

**SRI SANKARA ARTS & SCIENCE COLLEGE**  
**(AUTONOMOUS)**  
**Enathur, Kanchipuram**  
**Choice Based Credit System (CBCS)**  
**Regulations for Courses on UG Soft Skills**

### **1. General Objectives**

Courses on Soft skills are intended to improve the communication skills enrich personality development, Computing skills, Quantitative aptitude and knowledge of Foreign language of the students. These courses are intended to enhance the employability of the students. The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students.

### **2. Eligibility for the Award of the Degree**

A candidate shall be eligible for the award of the degree only if he/she has undergone the prescribed courses on Soft Skills

For three year UG degree Programme, a candidate must undergo a minimum of 4 courses with a total of 12 credits (4 x 3=12 credits). Students can undergo more than 4 Soft skill courses and the best of 4 courses will be considered for grading.

The Students enrolled in 5 year Integrated programme must undergo additional courses for 8 credits and a summer Internship of 2 credits.

### **3. Examinations**

Examinations for the courses on soft skills will be held along with the semester examinations of the core and elective courses.

### **4. Courses on Soft Skills and Scheme of Examination**

The Courses on Soft Skills may be offered at the College/Institutional level in a fixed time slot for all students. Students of all departments must be allowed to choose any of the approved Soft Skill courses. All the courses will be offered in all semesters. If the demand for a course is less than 20 (students), the course need not be offered.

A candidate shall not choose a course on Soft Skills closely related to his/her UG degree programme. The Chairperson /Board of Studies will identify courses on Soft Skills related to the major field of study (Example: A Computer Science student will not be permitted to choose Soft Skill courses on computer skills).

### 5. Scheme of Examination:

	Name of the Course	Semester	Instruction Hours / Week	Credits	Examination Duration Hours	Max Marks		Course to be taught by
						CIA	Ext	
<b>Paper</b>	<b>Language and Communication</b>							
1	Essentials of Language and Communication - Level- I	All Semester	2	3	3	50	50	English faculty
2	Essentials of Language and Communication - Level- II	All Semester	2	3	3	50	50	- do -
3	Essentials of Spoken and presentation Skills - Level- I	All Semester	2	3	3	50	50	- do -
4	Essentials of Spoken and presentation Skills - Level - II	All Semester	2	3	3	50	50	- do -
5	Technical writing and presentation	All Semester	2	3	3	50	50	- do -
<b>Personality Enrichment</b>								
6	Personality Enrichment Level – I	All Semester	3	3	3	50	50	Psychology faculty
7	Personality Enrichment level – II	All Semester	3	3	3	50	50	-do-
<b>Computing Skills</b>								

8	Computing Skills - Level - I	All Semester	3	3	3	50	50	Computer Science (or) Computer Application faculty
9	Computing Skills - Level – II	All Semester	3	3	3	50	50	-do-
10	French - Level – I	All Semester	3	3	3	50	50	Qualified French Faculty
11	French - Level – II	All Semester	3	3	3	50	50	-do-
12	German - Level - I	All Semester	3	3	3	50	50	Qualified German Faculty
13	German - Level - II	All Semester	3	3	3	50	50	-do-
14	Quantitative Aptitude	All Semester	3	3	3	50	50	Mathematics Faculty

**6. (A) Continuous Internal Assessment (CIA) – 50 marks**

The break up of Continuous Internal Assessment (CIA) is as follows:

Sl. No	Name of the Course	Written Test	Oral Test	Seminar Presentation	Assignment	Practical General Discussion	Total Marks
1.	Essentials of Language and Communication - Level- I	10	10	10	10	10	50
2.	Essentials of Language and Communication - Level- II	10	10	10	10	10	50
3.	Essentials of Spoken and Presentation Skills - Level- I	-	20	10	10	10	50
4.	Essentials of Spoken And Presentation Skills - Level - II	-	20	10	10	10	50
5.	Technical writing And Presentation	10	10	10	10	10	50
6.	Personality Enrichment Level – I	10	10	10	10	10	50
7.	Personality Enrichment level – II	10	10	10	10	10	50
8.	Computing Skills - Level - I	-	-	-	-	50	50
9.	Computing Skills - Level – II	-	-	-	-	50	50
10	French - Level – I	20	15	-	15	-	50
11	French - Level – II	20	15	-	15	-	50

12	German - Level - I	20	15	-	15	-	50
13	German - Level - II	20	15	-	15	-	50
14	Quantitative Aptitude	20	10	10	10	-	50

**(B) University Examination (50 marks)**

A written examination for 3 hours for 50 marks will be conducted along with the Core and Elective course examinations. The papers will be evaluated as per the existing procedure followed for Core and Elective courses.

