



# ***Lendi Institute of Engineering & Technology***

An Autonomous Institute approved by AICTE, Affiliated to JNTUK, Accredited by NBA & NAAC 'A' Grade  
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## ***Assessment Manual***

*(As part of Assessment of ES-II/ACS/EJS Courses)*

*(2021-22)*

**Name :**

**Reg.no :**



## Language Lab, in a NUTSHELL

### Introduction:

Language can be defined as the method of human communication, either oral or written, consisting of the use of words in a structured and conventional way. Language Lab is a place where students get a chance to become aware of the different aspects of any aimed language, and that brings great interest in the students' minds to learn and get proper command over the aimed Language. Different activities and Language learning tools create a favourable atmosphere for the students where their language-learning efforts can become more effective.

### Objectives:

To enable the students to acquire knowledge of the elements of language in order to comprehend oral and written forms of language.

To enrich the vocabulary.

To acquire the skills of effective communication.

To be able to communicate formally and informally in English through practice.

To train ears, mouth organs and eyes through extensive listening, oral, reading and writing practices.

Provides training and opportunities to develop fluency in English through participation in formal group discussions and Self Introductions.

Demonstrates good writing skills for effective Paragraph Writing, Essay Writing and formal correspondence through Emails.

### Our Language Laboratory specifications:

Language Lab area: 96.47 Sq.m

Language Laboratory software: Globarena

25 Ton Centralised Air conditioners

Projectors, White screen

Cameras for recording the activities

Whiteboard

Computers: Operating System: Windows XP sp2,

Processor: Dual Core, RAM: 2 GB, HDD: 67GB,

Monitor: 21" LCD, Motherboard Features: Sound card,

VGA 32 MB and Accessories: Headphone with Mic.

### Softwares in Language Lab:

Cloud-based Communication Skills Lab - Supports Tab/Mobile/N-Computing/CL & EL Client etc. 100 % Digital Language lab with advanced Ed Tech Tools like Socrative, Padlet, Flipgrid, Kahoot etc...

The Globarena Language Lab© Software consists of a teacher console plus 60 student consoles. For the teacher: it is an opportunity to impart knowledge in an effective, interactive and exciting manner. For the student: it is an enriching learning experience that is engaging and motivating.

### Advantages of Language Lab for Students:

**Acoustics:** The language lab provides all students, no matter where they are seated in the room, equal opportunity to hear the instructor and to be heard by the instructor. Each student can listen to the lesson material at a level set by the Teacher. Students can receive only the lesson assigned by the teacher. None of the lesson material is misheard due to the direct nature of the sound transmission heard by each student via his/her individual headset.

**Privacy:** The headset/microphone provides students with psychological privacy that promotes their speaking ability. It reduces the inhibitions felt in a normal classroom situation and encourages the shy students to speak. The instructor can talk to a single or group of students in privacy without disturbing the rest of the class.

**Overcoming shyness:** The language lab encourages the student to talk freely and lose their inhibitions while talking in front of their peers. The lab tends to make the student more anonymous.

**Attention:** as the language lab allows the student to listen to the program stimulus individually, each individual student's attention is focused on the program material being studied, ultimately increasing the attention span of the student and teaching the student to listen and analyse the content of the lesson.

**Developing listening skills:** Listening skills are an essential element in becoming linguistically fluent. The language lab helps students develop good listening skills and aids in the process of communication. Students hear the correct language patterns all the time through their headsets instead of mimicking other students who may be pronouncing them incorrectly.

**Self-pacing:** The students may work through the lesson material at a pace suited to their ability. The lab becomes a personal tutor to them.

**Record/comparing:** The students have the ability to record their own voices along with the master stimulus. Each student can be working interactively on different segments within the same program or be working with completely different program material.

**Teacher monitoring:** Teachers can monitor the students very effectively in the language lab and can keep a constant watch on the student's learning progress which can help both students as well as the teacher to reach the targeted aims of the teaching-learning methods.



## LENDI INSTITUTE OF ENGINEERING AND TECHNOLOGY

### An Autonomous Institution

Approved by AICTE & Permanently Affiliated to JNTU, Kakinada

Accredited by NAAC with "A" Grade and NBA (CSE, EEE & ME)

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## DEPARTMENT OF ENGLISH

### *Certificate*

of completion of lab work

**II/III B Tech SEM-I/II**

This is to certify that Mr/Ms \_\_\_\_\_ bearing  
Regd. Number \_\_\_\_\_ of II/III B Tech has successfully completed all the  
activities as part of Laboratory work for Semester I/II of the \_\_\_\_\_  
course in the Department of English during the academic year \_\_\_\_\_.

**Remarks:**

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**Results:**

Writing	G&V	Job Skills	Total
/20	/20	/60	/100

Satisfactory	Dissatisfactory

Signature of the Course Coordinator

Signature of the Head of the Department



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## Syllabus

Year: **II/III B.Tech.**

Semester: **I/II**

Subject Code	Subject Name	L	T	P	C
R19BSH-SD2201/R19 BSH-MC3101/R19BSH-MC3103	<b>English for Job seekers/Employability Skills-II/Advanced Communication Skills</b>	0	0	2	0

### Course Objectives

- Encourage use of a wide range of grammatical structures and vocabulary in speech and writing
- Demonstrate good writing skills for effective paraphrasing, argumentative essays, and formal correspondence
- Provide training and opportunities to develop fluency in English through participating informal group discussions and presentations using audio-visual aids
- Knowing the best practices at the workplace to perform well in the interview.
- Encouraging smart self-learning, communication skills that focus on employability.

### Course Outcomes

- understand the grammatical forms of English and the use of these forms in specific communicative and career context
- use a wide range of reading comprehension strategies appropriate to texts, to retrieve information
- strengthen their ability to write paragraphs, essays, emails and summaries
- improve their speaking ability in English both in terms of fluency and comprehensibility by participating in Group discussion and oral assignments
- prepare their own resume and answer interview related questions unhesitatingly with acceptable soft skills

### Unit 1 Preparing for Written Assessment

**[6 Hours]**

**Grammar: Articles:** Know how to use different types of Articles, use articles appropriately in context Identify errors in the use of articles, **Prepositions:** Learn to use prepositions in context, Identifying errors in the use of prepositions, Look at the different functions of Prepositions, **Tenses:** understand the different form of tense used in sentences, know the various purposes of using different Tense forms, Use appropriate tense forms of verbs in context, Identify the errors in the use of tense forms, **Concord:** Know how to identify Subject-Verb-Agreement in sentences, Use SVA appropriately in Context, identify the errors in the use of SVA, **Voices:** Know when to use Active or Passive Voice, Convert Active sentences to Passive ones, Relative Clause: Know what relative pronouns are, know when to use relative clauses, know the functions of Relative Clauses.

**Soft Skills: Leadership:** Introduction to Leadership, Leadership Power, Leadership Styles, Leadership in Administration. **Interpersonal Relations:** Introduction to Interpersonal Relations, Analysis of different ego states, Analysis of Transactions, Analysis of Strokes, Analysis of Life position.

## Learning Outcomes

At the end of the module, the learners will be able to

- Comprehend the factors that influence use of grammar and vocabulary in speech and writing(L3)
- Produce a range of valid grammatical sentences in the real world situations and professional environment.(L3)
- Develop employability skills through Leadership skills and interpersonal skills (L3)

## Unit 2 Reading Comprehension

[6 Hours]

**Purposes & Strategies of Reading:**know the general purpose of Reading, assess your skills of reading, develop reading Strategies **Skimming for details:**Skim through a variety of passages, understand how skimming will orient you to the text, **Identifying main Ideas:**Identify the main ideas in the give text, Look for supporting statements in a passage, understand how the writer supports main ideas with details **Scanning for information:**Scan passages for factual information, understand how scanning can help find certain answers quickly, know how to look for factual answers, **drawing inferences:**Understand how to draw inferences, infer meanings while reading passages, **vocabulary:**Learn strategies to understand difficult words used in the passage, Apply strategies of reading to understand a variety of passages, **practise tests**

**Soft Skills:Communication:** Introduction to Communication, Flow of Communication, Listening, Barriers of Communication, How to overcome barriers of communication. **Stress Management:**Introduction to Stress, Causes of Stress, Impact Stress, Managing Stress

## Learning Outcomes

At the end of the module, the learners will be able to

- assess the reading skill by developing reading strategies (L3)
- Understand the skimming & scanning techniques orients to identify the theme, purpose and statements.(L2)
- develop employability skills through communication skills and stress management(L3)

