

**D.D. G.D. Vaishnav College**  
**Department of English**

**Part II English**

**and**

**Part IV Soft Skills**

**Revised Syllabus with effect from the**  
**academic year 2024-25**

## **English and Soft Skills Courses offered to the following UG programmes :**

### **Shift I**

- I B.Com General
- I & II B.A. Economics
- I & II B.Com C.S
- I & II B.Sc. Mathematics
- I & II B.Sc. Chemistry
- I & II B.Sc. Physics
- I & II B.Sc. Botany

### **Shift II**

- I BBA
- I BBM
- I B.Com General
- I B.Com Accounting & Finance
- I B.Com Marketing Management
- I B.Com Finance & Taxation
- I B.Com Computer Applications
- I B.Com Hons
- I BCA
- I B.Sc. Physics with Computer Applications
- I B.Sc. Data Science
- I B.Sc. Criminology
- I & II B.A. Economics
- I & II B.A. Tamil
- I & II B.A. English
- I & II B.A. Sociology
- I & II B.A. Journalism
- II B.A. Criminology
- I & II B.Com C.S.
- I & II B.Sc. Mathematics with Computer Applications
- I & II B.Sc. Biochemistry
- I & II B.Sc. Biotechnology
- I & II B.Sc. Visual Communication (only English)
- I & II B.Sc. Psychology
- I & II B.Sc. Computer Science
- I & II B.Sc. Statistics

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**English**  
**Semesters I to IV**

## English

I & II B.A./ B.Com/ B.Sc.

Revised Syllabus - effective from 2024-25

### Course Overview

The English course is structured to assist the undergraduate learners to develop their competence in the four fundamental skills of listening, speaking, reading and writing. Semesters I to IV have five units comprising of—nine texts and speaking skills (units 1-3), reading, writing, listening, grammar and vocabulary (unit 4 & 5). This course has been designed primarily to address the challenges of the present-day English classroom—different ability levels, heterogeneity, digitalisation and AI.

### Course Objective

•	To enable students to gain competence in the four modes of literacy—listening, speaking, reading and writing (LSRW) in English
•	To help students explore the various creative ways in which English is used through the study of the prescribed texts belonging to different genres
•	To aid the students in critical thinking and help them develop a perspective through discussions of themes, ideas and issues
•	To improve the speaking ability of the students in terms of fluency
•	To develop the reading skills of the students for better comprehensibility
•	To assist students in developing listening skills in order to comprehend spoken language
•	To train students in the mechanics of writing
•	To facilitate learning the correct usage of grammar and appropriate vocabulary in English language

### Course Outcome

At the end of the course, the students will be able to

CO1	demonstrate an understanding of the English language
CO2	explore, analyse and critically evaluate the themes, ideas and issues discussed in the prescribed texts
CO3	display an ability to listen effectively and respond articulately using spoken English
CO4	apply their language skills in reading and understanding a variety of writing styles and write simple, precise and lucid texts
CO5	use grammatically correct English with an enhanced vocabulary

**English I****Semester I****Course Objective**

•	To teach English focussing on the four fundamental skills of LSRW
•	To help students understand the important and topical themes on which the texts are prescribed
•	To enable students to gain a basic knowledge of grammar and vocabulary in English

**Course Outcome**

At the end of Semester I, the student will be able to,

CO 1	apply basic knowledge of the listening, speaking, reading and writing skills in English in their everyday usage
CO 2	appreciate the prescribed texts and discuss their themes
CO3	identify errors made by non-native speakers of English and display a knowledge of vocabulary related to the themes of the texts

English I  
Semester I

Subject code: 24/AT00101

Unit 1

Environment and Sustainability

Credits : 3

Lesson	Content	Author	Hours
1.	Poem A Bird, came down the Walk	Emily Dickenson	3
2.	Speech Nobel Acceptance Speech	Wangari Mathai	3
3.	Film Elephant Whisperers	Kartiki Gonsalves	3

Unit 2

Food and Well-being

Lesson	Content	Author	Hours
4.	Feature Phuphee and her healing <i>Kyaele tchot</i>	Sabah Mahjor	3
5.	Essay Flavours that Attracted the Cream	Kamala Ramakrishnan	3
6.	Book extract The Bicycle and the Sweet Shop	Roald Dahl	3