**7. REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTER:**

- (i) Candidates shall register their name for the First Semester Examination after the admission in the U.G. courses.
- (ii) Candidates shall be permitted to proceed, from the First Semester up to Final Semester irrespective of their failure in any of the Semester examinations subject to the condition that the candidates should register for all the arrear subjects of earlier semesters along with current (subsequent) semester subjects.
- (iii) Candidates shall be eligible to go to subsequent semester, only if they earn, sufficient attendance as prescribed therefore by the University from time to time.
- (iv) Provided in the case of candidate earning less than 50% of attendance in any one of the semesters due to any extraordinary circumstance such as medical grounds. Such candidates who shall produce Medical Certificate issued by the Authorised Medical Attendant (AMA), duly certified by the Principal of the College, shall be permitted to proceed to the next semester and to complete the course of study. Such candidate shall have to repeat
- (v) The missed semester by re-joining after completion of final semester of the course, after paying the fee for the break of study as prescribed by the University from time to time.

## 8. PASSING MINIMUM:

A candidate shall be declared to have passed:

- (a) There shall be no Passing Minimum for Internal.
- (b) For External Examination, Passing Minimum shall be of 40% (Forty Percentage) of the maximum marks prescribed for the paper
- (c) In the aggregate (External +Internal) the passing minimum shall be of 40%.
- (d) He / She shall be declared to have passed the whole examination, if he/she passes in all the papers and practicals wherever prescribed / as per the scheme of examinations by earning 140 CREDITS in Parts –I, II, III, IV & V. He /She shall also fulfill the extension activities prescribed earning a minimum of I Credit to qualify for the Degree.

## 9. CLASSIFICATION OF SUCCESSFUL CANDIDATES FOR SOFT SKILL PAPER:

There will be separate grading, weighted overall grade point and classification (First, Second and Third Class) for the Courses on Soft Skills.

Successful candidates passing the examinations for Core Courses together and securing the marks (i) 60 percent and above (ii) 50 percent and above but below 60 percent in the aggregate of the marks prescribed for the Soft skill courses together shall be declared to have passed the examination in the **FIRST and SECOND** Class respectively. All other successful candidates shall be declared to have passed the examinations in the **Third Class**.

Successful Candidates who obtain 75% of the marks in the aggregate (CIA + External) shall be deemed to have passed the examination in **First Class with Distinction**, provided they pass all the examinations (theory and practical papers), prescribed for the soft skill course in the First appearance.

## 10. GRADING SYSTEM:

As followed in the other Under-graduate degree papers

## Question Paper Pattern

### SOFT SKILL (UG /5 YEAR INTEGRATED DEGREE COURSES)

That in the Regulations relating to Soft Skill for **UG and 5 year Integrated Degree Courses**.

Question Paper Pattern is added :

#### Question Paper Pattern for

1. Essentials of Language and Communication - Level- I
2. Essentials of Language and Communication - Level- II
3. Essentials of Spoken and Presentation Skills - Level- I
4. Essentials of Spoken and Presentation Skills - Level - II
5. Technical Writing and Presentation

**Max. Marks: 50**

**Duration : 3 Hrs.**

**Part – A**

**10 x 2 Marks = 20 Marks**

Answer Any ten questions out of 15

Each question carries 2 marks

**Part – B**

**5 x 6 Marks = 30 Marks**

Answer Any five Questions out of 8

Each questions carries 6 marks

#### Question Paper Pattern for

6. Personality Enrichment Level – I
7. Personality Enrichment Level – II

**Max. Marks : 50**

**Duration: 3 Hrs.**

**Part – A**

**10x 2 Marks = 20**

Answer all the Questions. Each Question carries 2 marks.

Write a short note in the following for 50 words:

**Part – B**

**5 x 6 Marks = 30**

Answer any 5 questions out of 7. Each question carries 6 marks.

Answer should not exceed 500 words

**Question Paper Pattern for****8. Computing Skills Level – I****9. Computing Skills Level – II****8. Computing Skills Level – I****Max. Marks: 50****Duration: 3 Hrs.****Note: All questions carry equal marks (5 x 10 Marks =50 Marks)**

1. (a) or (b) (Based on Unit I )
2. (a) or (b) (Based on Unit II )
3. (a) or (b) (Based on Unit III )
4. (a) or (b) (Based on Unit IV )
5. (a) or (b) (Based on Unit V )

For examiners: (i) each question could contain sub questions, if need be  
(ii) question 1 is descriptive as the Unit I is introduction.