## Unit 3 Writing paragraphs & Essays[6 Hours]

**Features of Good Writing:**understand what makes a piece of writing good, Analyse & discuss some samples of good & bad writing, **Gathering Ideas:** Discuss various techniques for gathering ideas before you start writing, practise some of the techniques that can be used in the Prewriting stage, **Purposes of Writing:**understand the importance of purpose of writing, explore various purpose of writing, choose content & language based on the purpose **Writing for Specific audience:**Study ways of tailoring content to suit a target audience, analyse text to deduce the target audience,discuss how language is used to suit the target audience **organising ideas:**understand the importance of organising ideas in a text,Learn the different ways of organising ideas,practice organising ideas while writing **Writing an introduction:**Know the importance of a good introduction, understand the different ways in which writers catch the attention of readers, **Developing supporting**

**ideas:** Learn how to develop your ideas in a paragraph, discuss a variety of supporting ideas  
**Writing a conclusion:** Learn the different parts of a conclusion, Practice writing an effective conclusion  
**Using linkers:** Learn the different types of Linkers or cohesive devices, Discuss why it is important to use connectors in writing,  
**Choosing the right words:** Discuss why writers make a careful choice of language, Learn how to select language to make the intended impact,  
**Writing film & book reviews:** Learn the different categories of books & films, Know the elements which go into analysing books & films, Write your own film & book reviews  
**Common errors in writing, editing & proofreading:** Practise correcting errors in basic sentence structure, Learn to proof-read & edit your draft before writing the final version

**Soft Skills: Group Dynamics and Team Building:** Importance of groups in organisation, Interactions in group, Group Decision Taking, Team Building, Interaction with the Team, How to build a good team?

### Learning Outcomes

At the end of the module, the learners will be able to

- produce logically coherent argumentative essays (L3)
- understand the use of passive voice in academic writing (L2)
- use appropriate vocabulary to express ideas and opinions (L2)
- develop employability skills through group dynamics and team building (L3)

## Unit 4 Preparing for oral Assignment

[6 Hours]

**Group Discussion:** Group Discussions as a tool for selection, skills for GD, Leadership & Problem-Solving Skills, Types of GD, Group Dynamics, Roles & Functions: Beginning, Presenting, Elaborating, Roles & Functions: Clarifying, Synthesising & Challenging, Roles & Functions: Agreeing, Disagreeing & Summarizing., Etiquette: Body Language & Time Management, GD Activities

**Soft Skills: Conflict Management:** Introduction to Conflict, Causes of Conflict, Managing Conflict  
**Time Management:** Time as a Resource, Identify Important Time Wasters, Individual Time Management Styles, Techniques for Better Time Management.

### Learning Outcomes

At the end of the module, the learners will be able to

- participate in group discussions using appropriate conventions and language strategies and develop advanced listening skills for in-depth understanding of academic text (L3)
- collaborate with a partner to make discussions (L2)
- develop employability skills through conflict management and time management (L3)

## Unit 5 Interview Skills

[6 Hours]

**Purpose of interviews:** Know what recruiters looking for during Interviews, Become familiar with the process of career search, understand your skills, interests, achievements and attitude better  
**Preparing a Resume:** Understand what a job application is, know the details to be included in a CV, Know how to lay out details of a CV & prepare CV on your own  
**Writing a Cover Letter:** Study the information which is included in a cover letter. Learn how to organise information in a cover letter,  
**Before and at the interview:** Learn how to prepare for an interview, learn how to behave during the interview, discuss what the interviewer might assess you on  
**Answering FAQs about yourself & your families:** Learn how to answer questions about yourself & family, Learn how to identify & talk about your strengths and Weaknesses  
**Answering FAQs about Likes & Dislikes:** Learn to choose interests which will be relevant to your Interview. learn to speak about your likes & Dislikes  
**Answering FAQs**



**about Justifying your candidature:** Know what you need to say to answer a question about yourself, Be able to answer questions about your suitability for a job **Answering FAQs about Priorities, Attitudes & Biases:** Understand what your priorities will be in a job & learn to talk about them, learn to correct understanding of your attitude, biases & prejudice, if any, towards others, know positive qualities that are valued at work **Answering FAQs about Professional goals:** Become aware of the things you need to keep in mind while choosing a job, Set goals for your professional growth & plan how to achieve them **Public Speaking: Planning, Practice & Delivery:** Plan one minute speeches on simple topics, understand how to capture the audience's attention, be able to create strong closing statements.

**Soft Skills: Motivation:** Introduction to Motivation, Relevance and types of Motivation, Motivating subordinates, Analysis of Motivation

### **Learning Outcomes**

At the end of the module, the learners will be able to

- prepare a CV with a cover letter to seek internship/ job (L2)
- understand the structure of Interviews and familiar with frequently asked questions while interview and how to respond to it (L3)
- develop employability skills through motivation and analysis of motivation (L3)

## **ASSESSMENT**

The learners will demonstrate their knowledge and abilities through completion of the following required assessments while or at the end of this course — 4 Quizzes, 5 GD, 4 Activities on Interview Readiness and Soft Skills, 1 Personal Interview

### **Grammar & Vocabulary Quizzes: (20M)**

4 Quizzes are conducted on Grammar and Vocabulary. The Quiz consists of 50 questions and will be scaled down to 10 Marks. The maximum duration of the quiz is 50 Minutes only and it is Computer Based Test (CBT)

### **Writing: (20M)**

The writing consists of *Personal Inquisitive Questions (PIQ)*, *Paragraph Writing*, *Picture Perception Discussion Test (PPDT)*, *Essay Writing* and *Statement of Purpose (SOP)*

### **Job Skills:(60M)**

Since the course outcome demands students' job readiness, this part of the assessment emphasises *their skill of preparing a Resume and Visume, participating in a GD, Self Analysis through Case Study etc.*, to ace the job interview.

### **Resume:(10M)**

Each student is required to submit 2 independently written Resumes along with a Cover Letter and a Statement of Purpose during the course. (SOP by assuming the candidate is applying for Higher Education Abroad).

### **GD:(25M)**

Each student has to perform 4 Group Discussions during the course on a peer evaluation basis which fetches them 10 Marks each. The Final Assessment through one formal GD in the External Examination is for 10 marks. The obtained score will be scaled down to **25 Marks**. The GD will be assessed on the following criteria: *Content (3M)*, *Body Language(2M)*, *Group dynamics & Leadership Skills (3M)* *Communication Skills (2M)*

## PI & Soft Skills:25M

Student will be assessed on Presentation of his/her Readiness of Interview (Grooming) with Prepared Visume (10M) Aptitude based/Case Study based /Behaviour based Questions (10M) Soft Skills Activity (10M)

### Personal Interview (PI) /Activities on Interview Readiness:(20M):

The External Examiners assess on Interview readiness

**Tell something about Yourself (10M)** Assessment Parameters: 1. Initiation 2. Confidence level 3. Body Language 4. Attention Grabbing

**JAM/Face to Face Interview (10M):** Student will be given a topic on-Spot for JAM and will be assessed by the External examiner on *Flow of Speech, Accuracy and Language, Confidence*

### Grading:

Writing	G&V	Job Skills	Total
/20	/20	/60	/100

### Pass Criterion:

1. Student has to Secure **40%** to pass this examination
2. Student who has an achievement certificate of any National or International Level Quiz/Psychometric Analysis, he/she has to secure a Minimum **30 Marks** in this examination (**Certificate+30 Marks**) to pass the summative exam.
3. Clearing all categories is mandatory. Need to get **60%** in each category.
4. **30M** +Certificate=Successful or **40M**+No certificate=Successful

**Details of Visume :**

(to be filled in by the Candidate)

**Pre-Upload Details:**

<b>Deadline for your Visume making.</b>	
<b>Tool you want to use for your Visume.</b>	
<b>What is the status of your Visume making?</b>	<b>Not yet started/ Started/ Under Progress/ Completed</b>
<b>If the option for the above question is not 'completed', give the reason for it.</b>	
<b>How qualitatively can you make your Visume?</b>	<b>30%/ 60%/ 100%</b>

**Post-Upload Details:**

<b>Visume link</b>	
<b>Rate your performance in your Visume from 1 to 10.</b>	
<b>I have prepared my Visume qualitatively based on all the necessary skills.</b>	<b>Strongly agree/Agree/Disagree/Strongly Disagree</b>
<b>My experience while making my Visume.</b>	<b>Excellent/ Good/ Satisfactory/ Bad</b>
<b>Any hiccups while shooting the Visume.</b>	<ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> </ul>
<b>If yes, specify the hiccups faced.</b>	
<b>Drawbacks that you observed in your Visume.</b>	
<b>Measures that will be taken to improve your Visume performance.</b>	
<b>My present Visume can grab the attention of a recruiter if placed on the job market.</b>	<ul style="list-style-type: none"> <li>● Yes</li> <li>● No</li> </ul>

## Self Tracking-II

### Details of Case study:

(to be filled in by the Candidate)

<b>Status of your Case Study</b>	<b>Not yet started/ Started/ In the middle of/ Completed</b>
<b>If the option for the above question is not 'completed', give the reason for it.</b>	
<b>Name of the Interviewee in the Case Study</b>	
<b>His or Her Background</b>	
<b>Case study link</b>	
<b>Few good suggestions received from the Interviewee to complete your EJS course work effectively.</b>	
<b>Signature of the Student</b>	

<b>Have you attached your Employability skills-1 Coursework as a link in your Resume in order to justify your Communication Skill Set</b>	<b>• Yes</b>	<b>• No</b>
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## *Topics with prompts for Paragraph Writing*

### **1. Defining Friendship**

Everyone needs friends. What qualities make someone a good friend? How can you be a friend for someone who needs one? Write a paragraph that explains ways to be a good friend.