Unit 3

Hope and Humanity

Lesson	Content	Author	Hours
7.	Short Story The Last Leaf	O'Henry	3
8.	Biography Vera Shaufeld	Holocaust Memorial Day Trust	3
9.	Feature A Real Good Samaritan	Bernard Hare	3
	Speaking • Character sketches <i>Speaking activity based on the prescribed texts</i>		5

Unit 4

Writing, Reading and Listening

Writing	Hours	Reading	Hours	Listening	Hours
Constructing sentences	3	Informative/factual passages	3	Announcements	2
Writing from pictures – descriptions and comments	2	News reports	4	Information	2
Writing on food – recipes and food reviews	2				

## Unit 5 Grammar and Vocabulary

Content	Hours
Grammar in use	4
Error correction	2
Vocabulary activities based on the texts	Included in Units 1-3

### Sources and suggested reading:

1. Poetry Foundation.org  
<https://www.poetryfoundation.org/poems/52341/hamatreya>
2. nobelprize.org.  
<https://www.nobelprize.org/prizes/peace/2004/maathai/lecture/>
3. Netflix.com
4. Mahjoor, Saba. "Phuphee and her healing *Kyaele tchoti*". *Thehindu.com*. 12 Nov 2022.  
<https://www.thehindu.com/opinion/columns/a-little-life-saba-mahjoor-column-phuphee-kyaele-tchot-banana-roti-kashmiri-food-holding-space-for-grief/article66110973.ece>
5. Ramakrishnan, Kamala. *Icon of Madras- A Selection of the City's Memorable, Go-to Establishments and Institutions of Yesteryear*. Chennai: THG Publishing, 2023
6. Dahl, Roald. *Boy and Going Solo*. London: Puffin, 2016
7. O'Henry. "The Last Leaf". eastoftheweb.com. <https://www.eastoftheweb.com/short-stories/UBooks/LasLea.shtml>
8. "Vera Shaufeld". Holocaust Memorial Day Trust. hmd.org.uk  
<https://www.hmd.org.uk/resource/hmd-2016-vera-schaufeld/>
9. Hare, Bernard. "A Real Good Samaritan". bbc.com. 24 Dec 2010.  
<https://www.bbc.com/news/magazine-12043294>
10. Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Basic*. OUP : Oxford, 2019
11. Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Intermediate*. OUP : Oxford, 2019
12. Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Advanced*. OUP : Oxford, 2019



**English II****Semester II****Course Objective**

•	To teach English with a focus on developing the LSRW skills of the students
•	To expose students to texts on diverse themes and help them relate and respond
•	To help students build their English language skills through the learning of grammar and vocabulary

**Course Outcome**

At the end of Semester II, the students will be able to,

<b>CO1</b>	employ effective LSRW skills in their use of English language
<b>CO2</b>	determine the key ideas and concepts of the texts chosen for study
<b>CO3</b>	identify errors made by non-native speakers of English and display a knowledge of vocabulary related to the themes of the texts

**Unit 1**

**Travel and Exploration**

Credits : 3

Lesson	Content	Author	Hours
1.	Poem Consolation	Billy Collins	3
2.	Book Extract On searching for a once-lost love	Samanth Subramaniam	3
3.	Book Extract Returns	Taran A Khan	3

**Unit 2**

**People and their Stories**

Lesson	Content	Author	Hours
4.	Life Writing I am Malala (Prologue)	Malala Yousufzai	3
5.	Book Extract Subramania Bharathi	A.R. Venkatachalapathy	3
6.	Film Pursuit of Happiness	Gabriel Muccino	3

**Unit 3**

**Pandemic and Global Health**

Lesson	Content	Author	Hours
7.	Memoir (Extract) A Deadlier Virus	K.K. Shylaja	3
8.	Feature Unsung Pandemic Heroes	UNICEF	3
9.	Feature India's Comfort Food Tells the Story of its Pandemic	Alia Allana	3
	Speaking • Thematic analysis <i>Speaking activity based on the prescribed texts</i>		5

**Unit 4**

**Writing, Reading and Listening**

Writing	Hours	Reading	Hours	Listening	Hours
Postcard – <i>places and experiences</i>	2	Descriptive passages	3	Conversations	2
Data presentation – <i>brief report based on the data</i>	2	Short stories	4	Instructions	2
Profile – <i>life and achievements of remarkable people</i>	3				