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**9. Computing Skills Level – II****Max. Marks: 50****Duration : 3 Hrs.****Note: All questions carry equal marks (5 x 10 Marks = 50 Marks)**

- (1) (a) or (b) (Based on Unit I )
- (2) (a) or (b) (Based on Unit II )
- (3) (a) or (b) (Based on Unit III )
- (4) (a) or (b) (Based on Unit IV )
- (5) (a) or (b) (Based on Unit V )

For examiners: (i) each question could contain sub questions, if need be



### Question Paper Pattern for

- 10. French – Level I
- 11. French – Level II
- 12. German – Level I
- 13. German – Level II

**Max. Marks : 50**

**Duration : 3 Hrs.**

#### **Section A**

**4 x 5 Marks = 20 Marks**

1. Answer all the Questions each question carries 5 marks Four  
(4) Questions based on Grammar from exercises taken from  
the text

#### **Section B**

**10 x 1.5 Marks = 15 Marks**

2. Answer 10 questions out of 15 Questions

short questions on simple elements of civilization taken from the text  
Prescribed

#### **Section C**

**3 x 5 Marks = 15 Marks**

3. Answer 3 Questions out of 4 Questions  
based on vocabulary question taken from the text prescribed  
(simple comprehension, micro dialogue – reorganize the text)

### Question Paper Pattern for

#### **14. Quantitative Aptitude**

**\Maximum: 50 Marks**

**Duration: 3 Hours**

#### **Part-A**

**(5 x 4 = 20 Marks)**

Answer ALL questions

Each question carries 4 marks

(either-or Type : covering all the five Units) Q.1 to  
Q.5

#### **Part-B**

**(3 x 10 = 30 Marks)**

Answer any THREE questions out of 5 Questions. Each  
question carries 10 marks.

( One Question from each Unit.) Q.6 to Q.10.

## Syllabus for Courses on Soft Skills

Common to all UG and 5 year Integrated Programmes

### 1. Essentials of Language and Communication – Level I

#### Objectives:

- To develop English language skills.
- To enhance grammatical skills to ensure accuracy of communication.
- To communicate effectively and appropriately in real-life situations.
- To develop reading and writing techniques.

#### Unit I

Recap of Language Skills – Speech, Grammar, Vocabulary, Phrase, clause, sentence, Punctuation.

#### Unit II

Fluency building

What is fluency – Why is fluency important – Types of fluency – Oral fluency – Reading fluency – Writing fluency – Barriers of fluency – How to develop fluency.

#### Unit III

Principles of communication: LSRW in communication.

What is meant by LSRW Skills – Why it is important – How it is useful – How to develop the skills?

#### Unit IV

Oral – Speaking words, articulation, speaking clearly.

Written communication – Generating ideas/ gathering data organizing ideas, Setting goals, Note taking, Outlining, Drafting, Revising, Editing and Proof reading.

#### Unit V

Non verbal communication – Body language, Signs and symbols, Territory/Zone, Object language.

#### Recommended Texts:

Hewing, Martin. *Advanced English Grammar: A Self-study Reference and Practice Book for South Asian Students*. Reprint 2003. New Delhi : Cambridge University Press, 1999.

Lewis, Norman. *Word Power Made Easy*. Pocket Books, 1991.

Hall and Shepherd. *The Anti-Grammar Book: Discovery Activities for Grammar Teaching*. Longman, 1998.

Powell. *In Company*. London: MacMillan, 2007

Cotton, et al. *Market Lader*. Longman, 2014

## 2. Essentials of Language and Communication – Level – II

### Objectives:

- To develop English language skills.
- To enhance grammatical skills to ensure accuracy of communication.
- To communicate effectively and appropriately in real-life situations.

### Unit-I Speaking Skills

Formal and Informal Conversation – Conversation in the work place – Interviews –

Public Speech – Lectures.

### Unit – II Listening Skill

Comprehending – Retaining – Responding – Tactics – Barriers to Listening –

Overcoming listening barriers – Misconception about listening.

### Unit – III Reading Skill

Acquiring reading – Reading Development – methods teaching – Reading difficulties.

### Unit – IV Writing skill

Note-making – CV's – Report writing, copy writing, Agenda – Minutes – Circular –

Essay writing on any current issues – paragraph – Essay writing, Writing Research

papers – Dissertation.

### Unit- V Business Correspondence

Meaning of Business correspondence – Importance of Business Correspondence essential qualities of a business letters. Different types of business letters – cover letter, thank you

letters, message through email and Fax, Acceptance letters, rejection letters, and withdrawal letters.

### Recommended Texts:

Minippally, Methukutty. M. *Business Communication Strategies*. 11<sup>th</sup> Reprint. New Delhi: Tata McGraw – Hill, 2001.

SasiKumar. V and P.V. *Dharmija. Spoken English: A Self-Learning Guide Conversation Practice*. 34<sup>th</sup> reprint. New Delhi: Tata McGraw – Hill, 1993.