### **2. An Admirable Person**

We all have people we admire. They might be family members or friends. They might be singers, dancers, or actors. They might even be fictional characters. Whom do you admire most? Write an essay that names a person you admire and describes the qualities that make you like the person.

### **3. Sweet or Spicy?**

Most people have a favourite food. What is yours? Is the food a common one that most other kids would know about, or a really special type? Is it sweet or spicy? In a paragraph, name your favourite food and describe to your classmates how it looks, smells, and tastes. Tell why you like it so much.

### **4. My Ideal Home**

Most people can imagine a dream home. What would yours be? Big or small? In the country or in the city? How many floors? Would it be underground or up in a tree? As a young person, write a paragraph describing your dream home to a parent or guardian.

### **5. Connectivity Culture**

Smartphones, tablet PCs, social media, and constant connectivity are changing the ways that people live, think, work, and connect. How do these technologies shape your life? Are you plugged in or tuned out? Why? Write a paragraph that explains to your fellow students the ways that you connect digitally and predicts how people will connect in the future.

### **6. Pets vs. People**

Pets are not people. After all, dogs don't go to school and cats don't hold down jobs. But pet owners often consider their dogs and cats to be members of their families. In what ways are pets like people and in what ways are they not? Write a comparison-contrast paragraph explaining the similarities and differences between pets and people.

### **7. Defining Responsibility**

A parent is responsible for taking care of children. A teacher is responsible for shaping the future of a child. And teens are encouraged to make responsible choices. Just what does it mean to be "responsible"? Does it mean something different for young people than for adults? As a young person who is taking on more and more responsibilities, write a

paragraph that defines what responsibility means to you, and explain the idea to those older than you.

### **8. Unique Celebrations**

The Chinese celebrate New Year with a dragon dance. How do you celebrate New Year? What other special days do you observe? In a paragraph, explain a celebration or ritual that you know about. Tell what is usually done and why. Explain it to a reader who is new to the event.

### **9. Here's How It's Done**

What are you really good at? Perhaps you can sink a free throw every time. Maybe you can identify birds by their songs, or make a very delicious homemade pizza. Think of a particular skill you have and could teach others. Then write a paragraph describing the process you use to accomplish this special feat. Provide enough detail so your reader can learn how to do the same thing.

### **10. Moral Dilemmas**

Consider a moral dilemma that a character in a novel or other piece of literature must face. It could be an issue you yourself have faced or one that is new to you. Explain what you would do if you were caught in the same situation. Then explain why you would handle it that way.

### **11. Talking about My Generation**

Today's youth are sometimes perceived as tech-savvy, optimistic, and accepting. Other times, they are perceived as spoiled, coddled, and lazy, more interested in checking Instagram than in bearing down and working hard. In a paragraph, define the general characteristics of your generation. Provide evidence and reasons to support your definition.

### **12. Comparing Future Career Paths**

What do you want to do after you graduate? Attend Higher Learning in a University? Hone your skills at a trade school? Or go straight into the professional world? Choose two options (college, trade school, job) and write a paragraph in which you analyse similarities and differences between the two options



## ***Topics for Essay Writing***

1. Should the government do more to improve accessibility for people with physical disabilities?
2. Do people learn the art of becoming a politician, or are they born with it?
3. Social media platform owners should monitor and block comments containing hateful language.
4. Girls should be motivated to take part in sports.
5. Will there ever be a time when there will be no further technological advancements?
6. Does technology play a role in making people feel more isolated?
7. Recycling should be made compulsory.
8. Simplicity is the ultimate sophistication
9. Schools should reduce the workload on students.
10. Culture is what we are civilization is what we have
11. Social media has played a big role in increasing business opportunities.
12. Life is a long journey between human beings and being humane
13. Violent video games should be banned.
14. The person who is responsible for making a difference in my life.
15. How much did your teachers contribute to making you the person you are today?
16. An experience that changed my life forever.
17. Should boys and girls be in separate classes?
18. Effective ways to decrease depression among our youth.
19. Discuss the effects of homeschooling on children.
20. Has social media affected relationships among families?

## *Topics with prompts for GD*

### **1. Expectations kill Happiness:**

There is a popular saying that “High expectations are the key to everything“, which means high expectations can motivate us to maximise our potential and to achieve success. It is also true that high expectations can create a lot of pressure and can kill happiness.

#### **Discussion time:**

Do you think expectations kill happiness? Express your thoughts through a discussion with your peers.

### **2. Blended Learning - The New Normal:**

Blended learning combines classroom learning and e-learning methods. Even though blended learning methods came a few years ago, how many educational institutions are adopting them after the pandemic?

#### **Discussion time:**

Do you think blended learning is beneficial to the present generation and the ones to come? What can be the advantages and challenges that will be faced by the learners through this type of learning?

### **3. National Recruitment Agency - Pros and Cons:**

- In August 2020, Union cabinet approved the proposal of the ‘**National Recruitment Agency**’ (NRA). This ‘**One Nation – One Exam**’ concept was proposed in the budget speech in February 2020.
- NRA will conduct the Common Entrance Test to select candidates for non-gazetted government jobs. The recruiting agencies such as SSC, RRB will conduct the next levels to finalise the candidates.
- The test will be conducted twice per year.
- At present, NRA will conduct CET for SSC, RRB & IBPS. In the coming days, it will be the common entrance test for all the 20 recruiting institutions of the central government.

#### **Discussion Time:**

What are your thoughts on the NRA? What do you think would be the pros and challenges that would be faced by the government?

### **4. Is Globalization a threat to Indian Culture?**

- The intermingling and interaction of people across the world has been going on through international flow of money, exchange of ideas and culture, technological developments, internet facilities and economical resources. This invitation of international influences and changes is coined the term ‘Globalisation’

- As globalisation brings in a change, the social and cultural lives get a little jumbled up. Globalisation did not choose to spare India and has cast its effects on social, political, educational, cultural, environmental and economic divisions. As the rich Indian culture is also getting reformed little by little, this new formation has a good as well as a bad impact on society.

**Discussion time:**

What do you think can be the pros and cons of Globalization? It's time to think about how globalisation can be a threat if it is or how won't it be a threat to Indian culture if it's not.

**5. Should 'Group Discussion' be compulsory in the hiring process? Theme:**

- GD or 'Group Discussion' is a methodology conducted mainly by organisations to test a person's eligibility and skills for a particular job.
- This practice evolved from Usenet in the early '80s, an early computer network that was developed for the discussion of topics and sharing of files.
- A list of skills is tested among which communication skills, leadership skills, interpersonal skills, analytical skills, reasoning ability, assertiveness, flexibility and creativeness are judged.
- GD is more commonly practised in areas of corporate jobs or technical ones, in entrance tests to some institutes or organisations and in recruitment.
- Nowadays, mostly every company sends its shortlisted employees through a GD to analyse their skills, capabilities and personalities to some extent.

**Discussion time:**

If you want GDs to be a part of the hiring process, speak about why you think it is good. But if you think it shouldn't, then state your reasons as a discussion with your peers.

**6. Do deadlines destroy creativity?**

Every work will have a deadline no matter how easy or difficult that is. Sometimes people tend to feel a kind of pressure while meeting deadlines.

**Discussion time:**

Is it yes or no? How can a person work creatively under pressure? Discuss your thoughts through a discussion with your peers.

**7. Technology - The death of Libraries.**

Due to search engines, now there is no need to search for a reference book. There is so much content on the internet to refer to. So, that means there is no need to go to the library like earlier, resulting in the number of people going to libraries decreasing with time. People often take pleasure in reading e-content more than going to a place to refer books manually. So, what is your view on this?

**Discussion time:**

Do you think technology is really killing libraries or not? If yes, what are the cons, if libraries disappear over time? If not, discuss how it is not a disadvantage.