## Unit 5

### Grammar and Vocabulary

Content	Hours
Grammar in use	4
Error correction	2
Vocabulary activities based on the texts	Included in Units 1-3

### Sources and suggested reading :

1. Yourdailypoem.com  
[https://www.yourdailypoem.com/listpoem.jsp?poem\\_id=715](https://www.yourdailypoem.com/listpoem.jsp?poem_id=715)
2. Subramaniam, Samanth. *Following Fish: Travels Around the Indian Coast*. New Delhi: Penguin, 2009
3. Khan, Taran A. *Shadow City: A Woman Walks Kabul*. New Delhi: Vintage, 2021
4. Yousefzai, Malala. *I am Malala*. London: W&N, 2014
5. Venkatachalapathy, A.R. *Tamil Characters: Personalities, Politics and Culture*. New Delhi: Pan Macmillian, 2018
6. Netflix.com
7. Shylaja, K.K. *My Life as a Comrade*. New Delhi: Juggernaut, 2023
8. "Unsung Pandemic Heroes". Unicef.org. 11 Mar 2022.  
<https://www.unicef.org/coronavirus/unsung-heroes-pandemic>
9. Allana, Alia. "India's Comfort Food Tells the Story of its Pandemic".  
Theatlantic.com. 13 Jun 2020.  
<https://www.theatlantic.com/international/archive/2020/06/india-biscuits-coronavirus-pandemic-migrant-workers/612619/>
10. Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Basic*. OUP : Oxford, 2019
11. Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Intermediate*. OUP : Oxford, 2019
12. Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Advanced*. OUP : Oxford, 2019

**English III****Semester III****Course Objective**

•	To facilitate the acquisition of the knowledge of English through LSRW
•	To guide students to analyse and evaluate the perspectives and views explicated in the prescribed texts
•	To assist students develop their English language skills through the practice of grammar and vocabulary activities

**Course Outcome**

At the end of Semester III, the students will be able to,

<b>CO1</b>	demonstrate an enhanced knowledge of listening, speaking, reading and writing skills in English
<b>CO2</b>	examine and appraise the issues and concerns depicted the texts prescribed
<b>CO3</b>	identify errors made by non-native speakers of English and display a knowledge of vocabulary related to the themes of the texts

**Unit 1**  
**Women and Empowerment**

Credits : 3

Lesson	Content	Author	Hours
1.	<b>Poem</b> Woman Work	Maya Angelou	3
2.	<b>Short Story</b> The Survivor	Shweta Dasgupta	3
3.	<b>Feature</b> We Won a War	Emily McPherson	3

**Unit 2**  
**Social Media and Connectedness**

Lesson	Content	Author	Hours
4.	<b>Essay</b> More than Just a Hashtag	Francesca Santoro	3
5.	<b>Book Extract</b> The Ultimate Influencer	Sarah Frier	3
6.	<b>Opinion</b> Do social media algorithms erode our ability to make decisions freely ?	Lewis Mitchell and James Bagrow	3

**Unit 3**  
**Unchartered Territories and Unfamiliar Terrains**

Lesson	Content	Author	Hours
7.	<b>Feature</b> Ghana's Floating Village is trying to balance its ancient traditions in a modern world	Alisha Salaudeen and Rachel Wood	3
8.	<b>Vlog</b> Life in the Darkest Place on Earth	Cecelia Blomdahl	3
9.	<b>Travel Writing</b> More than Just Moai Statues	Kevin Cox	3
	<b>Speaking</b> <ul style="list-style-type: none"> <li>Summarising</li> </ul> <i>Speaking activity based on the prescribed texts</i>		5

**Unit 4**  
**Writing, Reading and Listening**

Writing	Hours	Reading	Hours	Listening	Hours
Paragraph Writing- Descriptive	2	Science & technology related passages	4	Current affairs	2
Paragraph Writing- Argumentative	3	Passages on geographical interest	3	Discussions	2
Writing tweets	2				

## Unit 5

### Grammar and Vocabulary

Content	Hours
Grammar in use	4
Error correction	2
Vocabulary activities based on the texts	Included in Units 1-3