Swets, Paul. W. *The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates*. New York: Prentice Hall Press, 1983.

John, Seely *The Oxford Guide to Writing and Speaking*. New Delhi: O U P, 1998

### 3. Essentials of Spoken and Presentation Skills – Level – I

#### Objectives

- Train students to become aware of their thinking styles and to enable them to convert thinking into performance
- Prepare students to evolve mental models for intra-personal and inter-personal transactions
- Make students reflect and improve their use of body language – posture, gesture, facial expression, tone

#### Unit – I

Communication Skills for effective Business Presentation, perfecting oral skills; aural skills; Reading Skills

#### Unit – II

Non Verbal Communication: cultural codes for effective and business Presentations; Business Etiquettes.

#### Unit – III

Informal and Informal conversations, Introducing, Opening and closing Speeches, Inviting, thanking, Apologizing, Expressing anger Resolving conflict, Giving and taking information.

#### Unit – IV

Etiquettes for Public Speaking (extempore and lectures), Interviews and Group Discussions, Telephone conversations and Business Meetings

#### Unit – V

Etiquettes for Business presentations – Team presentations and Individual presentation.

#### Recommended texts:

Powell. *In Company*. London: MacMillan, 2007.

Cotton, et al. *Market Leader*. Longman.

Pease, Allan. *Body Language: How to Read Others Thoughts by their Gestures*. New Delhi: Suda Publications, 1998.

Gardner, Howard. *Multiple Intelligences: The Theory in Practice: A Reader Basic Book*. New York, 1993.

De Bono, Edward. *Six Thinking Hats*. 2<sup>nd</sup> Ed. Penguin Books, 2000.

De Bono, Edward. *Serious Creativity*. Re print. Harper Business, 1993.

#### 4. Essentials of Spoken and Presentation Skills – Level – II

##### Objectives

- Coach students to identify, classify and apply relevant skill sets
- Illustrate role of skills in real-life work situations with case studies, role play, etc.
- Translate performance of skills into efficient habits
- Enable students to perceive cultural codes involved in presentation and design language performance accordingly

##### Unit – I

Body Language – Kinesics, Proxemics, Para linguistic, Chronemics, Nuances of Speech Delivery. Personality Development: Building self esteem.

##### Unit – II

Team work and participating in group discussions – Team building and Team work, Team briefing, Role of Team leader, Conflict resolution, Methodology of Group discussions, Role Functions in Group Discussion, Types of Non – functional Behavior, Improving group performance. Participating in Mock group discussions.

##### Unit – III

Interviews – Types of Interviews, preparing for interviews, facing interviews, reviewing performance, participating in mock interviews.

##### Unit – IV

Business Presentations – Preparing successful presentations, thinking about audience, making effective use of visual aid, Delivering presentation, using prompts, dealing with questions and interruptions, Mock presentations.

##### Recommended Texts:

Peter, Francis. *Soft Skills and Professional Communication*. New Delhi: Tata McGraw Hill.

2012. Print.

Singh, Prakash and Raman, Meenakshi. *Business Communication*. New Delhi: Oxford UP.

2006. Print.

Bailey, Edward P. *Writing and Speaking at Work: A Practical Guide for Business*

Communication. Pennsylvania: Prentice Hall. 2007. Print.

Pease, Allan and Peas, Barbara. *The Definitive Book of Body Language*. New York: Random

House. 2006. Print.

De Bono, Edward. 1993. *Serious Creativity*. Re print. Harper Business. 1993.

## 5. Technical Writing and Presentation

### Objectives:

To enable the students to know the nuances of technical writing and presentation.

### Unit I Reinforcement of Language Skills

[Correcting common errors] – Verbosity –

How to avoid unnecessary jargon – Words and Usage – List of “aura” words, Synonyms and Antonyms – Phrasing, Tense, Voice, Prepositions, Punctuation. Type of technical reports – creating specs, lab manuals, worksheets.

### Unit II Organization of Ideas

Preparing a Basic plan – Structuring the ideas, collecting the relevant materials

Creating Outlines – Headings of Sections, Topic Sentences.

Reviewing Sentences and Rewriting Paragraphs

Revising Drafts

### Unit III Contents of a Report [Some Basic Research Methodology]

Cover and title page - Table of Contents - List of Tables and Figures - Preface, Foreword, Acknowledgement - Abstract - Introduction - Body (in Sections and Subsections) - Results Conclusions and Recommendations - Appendices - References

### Unit IV Format [Both physical and stylistic]

Margins - Headings - Indentation - Pagination - Type face and fonts - Abbreviations - Symbols - Layouts - Proofreading Symbols

### Unit V Presentation of the Report

Difference between Oral Presentations and Written Reports (Even when the material is the same)

How to give a good presentation?