**8. Open Book Exams – Pros, Cons & Challenges.**

Delhi University conducted online open-book exams in 2020 due to the COVID-19 pandemic. In open-book exams, students are allowed to have their textbooks and other approved reference materials. They can check the material while writing their answers. The ability to find, analyse and apply the information will be tested through this type of exam. The United States and some other countries have already implemented open-book exams in higher education. In India, the concept of open-book exams has been discussed in the past few years. Some experts are recommending these exams to reform the Indian education system. And some others are against this alternative to normal exams.

Central Board of Secondary Education (CBSE) has also tested open-book exams from 2014 to 2018 to make the exams suitable for all students, who have different abilities & strengths. Karnataka state too tried implementing open-book Exams.

**Discussion time:**

Do you think open-book exams can revolutionise the Indian education system? Express your point of view through the GD.

**9. Brain-Drain has to be stopped.****Background:**

- Brain-Drain means settling in a foreign country. It can be simply defined as the mass emigration of technically skilled people from one country to another country.
- Brain-Drain is occurring because of a lack of opportunities or lack of facilities for practical education in higher education in their own country or because of political instability or for other reasons.

**Discussion time:**

What do you think should be done? Start your discussion about whether you agree with the statement or against it and why? State your thoughts.

**10. Pen is mightier than Sword.****Points to speak on this topic:**

- Many reformists throughout the world have taken the path of writing to eradicate social evils and thereby tried to steer the world into the right path. Written word lasts for centuries and influences many generations. Violence and war, on the other hand, causes loss of lives and hence may not gain supporters. Many people prefer to stay on the side of those who resolve issues through writing and verbal communication rather than those who always choose violence.

- Print media and now electronic media is the most effective tool to influence public opinion on people and issues. The pen can also overthrow governments by letting the public know the truth, which cannot be done using violence.
- Nowadays, paid posts and comment trolls have become common things to influence minds and to instil fear in people that question the government.
- Actions speak louder than words. Violence can scare people more than the word does because it contains more immediate threats than written threats.
- Many countries in the world have their own army because nothing but weapons can protect them in case of invasion attempts.
- The pen doesn't always work because of the restrictions and threats to journalists in some parts of the world. In those cases, the sword may be needed to fight against oppression.

### **Conclusion:**

Sometimes the pen is mightier than the sword, and sometimes the sword is needed to solve the problem, So, it completely depends on the situation. However, in modern times, where many countries are under democracy, often the pen is an effective tool than the sword.

### **Discussion time:**

So what are your thoughts on the given topic? Discuss with your peers.



## ***Picture Perception and Discussion Test (PPDT)***

***PPDT is known as the Picture Perception and Discussion Test, where candidates need to write a story based on the picture shown to them. Here we share some tips to write a PPDT Story:***

### **PPDT Rules:**

1. You are given 30 seconds to view the picture.
2. You need to fill in the age, gender and mood of the characters you see in the picture.
3. Next 4 minutes are given to write the story.

*Note: Remember that the quality of the picture shown here is very poor and hazy, you won't be able to identify minor objects.*

### **How to write a PPDT story**

You need to include the following points in your story

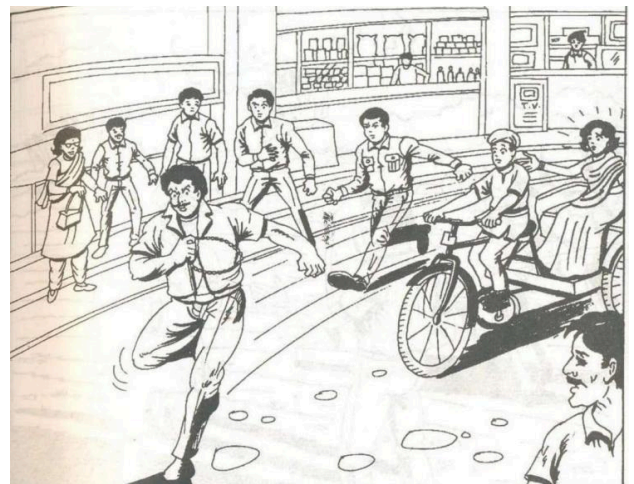
1. Make a positive story with a leading character.
2. Bring a problem into the story.
3. Include innovative ideas to solve that problem.
4. End the story properly.
5. If you are female, then make a female lead character in the picture (you would not find a picture where all are males in the picture). Also remember that the story must represent you, how you think, and how you react in those situations, and include these things in your story. They also instruct you to add your emotions and feelings to the story.

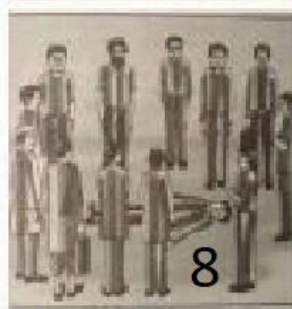
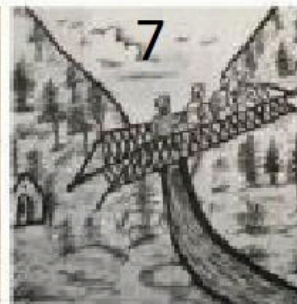
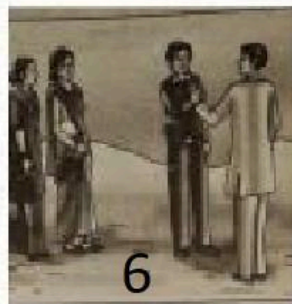
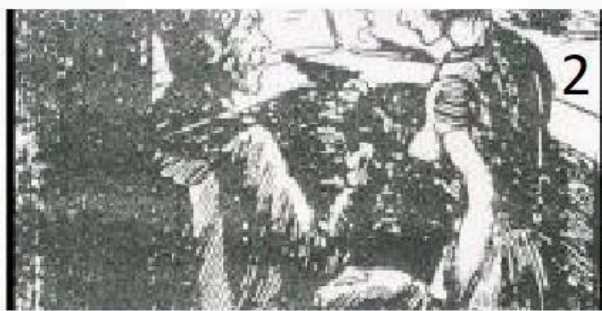
### **An example story:**

Mohit was a 25-year-old schoolteacher in the town. When Mohit was roaming in the market on the weekend, he saw a thief running after surprisingly snatching a lady's necklace.

Seeing this, Mohit ran after the thief. Within a few minutes, Mohit caught the thief and overpowered him. Not only this, Mohit, with the help of nearby people, handed over the thief to the nearby police station.

Later he gave the necklace back to the lady. Mohit also advised police to do regular patrolling in the area so that such activities could be reduced





When your teacher asks you to pick one of the pictures from the above to use in PPDT, try to write a practical story and describe the events which could possibly be performed. You can choose the names you are most familiar with so that it could help you while narrating the story. After narrating the story, you are expected to discuss it with your peers.

# Practice

## Resume Writing 1 - Career Objective

*Your career objective should highlight your major qualities, qualifications, experience, etc., that are relevant to help you succeed in applying for your dream job. Develop three to four different paragraphs of the career objective you would like to mention in your real-time Resume in the following workspace.*

### Prompts:

1. Aim to work in a dynamic environment - teamwork abilities - the chance to prove my efficiency-assurance of professional and personal growth - successful path.
2. Ambitious individual - seeking the position of a Software Engineer - work experience - internship - analytical skill

### Workspace:

### Rubric:

<b>Objective:</b>  <b>Clarifies career interests to the reader.</b>	<ul style="list-style-type: none"><li>• Vague and not specific to job type or industry</li><li>• Does not include specific skills/experiences</li><li>• Should focus on personal goals rather than the contribution of skills to employer</li></ul>	<ul style="list-style-type: none"><li>• States a broad job goal vs specific career objective</li><li>• Include general skills and not directly related to the position.</li></ul>	<ul style="list-style-type: none"><li>• Defines interest in a specific industry and/or job type</li><li>• May include geographical preference</li><li>• May include specific skills the candidate can contribute to the organisation.</li></ul>
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### Details of the Peer Evaluation:

Evaluators Name(s):

Regd.No (s):

Signature(s)

## Resume Writing 2 - Skills

*There are endless skills that you can include on any resume, and you have to decide which ones will be the most effective. There are hard, industry-specific technical skills, as well as soft skills that every job demands. Develop three to four different skills you would like to mention in your real-time Resume in the following workspace.*

*For Example: (Hard Skills): MS Office, Keynote*

*(Soft Skills): Problem Solving, Teamwork Skills*

**Work Space:**

**Rubric:**

<ul style="list-style-type: none"><li>• Resume includes a minimum of three bulleted skill descriptions each.</li><li>• Skill descriptions begin with action verbs and clearly define skill development.</li><li>• Appropriate verb tense is used.</li></ul>	<ul style="list-style-type: none"><li>• Includes a couple of skill descriptions.</li><li>• Skill descriptions do not contain many details or do not clearly define the writer's skill like contextual Information.</li></ul>	<ul style="list-style-type: none"><li>• May contain terms like "duties included" and "responsibilities included".</li><li>• Contains limited skill descriptions.</li><li>• Verb tense is not consistent and inappropriate.</li></ul>	<ul style="list-style-type: none"><li>• Does not contain skill description.</li><li>• No action verbs are used.</li><li>• Uses only category listings to communicate what the reader can do.</li></ul>
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### Details of the Peer Evaluation:

Evaluators Name(s):

Regd.No (s):

Signature(s)



## Resume Writing 3 - Achievements

*Many people are uncertain how to express their achievements vs. responsibilities. To avoid any confusion, you must focus on determining which of the experiences that you have gained through the workforce can be classified as achievements and which ones can be classified as responsibilities. Mention three to four achievements in your real-time Resume in the following workspace.*

**Hint:** If you work in a creative field, your achievements depend on several factors:

- Whether you're an entry-level candidate or an established professional
- What industry you're a part of
- Highlighting initiatives you have taken.
- Leading a student team for a project
- Elaborating awards won and the values that they added

**Workspace:**

**Rubric:**

<ul style="list-style-type: none"><li>• Not detailed enough to fully understand what, why, how, impact or for whom it is accomplished.</li><li>• Includes extraneous information unrelated to the intended career.</li></ul>	<ul style="list-style-type: none"><li>• Short, not detailed, and does not describe activities with clarity.</li><li>• Does not use numbers to quantify scope of activities.</li></ul>	<ul style="list-style-type: none"><li>• The most relevant action statements are listed.</li><li>• Contains 3 or more skills and accomplishments</li><li>• Consistent use or non-use of Periods.</li></ul>
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**Details of the Peer Evaluation:**

Evaluators Name(s):

Regd.No (s):

Signature(s)

## Paragraph Writing (Practice)

Q: Write a 30 to 40-word persuasive paragraph about why you should earn more money for the chores you complete for your parents. Give solid reasons to support your argumentative topic.

**Workspace:**

**Note:** Please tick the appropriate box against each criterion and give the total marks in the space provided. Sign in the Comments space.

### Details of the Peer Evaluation:

Evaluators Name(s):

Regd.No (s):

Signature(s)

Categories of Performance	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
<b>Topic sentence/ main idea</b>	The paragraph lacks clarity and cohesion.	The main idea is not entirely clear.	The main idea is clearly stated.	The topic sentence is strong and clearly states the main idea.
<b>The organisation/ fluency</b>	Paragraph lacks a clear focus. Confusing order of ideas	Limited details	the appropriate choice of words.	Well organised with topic body & conclusion
<b>Concluding sentence</b>	There is no concluding sentence that connects to a main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and sums up the paragraph.	The sentence is complete and restates the main idea effectively.

Total marks: \_\_\_\_\_

## ***Essay Writing (Practice)***

**Q. Write an essay on ‘Do teenagers get into trouble because they are bored?’.**

***Give appropriate reasons in support of the essay.***

**Workspace:**

### Informal Essay Rubric

Features	4 Expert	3 Accomplished	2 Capable	1 Beginner
Quality of Writing	<ul style="list-style-type: none"> <li>• Piece was written in an extraordinary style and voice</li> <li>• very informative and well organized</li> </ul>	<ul style="list-style-type: none"> <li>• Piece was written in an interesting style and voice</li> <li>• Somewhat informative and organized</li> </ul>	<ul style="list-style-type: none"> <li>• Piece had little style or voice</li> <li>• Gives some new information but poorly organized</li> </ul>	<ul style="list-style-type: none"> <li>• Piece had no style or voice</li> <li>• Gives no new information and very poorly organized</li> </ul>
Grammar, Usage & Mechanics	<ul style="list-style-type: none"> <li>• Virtually no spelling, punctuation or grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Few spelling and punctuations errors, minor grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• A number of spelling, punctuation or grammatical errors</li> </ul>	<ul style="list-style-type: none"> <li>• So many spelling, punctuation and grammatical errors that it interferes with the meaning</li> </ul>

### Details of the Peer Evaluation:

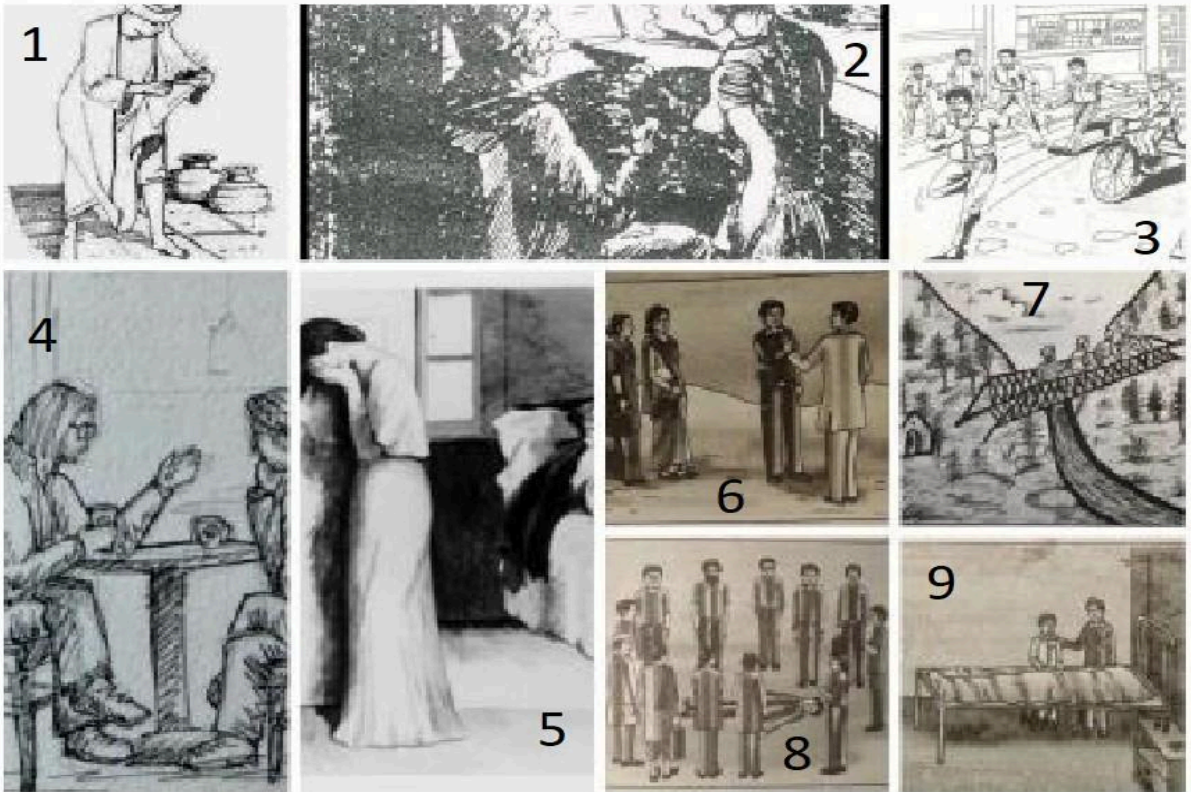
Peer Evaluators Name(s):

Regd.No (s):

Signature(s)

## ***Picture Perception and Discussion Test(Practice)***

*PPT stands for Picture Perception and Discussion Test. As the name suggests, you need to write a story on the picture shown, narrate it and discuss it among your peers.*



**Workspace:**



## Group Discussion Practice I

### General Details

Topic: **Expectations Kill Happiness**

Date of the Discussion:

Rubric:

Level	Descriptors
4+	Is a proactive participant showing a balance between listening, initiating, and focusing discussion. Displays a proactive use of the whole range of discussion skills to keep discussion going and to involve everyone in the group. Understands the purpose of the discussion and keeps the discussion focused and on topic. Applies skills with confidence, showing leadership and sensitivity.
4-	Is an active participant showing a balance between listening, initiating, and focusing discussion. Is aggressive rather than assertive to keep the discussion going and tends to dominate the group in order to involve everyone or to keep the discussion going. Understands the purpose behind the discussion but is more focused on the discussion than on the people involved. Applies skills applied with confidence but lacks leadership and sensitivity.
3+	Is an active participant showing a balance between listening, initiating, and focusing discussion. Demonstrates all the elements of discussion skills but uses them less frequently and with less confidence than the above level. Keeps the discussion going but more as a supporter than a leader. Tries to involve everyone in the group. Demonstrates many skills but lacks the confidence to pursue them so that the group takes longer than necessary to reach consensus. Demonstrates a positive approach but is more focused on getting done than on having a positive discussion.
3-	Is an inconsistently active participant showing an imbalance between listening, initiating, and focusing discussion. Tends to move in and out of the discussion. Participates but doesn't use skills such as summarizing and clarifying often enough to show confidence. Keeps the discussion going but more as a supporter than a leader. Fails to offer enough factual information or stay on topic.
2+	Is an active listener but defers easily to others and lacks confidence to pursue personal point of view even when it is right. Participates but doesn't use skills such as summarizing and clarifying often enough to show confidence. Limits discussion skills to asking questions, summarizing, and staying on topic. Lacks balance between discussion and analytical skills. Either displays good analysis skills and poor discussion skills or good discussion skills and poor analysis skills.
2-	Is an active listener but defers easily to others and tends not pursue personal point of view, lacking confidence. Limits discussion skills to asking questions, summarizing and staying on topic. Rarely demonstrates analysis skills because doesn't understand the purpose of the discussion, and as a result, offers little evidence to support any point of view.
1	Shows effort and is willing to be involved in the discussion but lacks the skills to get involved. Asks clarifying questions as the main discussion skill. Passively tries to find resources e.g. flipping through notes. Lacks participation, resulting in little evidence with which to assess skills.
0	Demonstrates no participation or effort. Participates only when prompted by the teacher. Only responds to others and initiates nothing. Provides limited responses that are often off topic. Participates minimally so that it is impossible to assess analysis skills or understanding of the issues.