#### Sources and suggested reading:

- Poemhunter.com  
<https://www.poemhunter.com/poem/woman-work/>
- She Speaks: Short Stories by Indian Women Around the World*. Become Shakespeare, 2019
- McPherson, Emily. "We Won a War". *9News.com.au*. 21 Dec 2021.  
<https://www.9news.com.au/national/manal-alsharif-urges-new-generation-of-women-to-fight-for-change-in-saudi-arabia/9b949bbd-56f6-4d0f-9f07-f4f6efd1924b>
- Santoro, Francesca. "More than Just a Hashtag: The Influence of Social Media on the Societal Change of the Black Lives Matter Movement". *Journal of High Technology*. Suffolk University Law School. 25 Sep 2020.  
<https://sites.suffolk.edu/jhtl/2020/09/25/more-than-just-a-hashtag-the-influence-of-social-media-on-the-societal-change-of-the-black-lives-matter-movement/>
- Frier, Sarah. *No Filter: The Inside Story of Instagram*. New York: Simon & Schuster, 2020
- Mitchel, Lewis and James Bagrow. "Social Media erodes our ability to make decisions freely". *The Conversation.com*. 11 Oct 2020.  
<https://theconversation.com/do-social-media-algorithms-erode-our-ability-to-make-decisions-freely-the-jury-is-out-140729>
- Salaudeen, Aisha and Rachel Wood. "Ghana's Floating Village is trying to balance its ancient traditions in a modern world". *Cnn.com*. 24 May 2019.  
<https://edition.cnn.com/travel/article/nzulezo-ghana-stilt-village-intl/index.html>
- Blomdahl, Cecelia. *Life in the Darkest Place on Earth*. YouTube.  
<https://www.youtube.com/watch?v=oVXKwNlvKSs>
- Cox, Kevin. "More than just Moai Statues: What to expect from a visit to Easter Island". *Cnbc.com*. 19 Feb 2020. <https://www.cnbc.com/2020/02/20/easter-island-what-to-do-see-eat-on-rapa-nui-including-moai-statues.html>
- Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Basic*. OUP : Oxford, 2019
- Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Intermediate*. OUP : Oxford, 2019
- Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Advanced*. OUP : Oxford, 2019

**English IV****Semester IV****Course Objective**

•	To enhance the students' abilities and skills in the English language through LSRW components
•	To enable students to critically engage with the prescribed texts
•	To empower students to become good communicators through the study of grammar and vocabulary

**Course Outcome**

At the end of Semester IV, the students will be able to,

<b>CO1</b>	confidently apply LSRW skills in their everyday use of English language
<b>CO2</b>	evaluate and review the texts and formulate opinions on the themes and ideas
<b>CO3</b>	identify errors made by non-native speakers of English and display a knowledge of vocabulary related to the themes of the texts

**English IV**  
**Semester IV**

Subject code: 24/AT00401

**Unit 1**

**Sports and Sporting Arena**

Credits : 3

Lesson	Content	Author	Hours
1.	<b>Feature</b> Serena Williams showed the world that black women Excel	Afua Hirsch	3
2.	<b>Feature</b> Charms and Loves of Cricket that is Indian	Shashi Tharoor	3
3.	<b>Profile</b> The Jewish doctor who escaped Nazis and founded the Paralympics	Evelyn Frick	3

**Unit 2**

**Migration and Displacement**

Lesson	Content	Author	Hours
4.	<b>Poem</b> Home	Warsan Shire	3
5.	<b>Book Extract</b> Goat Days	Benyamin	3
6.	<b>Film</b> The Swimmers	Sally El-Hosaini	3

**Unit 3**

**Human Rights and Equality**

Lesson	Content	Author	Hours
7.	<b>Book Extract</b> Seasons of the Palm	Perumal Murugan	3
8.	<b>Poem</b> The Poor	Rituraj	3
9.	<b>Biography</b> Kailash Sathyarathi	Nobelprize.org	3
	<b>Speaking</b> <ul style="list-style-type: none"> <li>• Current affairs related to the themes of the texts</li> </ul> <i>Speaking activity based on the prescribed texts</i>		5

**Unit 4**

**Writing, Reading and Listening**

Writing	Hours	Reading	Hours	Listening	Hours
Essay Writing	3	Passages on historical significance	4	Sports commentary	2
Sports Writing – match summaries and opinions	2	Movie/book reviews	3	Podcasts	2
Film Reviews	2				