Proper use of technological aids

Discussion skills

### Recommended Texts :

E Handouts of Rensselaer Polytechnic, USA.[necessary permission has to be obtained by the course instructor for classroom use] [www.rpi.edu](http://www.rpi.edu)

Gupta, Ruby and Anugrah Rohini Lall. *Basic Technical Communication*. Cambridge University Press, 2009.

Hoover, Hardy. *Essentials for the Scientific and Technical Writer*. Rpt. New York: Dover Publications, Inc.,1980

Kirkman, John. *Good Style for Scientific and Engineering Writing*. London: Pitman Publishing Ltd., 1980.

## **6. Personality Enrichment – Level I**

### **Objectives:**

To develop positive self

Understand oneself to break barriers for improvement

### **Unit 1- Self Disclosure**

Characteristics of self disclosure – Self disclosure benefits and appropriateness – Self disclosure and self awareness – Self disclosure and feedback.

#### **Exercise:**

1. Self Description– Reflect and answer the following questions on a sheet of paper about yourself: Who am I? What am I like? How do others perceive me? What are my strengths as a person? In what areas do I want to develop greater skills?
2. Adjective Checklist – the following exercise is aimed at providing an opportunity for participants to disclose their view of themselves to the other members of their group and to receive feedback on how the other group members perceive them.
3. Self Disclosure and Self Awareness – the purpose of this exercise is to allow participants to focus on the areas as described in the Johari Window.

### **Unit II – Anger, Stress and Managing Feelings**

The nature of stress- managing stress through social support systems – the nature of anger – guidelines for managing anger constructively – dealing with an angry person

#### **Exercise:**

1. Handling put downs techniques practiced through role plays.
2. changing your feelings discuss how people can make their assumptions more constructively.
3. defusing the Bomb exercise discuss how one can manage provocations.

### **Unit III – Interpersonal Effectiveness**

Managing anxiety and fear – Breathing – an antidote to stress – progressive muscle relaxation – understanding your shyness – building one’ self esteem – avoiding self blame – taking risks, tolerating failure, persisting and celebrating success – self talk.

#### **Exercise:**

1. being positive about yourself
2. Understanding your shyness analyze the social situation of shyness and the causes of your shyness.
3. Systematic Muscle Relaxation train one in the procedure for systematic muscle relaxation.
4. Learning how to breathe deeply help one to relax systematically when one is anxious by controlling one’s breathing.

### **Unit IV: Study Skills**

Importance of study environment – using VCR3 to increase memory power: visualizing, concentrating, relating, repeating, reviewing- memory hindrances – memory helpers – knowing vs memorizing – memory and studying – the SQ3R method; survey, write questions, read, recite , review – mnemonic devices – rhymes – acronyms – pegging – cooperative learning .

#### **Exercise:**

1. Using the techniques of memory enhancers to review your classroom and textbook notes

### **Unit V: Goal Setting and Managing Time**

The basis of effective goals – steps to be followed to obtain optimum results from goal setting – Identifying the reasons for procrastination – guidelines to overcome procrastination – priority management at home and college

#### **Exercise:**

1. Steps to prepare one's short term goals and long term goals.
2. Role play activity through reflection of identifying how priority management affect one's ability to live a balanced life.

#### **Reference:**

1. Johnson, D.W. *Reaching out – Interpersonal Effectiveness and Self Actualization*. 6<sup>th</sup> ed. Boston: Allyn and Bacon. 1997.
2. Sherfield, R. M. ; Montgomery, R.J. and Moody, P, G. *Developing Soft Skills*. 4<sup>th</sup> ed. New Delhi: Pearson, 2010.
3. Robbins, S. P. and Hunsaker, Phillip, L. *Training in Interpersonal skills. Tips for managing people at work*. 5<sup>th</sup> ed. New Delhi: PHI Learning, 2009.



## **7. Personality Enrichment – Level II**

### **Objectives:**

To develop positive self

Understand oneself to break barriers for improvement

### **Unit 1 : Stress Management**

The Nature of Stress – A wellness Lifestyle – Distress symptoms: emotional distress, cognitive distress, behavioral distress, physical distress symptoms – managing stress : exercise, nutrition, sleep, healthy pleasures – self talk and stress – Relaxation Methods: breathing techniques, meditation techniques, visualization techniques – self hypnosis-muscle relaxation techniques – Using social support.

#### **Exercise:**

1. Distressors and Distress Symptoms
2. Identifying Personal uses for self talk management
3. Social support networks from which you draw and networks through which you give social support

### **Unit 2: Maintaining Trust**

Developing and maintaining trust – being trusting and trustworthy – building interpersonal trust – reestablishing trust after it has been broken – trusting appropriately – trust and friendship.