### Peer Evaluation Details:

Peer Evaluator's Name(s):

Regd. No (s):

Signature(s) with date

## *Group Discussion Practice II*

### **General Details**

Topic: **Blended Learning - The New Normal**

Date of the Discussion:

### **Rubric:**

#### **A-LEVEL PARTICIPATION (9-10 Points)**

- The participant integrated evidence from the reading, lecture, or past experience in supporting their argument.
- The participant consistently posted insightful comments and questions that prompted on-topic discussion.
- The participant consistently helped clarify or synthesize other class members' ideas.
- If disagreeing with other class members' ideas, the participant stated his or her disagreement or objections clearly, yet politely.

#### **B-LEVEL PARTICIPATION (8 Points)**

- The participant was notably lacking in one or two of the items listed for A-level participation.
- The participant consistently had to be prompted or coaxed to participate.
- The participant usually, but not always, expressed herself or himself clearly.

#### **C-LEVEL PARTICIPATION (7 Points)**

- The participant was consistently lacking in two or more of the items listed for A-level participation.
- The participant was extremely reluctant to participate, even when prompted.
- The participant rarely expressed himself or herself clearly.

#### **D-LEVEL PARTICIPATION (6 Points)**

- The participant frequently attempted (success is irrelevant) to draw the discussion off-topic, even if the participant's participation otherwise conforms to a higher level on the rubric

#### **F-LEVEL PARTICIPATION (0-5 Points)**

- The participant was rude or abusive to other course participants.
- The participant consistently failed or refused to participate at all, even when specifically prompted or questioned, even if the participant's participation otherwise conforms to a higher level on the rubric.

### **Peer Evaluation Details:**

Peer Evaluator's Name(s):

Regd. No (s):

Signature(s) with date:

## Group Discussion Practice III

### General Details

Topic: **National Recruitment Agency - Pros and Cons**

Date of the Discussion:

### Rubric:

Criteria	Advanced	Proficient	Not Yet There	Not There at All
Development of Ideas	Well-developed ideas; introduces new ideas, and stimulates discussion (5-6 pts.)	Developing ideas; sometimes stimulates discussion (3-4 pts.)	Poorly developed ideas which do not add to the discussion (1 pt.)	Does not enter the discussion (0)
Evidence of Critical Thinking	Clear evidence of critical thinking-application, analysis, synthesis, and evaluation. Postings are characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported (5-6 pts.)	Beginning of critical thinking; postings tend to address peripheral issues. Generally accurate, but could be improved with more analysis and creative thought. Tendency to recite facts rather than address issues (3-4 pts.)	Poorly developed critical thinking (1 pt.)	Does not enter the discussion (0)
Clarity	Posts are well articulated and understandable (4 pts.)	Posts are understandable, but some thought is required (2-3 pts.)	Posts are difficult to clarify (1 pt.)	Posts are unintelligible or not present (0)
Responses to Other Students and Instructor	Interacts at least 2 times with other students and/or instructor (4 pts.)	Interacts at least once with other student or instructor (2 pts.)		Does not enter discussion (0)
Timeliness	Individual messages and at least two responses posted before deadline (4 pts.)	Individual message posted before deadline but at least one response is late (2 pts.)	Posting is made after deadline or both responses late (1 pt.)	Everything is late or not completed. (0)

### Peer Evaluation Details:

Peer Evaluator's Name(s):

Regd. No (s):

Signature(s) with date

## *Group Discussion Practice IV*

### **General Details**

**Topic: Is Globalization a threat to Indian Culture?**

**Date of the Discussion:**

### **Rubric:**

#### **A-LEVEL PARTICIPATION (9-10 Points)**

- The participant integrated evidence from the reading, lecture, or past experience in supporting their argument.
- The participant consistently posted insightful comments and questions that prompted on topic discussion.
- The participant consistently helped clarify or synthesize other class members' ideas.
- If disagreeing with other class members' ideas, the participant stated his or her disagreement or objections clearly, yet politely.

#### **B-LEVEL PARTICIPATION (8 Points)**

- The participant was notably lacking in one or two of the items listed for A-level participation.
- The participant consistently had to be prompted or coaxed to participate.
- The participant usually, but not always, expressed herself or himself clearly.

#### **C-LEVEL PARTICIPATION (7 Points)**

- The participant was consistently lacking in two or more of the items listed for A-level participation.
- The participant was extremely reluctant to participate, even when prompted.
- The participant rarely expressed himself or herself clearly.

#### **D-LEVEL PARTICIPATION (6 Points)**

- The participant frequently attempted (success is irrelevant) to draw the discussion off-to even if the participant's participation otherwise conforms to a higher level on the rubric

#### **F-LEVEL PARTICIPATION (0-5 Points)**

- The participant was rude or abusive to other course participants.
- The participant consistently failed or refused to participate at all, even when specifically prompted or questioned, even if the participant's participation otherwise conforms to a higher level on the rubric.

### **Peer Evaluation Details:**

**Peer Evaluator's Name(s):**

**Regd. No (s):**

**Signature(s) with date:**

## *Group Discussion Practice V*

### General Details

Topic: **Should ‘Group Discussion’ be compulsory in the hiring process?**

Date of the Discussion:

### Rubric:

Check-list	Excellent(5M)	Good(3M)	Needs Improvement(1M)
<b>Understanding of the topic</b>	Understood the topic completely	Managed well in understanding the topic	Poor in understanding the given topic
<b>Initiation</b>	Initiated well. Initiated with proverb/headline/ attention getter/Facts etc. Lucid Initiation.	Managed well in initiating. Initiated from the other point. Though no attention getters- justified the topic given.	Late in initiation. Shy to initiate. Out of time while initiated.
<b>All-round subject knowledge/Content</b>	Having complete command and confidence on the topic. Prepared well. presented many facts, figures, real-time examples...used hint given along with the extra information	Less command & Confidence on the topic. Managed from others point of view. Diplomatic in his/her viewpoints. Managed from the hints given. No extra information	No subject knowledge. Beating around the bush. Failed even to develop the content from others' points.
<b>Language Skills</b>	Good flow of speech. Accuracy and Fluency are prompt. Coherence is excellent. Cohesive devices are used extensively.	Less flow of speech. Accuracy and Fluency are mismatched but managed. Less Coherence. Intentionally used Cohesive devices.	Struggled a lot to speak. No fluency & No accuracy. Cohesive devices are used but repeated.No coherence at all because less spoken.
<b>Dynamics</b>	Excellent in taking turns. Encouraged other members of the team, Exhibited leadership qualities, Well-organised in time managing	Less in taking turns. Solo performance. Acted well as a group member but not as a leader. Less in taking turns. Can manage time well	Spoke only once. Late Entry in the discussion. Neither a good member nor leader. Poor time management.
<b>Body language</b>	Maintained Eye-contact with team, gesture & posture is excellent, Well-Groomed, Smiled, Listened to others points and acknowledged.	Maintained Eye-contact but with certain team mates, gesture & posture is fidgety, Groomed, Smiled seldom, Listened others points.	No-eye contact. Poor grooming. Tensed and worried throughout the discussion.Hiding.