## Unit 5

### Grammar and Vocabulary

Content	Hours
Grammar in use	4
Error correction	2
Vocabulary activities based on the texts	Included in Units 1-3

### Sources and Suggested reading:

1. Hirsch, Afua. "Serena Williams showed the world that black women excel". *The Guardian.com*. 3 Sep 2022. <https://www.theguardian.com/commentisfree/2022/sep/03/serena-williams-black-women-tennis-champion>
2. Tharoor, Shashi. "Charms and Loves of Cricket that is Indian". I Mean what I Say. *Mathrubhumi.com*. 19 Sep 2023. <https://english.mathrubhumi.com/columns/i-mean-what-i-say/charms-and-loves-of-cricket-that-is-indian-column-shashi-tharoor-1.8916912>
3. Frick, Evelyn. "The Jewish doctor who escaped the Nazis and founded the Paralympics". *Times of Israel.com*. 25 Aug 2021. <https://www.timesofisrael.com/the-jewish-doctor-who-escaped-the-nazis-and-founded-the-paralympics/>
4. Shire, Warsan. "Home". *Facing History.org*. <https://www.facinghistory.org/resource-library/home-warsan-shire>
5. Benyamin. *Goat Days*. New Delhi: Penguin, 2012
6. Netflix.com
7. Murugan, Perumal. *Seasons of the Palm*. Trans. by V. Geetha. Gurugram: Penguin, 2017
8. Rituraj. "The Poor". *Poetry International.com*. [https://www.poetryinternational.com/en/poets-poems/poems/poem/103-13043\\_THE-POOR](https://www.poetryinternational.com/en/poets-poems/poems/poem/103-13043_THE-POOR)
9. "Kailash Sathyarthi". *Nobelprize.org*. <https://www.nobelprize.org/prizes/peace/2014/satyarthi/biographical/>
10. Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Basic*. OUP : Oxford, 2019
11. Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Intermediate*. OUP : Oxford, 2019
12. Swan, Michael and Catherine Walter. *Oxford English Grammar Course : Advanced*. OUP : Oxford, 2019

### Break-up of Instructional Hours

Hours allotted for English courses each semester - 60

Content	No. of hours
Prescribed texts (9x3)	27
Writing	7
Reading	7
Listening	4
Grammar & error correction	6
Generic Skills testing (speaking)	5
Tests	4

# Assessment

## Break-up of marks

End Semester Exam	50 marks	Passing minimum 20 marks
Continuous Internal Assessment	50 marks	Passing minimum 20 marks
Total	100 marks	Passing minimum 40 marks

## CIA break-up

Test 1 & 2 (each conducted for 50 marks and converted to 30)	30 marks
Generic skills activity (speaking activity – 10 marks + listening activity – 5 marks)	15 marks
Attendance	5 marks
Total	50 marks

## End Semester Exam question paper pattern

Section A 10 questions x 2 marks	20 marks (objective type grammar and vocabulary questions)
Section B 5 questions x 7 marks	35 marks (question 11 – reading, 12 – writing, 13, 14 and 15- text based with internal choice)
Section C 3 questions x 15	45 marks ( question 16- reading, 17 – writing and 18- text based with internal choice)
Total	100 marks

## Continuous Internal Assessment Question paper pattern

Section A 5 questions x 2 marks	10 marks (text based short notes)
Section B 4 questions x 5 marks	20 marks (question 6 – reading, 7- writing, 8 and 9-text based with internal choice)
Section C 2 questions x 10 marks	20 marks ( question 10 – reading/ writing, 11- text based with internal choice)
Total	50 marks

## Benchmarks for Evaluation

### 1. Listening

- Information retrieval
- Interpretation

### 2. Speaking

- Fluency
- Comprehensibility

### 3. Reading

- Information gathering
- Comprehension
- Perceptive abilities

### 4. Writing

- Understanding of concepts
- Clarity in expression
- Correct grammatical structures
- Usage of appropriate vocabulary

❖ **Distinction(over 75%) may be awarded to students who display a clear understanding of texts, who can communicate in fluent English with impeccable grammar and vocabulary skills.**

# **Soft Skills**

## **Semesters I to IV**

## Soft Skills

### I & II B.A./ B.Sc/ B.Com

#### Course Overview

The Soft Skills courses are designed and structured to develop the core competencies required for students to join the present-day workforce and grow professionally. Each semester is divided into three units, in which units I and II focus on practical skills and unit III comprises of specific writing skills, catering to the requirements of any workplace.