#### **Exercise:**

1. Practicing Trust Building Skills
2. Developing Trust

### **Unit 3: Resolving Interpersonal Conflicts**

Understanding conflicts of Interests- conflict strategies – negotiating to win – negotiating to solve the problems – steps for effective problem solving negotiating – refusal skills.

#### **Exercise:**

1. Non verbal conflict
2. Confronting the opposition
3. Using the conflict strategies – role playing

### **Unit 4: Applying Emotional Intelligence**

Emotional Intelligence and emotional competence - components of emotional intelligence – behavioral skills of emotional intelligence.

**Exercise:**

1. Role model using a modeling/group exercise

**Unit 5: Enhancing self esteem**

Self theory and the Johari window- Characteristics of fully functioning individuals – manifestations of low and high self esteem – techniques for enhancing self esteem – nurturance techniques -

**Exercise:**

1. Weakness-strength
2. managing your pig identify areas of self criticism and dealing with negative messages.
3. Nurturing relationships

**Reference**

1. Schafer, W. *Stress Management for Wellness*. 4<sup>th</sup> edition. Australia: Thomson & Wadsworth, 1998.
2. Johnson, D.W. *Reaching out – Interpersonal Effectiveness and Self Actualization*. 6<sup>th</sup> ed. Boston: Allyn and Bacon, 1997.
3. Robbins, S. P. and Hunsaker, Phillip, L. *Training in Interpersonal skills. Tips for managing people at work*. 5<sup>th</sup> ed. New Delhi: PHI Learning, 2009.
4. Frey, D and Carlock , C. *Enhancing Self Esteem*. 2<sup>nd</sup> edition. Indiana: Accelerated Development INC, 1989.

## 8. Computing Skills – Level - I

### Objective:

To impart hands on training to students in Microsoft Office essentials like MS Word, MS Excel and MS Access. The course is basic course offered at two levels exclusively meant for students who have no computer knowledge.

**Unit 1 :** Introduction to computers – classification of computers; Computers inside – Hardware (processing, memory i/o, storage etc), Software ( Systems, application); Operating Systems – DOS, LINUX, UNIX, Windows ; Programming – Overview, need and skills; Networking Basics; Virus; Hacking

**Unit 2 :** Word processing - Operating of word documents like open, close, save, print ; Editing Text – tools, formatting , bullets, layout ; Navigating word – Keyword, mouse, document formatting ; paragraph alignment - indentation, headers, footers, numbering; printing – preview, options

**Unit 3 :** File Management – Importance of file management, backing of files, files and folders- editing, deleting, retrieving, renaming, subfolders; Manipulating windows – minimize, maximize; power point basics- terminology- templates, viewing

**Unit 4 :** Spreadsheets – MS Excel – opening, entering text and data, formatting, navigating; Formulas- entering, handling and copying; charts- creating, formatting and printing, header and footer, centering of data; printing

**Unit 5 :** Networking - Internet explorer; www – working, browsing, searching, saving; bookmark – features, favorite, create, delete ; printing webpage; email – creating, receiving, reading and sending messages

**Note – Unit 2 -5 are to be taught as practical with hands on experience**

### References :

1. Norton, Peter. *Introduction to Computers*. Tata McGraw-Hill, India.
2. Jennifer Ackerman Kettel et al., *Microsoft 2003*. Tata Mc-Graw Hill, India.
3. Mansfield, Ron. *Working In Microsoft office 2006*. Tata Mc-Graw Hill, India.

### Examinations :

1. Sessional tests could be based on Theory and practical
2. End semester is based on practical examination only

## 9. Computing Skills – Level II

### Objective:

To impart hands on training to students in Microsoft Office essentials like MS Word, MS Excel and MS Access. The course is basic course offered at two levels exclusively meant for students with no computer knowledge.

**Unit 1** : Word processing - Auto formatting; Paragraph and character styles – creating , modifying and using styles; Templates – modifying, attaching and controlling; Tables and columns - creating, manipulating and formulating; mail merge; labels- creating

**Unit 2** : Data Management – MS Access - Introduction, concepts and terms; database and tables- creating, data types, editing fields, renaming, resizing of fields, finding, sorting and displaying of data –printing

**Unit 3** : Spreadsheets – MS Excel – Worksheets – moving, copying, sorting, inserting of cells, rows, columns; Charts – creating, editing, adding, rotating, printing, deleting and controlling; graphics- creating and placing, drawing lines and shapes; using multiple worksheets ; printing

**Unit 4** : Presentations – Power point- starting, browsing and saving, creating, editing, formatting of text and paragraphs, inserting tables and charts; Presentation through slides, handouts and printing.