### Peer Evaluation Details:

Peer Evaluator's Name(s):

Regd. No (s):

Signature(s) with date:



## Group Discussion Practice VI

### General Details

Topic: **Do deadlines destroy creativity?**

Date of the Discussion:

### Rubric:

Check-list	Excellent(5M)	Good(3M)	Needs Improvement(1M)
<b>Understanding of the topic</b>	Understood the topic completely	Managed well in understanding the topic	Poor in understanding the given topic
<b>Initiation</b>	Initiated well. Initiated with proverb/headline/ attention getter/Facts etc. Lucid Initiation.	Managed well in initiating. Initiated from the other point. Though no attention getters- justified the topic given.	Late in initiation. Shy to initiate. Out of time while initiated.
<b>All-round subject knowledge/Content</b>	Having complete command and confidence on the topic. Prepared well. presented many facts, figures, real-time examples...used hint given along with the extra information	Less command & Confidence on the topic. Managed from others point of view. Diplomatic in his/her view points. Managed from the hints given. No extra information	No subject knowledge. Beating around the bush. Failed even to develop the content from others' point.
<b>Language Skills</b>	Good flow of speech. Accuracy and Fluency are prompt. Coherence is excellent. Cohesive devices are used extensively.	Less flow of speech. Accuracy and Fluency are mismatched but managed. Less Coherence. Intentionally used Cohesive devices.	Struggled a lot to speak. No fluency & No accuracy. Cohesive devices are used but repeated .No coherence at all because less spoken.
<b>Dynamics</b>	Excellent in taking turns. Encouraged other members of the team, Exhibited leadership qualities, Well-organised in time managing	Less in taking turns. Solo performance. Acted well as a group member but not as a leader. Less in taking turns. Can manage time well	Spoke only once. Late Entry in the discussion. Neither a good member nor leader. Poor time management.
<b>Body language</b>	Maintained Eye-contact with team, gesture & posture is excellent, Well-Groomed, Smiled, Listened to others points and acknowledged.	Maintained Eye-contact but with certain team mates, gesture & posture is fidgety, Groomed, Smiled seldom, Listened others points.	No-eye contact. Poor grooming. Tensed and worried throughout the discussion.Hiding.

### Peer Evaluation Details:

Peer Evaluator's Name(s):

Regd. No (s):

Signature(s) with date:



# Evaluation

## ***Case Study***

***Note: After parents and teachers, your seniors always help you out. Do a case study with one of your seniors. While doing it, make sure your senior's professional experience helps you pursue your dream job. The following set of questions can be used to do your case study.***

### **Questionnaire:**

1. What is your name and where are you from?
2. What was your experience in ELCS Lab and how has it helped you in facing interviews?
3. Could you please tell me what the important requirements for facing an interview are?
4. Which activity interested you the most in improving your communication?
5. What was your experience in any of the National Qualifier Tests (by Infosys, TCS, Wipro, etc) and could you suggest to me how to qualify in it?
6. Could you please share your experience in a face-to-face interview?
7. Could you please give me a few tips for the preparation of a resume?
8. What is the role of verbal tests in campus interviews?

### **Summary of the interview with my Senior:**

## Self-Analysis

***Direction:*** Do analyse yourself to be graded. Gauge your ability giving points on a scale of 1 to 10, 1 being low and 10 as high:

No	Question	Points
1	How significant do you think your aim is? Rate it.	
2	What do you know about your prospective organisation? How cognizant are you of your choice of industry or organisation?	
3	How do you rate your communication skills and verbal aptitude?	
4	Have you ever undertaken any internship programme in any organisation during your under graduation? Rate your experience.	
5	Have you ever resolved any real-time problems through your project under the supervision of any of your professors in the college? Rate your ability to resolutions.	
6	Would you be able to speak about your project for 5 minutes? Rate it.	
7	My ability in Group Discussions	
8	My knowledge about the preparation of resume and biodata.	
9	Have you ever participated in departmental tech competitions? If yes, how much do you grade your experience?	
10	Rate the skills that you acquired from the case study done.	

**Summary of your Self Analysis:**

## ***Personal Inquisitive Questions (PIQs)***

**Describe an example of your leadership experience in which you have positively influenced others, helped resolve disputes or contributed to group efforts over time.**

- 1. Every person has a creative side, and it can be expressed in many ways: problem solving, original and innovative thinking, and artistically, to name a few. Describe how you express your creative side.**
- 2. What would you say is your greatest talent or skill? How have you developed and demonstrated that talent over time?**
- 3. Think about an academic subject that inspires you. Describe how you have furthered this interest inside and/or outside of the classroom.**
- 4. Describe the most significant challenge you have faced and the steps you have taken to overcome this challenge. How has this challenge affected your academic achievement?**

*Direction: Any Three from the above PIQs are to be submitted in Google classroom and write your Observations below after they are graded.*

**Grade: \_\_\_\_\_**

**Observations:**

## ***Statement of Purpose (SOP)***

*A Statement of Purpose is a concise essay, normally about 500-2000 words in length. In this essay, you get a chance to describe who you are in a way that allows the Admission Committee to screen numerous applications in order to select the sharpest and most promising candidates.*

**Direction:** *Your SOP is to be submitted in Google classroom when asked and write your Observations below after it is graded.*

**Grade:** \_\_\_\_\_

**Observations:**

## Paragraph Evaluation

Q: Write a paragraph on any one of the topics given on pg no 13.

Workspace:

Total Marks: \_\_\_\_

Point Value	Basic (1M)	Beginner (2M)	Intermediate (4M)	Advanced(5M)
<b>Topic Sentence</b>	Unclear or no topic sentence	Basic topic sentence.	Clearly, stated topic sentence has an interesting idea	Interesting topic sentence reflecting the thought
<b>Content &amp; Style</b>	Inappropriate tone. Awkward, unclear sentences.	Should have more awareness of the topic.	Is aware of the theme and is able to share his opinions.	Appropriate content
<b>Organization and Transitions</b>	Lack of coherence, confusion. Lack of transition sentences.	Details are not organised in a logical progression	Clear sequence of events.	Creative, engaging intro and conclusion.
<b>Grammar &amp; Mechanics</b>	Spelling and Punctuation errors that interfere with the meaning.	Should work on mechanics of grammar	Minor grammatical errors	Virtually no spelling and punctuation errors.



## ***Essay Writing Evaluation***

**Q: Write a descriptive essay on any of the topics given in pg no 14.**

**Workspace:**

## Rubric:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Essay Rubric

**Directions:** Your essay will be graded based on this rubric. Consequently, use this rubric as a guide when writing your essay and check it again before you submit your essay.

Traits	4	3	2	1
<b>Focus &amp; Details</b>	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
<b>Organization</b>	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant and presented in a logical order. The conclusion is strong.	The introduction states the main topic and provides an overview of the paper. A conclusion is included.	The introduction states the main topic. A conclusion is included.	There is no clear introduction, structure, or conclusion.
<b>Voice</b>	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
<b>Word Choice</b>	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
<b>Sentence Structure, Grammar, Mechanics, &amp; Spelling</b>	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, and/or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
<b>Reviewer's Comments</b>				

## Remarks by the Instructor:

## ***PPDT Evaluation***

**Q:** PPDT stands for *Picture Perception and Discussion Test*. As the name suggests, you need to write a story on the picture shown, narrate it and discuss it among peers.

**Workspace:**

### **Rubric:**

<b>Check-List</b>	<b>Total Marks (5M)</b>
Clearly Explained what is there in the given Picture	
Said what is happening in the present continuous tense	
Clearly used prepositions/prepositional phrases while describing	
Description on something not clear	
Clarity in Speech and very confident	

**Remarks by the Instructor:**

## ***Resume Evaluation-1***

**Q:** Your job resume is often the first impression that you get to make on the recruiter and it should have the correct resume format. However, to make a great impression through your fresher resume, you not only need to know what to include in it, but also what to exclude.

**Tips:**

- *Keep your resume short and direct.*
- *Create an original resume template.*
- *Optimise your text. Think beyond your job duties.*
- *Use the right language to stand out.*
- *Triple-check your own work*

Prepare your perfect resume for your dream job with the above-mentioned qualities.