#### General Objectives

•	To equip students with skills for effective communication in the workplace
•	To help students develop a positive self-image to enhance one's professional prospects
•	To train students on core skills to navigate the modern-day work environment
•	To aid students in understanding the nuances of etiquette to be followed in personal/ professional spaces
•	To assist students in developing their writing skills required in a contemporary job-setting

#### Course Outcome

On completion of the course, the students will be able to,

<b>CO1</b>	communicate effectively in challenging workplace scenarios
<b>CO2</b>	develop their personalities and their leadership skills
<b>CO3</b>	to make effective presentations and participate in group discussions
<b>CO4</b>	to face interviews confidently
<b>CO5</b>	gain proficiency in specific writing skills required in the workplace

**Soft Skills I****Semester I****Objectives**

•	To help students develop a good personality
•	To train students to make effective presentations
•	To teach students the rudiments of workplace correspondence

**Course Outcome**

On completion of the course, the students will be able to,

<b>CO1</b>	create a positive self-image and develop their personalities
<b>CO2</b>	understand the strategies and gain confidence to make good presentations
<b>CO3</b>	demonstrate their knowledge of different types of formal writing

**Soft Skills I****Semester I****Subject code** : 2440101**Credits** : 3**Unit I****Personality Development**

•	Developing a positive attitude
•	Interpersonal skills
•	Self-confidence and motivation
•	Time management
•	Values and ethics

**Unit II****Presentation Skills**

•	Art of speaking in front of an audience
•	Research and reference
•	Presentation aids
•	Making effective presentations
•	Q & A and feedback

**Unit III****Workplace Correspondence**

•	Mechanics of writing
•	Importance of workplace correspondence
•	Formal letter
•	Email
•	Memo



**Suggested Reading:**

1. **Personality Development** – Elizabeth Hurlock, Tata McGraw Hill, New York 1976
2. **Technical Communication : A Practical Approach, (Sixth edition)** – William Sanborn Pfeifer and T.V.S.Padmaja, Pearson, New Delhi 2006
3. **Presentation Skills for Students**—Lucinda Becker, Palgrave McMillan, 2005
4. **Fifty Ways to Improve Your Presentation Skills in English**—Bob Digen, Orient Blackswan, 2011
5. **Life Skills & Personality Development**—Maithry Shinde et al. Cambridge, New Delhi, 2022
6. **The Golden Book of Business Presentation Skills**—Prajeet Budhale, Bloomsbury, 2020
7. **Inspired to Write** – Jean Withrow, Gay Brookers and Martha Cumings, Cambridge University Press, New York, 2004

**Soft Skills II****Semester II****Objectives**

•	To assist students in developing leadership skills
•	To enable students to make effective use of roleplay in problem-solving
•	To help students draft simple and lucid reports

**Course Outcome**

On completion of the course, the students will be able to,

<b>CO1</b>	comprehend the qualities of a good leader and hone their leadership skills
<b>CO2</b>	approach problem-solving and conflict resolution efficiently through roleplay
<b>CO3</b>	plan, organise and write official reports

**Soft Skills II****Semester II****Subject code** : 2440201**Credits** : 3**Unit I****Leadership Skills**

•	Qualities of a good leader
•	Problem solving and decision making
•	Persuading and negotiating
•	Compassion and understanding
•	Vision and the way forward

**Unit II****Role Play**

•	Understanding roleplay
•	Defining objectives
•	Recreating real-life situations and scenarios
•	Develop empathy and boost creativity
•	Problem solving and conflict resolution

**Unit III****Report Writing**

•	Features of a good report
•	Format and types of report
•	Reading sample reports
•	Researching and planning
•	Preparing a report

**Suggested Reading:**

1. Operations Team Leadership – Graham R Little, Jaico Publishers, Mumbai 2006
2. Technical Communication : A Practical Approach, (Sixth edition) – William Sanborn Pfeifer and T.V.S.Padmaja, Pearson, New Delhi 2006
3. Soft Skills & Employability Skills—Sabina Pillai and Agna Fernandez, Cambridge, Noida, 2018
4. Essentials of Business Communications—Rajendra Pal, Sultan Chand & Sons, 2021
5. 365 Steps to Self-Confidence – David Lawrence Preston, Jaico Publishers, Mumbai 2007