**Unit 5** : Graphics and Multimedia - Clip art – create and insert; shapes- draw, insert and copy; create a flow

**Note – Unit 1 -5 are to be taught as practical with hands on experience**

### References :

1. Norton, Peter. *Introduction to Computers*. Tata McGraw-Hill, India.
2. Jennifer Ackerman et al., *Microsoft 2003*. Tata Mc-Graw Hill, India
3. Mansfield, Ron. *Working In Microsoft office 2006*. Tata Mc-Graw Hill, India

### Examinations :

1. Sessional tests could be based on Theory and practical
2. End semester is based on practical examination only

## Foreign Languages

### 10. French – Level - I

**Duration:** 15 weeks per semester 2 Hours per week on a single day (Total=30 hours)

**Prerequisites:** Complete beginners with no prior knowledge of the language.

**Objectives:** At a time when the knowledge of a foreign language has become an indispensable tool, this course in French will give an opportunity for learners to get a basic knowledge of a widely used European language. The course is based on a minimum vocabulary necessary and allows the learner to develop elementary communication skills in French.

#### **Course Content: Unit I**

- *Les salutations*; Saluer et se présenter
- Premier contact avec la langue française

#### **Unit II**

- *Comptons ensemble*: Epeler les noms et dire les nombres
- Les alphabets et les nombres 1-20

#### **Unit III**

- *Les copains*; Demander et dire les nationalités
- Le verbe : ‘être’ et les articles indéfinis ; les pronoms sujets et le pluriels des noms

#### **Unit IV**

- *Devinez*. Les interrogations ;
- Les nombres de 21- 100

#### **Unit V**

- *Dans la classe*: Présenter quelqu’un ; demander et dire son âge
- Verbe ‘avoir’ et les adjectifs

#### **Text Book:**

Ranjit, Mahitha & Singh, Monica, *Apprenons le français-I*, New Delhi (revised edition) : Saraswathi House Pvt Ltd, 2008 Leçons 1-5

**Recommended Reading:**

QUINTON-POISSON, Sylvie et al : *FESTIVAL-1*, CLE International, Paris, 2005

MERIEUX, Régine et al : *CONNEXIONS -1*, Didier, Paris, 2004

CAPELLE, Guy, MENAND, Robert : *TAXI-1*, Hachette, Paris, 2003

GIRARDET, Jacky, PECHEUR, Jacques : *CAMPUS -1*, CLE International, Paris, 2002

BAYLON, Christian et al : *FORUM-1*, Hachette, Paris, 2000

**Websites:** [www.fle.fr](http://www.fle.fr) ; [www.bonjourdefrance.com](http://www.bonjourdefrance.com); [www.polarfle.com](http://www.polarfle.com)

## 11. French - Level - II

**Duration:** 15 weeks per semester 2 Hours per week – on a single day (Total=30 hours)

**Prerequisites:** Basic knowledge of French Language (Level I only)

**Objectives:** This course continues from the Level I in permitting the students to develop further their language and communication skills in French a widely used European language. The learners will improve their stock of vocabulary and will acquire more structures that will serve to put them more at ease when using French in the classroom and outside.

### Course Content: Unit I

- Les amis de Caroline : Les nationalités; utiliser les articles
- Les articles définis; le pluriel : masculin et féminin

### Unit II

- *Quel jour est- il? :* Les jours de la semaine ; Répondre aux questions
- Verbe : ‘aller’

### Unit III

- *La famille de Manuel:* Exprimer la préférence
- Les verbes : ‘aimer’ et ‘parler’

### Unit IV

- *Les vacances:* Raconter un événement; Les mois de l’année
- Revision des verbes étudiés

### Unit V

- *Le drapeau de mon pays :* décrire la couleur d’un objet
- Le féminin et le pluriel des couleurs

### Text Book:

RANJIT, Mahitha & SINGH, Monica, *Apprenons le français-I*, Saraswathi House Pvt Ltd, New Delhi (revised edition) 2008 Leçons 6-1

### Recommended Reading :

QUINTON-POISSON, Sylvie et al : *FESTIVAL-I*, CLE International, Paris, 2005

MERIEUX, Régine et al : *CONNEXIONS -1*, Didier, Paris, 2004

CAPELLE, Guy, MENAND, Robert : *TAXI-I*, Hachette, Paris, 2003

GIRARDET, Jacky, PECHEUR, Jacques : *CAMPUS -I*, CLE International, Paris, 2002

BAYLON, Christian et al : *FORUM-I*, Hachette, Paris, 2000

**WEBSITES:** [www.fle.fr](http://www.fle.fr) ; [www.bonjourdefrance.com](http://www.bonjourdefrance.com); [www.polarfle.com](http://www.polarfle.com)