**Note: Attach your prepared and printed-out resume here**

**Rubric:**

Resume summary is a solid introduction for all job seekers and serves as a highlight reel of your career by showcasing your accomplishments	Describes relevant achievements, accomplishments, and experiences	Carries career interests to the reader	Letter shows a very professional appearance, tone, and style
2M	3M	3M	2M

**Remarks by the Instructor:**

## ***Resume Evaluation-2***

**Q: As part of the evaluation process, upload your Resume along with your Cover Letter and SOP in Google Classroom when asked. (This can be used by the External Examiner during the End Exam.)**

**Grade: \_\_\_\_\_**

**Your Observations:**

**Rubric:**

<b>Resume contains adequate grammar and vocabulary</b>	<b>Resume contains applicant's contact and education information</b>	<b>Resume contains career objective</b>	<b>Resume contains qualifications/ skills</b>	<b>Resume contains achievements and declaration</b>
<b>2M</b>	<b>2M</b>	<b>2M</b>	<b>2M</b>	<b>2M</b>

**Remarks by the Instructor:**

## ***Soft Skills Activity - Visume feedback details***

(To be filled in by the candidate after he/she receives feedback on the Visume activity)

### ***The 7 Soft Skills You Need in Today's Workforce:***

- *Leadership Skills (Companies want employees who can supervise and direct other workers.)*
- *Teamwork*
- *Communication Skills*
- *Problem-Solving Skills*
- *Work Ethics*
- *Flexibility/Adaptability*
- *Interpersonal Skills*

### **Fill in the form veritably. (Self-assessment)**

1	I perfectly reached all the great attributes of a video resume.	Strongly agree/Agree/Disagree
2	My video is customised.	Strongly agree/Agree/Disagree
3	My intro and outro are very professional in my Visume.	Strongly agree/Agree/Disagree
4	I'm up to the mark in explaining "Why are you passionate?"	Strongly agree/Agree/Disagree
5	I'm specific in giving/describing my accomplishments.	Strongly agree/Agree/Disagree
6	I have not been a buzz words person throughout my video.	Strongly agree/Agree/Disagree
7	I used a quote based on social proof according to my resume.	Strongly agree/Agree/Disagree
8	I'm outspoken in giving my 'intro' and 'outro'.	Strongly agree/Agree/Disagree
9	My verbal communication (voice intonation, pitch) is consummately good.	Strongly agree/Agree/Disagree
10	My non-verbal communication (communication skills, eye contact, gestures and postures) are perfectly used.	Strongly agree/Agree/Disagree

**Note: Your agreement or disagreement is based on the following.**

<b>Strongly agree</b>	when one appears wildly sure of themself.
<b>Agree</b>	when one feels they have reached the level of satisfaction.
<b>Disagree</b>	when one is not up to the mark.



# TEAM ENGLISH @ LENDI



**Dr. Hari Babu Thammamsetti, MA,  
M.Phil, PhD**

He has over two decades of teaching experience, is now a Professor of English & Vice-Principal (Admin) at Lendi Institute of engineering and technology, Vizag, having a strong base of school education with ethics and values of Indian ethos. He devoutly pursues language and literature since his early college days as his major area in English and is a Doctorate and a Postgraduate in English Language Literature. He published several scholarly articles on English language and its use. His thesis on Language Lab's efficacy Levels appealed to attention of stakeholders concerned. His interest in the field of Language Teaching has made him a Resource Person to various Educational Institutes for dealing subjects like Life Skills, Creative Writing & English Language Teaching. He received various awards in the fields of language teaching, Social Services, educational administration etc. Above all he is always known for his wit in helping students go ahead naturally and confidently towards language learning. To his credit, his book English for Competitive Exams (ECE) has given a wide scope for the aspirants to quench their thirst for Competitive English.



**Mrs. V.K. Mahalakshmi MA,  
P.G.D.I.E.**

She has 6 years of passionate teaching experience in molding young aspirants according to the global needs.



**Mrs. Kavya Lakshmi Behara,  
MA, Eng Lit.**

She has 3 years of experience in teaching and training. Currently working as an Assistant Professor of English Well versed with soft skills, etiquette & ethics. Handled many seminars, webinars and workshops.

Took up training sessions on maintaining healthy atmosphere at work place. Managed 4 awareness programs. She always looks forward to face new challenges in training.



**Mrs. Reddy Dhyana Jyothsna  
MA, Eng Lit.**

She is a young and dynamic teacher with 1 year of experience, quite challenging with student Community.



**Ms. Kasturi Durga Mahesh  
MA, Eng Lang. & Lit., Diploma in Music**

She is a young and patient teacher with a lot of passion to accept new challenges with innovative teaching

methods.



**Ms. Anemika, an MA in English**, is a patient teacher who believes in encouraging students to work with their strengths. She creates an interactive environment to help students express themselves. She is known for her commitment towards teaching that implements creative methods to make learning fun and interesting.

## Awards:

Cambridge Emerging Star Award  
QAI's International Institute Award 2013-18  
(Consecutively Four Times)

## Competitions Won:

The Hindu's E-Plus Club 2013, 2014 & 2015  
The Hindu's Future India Club Challenge 2018  
The ICT Academy Youth Talk 2018



## Our Lab...Our Abode....

### Lendi regional champions of *The Hindu Eplus Challenge* - 2014

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'లెండి'కి అంతర్జాతీయ సంస్థ అవార్డు

[illegible]

## Extracurricular activities help students find their niche

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...and there's nothing  
...to do about it.

...and the ...



<p>             1. <b>What is the purpose of the study?</b>              2. <b>What are the research objectives?</b>              3. <b>What is the research methodology?</b>              4. <b>What are the results of the study?</b>              5. <b>What are the conclusions of the study?</b> </p>	<p>             6. <b>What are the limitations of the study?</b>              7. <b>What are the strengths of the study?</b>              8. <b>What are the weaknesses of the study?</b>              9. <b>What are the implications of the study?</b>              10. <b>What are the future research directions?</b> </p>	<p>             11. <b>What are the ethical considerations of the study?</b>              12. <b>What are the ethical approvals of the study?</b>              13. <b>What are the ethical guidelines of the study?</b>              14. <b>What are the ethical standards of the study?</b>              15. <b>What are the ethical principles of the study?</b> </p>	<p>             16. <b>What are the ethical issues of the study?</b>              17. <b>What are the ethical concerns of the study?</b>              18. <b>What are the ethical challenges of the study?</b>              19. <b>What are the ethical dilemmas of the study?</b>              20. <b>What are the ethical conflicts of the study?</b> </p>
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**అంతర్జాతీయ అంగ్ల సాహిత్య పీఠర్థిలకు అధ్యక్షుని కేంద్రంగా 'లెండి'**

[illegible]

లేండి ఇంజనీరింగ్ కళాశాలకు కేంద్రాధ్యక్షులు అవారు

పాఠశాలలో బుక్ డ్రాఫ్ట్: తొమ్మిది వర్గ వరకు చదివే అందరినీ ఆహ్వానించి అందరినీ ప్రభుత్వ పాఠశాలలో విద్యను చేపట్టించే ఉద్దేశంతో కేంద్ర ప్రభుత్వం ద్వారా 14 వేల మంది పాఠశాల విద్యార్థులకు బుక్ డ్రాఫ్ట్ చేయబడింది. ఈ కార్యక్రమం ద్వారా విద్యార్థులకు అవసరమైన పాఠ్యాంశాలను అందజేసే ఉద్దేశంతో కేంద్ర ప్రభుత్వం ద్వారా 14 వేల మంది పాఠశాల విద్యార్థులకు బుక్ డ్రాఫ్ట్ చేయబడింది. ఈ కార్యక్రమం ద్వారా విద్యార్థులకు అవసరమైన పాఠ్యాంశాలను అందజేసే ఉద్దేశంతో కేంద్ర ప్రభుత్వం ద్వారా 14 వేల మంది పాఠశాల విద్యార్థులకు బుక్ డ్రాఫ్ట్ చేయబడింది.



စာဖတ် စာသင်အခါ၊ ပတ် သတ်  
အဖွဲ့ စာဖတ်အခါ သိသော  
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၁၀၀ ကျော်ရှိသော မြို့နယ်များ

**ఆంధ్రంపై పట్టు..!**

**highlight 2000**  
 ■ **Major award** received by the **British Society of Plant Pathology** for its contribution to the field of plant pathology.



## Students told to improve soft skills

OUR BUREAU

**Workshop:** Lethal College of Engineering organised a two-day seminar on "Classroom to boardroom" to enhance interpersonal skills in students. Corporate trainers from Hyderabad, Nashik addressed the students to set goals and workload to reach them. The trainers guided them to improve soft skills in order to enhance job offers. Skills to face the interview were discussed during the seminar. They told the students to be prepared to face challenges in their careers. Trainers JVC Sriram, K.Karthik explained various methods to improve their knowledge levels. Principal Dr PV Rama Reddy, M Rajan Babu, Y Narendra Kumar were present.

THE HANS INDIA Wed, 04 November 2015  
epaper.thehansindia

లేండి కళాశాల ఆంగ్ల ల్యాబ్‌కు అంతర్జాతీయ అవార్డు

[illegible]

doi:10.1371/journal.pone.0141080.g002

తెండి ఇంజనీరింగ్ కళాశాలలో..

**'ఫోటోగ్రఫీ,మీడియా కమ్యూనికేషన్'పై ఐదు రోజుల శిక్షణ**

● 13మంచి 17 వరకు శిక్షణ కార్యక్రమాలు  
గోదావరికి ఆదర్శంగా తీసుకుంటూ వ్యవసాయ రంగంలో

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