**Soft Skills III****Semester III****Objectives**

•	To facilitate an understanding of workplace communication among students
•	To emphasise on the importance of etiquette in diverse socio-cultural contexts
•	To train students in the basics of preparing agenda and minutes

**Course Outcome**

On completion of the course, the students will be able to,

<b>CO1</b>	gain an exposure to the intricacies of workplace communication
<b>CO2</b>	demonstrate an understanding of etiquette required in the contemporary times
<b>CO3</b>	prepare agenda and minutes

**Soft Skills III****Semester III****Subject code : 2440301****Credits : 3****Unit I****Workplace Communication**

•	Communication and organisational culture
•	Formal and informal communication
•	Expressing opinion/making a comment
•	Participating in discussions
•	Conducting a meeting

**Unit II****Etiquette**

•	Etiquette in the modern world
•	Social etiquette
•	Workplace etiquette
•	Netiquette
•	Cultural differences and gender sensitivity

**Unit III****Agenda and Minutes**

•	Purpose of agenda and minutes of a meeting
•	Format of an agenda
•	Preparing an agenda
•	Format of minutes
•	Writing minutes

**Suggested Reading**

1. Technical Communication : A Practical Approach, (Sixth edition) – William Sanborn Pfeifer and T.V.S.Padmaja, Pearson, New Delhi 2006
2. Effective Communication in the Workplace—David L.Lewis, 2019
3. Communication at the Workplace—Phil Robert Lucky, 2021
4. The Etiquette Book :A Complete Gide to Modern Manners- Jodi R.R. Smith, Sterling Publications, New York 2011
5. Etiquette for Dummies—Sue Fox, Wiley India, 2007
6. How to Book of Meetings: Conducting Effective Meetings—J.H. Hood, Wordcraft Global Pty, 2013

**Soft Skills IV****Semester IV****Objectives**

•	To train students in preparing for job interviews
•	To teach students the basics of group discussion and its role in recruitment
•	To help students prepare impressive CVs/professional profiles

**Course Outcome**

On completion of the course, the students will be able to,

<b>CO1</b>	gain confidence in facing interviews
<b>CO2</b>	participate effectively and contribute constructively to group discussions
<b>CO3</b>	write comprehensive resumes and professional profiles



**Soft Skills IV****Semester IV****Subject code : 2440401****Credits : 3****Unit I****Interview Skills**

•	Cracking interviews in the present-day scenario
•	Types of interviews
•	Preparing for an interview
•	Frequently asked questions
•	Facing an interview

**Unit II****Group Discussion**

•	Objective of group discussions
•	Skills to be acquired—communication, leadership and problem-solving
•	General knowledge and current affairs
•	Preparation
•	Effective participation

**Unit III****CV and Profile**

•	Drafting a covering letter
•	Types of CV
•	Contents of a CV
•	Preparing a CV
•	Writing a LinkedIn profile

**Suggested reading:**

1. Winning at Interviews (Second edition) – Edgar Thorpe and Showick Thorpe, Pearson, New Delhi 2009
2. Group Discussion and Interview Skills—Priyadharshini Patnaik, Foundation Books, 2011
3. How to Ace Your Job Interviews—Sudhir Andrews, Notion Press, Chennai, 2023
4. How to be Successful at Interviews—Ernest Enabulele, 2018
5. Start-to-Finish Resume Guide: A Beginner’s Guide to Writing Resumes, Richard Blazeovich, 2019

# Assessment

## Break-up of marks

End Semester Exam	-	50 marks
Continuous Internal Assessment	-	50 marks
Total		<u>100 marks</u>

## Continuous Internal Assessment break-up

2 to 4 speaking activities (based on units I and II)	-	30 marks
1 or 2 written activities (based on unit III)	-	15 marks
Attendance	-	5 marks
		<u>50 marks</u>

## End Semester Exam question paper pattern

Section A		
5 questions (out of 8) x 2 marks	-	10 marks (short notes for 50 words)
Section B		
5 questions (out of 7) x 8 marks	-	40 marks (150 word answers)
Total		<u>50 marks</u>