## Foreign Languages

### 12. German - Level- I

**Duration:** 15 WEEKS – 5 UNITS 2 HOURS per week on a single day.

**Prerequisites:** Complete beginners (no Prior Knowledge required)

**Objectives:** To provide learners with rudimentary knowledge of the German Language.

#### Unit 1

- Self Introduction
- Greetings

#### Grammar

- Auxiliary Verbs ‘to be’ and ‘to have’ personal pronouns in Nominative case.
- The German Alphabet.
- Position of the verbs : Aussage, W-Frage , Ja /Nein Frage
- The definite Article: die, der, das

#### Vocab

- Countries, Languages, Professions
- Federal States in Germany.
- Numbers 1 to 50.
- Studienfaecher

#### Unit 2

- At the restaurant

#### Grammar

- W-Frage, Conjugation in Present tense.
- Nominative- Definite, Indefinite and Negative articles.
- Accusative-Indefinite and Negative article

#### Vocab

- Words relating to Eateries: - For e.g. Restaurant, Cafe, Kneipe etc
- Numbers 51-100

#### Unit 3

- Living

#### Grammar:

- Accusative-The definite article.



**Vocab:**

- Places of living, gadgets and home appliances.

**Unit 4**

- Hobbies, Daily routine
- Elements of time/The reading of time.

**Grammar:**

- Separable Verbs
- Irregular verbs
- Modal verbs-  
Koennen, Moechten, Wollen · Preposition-( temporal )  
im ; am ; um

**Vocab:**

- Hobbies,
- Elements of Time, ( second, minute, hour etc., )
- Days of the week,
- Months of the year,
- Seasons

**Unit 5:**

Professions

**Grammar:**

- duerfen, muessen
- Preposition (local)
- bei, in, als.

**Vocab:**

Words pertaining to the different professions

TEXT BOOKS TANGRAM AKTUELL NIVEAUSTUFE A1/1

Themen level 1

Websites [www.german.about.com](http://www.german.about.com)

[www.deutschewelle.com](http://www.deutschewelle.com)

[www.youtube.com](http://www.youtube.com)

### 13. German - Level - II

**Duration:** 15 WEEKS – 5 UNITS - 2 HOURS per week on a single day.

**Prerequisites:** German for Beginners Level 1 or its equivalent.

**Objectives:** To reinforce the knowledge acquired at level 1.

#### Unit 1

- Leisure Activities

#### Grammar:

- Prepositions in and zu

Ins Kino , ins Theater In die Disko

Zum Bahnhof, Zur Schule

#### Vocab:

- Words pertaining to leisure activities

#### Unit 2

- Family

#### Grammar:

- Possessive pronouns in Nominative and Accusative

Vocab:

- Family Members
- Relationships

#### Unit 3

- Human body and Health

#### Grammar:

- Sollen

#### Vocab:

- Illnesses,
- Parts of the human Body

#### Unit 4

- Finding your way around

#### Grammar:

- Imperativ

#### Vocab:

- Important places (of visit) in a city

**Unit 5**

- Travel,
- Modes of Transport

**Grammar:**

- Perfekt, Praeteritum of Sein and Haben

**Vocab:**

- Words / Terms related to travel ( in die Berge, etc., )

**Text Books**

TANGRAM AKTUELL NIVEAUSTUFE A1/1 Themen Level 1

Websites [www.german.about.com](http://www.german.about.com)

[www.deutschewelle.com](http://www.deutschewelle.com)

[www.youtube.com](http://www.youtube.com)

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## 14. Quantitative Aptitude

### Objective:

To make the students to understand the nuances of arithmetical techniques

To make the students to face competitive exams

### Unit-1

Divisibility – HCF and LCM – Decimal Fractions – Square roots and Cube  
Roots – Logarithms – Antilogarithms.

### Unit-II

Averages – Percentage – Profit and Loss - Ratio and Proposition –  
Partnership – Alligation and mixture.

### Unit-III

Time and work – Pipes and Cistern – Time and Distance – Boats and Streams.

### Unit-IV

Simple Interest – Compound Interest – Stocks and Shares – True Discount –  
Banker's discount.

### Unit-V

Area – Volume and surface Areas – Heights and Distances –  
Data Interpretation : Tabulation – Bar Graphs – Pie Charts – Line Graphs.

### References:

1. R.S. Aggarwal, *Objective Arithmetic*, New Delhi : S. Chand & Company, 2005
2. Govind Prasad Singh and Rakesh Kumar, *Text Book of Quickest Mathematics*  
(for all Competitive Examinations), Kiran Prakashan, 2012.

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