacher of EL&CS should
be asked to study the teaching-learning operational manual rigorously, before one enters for an interview.

9. This work has emphasized upon case studies, activities and exercises. It has also emphasized upon wordlist, interview techniques and professional etiquettes, as these three sections are going to play a massive role in the entire career of an engineering professional. In contrast, these three sections are given minimal importance in the university curriculum of EL&CS. In addition, this work has raised issues of examination and evaluation schemes. It is essential to provide training programmes on “How to set university examination question paper as well as how to assess answer-sheets”.

10. Activities and case studies should be universal. And therefore, a generic set of activities and case studies would help the teachers a lot. It would avoid controversies and misunderstandings at rural and urban level. Case studies and role plays should have relevance to the career of the E&T graduates. And it should be practical and related to the other topics of the syllabus.

11. The authors and the publishers need to carry out an extensive research to formulate the aims and objectives of EL&CS in the context of the E&T colleges of Gujarat & Maharashta. They need to evaluate
the social, economic, psychological and the religious conditions of the states before going into the process of development.

12. The size of the practice books should be standardized so that it should be easy to carry. The pages of the book should not be more than 150. It gives more strength to the book and less frustration to the students. Books having more than two hundred pages can be divided into two halves.

13. Grading and selection of the material should be carefully done. The complexity of the language and ideas should be graded in the light of data collected about the focus group. The level of the input should be challenging for the students but not frustrating in any case. There should be natural progression from what is already learnt to what is to be learnt next. There should be the inclusion of material written by native writers of English language to a reasonable proportion to achieve the desired goals.

14. The syllabus selectors need to decide whether the teaching of EL&CS should be as a foreign language, a second language or an international language. They are required to analyze the level of language proficiency the target group in E&T colleges.
15. Presentation, practice and recycling of the grammatical items or structures should be well planned to give the students a clear understanding of ‘Usage’ and ‘Use’. There should be extensive practice. A mixture of inductive and deductive approaches should be used for creating variety and to improve efficacy.

16. The four basic skills should be focused with their sub-skills. There should be a balance in the teaching material of all the skills in a unit. The integration of the skills with each other is as important as teaching of the skill itself. So the integration should be proper and interesting. There should be a variety of activities and tasks to lead the students from controlled to free writing.

17. Teaching-learning operational manual and practice books of language learning should enhance communicative and functional aspects of language and should not be used as other learning subjects. The length of the material should be according to the academic session. It should not be too short to be insufficient nor should it be too lengthy to complete it within the timeframe.

18. Research and Training (R&T) wing in every university and colleges are recommended. It would function on the line of Research and Development department (R&D) of industries. It would promote,
innovative teaching-learning method; the need to change in pedagogical methods, and regularly update the in syllabus. It would also develop academia-industry relationship to bring academia nearer to the actual market needs.

5.1 Recommendations to Institutes and Organizations

Institutes and organizations should not treat communication skills as a supportive subject, since it is playing a vital role throughout the engineering career. This research work recommends:

1. Communication skills should be introduced as a subject at the first year, the second year, the third year and the fourth year. The First year (one semester) would carry 3 hrs (1hr lecture+2 hrs laboratory) per week. Later on for the rest 7 semesters, only lab session (2 hrs per week) each semester should be prescribed. And examination would be conducted on the basis of the entire syllabus taught from the 1st semester onwards.

2. EL&CS should be given equal importance as other technical subjects are given in the overall university examination and result. Nowadays it carries only 3 credits, while other technical subjects carry 6 credits in the university examinations.
5.2 Recommendations to Teachers

Teachers are a bridge between students and the syllabus formation unit; the past and future of the subject; the students’ present and future; the university and students. So unless teachers would be given appropriate importance, it would be very difficult to effectively reach out to the students.

1. Teachers play the most crucial role in EL&CS teaching. Henceforth, they need to work regularly to find out innovative concepts, activities, case studies, needs of the students; demands of the time and feasibility of the content.

2. Keep in contact with the other departments (technical or non-technical) to understand the future scopes of the study to understand the application and need of the professional courses.

Finally, this research work suggests that EL&CS is not a general subject, it is entirely a skill based practical subject. It would help to develop healthy and competitive professionals and business tycoons for the society as well as for the global market. EL&CS is not merely a subject but it is a backbone of the entire service sector market. As we know service sector contributes more than 50% in India’s over all GDP.
Therefore, this work recommends a very competitive, comprehensive and exhaustive syllabus of EL&CS for E&T graduates. Along with an apt syllabus it is desirable to have a well trained pool of professional trainers to prepare E&T graduates towards global acceptability.
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